

Kerrville Independent School District



Starkey Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Starkey Elementary's primary objective is to provide a positive, caring environment in which children are actively involved in learning. We recognize individual differences in children and strive to inspire a lifelong love of learning. As teammates, the home, school, and community endeavor to meet the needs of each child intellectually, emotionally, physically, and socially.

Vision

Kerrville ISD - An educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

Value Statement

"Teammates in Growth"

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Comprehensive Needs Assessment

Lever 1: Strong School Leadership & Planning

Summary

As part of our commitment to maintaining a cohesive and well-coordinated administrative team, we hold weekly meetings that include the Principal, Assistant Principal, Counselor, and Secretary. These meetings are essential for ensuring that all administrative functions are aligned and that we are collectively addressing the needs of our school community.

Our Instructional Leadership Team (ILT) also convenes on a weekly basis to discuss the outcomes of walkthroughs, observations, and data analysis. This team, which includes the Principal and the Assistant Principal, is dedicated to using these insights to drive instructional improvements and support our teachers effectively.

We have established a structured observation and walkthrough cycle that allows us to systematically monitor and support classroom instruction. This cycle is crucial for providing timely feedback to teachers and for identifying areas where additional support or professional development may be needed.

Professional Learning Communities (PLCs) within our school are centered around a specific, measurable goal that has been agreed upon by the team. These meetings are facilitated by a teacher, which empowers our educators to take ownership of their professional growth and collaborate effectively towards achieving shared objectives.

Our ILTs adhere to a predetermined agenda during their weekly meetings, ensuring that discussions are focused and productive. This structured approach allows us to maximize the impact of our time together and to address key issues systematically.

Finally, our campus has collaboratively developed a vision and mission statement that encapsulates our core values and goals. This vision and mission are communicated daily through announcements and reinforced weekly in our staff newsletter, ensuring that they remain at the forefront of our school culture and guide our collective efforts.

Strengths

Our commitment to weekly Instructional Leadership Team (ILT) meetings ensures that we maintain a consistent and collaborative approach to addressing the needs of our students and staff. These meetings provide a platform for open dialogue, strategic planning, and the sharing of best practices, which are essential for fostering a culture of continuous improvement within our school.

Having common goals for campus expectations allows us to create a unified and cohesive environment where all members of our school community understand and work towards shared objectives. This alignment not only enhances our educational outcomes but also strengthens our school culture, ensuring that everyone is moving in the same direction.

Scheduled walkthroughs and observations are integral to our approach, as they provide us with valuable insights into classroom dynamics and instructional practices. These observations allow us to identify areas of strength and opportunities for growth, enabling us to support our teachers effectively and enhance the learning experience for our students.

Our clearly communicated campus vision and mission serve as the foundation for all our initiatives and decisions. By articulating these guiding principles, we ensure that every member of our school community understands our purpose and direction, fostering a sense of belonging and commitment to our collective goals.

Problem Statements Identifying Lever 1: Strong School Leadership & Planning Needs

Problem Statement	Root Cause
1★ Face to face feedback is delivered inconsistently, affecting communication and performance alignment.	Scheduling conflicts due to other meetings and behavior struggles.
2★ Performance expectations and job responsibilities for the ILT are undefined, leading to confusion and reduced accountability.	Unclear understanding of expectations and evaluation documents.

★ = Priority

Lever 2: Strategic Staffing

Summary

Our campus actively participates in the annual KISD job fair as a strategic effort to recruit new staff members. This event allows us to connect with a diverse pool of candidates, ensuring that we attract talented individuals who are committed to contributing to our school's success.

In our hiring process, the administration employs intentional interview questions designed to identify candidates who not only possess the necessary skills and qualifications but also align with our school's values and culture. This approach helps us select individuals who are best suited to meet the needs of our students and community.

The district's participation in the Teacher Incentive Allotment (TIA) program is a testament to our commitment to incentivizing successful teaching practices. By recognizing and rewarding effective educators, we aim to foster an environment where excellence in teaching is both encouraged and celebrated.

We are dedicated to providing leadership opportunities for teachers to develop their leadership skills. By offering various programs and initiatives, we empower our educators to take on leadership roles, thereby enhancing their professional growth and contributing to the overall improvement of our school.

When developing the master schedule, we take into account the strengths of our teachers to ensure that we maximize their potential. By aligning teachers' strengths with their assignments, we create an environment where both educators and students can thrive.

We have intentionally selected teacher leaders to serve as team leaders, recognizing their ability to guide and support their colleagues. These leaders play a crucial role in fostering collaboration and driving instructional improvement within their teams.

