Hutto Independent School District

Kerley Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Hippo Nation inspires excellence in academics, character, and community!

Vision

Hutto ISD aspires to be the premier choice in education through innovation, leadership, and diversity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Benjamin “Doc” Kerley Elementary School is the 7th Elementary School in Hutto Independent School District, located in Williamson County in Central Texas. Kerley opened its doors in the Fall of 2019 and has seen a steady increase in enrollment over the past four years. At the end of the 2023-2024 school year, Kerley Elementary School's total enrollment was 793 students. Enrollment is expected to increase to 840 students in 2024 - 2025. In 2023-2024, the attendance rate for Kerley was at 94.37%.

KES is predicted to continue to increase in student population each year. In 2023-2024, 42.5 % of the student population qualified as economically disadvantaged. The 2024-2025 school year will be the second year that Kerley qualifies as a Title 1 Campus.

21.79 % of our population at KES is served through Special Education. All of our students identified with special needs participate in the least restrictive setting with the majority being enrolled in inclusion and/or resource pull-outs. For the 2024-2025 school year, Kerley Elementary will begin its 3rd year with a Behavior and Social Education unit on campus, which serves students identified with substantial behavioral disabilities.

KES has established a Multi-Tiered System of Support program that targets struggling students in Tier 1 core instruction. Students who struggle, are provided Tier II & III support through small group instruction with their classroom teacher and/or intervention pull-outs. Students who are not responsive to intervention are referred to the MTSS committee for the next steps, which might include processes for 504 or SPED placement.

Our Emergent Bilingual (EB) population, formerly referred to as English Language Learners, remains steady at 15.0 %. Much of our EB population is served through the Dual Language Spanish Immersion program. KES offers Dual Language classes in Pre-K and extends through 5th Grade. The 2024-2025 school year will mark the first year, in which Pre-K will offer Dual Language classes.

Students identified as Gifted and Talented make up 8.93 % of the total student population. The campus and district are continuing to search for ways to strengthen the GT program so that gifted students are challenged and inspired to succeed at high levels.

Last year, Kerley Elementary earned the Purple Star distinction from TEA for our support of military families. 10.36 % of KES students are military-connected.

Kerley Elementary School demographic breakdowns are shown below.

KES: Student Demographics

School Population (2023 - 2024 Preliminary Summer PEIMS file loaded 07/09/2024)	Count	Percent
Student Total	**840**	**100%**
Early Education Grade	11	1.31%
Pre-Kindergarten Grade	44	5.24%
Kindergarten Grade	124	14.76%
1st Grade	129	15.36%
2nd Grade	150	17.86%
3rd Grade	120	14.29%
4th Grade	122	14.52%
5th Grade	140	16.67%

KES: Student Demographics

Student Demographics (2023 - 2024 Summer PEIMS file loaded 07/09/2024)	Count	Percent
Gender		
Female	376	44.76%
Male	464	55.24%
Ethnicity		
Hispanic-Latino	338	40.24%
Race		
American Indian - Alaskan Native	4	0.48%
Asian	48	5.71%
Black - African American	131	15.60%
Native Hawaiian - Pacific Islander	1	0.12%
White	258	30.71%
Two-or-More	60	7.14%

Special Education Services (2023 - 2024 Summer PEIMS file loaded 07/09/2024)	Count	Percent
Instructional Settings		
Speech Therapy	116	13.68%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	102	12.03%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	27	3.18%
Full-Time Early Childhood	16	1.89%
Mainstream	37	4.36%

KES: Student Demographics

Student Programs (2023 - 2024 Summer PEIMS file loaded 07/09/2024)

	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	75	8.93%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	59	7.02%
Special Education (SPED)	183	21.79%
Bilingual/ESL		
Emergent Bilingual (EB)	126	15.00%
Standard or Alternative Bilingual/ESL	69	8.21%
Dual Language Immersion/One-Way	5	0.60%
Dual Language Immersion/Two-Way	104	12.38%

Student Indicators (2023 - 2024 Summer PEIMS file loaded 07/09/2024)

	Count	Percent
Foster Care	0	0.00%
IGC Reviewed	0	0.00%
Intervention Indicator	121	14.40%
Migrant	0	0.00%
Military Connected	87	10.36%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	357	42.50%
Free Meals	74	8.81%
Reduced-Price Meals	33	3.93%
Other Economic Disadvantage	250	29.76%

Demographics Strengths

- Dual Language programs, now extend throughout each grade level (Pre-K through 5th Grade).
- A diverse number of students represent 23 native languages as identified in our Home Language Surveys.
- 80% of teachers have 5 or more years of teaching experience.
- Kerley earned the Purple Star designation from the TEA for our support of the military families in our school community.
- A Behavior and Social Education (BaSE) program has been added to our campus to support our special education students with diagnosed social-emotional needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 12% of special education students in grades 3-5 scored Meets on the 23-24 STAAR Reading assessment. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the needs of these students.

Problem Statement 2: 18% of special education students in grades 3-5 scored Meets on the 23-24 STAAR Math assessment. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the needs of these students.

Problem Statement 3: 8% of special education students in grade 5 scored Meets on the 23-24 STAAR Math assessment. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the needs of these students.

