

# Kerrville Independent School District



## Tally Elementary

Accountability Rating: A

## 2025-2026 Campus Improvement Plan

# Mission Statement

Tally Elementary is committed to connection, collaboration, and collectively ensuring high levels of learning for every student, every day. We Are ALL IN!

# Vision

Fred H. Tally Elementary School students are well prepared for life and equipped with unlimited opportunities. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.

# Value Statement

Fred H. Tally Elementary School promotes a safe, orderly, caring, and supportive environment. Each student’s self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students’ learning.

**We Value...**

- Students first
- Personal learning experiences
- Preparing students for the future
- Continuous learning and improvement for Tally
- Sound fiscal management and aligned resources and goals

**We Believe...**

1. Students come first at Tally.
2. Our employees are our district’s greatest asset and we are a family at Tally.
3. Tally is a values-driven, data-informed organization.
4. Tally fosters a positive environment for learning, teaching *and* for connecting with our community.
5. Every student deserves the highest quality learning experiences.
6. Tally inspires lifelong learning and a culture of continuous improvement for all students and staff.
7. KISD is a destination district in our State for academics, athletics, fine arts and student programs.



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# **Comprehensive Needs Assessment**

# Lever 1: Strong School Leadership & Planning

## Summary

As a school, we have developed a comprehensive list of responsibilities for our administrative team to ensure clarity and efficiency in our operations. This list serves as a guiding document that delineates the specific roles and duties of each team member, fostering accountability and streamlining our efforts to support both staff and students effectively.

We have also established a master calendar that prioritizes instructional minutes for all grade levels. This calendar is meticulously crafted to maximize learning time, ensuring that each grade level receives the appropriate amount of instructional focus necessary for student success. By doing so, we are committed to maintaining a structured and consistent educational environment.

To enhance communication and keep our staff informed, we share a weekly calendar that highlights important campus events. This proactive approach ensures that all staff members are aware of upcoming activities and can plan accordingly, promoting a cohesive and well-informed school community.

Our commitment to collaboration is further demonstrated through our monthly team leader meetings. These meetings are structured with a clear agenda, documented minutes, and outlined next steps, allowing us to address key issues, share insights, and develop actionable plans that drive our school forward.

In addition, we maintain a calendar of weekly scheduled walkthroughs and T-TESS observations. This schedule allows us to systematically observe and support our teachers, providing them with constructive feedback and professional development opportunities that enhance their instructional practices.

Finally, our weekly Instructional Leadership Team meetings are dedicated to reviewing data and discussing the feedback loop for teacher walkthroughs. These meetings are crucial for analyzing student performance data, identifying areas for improvement, and ensuring that our feedback to teachers is timely, relevant, and impactful. Through these efforts, we strive to create a culture of continuous improvement and excellence in teaching and learning.

- \* Comprehensive list of responsibilities for administrative team
- \* Master calendar that prioritizes instructional minutes for all grade levels
- \* Weekly calendar shared with staff for communication of important campus events
- \* Hold monthly team leader meeting with agenda, minutes, and next steps
- \* Calendar of weekly scheduled walkthroughs and scheduled T-TESS observations
- \* Weekly Instructional Leadership Team meetings to review data and discuss feedback loop for teacher walkthroughs

## Strengths

Our commitment to continuous improvement is exemplified through our weekly walkthrough feedback system, which is meticulously documented in Eduphoria. This process is centered around reflective questioning, encouraging our educators to engage in self-assessment and professional growth. By providing suggestions for actionable improvements, we ensure

that our teaching practices are constantly evolving to meet the needs of our students.

We have strategically aligned our paraprofessional schedules to optimize their availability during WIN (What I Need) time. This alignment allows us to provide targeted interventions and extensions, ensuring that each student receives the support they need to succeed. By maximizing the effectiveness of our paraprofessionals, we are able to offer a more personalized learning experience for our students.

Our weekly newsletters serve as a vital communication tool, keeping our staff informed and engaged with the campus community. These newsletters highlight our campus goals, celebrate achievements, and provide important data and updates on upcoming events. By fostering a culture of transparency and collaboration, we empower our staff to work together towards our shared vision of educational excellence.