Our preferred substitute list is carefully curated to ensure that we have access to reliable and effective substitutes who can maintain the continuity of instruction in the absence of regular teachers. This list is an essential component of our strategy to provide consistent and high-quality education to our students.

Strengths

Our school's active participation in the Teacher Incentive Allotment (TIA) program underscores our commitment to recognizing and rewarding exemplary teaching practices. By engaging in this initiative, we aim to attract and retain high-quality educators who are dedicated to fostering student success and enhancing the overall educational experience.

The KISD job fair serves as a vital platform for us to connect with potential candidates who are passionate about education. This event allows us to showcase our school's values and culture, ensuring that we attract individuals who are not only qualified but also align with our mission to provide exceptional learning opportunities for our students.

We prioritize placing teachers in roles that align with their strengths, ensuring that they are positioned to make the most significant impact on student learning. By carefully assessing each teacher's skills and expertise, we create an environment where educators can thrive and students can benefit from their specialized knowledge and passion.

The Inspire Academy is a cornerstone of our support for teachers who are new to the profession. This program provides

them with the foundational skills and confidence needed to excel in their roles, fostering a supportive community where they can grow and develop into effective educators.

For our teacher leaders, the Ignite Academy offers advanced professional development opportunities that empower them to take on leadership roles within the school. This program is designed to cultivate their leadership skills, enabling them to inspire and guide their colleagues towards achieving our shared educational goals.

Our level leader dedicated to supporting 3rd-grade instruction plays a crucial role in ensuring that our youngest learners receive the targeted support they need. By focusing on this critical stage of education, we aim to build a strong foundation for future academic success.

The team leader position is integral to fostering collaboration and communication among our staff. By coordinating efforts and facilitating teamwork, the team leader helps to create a cohesive and supportive environment that benefits both teachers and students.

PLC facilitators are essential in guiding our Professional Learning Communities, ensuring that these groups function effectively to enhance teaching practices and student outcomes. Their leadership in these collaborative settings helps to drive continuous improvement and innovation in our instructional approaches.

Finally, our guiding coalition for PLCs is instrumental in shaping the direction and focus of our professional learning efforts. This group of dedicated educators works together to set goals, monitor progress, and ensure that our PLCs are aligned with our school's vision for excellence in education.

Problem Statements Identifying Lever 2: Strategic Staffing Needs

Problem Statement	Root Cause
1★ Retaining high quality teachers remains a challenge, affecting consistency and outcomes.	Student behaviors and workload. Lack of support from teacher teams.
2★ Team leaders are not trained in adult learning facilitation and team dynamics.	Scheduling conflicts and a focus on managerial tasks.
3★ Teachers are not adequately trained on all instructional resources.	Scheduling conflicts and in person follow up support.

★ = Priority

Lever 3: Positive School Culture

Summary

Our campus mission and vision have been clearly established, providing a guiding framework for all our educational endeavors. This foundational element ensures that every member of our school community understands our collective goals and the path we are charting towards academic excellence and holistic development.

We maintain high expectations for both students and staff, fostering an environment where everyone is encouraged to strive for their best. This is coupled with a shared ownership of our school culture, where collaboration and mutual respect are paramount, creating a supportive and inclusive atmosphere for learning and growth.

To support our commitment to positive behavior and a nurturing school environment, we have implemented training programs such as Positive Behavioral Interventions and Supports (PBIS), Capturing Kids' Hearts (CKH), and Behavior Solutions. These initiatives equip our educators with the tools and strategies necessary to promote positive behavior, build meaningful relationships, and address behavioral challenges effectively, ensuring a safe and conducive learning environment for all students.

Strengths

Our school takes pride in having a clear mission and vision that is consistently communicated to our community. Each day, these guiding principles are reiterated during the morning announcements, ensuring that every student and staff member starts their day with a reminder of our shared goals. Additionally, our weekly staff newsletter reinforces these ideals, keeping our educators aligned and focused on our collective purpose.

Throughout our school, you will find artifacts in classrooms and hallways that serve as constant reminders of our practices and policies. These visual cues not only enhance the learning environment but also reinforce the standards and expectations we uphold. They are integral in creating a cohesive atmosphere where students and staff are continually reminded of the values we cherish.

We have established a common language across our school regarding behavior expectations. This uniformity ensures that all students understand what is expected of them, promoting a positive and respectful school culture. By having a shared vocabulary, we foster an environment where students can thrive academically and socially.