Problem Statement 4: The Special Education population is outgrowing the limits of our current staffing. **Root Cause:** Our Special Education staff is struggling to meet service minutes due to high numbers of students receiving services.

Problem Statement 5: Over the past three years, the KES Special Education team has suffered through high rates of teacher and staff turnover. **Root Cause:** The special education population at our campus is growing quicker than the district can train and/or hire special education teachers with an understanding of effective instructional strategies to meet the academic and behavioral needs of students.

Problem Statement 6: Kerley Elementary failed to maintain and reach attendance goals of 97% in 23-24, specifically in grades PK-2. **Root Cause:** During the month of February, the campus attendance rate dropped to below 90% for a two week period, due to flu, COVID 19, and other illnesses. High rates of students in PK and K missed multiple days at a time due to previously scheduled family engagements, illness, or other absences that were deemed unexcused.

Student Learning

Student Learning Summary

Benjamin “Doc” Kerley Elementary (KES) utilizes student data to provide quality Tier 1 instruction and personalized Tier 2 intervention practices that support students in whole group and small group settings. Teachers and staff participate in Professional Learning Communities (PLCs), in which teachers collaborate to analyze student data, plan, and refine their instructional practices to maximize student outcomes. Teachers in grades K-5 leverage WIN Time to meet student needs based on District Screener Data. WIN Time offers acceleration, enrichment, and intervention opportunities for students in a small group setting to close learning gaps.

Data from the 24-25 STAAR tests reveals that students in grades 4 and 5, are KES are struggling to maintain growth from year to year in Math and Reading. 4th and 5th Grade teachers at KES work together to create small group lessons that are personalized and prioritize student needs, so that all students are provided with learning opportunities that improve learning outcomes. Students who did not meet standards on the STAAR qualify for accelerated instruction through House Bill 1416.

Students in grades PK - 5 also participate in academic screeners that occur at the beginning, middle, and end of the school year. During the 23-24 school year, Benjamin “Doc” Kerley utilized mClass (K-2), Ren STAR Screeners for Reading/Math (K-5), Interim Assessments, and RSK Data/Observation in Pre-K classroom to monitor student achievement. In 24-25, rather than participating in Ren STAR Screeners, students will participate in NWEA MAP Test (Measures of Academic Progress), an assessment tool used to measure achievement and growth in math, reading, and language use.

Our Response to Intervention (RTI) committee meets monthly to review data and review learning goals from struggling students. Teachers provide small group Tier 2 support during WIN time, as to maximize grade level instruction during Tier 1 Instruction. High need students are provided with intense intervention by our Interventionist and content area teacher through Tier 3 small group instruction.

KES Data Review

Student Learning Strengths

- Pre-k uses RSK throughout the year to monitor progress of students.
- K-2nd use m-CLASS and Screeners throughout the year to monitor progress of students.
- 3rd-5th progress monitor students throughout the year using Screeners for Math & ELA, and CBAs for Math, ELA, and Science.
- A digital data wall to track data and provide all teachers and admin access to longitudinal student data.
- DDI protocols used to review Screener, CBA, and State Assessment data.
- On-site training/coaching for teachers is offered as needed so teachers can meet the individual needs of our students.
- A pull out GT teacher works with our gifted students.
- MTSS processes have been refined to include protocols of intervention for Academic and Behavior students.

- Teachers utilize district aligned curriculum documents and resources.
- Students are working tracking their own data to aide student-ownership of learning in all grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Results from the 23-24 M-Class Screener show that 33% of K - 2 students scored below or well-below grade level. **Root Cause:** Tier 1 instruction is not consistent or being implemented with fidelity in grades K thru 2 .Protocols and strategies discussed during PLCs are not necessarily being translated into the classroom to support students during Tier 1 instruction or through small group instruction.

Problem Statement 2: Results from the 23-24 Reading STAAR test indicate that students in 4th & 5th grade are struggling to maintain growth measures in the specific categories of Approaches, Meets, & Masters on Interim & State Assessments. **Root Cause:** As rigor increases from grade level to grade level, students are struggling to apply critical thinking skills and show work during assessments. Teachers report that students have difficulty maintaining stamina, accountability, and ownership of their individual learning and academic growth.

Problem Statement 3: Results from the 23-24 Math STAAR test indicate that students in 4th & 5th grade are struggling to maintain growth measures in the specific categories of Approaches, Meets, & Masters on Interim & State Assessments. **Root Cause:** As rigor increases from grade level to grade level, students are struggling to apply critical thinking skills and show work during assessments. Teachers report that students have difficulty maintaining stamina, accountability, and ownership of their individual learning and academic growth.

Problem Statement 4: Results from the 23-24 Science STAAR test indicate that 44% of students in 5th grade Did Not Meet performance level expectations. **Root Cause:** Teachers report a need for a more strategic vertical alignment focused on priority standards, key learning concepts and strategies. Tier 1 instruction is not consistent or being implemented with fidelity. Protocols and strategies discussed during PLCs are not necessarily being translated into the classroom to support students during Tier 1 instruction.