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

| Problem Statement                                                                                                                                                                                               | Root Cause                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <div>1</div> <div>Team leader meetings have been focused on logistics/housekeeping items, and our goal is to add additional meetings to focus on campus goals and data analysis</div>                           | <div>Lack of time in scheduled monthly meetings</div>                                 |
| <div>2</div> <div>Improve current ILT meeting structures to be more focused on campus goals/needs thus ensuring the ILT is better able to support teachers in their classroom and instructional practices</div> | <div>Time and scheduling have limited the ILT's ability to focus on these areas</div> |

 = Priority

# Lever 2: Strategic Staffing

## Summary

At Tally campus, we adhere to a well-defined set of selection criteria, protocols, and hiring processes that are meticulously aligned with our institutional vision, values, and goals. This ensures that every member of our team not only possesses the necessary qualifications and skills but also shares a commitment to the educational ethos that drives our school forward. By maintaining these standards, we are able to cultivate a cohesive and dedicated faculty that is fully invested in the success of our students.

We are deeply committed to the continuous professional growth of our teachers. To this end, we provide a robust program of professional development that empowers educators to enhance their skills and knowledge. Additionally, we offer opportunities for teachers to observe and learn from their peers, fostering a collaborative environment that values shared learning experiences. Recognition of their efforts and achievements is a cornerstone of our support system, and we emphasize the importance of family values in creating a nurturing and inclusive school community.

The selection and assignment of teacher leaders at our school are predicated on a proven track record of student achievement and the demonstration of strong adult leadership skills. We believe that effective leadership is integral to the success of our educational programs, and we are committed to appointing individuals who have consistently shown their ability to inspire and guide both students and colleagues. This approach ensures that our leadership team is composed of individuals who are not only accomplished educators but also exemplary role models within our school community.

## Strengths

At our school, we place a significant emphasis on the recruitment process to ensure that new hires are not only highly qualified but also align seamlessly with our campus mission, goals, and culture. This thorough evaluation process is designed to maintain the integrity and continuity of our educational environment, ensuring that every new member of our team contributes positively to our community and shares our commitment to excellence in education.

Recognizing the hard work and achievements of our staff is a cornerstone of our approach to professional development. We are committed to providing meaningful and constructive feedback that empowers our teachers to grow and excel in their roles. By acknowledging their efforts and guiding them with insightful feedback, we foster an environment where continuous improvement is both encouraged and celebrated.

We understand the importance of our staff feeling valued and the critical role that work/family life balance plays in their overall well-being. Our efforts are focused on creating a supportive atmosphere where staff members can thrive both professionally and personally. By emphasizing this balance, we aim to cultivate a workplace where our educators feel appreciated and motivated to perform at their best.

Professional development is a key component of our support for teachers, and we are dedicated to facilitating opportunities for them to learn and grow. By actively supporting their requests for further education and training, we ensure that our teachers remain at the forefront of educational practices, which in turn enhances the learning experience for our students. This commitment to professional growth underscores our belief in the continuous development of our educators as a vital

part of our school's success.

# Problem Statements Identifying Lever 2: Strategic Staffing Needs

| Problem Statement                                                                                                                                                                                                                       | Root Cause                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <p>Over the last few years there have been fewer opportunities for teachers to observe other teachers. We want to foster a culture that encourages and values teachers learning from and collaborating with each other</p> | <p>Teachers Observing Teachers (TOT) program was originally created by and supported by a cohort of Tally teachers and the program has just not continued with the level of fidelity that it initially had.</p> |

 = Priority

# Lever 3: Positive School Culture

## Summary

During the 2024-25 school year, the entire Tally staff collaborated extensively to create and refine a new mission statement. This collaborative effort ensured that the mission statement accurately reflects our collective vision and commitment to fostering an environment that supports the holistic development of our students. The process was inclusive, allowing for diverse perspectives and insights, which ultimately strengthened the foundation of our educational objectives.

Our campus practices and policies are designed to uphold high expectations and promote shared ownership for student success. This means that every member of our school community, from teachers to administrative staff, is dedicated to supporting students in achieving their academic and personal goals. By fostering a culture of accountability and collaboration, we ensure that students are provided with the resources and encouragement they need to excel.