To ensure we are meeting the needs of our community, we administer surveys through Capturing Kids' Hearts (CKH) three times a year. These surveys are distributed to staff, students, and families, providing us with valuable feedback. This data-driven approach allows us to make informed decisions and continuously improve our educational practices, ensuring that we are responsive to the needs of our entire school community.

Problem Statements Identifying Lever 3: Positive School Culture Needs

Problem Statement	Root Cause
1★ Survey results are not consistently utilized to make changes in a timely manner.	Lack of completion, lack of valid data.
2★ Lack of alignment to the vision and mission.	Failure to intentionally tie campus practices back to the vision and mission.

★ = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

Our teachers are committed to delivering high-quality instruction by utilizing High-Quality Instructional Materials (HQIM) daily across all content areas. This ensures that our students receive a consistent and rigorous educational experience that aligns with our academic standards.

We adhere strictly to the scope and sequence outlined by the HQIM, which provides a structured framework for our curriculum. This approach helps maintain a coherent progression of learning objectives throughout the academic year.

To enhance our Reading Language Arts (RLA) instruction, our teachers have undergone comprehensive training on the use of Houghton Mifflin Harcourt (HMH) resources. This training equips them with the necessary skills to effectively implement these materials in their classrooms.

Assessments derived from the HQIM are integral to our evaluation process, allowing us to accurately measure students' mastery of the material taught. These assessments provide valuable insights into student learning and inform our instructional decisions.

In addition to formal assessments, teachers employ exit tickets from the HQIM as a formative assessment tool. This practice enables them to gauge student understanding on a daily basis and adjust instruction accordingly.

We emphasize the development of critical thinking skills by requiring students to think deeply and justify their answers. This approach not only enhances their comprehension but also prepares them for complex problem-solving tasks.

Our instructional routines and strategies are carefully designed to support student learning. These routines provide a structured environment that fosters academic growth and engagement.

Teachers have received training in lesson internalization, which involves deeply understanding and planning lessons. They collaborate in teacher teams to refine and internalize their lesson plans, ensuring a cohesive and effective instructional approach.

As we look towards the 2025-2026 academic year, student work analysis will be a focal point for our Professional Learning Communities (PLCs). This focus will help us better understand student progress and refine our teaching practices.

One challenge our teachers face is balancing the time required to teach the material with the limited time available in the school day. We are actively exploring strategies to optimize instructional time without compromising the quality of education.

The administration plays a crucial role in monitoring the fidelity of HQIM implementation. Regular observations and feedback ensure that our instructional practices align with our educational goals.

We systematically gather data on lesson internalization and the implementation of HQIM. This data-driven approach allows us to make informed decisions and continuously improve our instructional practices.

Strengths

Our dedicated teachers have successfully implemented High-Quality Instructional Materials (HQIM) in collaboration with Houghton Mifflin Harcourt (HMH), ensuring that our curriculum is both robust and effective. This implementation has been

a cornerstone in enhancing the quality of education we provide, allowing us to deliver consistent and high-standard instruction across all grade levels.

In our Kindergarten through 5th-grade classrooms, we have achieved alignment in Reading Language Arts (RLA) instruction by utilizing the same resource across these grades. This alignment ensures that our students receive a cohesive and comprehensive education, building on their skills progressively as they advance through each grade level.

Our teachers have undergone extensive training in lesson internalization through the National Institute for Excellence in Teaching (NIET) and HMM. This training has empowered them to deeply understand and effectively deliver the curriculum, ensuring that each lesson is taught with clarity and purpose. Additionally, our teachers have participated in training focused on student work analysis, equipping them with the skills to critically evaluate student progress and adapt instruction to meet individual learning needs.

For our youngest learners in grades K-2, we have implemented the Heggerty program for Phonics and Phonemic Awareness instruction. This program, combined with the analysis of mClass data, allows our teachers to track the effectiveness of the HQIM and make informed decisions to enhance student learning outcomes. By analyzing this data, teachers can tailor their instruction to better support the development of foundational literacy skills.

Through the lesson internalization process, our teachers have developed clear success criteria for each lesson. This practice ensures that both teachers and students have a clear understanding of the learning objectives and the standards of success, fostering a focused and goal-oriented learning environment.

To assess student mastery, we utilize the assessments provided within the HQIM framework. These assessments are integral in measuring student progress and understanding, allowing us to identify areas of strength and opportunities for growth. This data-driven approach ensures that our instruction is responsive and targeted to meet the needs of all students.