Problem Statement 5: The number of students in need of Tier 3 reading and math intervention is increasing year to year. **Root Cause:** There is a need to strengthen Tier 1 and Tier 2 Instruction across all grade levels to close academic gaps.

Problem Statement 6: An increased number of behavioral disruptions in grades K -2 prevents school administration from performing Observation and Feedback Walkthroughs on a daily basis. **Root Cause:** High levels of students exhibiting behaviors such as having tantrums, physical aggression, yelling, and eloping from the classroom, as well as the building, require immediate support from administration. In order to engage all students, teachers need support and feedback to successfully implement daily instruction, classroom management strategies, and the Leader in Me Curriculum with fidelity.

School Processes & Programs

School Processes & Programs Summary

Kerley Elementary has several supports, processes, and programs in place to ensure the success of our students and staff. Students are offered a variety of resources and assistance both academically, socially, and emotionally. From the initial interview, prospective staff members are made aware of the values and driving forces behind being a Kerley Hippo. Staff members are provided various professional learning opportunities, support for curriculum and instruction, and resources for their social-emotional needs.

2023-2024 marked the first year that KES will be Leader in Me Campus. The goal of Leader in Me is to support student learning of leading self, leading others, personal effectiveness, & interpersonal effectiveness. The School Counselor also works with students in groups and meets with individuals on a need basis. The KES counselor provides quality social-emotional lessons for students as well as teaching staff about the need/ resources for SEL learning and self-care for staff. Students are honored every 9 weeks for various traits of good character.

PLCs continue to take place where teachers and staff discuss TEKs in depth, analyze data and determine areas of need across grade levels, discuss lesson plans, and gather ideas to strengthen our instruction.

KES has a campus Instructional Coach who works alongside teachers to improve their craft as well as provide resources for teachers to use in the classroom.

KES follows the district-wide YAG (Year at a Glance) for pacing instruction and has access to the HIPS (Hutto Instructional Planning Support) for math and reading. Grades 3-5 also take Interim Assessments to check for understanding of content. In addition, Renaissance BOY, MOY, and EOY assessments are collected to track student progress.

School Processes & Programs Strengths

- Campus mentors and administration provide support for new teachers.
- The district continues to utilize social media to recruit new hires and has job fairs.
- Instructional Coaching Cycles have gained momentum and improved teaching practices across grade levels.
- During PLCs, Teachers are improving their understanding of how to analyze data, using the DDI Process, to drive instructional decisions.
- The Leader in Me Program is entering year two on campus.
- Parent communication and interaction across media platforms, such as Parent Square and Facebook increased in 2023-2024.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Disruptive student behavior has negatively impacted classroom environments, instruction and student learning, which has led to an increased number of student discipline referrals. **Root Cause:** Teachers need specific training in order to learn strategies to address behavior in the classroom at Tier I and Tier II to maintain consistency within the MTSS Process.

Problem Statement 2: In 23-24, Leader in Me lessons were primarily taught in a Specials Areas Classroom, which limited opportunities for teachers to fully utilize the LIM Curriculum within their classrooms. **Root Cause:** Morning community time is not being utilized to maximize relationship building and Leader in Me lessons. Teachers relied on the LIM Curriculum to be taught during Specials, as opposed to integrating the curriculum with in their day through lessons and providing student feedback, when elements of the LIM curriculum and 7 Habits could be maximized.

Problem Statement 3: Inconsistent entry and exit protocols, as well as data collection for students who are going through Multi-Tiered Systems of Support (MTSS) process create gaps in supports provided to students. **Root Cause:** Students are often not identified, misidentified, or "stuck" in the MTSS process which causes students to make minimal progress throughout their time at Kerley. Small group instruction by classroom teachers during "WIN" time struggles to meet the varied individual needs of student at a Tier I and Tier II level.

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Problem Statement 4: Feedback from teachers and parents have revealed that staff members need support improving their interaction and communication with parents via email, Parent Square, virtual, and in-person interactions. **Root Cause:** Teachers are leaning towards communicating with parents through one platform. Many times teachers and staff communicate with parents in a manner that resemble texting. Teachers prefer communication through email and Parent Square, as opposed to phone calls and in-person conferences.

Problem Statement 5: Many strategies exist for supporting students, who are performing below grade level, but fewer strategies are readily available for extending learning for high performing students. **Root Cause:** Professional Learning Communities (PLC's), Data Driven Instruction (DDI) meetings, and MTSS, formerly Response to Intervention (RTI), processes primarily focus on our lowest performing students.

Problem Statement 6: School safety audits have revealed a need to place emphasis on systems, procedures, and practices to ensure staffs and students can safely navigate unexpected scenarios, such as fires, tornados, intruders, and or active shooters. **Root Cause:** Data taken from safety and evacuation drills revealed Kerley staff requires on-going training and support to ensure practices to maintain school and student safety are practiced and refined.

Problem Statement 7: Classroom Guidance Lessons have not been implemented on consistent basis due to a lack of resources, high numbers of student behaviors, and an increased number of student outcries that require counseling intervention. **Root Cause:** An increased number of student behaviors that require counseling intervention has made it difficult to provide regular guidance lessons. Kerley does have a 2nd Counselor Position available for prospective applicants, but those who have applied for the position have lacked certifications needed to hold a School Counseling position.