We place a strong emphasis on preparing students for college and career readiness, as well as postsecondary success, from an early stage. Our curriculum and extracurricular activities are strategically aligned to equip students with the skills and knowledge necessary to thrive in higher education and the workforce. By instilling these values early on, we aim to inspire students to pursue their aspirations with confidence and determination.

Regular administration of climate surveys is a critical component of our approach to continuous improvement. The data collected from these surveys informs the development of new initiatives, allowing us to address the needs and concerns of our school community effectively. By leveraging this feedback, we can implement targeted strategies that enhance the educational experience and foster a positive and inclusive school environment.

## Strengths

Our mission statement is a cornerstone of our educational philosophy, encapsulating the core values that are essential to the success and growth of both our students and staff. It serves as a guiding light, ensuring that every decision and action taken within our school aligns with our commitment to fostering an environment where everyone can thrive. By clearly articulating these values, we create a shared understanding and purpose that drives our community forward.

To ensure that our mission statement remains at the forefront of our community's consciousness, it is shared with staff and parents in our weekly communications. This regular reinforcement helps to keep our goals and values top of mind, fostering a cohesive and unified approach to education. By maintaining open lines of communication, we ensure that everyone is aligned and working towards the same objectives, creating a strong foundation for collaboration and success.

Our school is characterized by high levels of camaraderie and collaboration among staff, which often extends across grade levels and content areas. This spirit of teamwork is vital to our success, as it allows for the sharing of ideas, resources, and best practices. By working together, our educators are able to provide a more comprehensive and enriching educational experience for our students, ensuring that they receive the support and guidance they need to excel.

To further promote a sense of community within our campus, we have implemented buddy classes between grade levels. This initiative fosters connections between students of different ages, encouraging mentorship and friendship. By creating these bonds, we help to build a supportive and inclusive school environment where every student feels valued and connected.

Our numerous family engagement events are a testament to the strong partnership between our school and the families we serve. These events are well-supported by families, highlighting the importance of collaboration and mutual support in the educational process. By involving parents in school activities, we strengthen the ties between home and school, creating a united front that is dedicated to the success and well-being of our students.

# Problem Statements Identifying Lever 3: Positive School Culture Needs

| Problem Statement                                                                                                                                                                          | Root Cause                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Want all staff to be able to articulate Tally's mision without prompting and share how classroom and schoolwide routines, procedures, and activities reflect them.</div> | <div>Vision statement is new and need to have more emphasis on the importance of staff being able to state it as well as live it</div> |

 = Priority

# Lever 4: High-Quality Instructional Materials and Assessments

## Summary

As a school, we are committed to enhancing our Professional Learning Communities (PLCs) by utilizing the backward planning model, which is grounded in the Texas Essential Knowledge and Skills (TEKS) Readiness Standards. This approach ensures that our educators are strategically planning with the end goals in mind, thereby aligning instruction with the standards that are critical for student success.

We are also focusing on the training and modeling of the lesson internalization process through the use of High-Quality Instructional Materials (HQIM). This initiative is designed to equip our teachers with the skills necessary to deeply understand and effectively deliver the curriculum, ensuring that each lesson is impactful and engaging for our students.

To maintain the integrity of our instructional practices, we are diligently monitoring the alignment of our scope and sequence with the fidelity of HQIM implementation. This involves regular checks to ensure that our teaching strategies are consistent with the planned curriculum and that they meet the high standards we have set for educational excellence.

In addition, we are revising and aligning our common assessments to ensure they reflect the appropriate level of rigor. This process is crucial in accurately measuring student understanding and progress, allowing us to make informed decisions about instruction and intervention.

Our PLCs are structured around four essential questions, which guide our analysis of data and drive our collaborative efforts. By focusing on these questions, we are able to critically evaluate our teaching practices, identify areas for improvement, and celebrate our successes, all with the aim of enhancing student learning outcomes.

## Strengths

Our school has made strides in enhancing the educational experience by increasing the use of district-adopted high-quality instructional materials. This commitment ensures that our students have access to the best resources available, which are designed to meet diverse learning needs and promote academic excellence. By integrating these materials into our curriculum, we are able to provide a more cohesive and comprehensive learning environment that supports student success.