Our commitment to continuous improvement is further supported by our weekly Professional Learning Community (PLC) meetings. During these sessions, teachers collaborate to plan instruction and analyze data, fostering a culture of shared learning and professional growth. This collaborative approach ensures that our instructional strategies are informed by data and best practices, ultimately enhancing the educational experience for our students.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1 ★ Student work analysis is not yet a consistent part of our PLC process.	Teachers were focused on implementing a new HQIM and lesson internalization.
2 ★ Lack of utilizing assessment data from HQIM.	Too many assessment tools.
3 ★ Teachers feel they don't have time to utilize all aspects of the HQIM with fidelity.	Master scheduling, time conflicts.

★ = Priority

Lever 5: Effective Instruction

Summary

Our RLA teachers are effectively utilizing lesson internalization of HMH resources, which allows them to deeply understand and convey the material to students in a meaningful way. This approach ensures that the lessons are not only delivered effectively but also resonate with students, enhancing their learning experience and comprehension.

In all content areas, we are committed to using High-Quality Instructional Materials (HQIM) that are specifically tailored to each subject. This ensures that our students receive the best possible education, with resources that are both engaging and aligned with educational standards, thereby supporting their academic growth across the board.

Our lessons are meticulously aligned to the scope and sequence, ensuring that the curriculum is delivered in a logical and coherent manner. This alignment guarantees that students build on their knowledge progressively, with each lesson reinforcing and expanding upon previous learning, which is crucial for their academic development.

Our teachers possess a strong grasp of the Texas Essential Knowledge and Skills (TEKS), which is fundamental to delivering a curriculum that meets state standards. This expertise allows them to design and implement lessons that not only meet but exceed educational requirements, providing our students with a robust and comprehensive education.

We hold Professional Learning Communities (PLCs) on a weekly basis, fostering an environment of collaboration and continuous improvement among our educators. These sessions are vital for sharing best practices, addressing challenges, and ensuring that our teaching strategies remain effective and innovative.

Finally, we place a strong emphasis on student data goal setting and monitoring. By regularly assessing and analyzing student performance data, we can set realistic and achievable goals for our students, track their progress, and make informed decisions to support their academic success. This data-driven approach is key to personalizing learning and ensuring that each student reaches their full potential.

Strengths

Our teachers have undergone comprehensive training on lesson internalization, ensuring that they are well-equipped to deliver content in a manner that is both engaging and effective. This training empowers our educators to deeply understand and convey the curriculum, fostering a more enriching learning environment for our students.

We have established a routine of weekly Professional Learning Communities (PLCs) where teachers come together to analyze data. This collaborative approach allows educators to share insights, discuss strategies, and make data-driven decisions that enhance student learning outcomes. By dedicating time each week to this practice, we ensure that our teaching methods are continuously refined and improved.

All of our teachers utilize High-Quality Instructional Materials (HQIM) specific to their content areas. This commitment to using top-tier resources ensures that our students receive a consistent and high standard of education across all subjects. HQIM supports our teachers in delivering lessons that are both rigorous and aligned with educational standards.

In our Instructional Coach (IC) office, we have implemented a system where SMART goals and progress are visibly posted and meticulously tracked. This transparency not only holds us accountable but also motivates both teachers and students

to strive for continuous improvement. By setting Specific, Measurable, Achievable, Relevant, and Time-bound goals, we create a focused path towards academic success.

Our Instructional Leadership Team (ILT) is dedicated to tracking student data to identify trends, strengths, and areas for growth. This data-driven approach allows us to tailor our instructional strategies to meet the diverse needs of our student body, ensuring that every learner has the opportunity to succeed.

Campus leadership plays a crucial role in monitoring the evidence of lesson internalization through regular walkthroughs. These observations provide valuable feedback to teachers and ensure that the high standards of lesson delivery are consistently met. By actively engaging in this process, our leadership team supports a culture of continuous improvement and excellence in teaching.

Our K-2 teachers are dedicated to enhancing the literacy skills of our young learners by creating exemplars for Reading and Language Arts (RLA). These exemplars serve as high-quality models of student work that set clear expectations and provide guidance for both instruction and assessment. By developing these exemplars, our teachers ensure that students have a concrete understanding of the learning objectives and the standards they are expected to meet. This practice not only supports differentiated instruction but also fosters a consistent and cohesive approach to teaching literacy across the early grades. Through their commitment to this initiative, our teachers are laying a strong foundation for our students' future academic success.