Perceptions

Perceptions Summary

The perceptions category of the Comprehensive Needs Assessment focuses on how Benjamin "Doc" Kerley Elementary conducts business in the areas of student engagement, staff engagement, and parent/guardian engagement. Data from each area was gathered and evaluated. Through this data, we were able to determine areas in which Kerley Elementary saw success, as well as which problem areas we can learn and grow from for the future.

Perceptions Strengths

- 80% of staff members participated in School Wide Survey on Perceptions.
- According to Staff Survey Results, 82 % of staff members reported that they are confident that they are able to support their students' Social Emotional Learning.
- According to Staff Survey Results, 75 % of staff members reported that they are confident in the effectiveness and tone of School Leadership.
- According to Student Belonging Survey Results, 90 % of students reported that they feel their teachers care about them.
- According to Student Belonging Survey Results, 75 % of students reported that they feel included in activities and events that take place in school.
- PTA had increased opportunities to increase engagement during 2023-2024& continue to be a driving force on campus in 2024-2025.
  - Fund-raising spirit nights to engage the community: Hat Creek, Culver's, Panda Express, Cece's Fro Yo, Sonic, Marco's Pizza Night (PTA-sponsored events)

2023-2024 Events

- Monthly Music Performances for each Grade Level.
- Hippo Way Awards.
- Hippo tickets and rewards.
- Meet the Teacher Night.
- Classroom Parties (Christmas and Valentine's Day) .
- Opportunities are provided to students who may qualify to participate in mentorships or small groups.
- Robotics, UIL, Choir Teams.
- Kids Heart Challenge Fundraiser.
- Field Day.
- STARBASE.
- Spirit Days.
- Trunk or Treat.
- EOY Carnival.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Observation & Feedback Cycle lacks consistency, which has caused missed opportunities to close feedback loops to support professional development of teachers. **Root Cause:** Administrators were called away to support other needs on the campus. Student and faculty safety took priority over walkthroughs and observations.

Problem Statement 2: Teachers are struggling to find success in the areas of implementation of HQIMs during lesson, establishing systems for small group instruction, and maintaining effective classroom management to ensure instruction meets the indicators found in the Hutto ISD Cornerstone Framework. **Root Cause:** An increased number of first year teachers in multiple grade levels required an increase demand for Instructional Coaching and Mentorship. Teachers have been trained on concepts and systems of best instructional practices, but have struggled to successfully implement systems within their individual classrooms. PLCs must improve to solidify instructional practices amongst team members.

Problem Statement 3: Teachers have noted that students are struggling in areas of perseverance, resilience, taking ownership of their actions, and need opportunities to develop leadership skills at school and at home. **Root Cause:** The Leader in Me (LIM) Curriculum was introduced to students during Special Areas Class time, but not within each homeroom. This caused homeroom teachers to be disconnected from the LIM Curriculum and impacted the fidelity of the program, campus wide. Families have not been fully informed about how they can utilize the LIM Curriculum at home.

Problem Statement 4: Staff is unsure how to provide effective, proactive behavior management systems to support students with academic and behavioral needs. **Root Cause:** Teachers need training in order to learn strategies to address behavior in the classroom at Tier I and Tier II levels. District MTSS resources for progress monitoring and instructional planning are not used with fidelity. There is a need to provide professional development for teachers to set up effective , proactive behavior management systems at a Tier I and Tier II level.

Problem Statement 5: Many PFE events offer engagement opportunities to families, however there is a need to create and establish family events that integrate engaging learning opportunities to families, beyond "fun" events. **Root Cause:** Family involvement increases during events that are considered more fun. Parent engagement did not offer a more holistic experience for families to be involved in their child's learning. There is a need to embed and integrate engaging learning opportunities to any event that includes families.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: (1.1.1) Students in 1st-9th grade will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

Evaluation Data Sources: Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs, after each NWEA MAP Screener window in grades 1 - 5 to collaborate and determine which teaching strategies, and materials are most impactful to improving student outcomes. **Strategy's Expected Result/Impact:** NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period. Evidence of DDI analysis of NWEA MAP Screener, as indicated in PLC agendas for all grade levels. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 4

Strategy 2 Details

Strategy 2: Teachers will prioritize principles of the Science of Teaching Reading (STR), by using HQIMs, such as HMH and Heggerty, daily in the classroom, by prioritizing explicit, systematic, and sequential instruction, emphasizing phonological awareness and phonics in early reading development.

Strategy's Expected Result/Impact: NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Strategy 3 Details

Strategy 3: Teachers will utilize small group instruction in Reading and Math, using screener and progress monitoring data to target instruction and provide students with the support they need to make the greatest possible progress.

Strategy's Expected Result/Impact: All teachers will plan and schedule small group instruction in Reading and Math.

NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3, 5

Strategy 4 Details

Strategy 4: Teachers will facilitate and support student agency through the use of student data binders in grades K-5, which will allows students to set academic goals and track their own progress, using district assessments and screener data as a baseline to track growth.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.