We have also placed a strong emphasis on utilizing common assessments and analyzing data to make informed decisions regarding intervention and extension. This approach allows us to identify areas where students may need additional support or opportunities for enrichment. By systematically reviewing assessment data, our educators can tailor instruction to meet the individual needs of each student, ensuring that all learners have the opportunity to achieve their full potential.

Furthermore, our school has increased the rigor in both formative and summative assessments. By challenging our students with more demanding assessments, we are preparing them for the complexities of higher education and the workforce. This focus on rigor not only enhances critical thinking and problem-solving skills but also encourages students to engage deeply with the content.

Lastly, we have placed a strong emphasis on backwards planning and a focus on TEK alignment at the appropriate level of

rigor. By starting with the end goals in mind, our educators are able to design lessons that are strategically aligned with the Texas Essential Knowledge and Skills (TEKS) standards. This ensures that our instruction is purposeful and meets the required academic standards, providing our students with a clear path to success

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

| Problem Statement                                                                                                                                                      | Root Cause                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Teachers have largely had to develop or select their own instructional materials and worked with an ever changing scope and sequence leading to a lack of alignment. | As a district, we have not utilized a scope and sequence aligned to our HQIM.                                                                            |
| 2 There is a lack of instructional materials that effectively address the needs of students with disabilities.                                                         | Inconsistencies with HQIM and scope and sequence documents across RLA have led to a lack of familiarity with resources that may support this population. |

★ = Priority

# Lever 5: Effective Instruction

## Summary

At our school, Professional Learning Communities (PLCs) are dedicated to enhancing the educational experience by concentrating on curriculum development, unpacking educational standards, and conducting thorough data analysis. This collaborative effort extends to analyzing student work, which allows us to tailor our teaching strategies to meet the diverse needs of our students effectively.

Our teachers engage in collaborative efforts to select the most appropriate instructional materials, ensuring that these resources are aligned with our educational goals. By working together, they are able to assess the efficacy of these materials, making informed decisions that enhance the learning environment and promote student success.

We have designated campus intervention time specifically for reteaching and applying readiness standards. This focused approach allows us to address any learning gaps and reinforce key concepts, ensuring that all students have the opportunity to achieve academic proficiency.

For our K-2 grade levels, teams have developed comprehensive rubrics that support standards-based report card grading. This initiative ensures that our grading practices are aligned with educational standards, providing a clear and consistent measure of student progress and achievement.

In grades 3-5, our Reading Language Arts (RLA) teachers utilize Texas Education Agency (TEA) released scoring guides and exemplars. This practice enables them to identify both strengths and areas for improvement in student work, allowing for targeted instructional planning to address any identified gaps. Through this process, we are committed to fostering an environment of continuous improvement and academic excellence.

## Strengths

Our administrative team excels in maintaining clear and consistent communication regarding the district assessment calendar. By meeting frequently with teachers, we ensure that formative data is thoroughly discussed and understood, allowing for informed instructional decisions that directly benefit student learning outcomes.

We have prioritized professional development by focusing on unpacking standards and creating student work exemplars, particularly in grades 3-5 math. This targeted training empowers our educators to better understand and teach the curriculum, ultimately enhancing student comprehension and performance in mathematics.

Our teachers are committed to collaboration and continuous improvement, as evidenced by their weekly participation in Professional Learning Communities (PLCs). During these sessions, they engage in data analysis, lesson planning, and student work analysis, fostering a culture of shared responsibility and collective efficacy in driving student success.

Furthermore, our teachers employ a variety of methods and visuals to set goals and track progress with their students. This approach not only makes learning objectives clear and attainable but also actively involves students in their own learning journey, promoting self-regulation and motivation.