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement		Root Cause
1 ★	Teacher response to student data is lacking intentionality.	Resistance to new practices.
	Lesson internalization is not utilized in all content areas.	Lack of training for all content areas.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Face to face feedback is delivered inconsistently, affecting communication and performance alignment.

Scheduling conflicts due to other meetings and behavior struggles.

2
★

Performance expectations and job responsibilities for the ILT are undefined, leading to confusion and reduced accountability.

Unclear understanding of expectations and evaluation documents.

3
★

Retaining high quality teachers remains a challenge, affecting consistency and outcomes.

Student behaviors and workload. Lack of support from teacher teams.

4
★

Team leaders are not trained in adult learning facilitation and team dynamics.

Scheduling conflicts and a focus on managerial tasks.

5
★

Teachers are not adequately trained on all instructional resources.

Scheduling conflicts and in person follow up support.

6
★

Survey results are not consistently utilized to make changes in a timely manner.

Lack of completion, lack of valid data.

7
★

Lack of alignment to the vision and mission.

Failure to intentionally tie campus practices back to the vision and mission.

8
★

Student work analysis is not yet a consistent part of our PLC process.

Teachers were focused on implementing a new HQIM and lesson internalization.

9
★

Lack of utilizing assessment data from HQIM.

Too many assessment tools.

10
★

Teachers feel they don't have time to utilize all aspects of the HQIM with fidelity.

Master scheduling, time conflicts.

11
★

Teacher response to student data is lacking intentionality.

Resistance to new practices.

12
★

Lesson internalization is not utilized in all content areas.

Lack of training for all content areas.

★ = Priority



Goals

Goal 1

Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 1

Increase the STAAR 5th grade Science passing rate for EB students from 26% to at least 50% by the end of the 2025-2026 academic year, aligning closer to the state cut point of 65%.

Evaluation Data Source: Science STAAR data in Aware

Strategy 1

Implement Stemsscopes HQIM with fidelity.

Strategy's Expected Result/Impact: Improved Science Scores

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September

January

April

June

Strategy 2

Implement targeted Science interventions

Strategy's Expected Result/Impact: Improved Science scores

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September

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June

Strategy 3

Provide professional development for teachers.

Strategy's Expected Result/Impact: Improved Science scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Increase access to bilingual resources including CBLI and Seidlitz 7 Steps.

Strategy's Expected Result/Impact: Improved Science scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 2: Strategic Staffing 3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Offer small-group instruction

Strategy's Expected Result/Impact: Improved Science scores

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement

Root Cause

3

Teachers are not adequately trained on all instructional resources.

Scheduling conflicts and in person follow up support.

Performance Objective 1 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

1

Teacher response to student data is lacking intentionality.

Resistance to new practices.

2

Lesson internalization is not utilized in all content areas.

Lack of training for all content areas.

Performance Objective 2

Increase the STAAR 5th grade Science passing rate for SPED students from 15% to at least 50% by the end of the 2025-2026 academic year, aligning closer to the state cut point of 65%.

Evaluation Data Source: Science STAAR data in Aware

Strategy 1

Intentional planning through PLCs.

Strategy's Expected Result/Impact: Improved Science STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September **January** **April** **June**

Strategy 2

Implementation of evidence-based Tier 2 and Tier 3 interventions.

Strategy's Expected Result/Impact: Improved Science STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 1

Formative Reviews

September **January** **April** **June**

Strategy 3

Provide professional development on science instruction and hands-on learning experiences.

Strategy's Expected Result/Impact: Improved Science STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 2

Formative Reviews

September **January** **April** **June**

Performance Objective 2 Problem Statements Identifying Lever 5: Effective Instruction

	Problem Statement	Root Cause
1	Teacher response to student data is lacking intentionality.	Resistance to new practices.
2	Lesson internalization is not utilized in all content areas.	Lack of training for all content areas.

Performance Objective 3

Decrease the gap between all students and SPED students, as measured by the STAAR Math 3-5 average score at meets, by 8%, from 23% to at least 15% by the end of the 2025-2026 academic school year.

Evaluation Data Source: Math STAAR data

Strategy 1

Intentional planning through PLCs.

Strategy's Expected Result/Impact: Improved Math STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Implementation of evidence-based Tier 2 and Tier 3 interventions.

Strategy's Expected Result/Impact: Improved Math STAAR Scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Provide professional development on math instruction, and conceptual development.

Strategy's Expected Result/Impact: Improved Math STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 2: Strategic Staffing 3

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement

Root Cause

3

Teachers are not adequately trained on all instructional resources.