NWEA MAP Screener data will show that the number of students meeting grade-level expectations will increase after each assessment period.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2, 5 - Perceptions 1

Strategy 5 Details

Strategy 5: The MTSS Committee, along with the Instructional Coach and Interventionist will support teachers in ensuring that all students receive appropriate intervention and/or enrichment based on their needs, so that high achieving students and academically fragile groups, including Hispanic, AA, Two or More races, Economically Disadvantaged, dyslexic, and special education will receive necessary intervention and/or small group instruction.

Strategy's Expected Result/Impact: Progress monitoring student data will show growth over time.
Improvement over time on Interim Assessment Data.
Improvement over time on State Assessment Data.
Improvement over time on BOY, MOY, & EOY Screener Data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Interventionist

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Problem Statements: Demographics 5 - Student Learning 1, 2, 3 - School Processes & Programs 3

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: (1.1.2) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

High Priority

Evaluation Data Sources: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level. **Strategy's Expected Result/Impact:** Evidence of teacher planning with high-quality instructional materials. Evidence of digital data wall in grades 3, 4, and 5. Evidence of teacher implementation of high-quality instructional materials during instruction. Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 - School Processes & Programs 5 - Perceptions 1

Strategy 2 Details

Strategy 2: Teachers in grades 3, 4 and 5 will use data to provide targeted small group instruction, with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Reading and Math.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Reading and Math.

Evidence of teacher planning, using high-quality instructional materials to group, plan, and guide, small group instruction to support students who scored Approaches High, Meets, and Masters on 2024 Reading and Math STAAR test.

Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Student Learning 2, 3 - School Processes & Programs 3, 5 - Perceptions 1

Strategy 3 Details

Strategy 3: Teachers in grade 5 will use HQIMs, such as McGraw-Hill Science and student data from classroom formative assessments, CBA, and interim assessments to provide targeted Tier 1 Whole Group Instruction, and Tier 2 small group instruction with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Science.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Science.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 5

Strategy 4 Details

Strategy 4: Teachers and Instructional support will maximize Intervention time for all students by leveraging flexible grouping to provide targeted small group instruction.

Strategy's Expected Result/Impact: Evidence of student growth on progress monitoring data.

Evidence of student growth on Screener Data, CBAs, Interim Assessments, and STAAR tests.

Evidence of data driven small group lesson plans.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 3, 5

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: (1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring that over 80% of students attain growth targets.

High Priority

Evaluation Data Sources: School progress annual growth in all grades in both subjects will increase from 63% to 68% by June 2025

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 4 and 5 to collaborate, determine, and implement teaching strategies with accommodations and materials that are most impactful to maintaining student growth measure for all students. **Strategy's Expected Result/Impact:** 80 % of students in grades 4 and 5 will meet yearly growth targets on the 24-25 STAAR test. Evidence of planned small group instruction to support students who scored Masters on 2024 STAAR test. Evidence of planned small group instruction to support students who scored Meets on 2024 STAAR test. Evidence of planned small group instruction to support students who scored Approaches on 2024 STAAR test. Evidence of planned small group instruction to support students who scored DNM Low or DNM High on 2024 STAAR test. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 5

Strategy 2 Details

Strategy 2: Teachers in grades 4 and 5 will participate in Data Driven Instruction (DDI) analysis meetings during PLCs to analyze data from students who did not meet standards on the 2024 STAAR Reading and Math assessments, so they can collaborate, determine, and implement teaching strategies to provide accelerated instruction for students that did not pass the 2024 STAAR Reading and STAAR Math Assessment.

Strategy's Expected Result/Impact: 80 % of 4545 students will meet yearly growth targets on the STAAR test.

40 % of 4545 students will score Approaches on the STAAR test.

Evidence of planned small group instruction to support students who scored DNM Low or DNM High on 2024 STAAR test.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3 - School Processes & Programs 3, 5

Strategy 3 Details

Strategy 3: Teachers in grades 4 and 5 will use a digital data wall to provide targeted small group instruction, with an emphasis on priority standards, to all students in Reading and Math.

Strategy's Expected Result/Impact: Evidence of planned small group instruction to support students who scored Masters on 2024 STAAR test.

Evidence of planned small group instruction to support students who scored Meets on 2024 STAAR test.

Evidence of planned small group instruction to support students who scored Approaches on 2024 STAAR test.

Evidence of planned small group instruction to support students who scored DNM Low or DNM High on 2024 STAAR test.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 3, 5

Strategy 4 Details

Strategy 4: Teachers will incorporate Critical Writing opportunities across the curriculum into all content areas to promote the development of evidence based writing, prepare students for Constructed Response based writing, as well as engaging students in daily practice of the ELPS (Listening, Reading, Writing, Speaking) .

Strategy's Expected Result/Impact: Curriculum Learning Walks data will indicate that 100 % of teachers are providing opportunities for students to write in all subject areas.

Evidence of improved student scores on Constructed Response based questions on formative assessments, CBA, Interim Assessment, and STAAR tests.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 3, 5 - Perceptions 1

Strategy 5 Details

Strategy 5: Teachers will incorporate Frequent Talk opportunities across the curriculum into all content areas to promote the development of evidence based thinking and writing, prepare students for Constructed Response based writing, as well as engaging students in daily practice of the ELPS (Listening, Reading, Writing, Speaking) .