# Problem Statements Identifying Lever 5: Effective Instruction Needs

| Problem Statement                                                                                                                                                                              | Root Cause                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>We discuss objectives and activities during grade level PLCs, but do not consistently record the results of the conversations and their impact on classroom practices.</div> | <div>We lack a formalized process for collecting and reviewing these objectives and activities.</div> |

 = 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

Third Grade STAAR Math scores for the Economically Disadvantaged student population will rise to meet State cut points of 90%, 60%, 30% for Approaches, Meets, and Masters. Tally 2025 rates for 3rd grade Eco Dis Math scores were 76% Approaches, 56% Meets, and 24% Masters, constituting a need for at least a 14% increase at Approaches, 4% increase at Meets, and 6% increase at the Masters level.

**Evaluation Data Source:** 3rd Grade Math STAAR scores  
3rd Grade Math MAP scores

### Strategy 1

Clearly communicate expectations regarding use of \* state-approved, district adopted resources \* approved scope and sequence \* standards-aligned common assessments

**Strategy's Expected Result/Impact:** Improve STAAR percentages in each performance level

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

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## Performance Objective 2

The percentage of special education students that Meet on the 5th grade Science STAAR will increase from 8% to 18%

**Evaluation Data Source:** Science STAAR scores  
Science EOY MAP scores

### Strategy 1

Targeted intervention at rigor of STAAR Science test for identified Special Education students during their WIN time (1 day per week)

**Strategy's Expected Result/Impact:** Increase the percentage of SpEd students that achieve meets on the STAAR Science test

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.2, 2.5.3

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

**Formative Reviews**

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### Performance Objective 3 High Priority

At least 50% of 3rd - 5th grade EB students will score higher on their TELPAS composite scores in 2026 over their 2025 composite score.

**Evaluation Data Source:** TELPAS

### Strategy 1 Results Driven Accountability

Implement targeted language interventions such as Lexia English, CBLI practices, and TELPAS tutoring

**Strategy's Expected Result/Impact:** Increase in students composite scores

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

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### Performance Objective 4 High Priority

Special Education students will meet federal targets at the Meets level for both RLA (33%) and Math (36%) in grades 3-5.

Strategy 1  Targeted Support Strategy

WIN time will focus on specific interventions for Special Education students.

**Strategy's Expected Result/Impact:** 3-5 Special Education students will meet the federal target of at least 33% at Meets level for RLA STAAR 2026 and 3-5 Special Education students will meet the federal target of at least 36% at Meets level for Math STAAR 2026.

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

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# 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 High Priority

The percentage of K-2 students ending the year on grade level or above based on their Mclass composite score will increase from 73% (2025) to 80% in Spring of 2026.

**Evaluation Data Source:** MClass data

### Strategy 1

After evaluating BOY data and historical data, each grade level will pick an Mclass subtest to focus on intervention and progress monitoring.

**Strategy's Expected Result/Impact:** Increase in the growth on designated Mclass subtest based on routine progress monitoring

**Staff Responsible for Monitoring:** Admin  
IC

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

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## Performance Objective 2

Campus wide implementation of Professional Learning Community systems will result in at least a 5% improvement in student performance at the Meets level or above on all 3-5 Math and RLA STAAR scores.

**Evaluation Data Source:** STAAR scores  
PLC  
Data based on WIN time interventions

### Strategy 1

Ensuring that PLC meetings are focused on 4 essential questions and that analysis of current and relevant data drives instruction and intervention.

**Strategy's Expected Result/Impact:** Increase of 5% points at the Meets level for 3-5 STAAR scores for Math and Reading

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Formative Reviews**

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|-----------|---------|-------|------|

**Performance Objective 3**  **High Priority**

3rd grade Math for all students will improve their STAAR Approaches percentage from 82% in 2025 to 90% in 2026.

**Evaluation Data Source:** STAAR scores

**Strategy 1**

Monitor with fidelity the implementation of HQIM resources in all Math classes. Track student progress through data tracking spreadsheet to ensure that all students are maintaining or growing

**Strategy's Expected Result/Impact:** Increase in 3-5 Math scores to meet the target of 90/60/30

**Staff Responsible for Monitoring:** Admin

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

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

**Formative Reviews**

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|-----------|---------|-------|------|

**Performance Objective 4**

The percentage of Kinder-2nd grade students that show growth on the NWEA MAP Math Universal

**Strategy 1**

Incorporate Math instruction as part of the Kinder, 1st, and 2nd grade WIN schedule two days a week.