Scheduling conflicts and in person follow up support.

Performance Objective 3 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

1

Teacher response to student data is lacking intentionality.

Resistance to new practices.

Performance Objective 4

Decrease the gap between all students and Emergent Bilingual students, as measured by the STAAR Math 3-5 average score at meets by 5%, from 15% to at least 10% by the end of the 2025-2026 academic year.

Evaluation Data Source: Math STAAR data

Strategy 1

Intentional planning through PLCs

Strategy's Expected Result/Impact: Improved Math STAAR scores

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

Implementation of evidence based Tier 2 and Tier 3 interventions

Strategy's Expected Result/Impact: Improved Math STAAR scores.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 3

Provide professional development on math instruction, and conceptual development.

Strategy's Expected Result/Impact: Improved Math STAAR scores

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 5: Effective Instruction 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement	Root Cause
1 Student work analysis is not yet a consistent part of our PLC process.	Teachers were focused on implementing a new HQIM and lesson internalization.

Performance Objective 4 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement	Root Cause
2 Lesson internalization is not utilized in all content areas.	Lack of training for all content areas.

Performance Objective 5

Full district wide implementation of Professional Learning Community (PLC) systems from September 2025 to May 2026 will result in improved student performance at the Meets level or above on campus selected assessments.

Evaluation Data Source: Campus PLC data analysis and collaboration reports

Strategy 1

Create and follow a PLC schedule and ensure documentation of meetings.

Strategy's Expected Result/Impact: Effective use of PLC systems.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

Develop measurable, annual team goals aligned with broader campus objectives and monitor at least 3x per year.

Strategy's Expected Result/Impact: Effective use of PLC systems

Staff Responsible for Monitoring: Admin, IC.

Problem Statements: Lever 5: Effective Instruction 1

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Establish collaborative practices such as weekly PLC meetings focused on data analysis, instructional strategy sharing, and targeted efforts to improve student performance by a specific pre-determined percentage.

Strategy's Expected Result/Impact: Effective use of PLC systems.

Staff Responsible for Monitoring: Admin, IC

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 1 - Lever 5: Effective Instruction 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 5 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

1

Student work analysis is not yet a consistent part of our PLC process.

Teachers were focused on implementing a new HQIM and lesson internalization.

Performance Objective 5 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

1

Teacher response to student data is lacking intentionality.

Resistance to new practices.

Goal 2

Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework.

Performance Objective 1

Campus PLCs will analyze longitudinal STAAR data to identify consistently low scoring TEKS, and will adjust instructional practices accordingly. Progress will be measured by a 2%-5% increase in targeted TEKS scores.

Evaluation Data Source: Longitudinal TEKS based data

Strategy 1

Provide teachers with campus specific longitudinal TEKS data.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS.

Staff Responsible for Monitoring: Principal, AP

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Campus Leadership will maintain longitudinal TEKS based data using campus Common Assessments using Aware.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS.

Staff Responsible for Monitoring: Principal, AP

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

PLCs will plan and revise instructional practices to match the content and rigor of how the identified TEKS are assessed.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS.

Staff Responsible for Monitoring: Principal, AP

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September January April June

Goal 3

Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Goal 4

Recruit, develop, and retain employees that are student-centered, focused on professional learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Goal 5

Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Goal 6

Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 1 High Priority

Reduce the number of office discipline referrals by 10% during the 25-26 school year in comparison to the 24-25 school year.

Evaluation Data Source: Skyward
CKH Surveys and Data
MTSS Documentation

Strategy 1

Implementation of CKH with campus-wide fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our tiered discipline process (Capturing Kids' Hearts Discipline Model / CKH Discipline Ladder for Teachers / CKH Discipline Ladder for Administrators).

Strategy's Expected Result/Impact: Fewer number of Discipline Referrals
Students remaining in class learning

Staff Responsible for Monitoring: Principal and AP

Problem Statements: Lever 3: Positive School Culture 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	January	April	June
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Strategy 2

The campus will use the MTSS process to identify students requiring intervention for behavior and provide individual/small group instruction. Teachers will use the MTSS process to document and track progress for students and update interventions as needed.

Strategy's Expected Result/Impact: Fewer number of Discipline Referrals
Students remaining in class learning

Staff Responsible for Monitoring: Principal, AP, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September January April June

Performance Objective 1 Problem Statements Identifying Lever 3: Positive School Culture

Problem Statement		Root Cause
2	Lack of alignment to the vision and mission.	Failure to intentionally tie campus practices back to the vision and mission.