Strategy's Expected Result/Impact: Curriculum Learning Walks data will indicate that 100 % of teachers are providing opportunities for students to listen, read, write and speak in all subject areas.

Evidence of improved student scores on Constructed Response based questions on formative assessments, CBA, Interim Assessment, and STAAR tests.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 3, 5 - Perceptions 1

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 1: (1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels.

High Priority

Evaluation Data Sources: Increase economically disadvantaged performance at meets level from 38% to 45% and special education performance at meets or higher from 24% to 29%.

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading, Math, and Science assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with accommodations and materials that are most impactful to increase student achievement to Meets Grade Level performance indicator in the Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Strategy's Expected Result/Impact:** Evidence of improved student achievement at the Meets Grade Level performance indicators on the STAAR Reading, Math, and Science assessments in the specific sub-populations of Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. Evidence of improved student achievement at the Meets Grade Level performance indicators on Screener, CBA, and Interim assessments in the specific sub-populations of Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 5 - Perceptions 1

Strategy 2 Details

Strategy 2: Teachers and Instructional support will collaborate to plan, develop, and implement rigorous lessons with purposeful learning objectives and a clear success criteria in whole group, small group, and independent settings.

Strategy's Expected Result/Impact: Evidence of student growth on formative assessments and progress monitoring data.

Evidence of student growth on Screener, CBA, Interim Assessment, and STAAR tests.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 5

Strategy 3 Details

Strategy 3: Teachers and Instructional support will maximize Intervention time for all students by leveraging flexible grouping to provide targeted small group instruction.

Strategy's Expected Result/Impact: Evidence of student growth on progress monitoring data.

Evidence of student growth on Screener Data, CBAs, Interim Assessments, and STAAR tests.

Evidence of data driven small group lesson plans.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: School Processes & Programs 3, 5

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 2: (1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

Evaluation Data Sources: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level. **Strategy's Expected Result/Impact:** Evidence of teacher planning with high-quality instructional materials. Evidence of teacher implementation of high-quality instructional materials during instruction. Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 3, 5

Strategy 2 Details

Strategy 2: Teachers in grades 3, 4 and 5 will use data to provide targeted small group instruction, with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Reading and Math.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Reading and Math.

Evidence of teacher planning, using high-quality instructional materials to group, plan, and guide, small group instruction to support students who scored Approaches High, Meets, and Masters on 2024 Reading and Math STAAR test.

Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: School Processes & Programs 3, 5

Strategy 3 Details

Strategy 3: Teachers in grades 3, 4, and 5 will use HQIMs, such as Stemscopes and student data from classroom formative assessments, CBA, and interim assessments to provide targeted Tier 1 Whole Group Instruction, and Tier 2 small group instruction with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Math.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Math.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - School Processes & Programs 3, 5 - Perceptions 1

Strategy 4 Details

Strategy 4: Teachers in grade 5 will use HQIMs, such as McGraw-Hill Science and student data from classroom formative assessments, CBA, and interim assessments to provide targeted Tier 1 Whole Group Instruction, and Tier 2 small group instruction with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in Science.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Science.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 4 - School Processes & Programs 5 - Perceptions 1

Strategy 5 Details

Strategy 5: Teachers in grade 5 will use HQIMs, such as HMH and student data from classroom formative assessments, CBA, and interim assessments to provide targeted Tier 1 Whole Group Instruction, and Tier 2 small group instruction with an emphasis on priority standards, to ensure at least 60 % of students Meet grade level standards in RLA.

Strategy's Expected Result/Impact: 60 % of students Meet grade level standards in Reading.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity for Tier 1 Whole Group Instruction and Tier 2 small group instruction.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2 - School Processes & Programs 5

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 1: (1.3.1) Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in literacy and math on NWEA MAP.

High Priority

Evaluation Data Sources: Establish initial assessment to measure projected growth on NWEA MAP STAAR reading and math EOY.

Strategy 1 Details
Strategy 1: Stemscopes Math will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** NWEA MAP STAAR data will show the number of students meeting expectations at each grade level is increasing after each assessment period. Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity in Math. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 5

Strategy 2 Details

Strategy 2: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show the number of students meeting expectations at each grade level is increasing after each assessment period.

Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity in RLA.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 3, 5

Strategy 3 Details

Strategy 3: The Kerley Leadership Team will prioritize the Hutto ISD 4 Instructional Cornerstones (Cornerstone I: Efficient and Positive Classroom Management; Cornerstone 2: Positive Teacher to Student Relationships; Cornerstone 3: Aligned and Rigorous Learning Objectives; Cornerstone 4: Rigorous and Engaging Teacher Model (I do)) during observation and feedback walk-throughs.

Strategy's Expected Result/Impact: The use of Cornerstone Walkthrough Rubric is evident on Observation and Feedback Data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

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

Problem Statements: School Processes & Programs 5 - Perceptions 1, 3, 4

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 2: (1.3.2) Students in grade 3 will increase in the percentage of students achieving at 'meets' or higher on reading and math STAAR assessments.