**Strategy's Expected Result/Impact:** Students will receive interventions and extensions in Math based on their need which will result in improved MAP scores.

**Staff Responsible for Monitoring:** Kinder, 1st, and 2nd grade teachers/interventionists  
Admin

**Title I:** 2.5.1, 2.5.2

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

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|-------------|---------|-------|------|
| No Progress |         |       |      |
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**Performance Objective 5**

Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

**Evaluation Data Source:** Data binders  
Class goal setting  
Goal setting conferences  
Individual goal setting sheets

**Strategy 1**

Ensure through PLCs that every grade level has defined and implemented a method for goal setting. Highlight evidence/examples in staff newsletter in order to share and celebrate.

**Strategy's Expected Result/Impact:** Increased student ownership and awareness of progress towards goals.

**Staff Responsible for Monitoring:** Admins

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

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# 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.

## Performance Objective 1

Provide enrichment and extension activities to students in each content area.

**Evaluation Data Source:** STAAR Meets and Masters Data

### Strategy 1

Effectively implement curriculum extensions emphasizing depth and complexity for GT and high achieving students within the classroom. Continue to encourage participation in programs and clubs such as Robotics, UIL events, Lunch Bunch and Study Group

**Strategy's Expected Result/Impact:** STAAR Meets and Masters percentages will increase by 2 percentage points among the GT students

**Staff Responsible for Monitoring:** Admin, Challenge Lab Teacher

**TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

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### Strategy 2

Provide GT resources and support to teachers in ELAR, Math, Science, and Social Studies to include differentiation and extension activities with students who exhibit mastery and/or sustained high academic success. Utilize Challenge Lab to extend lessons, provide for independent and small group study, and meet the social/emotional needs of GT/High Achieving students.

**Strategy's Expected Result/Impact:** Growth in T-TESS 2.4 - Differentiation  
GT students will show an increase of 5 percentage points on STAAR Math and Reading from previous year

**Staff Responsible for Monitoring:** Admin, Challenge Lab Teachers

**Title I:** 2.5.2

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**Performance Objective 2**

Increase student interest in exploring College, Career, and Military readiness at the Elementary level

**Strategy 1**

Continue the student led initiative to promote college/career/ military awareness and and raise money for an end of year scholarship to a graduating Tivy senior that attended Tally.

**Strategy's Expected Result/Impact:** Increase student awareness about post secondary options  
Formation of a stronger connection between students at Tally and students at Tivy

**Staff Responsible for Monitoring:** Admin, Challenge Lab

**Title I:**

**TEA Priorities:** Connect high school to career and college

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**Strategy 2**

Sponsor a school wide career day once a year utilizing parents and community members to provide students with information on a wide variety of careers and trades.

**Strategy's Expected Result/Impact:** Students will gain knowledge regarding career opportunities that they may not have known anything about and would like to explore further.

**Staff Responsible for Monitoring:** Counselor, Challenge Lab Teacher, Admin

**Title I:**

**TEA Priorities:** Connect high school to career and college

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## 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

Implementation of Capturing Kids Hearts with campus wide fidelity specifically focusing on student/teacher connectedness. Implement Behavior Solutions discipline matrix to empower teachers to self manage classrooms with clarity with alignment to our tiered discipline process.

**Evaluation Data Source:** CKH Staff Survey  
Skyward Discipline Referrals

### Strategy 1

Introduce Behavior Solutions discipline matrix to teachers along with strategies for Tier 1, Tier 2, and Tier 3 behavior

**Strategy's Expected Result/Impact:** 10% decrease in behavior referrals

**Staff Responsible for Monitoring:** Admin

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

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## Performance Objective 2

Introduce self-regulation kits to high-need elementary students and provide parent and family education and support.

### Strategy 1

Counselor will identify students that could benefit from self-regulation kits and meet with them to teach them strategies to address anger/anxiety/frustration, etc. Counselor will share/teach these strategies to parents in order to support students both at home and school

**Strategy's Expected Result/Impact:** High need students will learn coping strategies for self-regulation which will help them be more successful in the classroom and at home.

**Staff Responsible for Monitoring:** Counselor

**Title I:**

**Formative Reviews**

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