High Priority

Evaluation Data Sources: STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 38% to 45%.

Strategy 1 Details
Strategy 1: HMH will be implemented with fidelity across grade 3 to support student learning and provided differentiated instructional support to all 3rd grade students during Tier 1 Instruction. **Strategy's Expected Result/Impact:** Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity in RLA. Evidence of teacher planning with high-quality instructional materials. Evidence of teacher implementation of high-quality instructional materials during instruction. Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 5

Strategy 2 Details

Strategy 2: Stemscopes Math will be implemented with fidelity across grade 3 to support student learning and provided differentiated instructional support to all students during Tier 1 Instruction.

Strategy's Expected Result/Impact: Curriculum Learning Walks data will indicate that 100 % of teachers are using HQIMs with fidelity in Math.

Evidence of teacher planning with high-quality instructional materials.

Evidence of teacher implementation of high-quality instructional materials during instruction.

Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

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

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - School Processes & Programs 3, 5 - Perceptions 1

Strategy 3 Details

Strategy 3: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each CBA, Screener, or Interim Assessment in grade 3 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level.

Strategy's Expected Result/Impact: Evidence of teacher planning with high-quality instructional materials.

Evidence of teacher implementation of high-quality instructional materials during instruction.

Evidence of student achievement at meets level on Screener, CBA, and/or Interim Assessment data.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3, 5

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 3: (1.3.3) Students in Kindergarten will increase the percentage of students attaining grade level readiness on MClass.

Evaluation Data Sources: Kindergartners meeting grade level expectations on mClass assessment will increase from 65% to 70%.

Strategy 1 Details
Strategy 1: Teachers will utilize mClass and progress monitoring data to group, plan for and guide small group instruction to all Kindergarteners. **Strategy's Expected Result/Impact:** Evidence of the number of student showing growth will increase after each assessment period. Evidence of small group instruction using research based HQIMs. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3, 5 - Perceptions 1

Strategy 2 Details

Strategy 2: Teachers will utilize HMH, Heggerty, and other HQIMs within the HIPs, with fidelity to plan for and implement daily phonics instruction to all students in whole group and small group settings.

Strategy's Expected Result/Impact: Evidence of the number of student showing growth will increase after each assessment period.

Curriculum Learning Walk data will indicate 100 % are providing daily Tier 1 phonics instruction.

Evidence of small group instruction using research based HQIMs.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: School Processes & Programs 5 - Perceptions 1

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 1: (1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Sources: Administer student engagement and belonging survey to establish baseline positive perceptions of school experience.

Strategy 1 Details

Strategy 1: A representative from the Kerley Attendance Committee will meet with and reach out to the parents of students with excessive absences.

Strategy's Expected Result/Impact: Evidence of an increase in student attendance.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Registrar

Title I:
2.6, 4.1, 4.2

- TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 6

Strategy 2 Details

Strategy 2: Students will participate in Guidance Lessons promoting physical, social, emotional health and regulation to support the whole child.

Strategy's Expected Result/Impact: Students in grades PK - 5 will improve regulation and social emotional health.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I:
2.5

- TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 6 - School Processes & Programs 1, 2 - Perceptions 3, 4

Strategy 3 Details

Strategy 3: Teachers will provide daily instruction of the Leader in Me Curriculum to develop leadership skills, inspire resilience, and support students' needing to develop additional social skills.

Strategy's Expected Result/Impact: Increased student engagement.

Rates of bullying will decrease by 10 %.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

Title I:
2.5, 4.2
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 6 - School Processes & Programs 1 - Perceptions 3, 4

Strategy 4 Details

Strategy 4: Students struggling with behavior will participate in individual or small group lessons focused on the 7 Leader in Me Habits to refine and develop self regulation strategies.

Strategy's Expected Result/Impact: Students in grades PK - 5 will improve regulation and social emotional health.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

Title I:
4.1
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 6 - Perceptions 3

Strategy 5 Details

Strategy 5: 100 % of teachers and students will engage in the Leader in Me Curriculum to support student learning of leading self, leading others, taking ownership, personal and interpersonal effectiveness.

Strategy's Expected Result/Impact: Evidence of daily implementation of Leader in Me lessons.

Teacher participation in the Leader in Me Lighthouse team.

Staff Responsible for Monitoring: Principal
Assistant Principal
Lighthouse Leadership Team

Title I:
4.1
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 3

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 2: (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

Evaluation Data Sources: Special education performance at meets or higher will increase from 24% to 29%.

Strategy 1 Details
Strategy 1: The Kerley Elementary leadership team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading, Math, and Science assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with accommodations and materials that are most impactful to increase student achievement to Meets Grade Level performance indicator in the Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Strategy's Expected Result/Impact:** Evidence of improved student achievement at the Meets Grade Level performance indicators on the STAAR Reading, Math, and Science assessments in the specific sub-populations of Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. Evidence of improved student achievement at the Meets Grade Level performance indicators on Screener, CBA, and Interim assessments in the specific sub-populations of Hispanic, African American, Emergent Bilingual, Economically Disadvantaged, and Special Education sub-populations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Resource & Inclusion Teachers Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - School Processes & Programs 5

Strategy 2 Details

Strategy 2: The Resource & Inclusion team will coordinate, collaborate, plan, and co-teach with classroom teachers to ensure students in the Special Education sub-population are receiving services that ensure students are accessing grade level content, as well as ensuring individual student goals are met.

Strategy's Expected Result/Impact: Evidence of an increased number of Special Education students meeting their IEP goals.

Curriculum walk-through evidence of co-teaching in classrooms receiving inclusion support.

Evidence of an increased number of Special Education students performing at the Meets Indicator on CBAs, Interim Assessments, and STAAR tests.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Resource & Inclusion Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1, 2, 3

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 3: (1.4.3) District discretionary discipline referrals will decrease in all student populations.

Strategy 1 Details

Strategy 1: Students will participate in Guidance Lessons promoting physical, social, emotional health and regulation to support the whole child.

Strategy's Expected Result/Impact: Students in grades PK - 5 will improve regulation and social emotional health.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Title I:
2.5
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2, 7 - Perceptions 3

Strategy 2 Details

Strategy 2: Teachers will provide daily instruction of the Leader in Me Curriculum to develop leadership skills, inspire resilience, and support students' needing to develop additional social skills.

Strategy's Expected Result/Impact: Increased student engagement.

Rates of bullying will decrease by 10 %.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

Title I:
2.5, 4.2
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 3

Strategy 3 Details

Strategy 3: Students struggling with behavior will participate in individual or small group lessons focused on the 7 Leader in Me Habits to refine and develop self regulation strategies.

Strategy's Expected Result/Impact: Students in grades PK - 5 will improve regulation and social emotional health.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Teachers

Title I:
4.1
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1, 2, 7 - Perceptions 3, 4

Strategy 4 Details

Strategy 4: 100 % of teachers and students will engage in the Leader in Me Curriculum to support student learning of leading self, leading others, taking ownership, personal and interpersonal effectiveness.

Strategy's Expected Result/Impact: Evidence of daily implementation of Leader in Me lessons.

Teacher participation in the Leader in Me Lighthouse team.

Staff Responsible for Monitoring: Principal
Assistant Principal
Lighthouse Leadership Team

Title I:
4.1
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2 - Perceptions 3

Strategy 5 Details

Strategy 5: Kerley staff will provide positive reinforcement of expected behaviors and daily implementation of the 7 Habits by celebrating "Positive Office Referrals" for students, each week.

Strategy's Expected Result/Impact: Evidence of school wide implementation of the 7 Habits.

Discipline referrals will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
Lighthouse Leadership Team
Lighthouse Team Members

Title I:
4.1
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1 - Perceptions 3, 4

Goal 5: (2.1) Design comprehensive human capital management systems.

Performance Objective 1: (2.1.3) Increase pathways and partnerships such as DOL Apprenticeship; Pre apprenticeships; Residencies; University/ACP Partnerships; Job Sharing; Clinical Student Teaching; International Teachers; Ambassador Program, etc..

Evaluation Data Sources: Increase the number of internal teacher hires from pathways and partnerships from 70% to 75% by May 31, 2025.

Strategy 1 Details
Strategy 1: Kerley Elementary will host, provide mentorship, and instructional support to first and second year teachers, and International Teachers, hired to serve students at Kerley Elementary. **Strategy's Expected Result/Impact:** Increased levels of teacher retention from first and second year teachers. Improved data from BOY to EOY on Observation and Feedback Cycles. Implementation of HQIMs with fidelity in classrooms for first and second year teachers. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Grade Level Leaders Resource & Inclusion Teachers Teachers **Title I:** 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 5 - Perceptions 1, 2

Strategy 2 Details

Strategy 2: Kerley Elementary will host, provide mentorship, and instructional support to employees in the Apprenticeship Program, hired to serve students at Kerley Elementary.

Strategy's Expected Result/Impact: Increased levels of teacher retention from first and second year teachers.
Improved data from BOY to EOY on Observation and Feedback Cycles.
Implementation of HQIMs with fidelity in classrooms for first and second year teachers.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Resource & Inclusion Teachers
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 5 - Perceptions 1, 2

Strategy 3 Details

Strategy 3: Teachers in grade 4 & 5, will participate in the Hippovation Program, a campus and district initiative aimed at supporting the professional learning of new teachers, ensuring content is delivered with fidelity, and provide access to grade level content to all learners within the timeline of the District Scope & Sequence.

Strategy's Expected Result/Impact: Increased levels of teacher retention from first and second year teachers.
Improved data from BOY to EOY on Observation and Feedback Cycles.
Implementation of HQIMs with fidelity in classrooms for first and second year teachers.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Resource & Inclusion Teachers
Teachers

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

Goal 6: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1: (2.2.1) Implement a Sustainability Plan, i.e., Pipelines for Growth for employees.

Evaluation Data Sources: Completion of Sustainability Plan for teachers/leaders.

Strategy 1 Details
Strategy 1: Provide Professional Learning Opportunities that support effective teaching strategies that support, promote, and develop student outcomes in literacy and numeracy based on data from Observation and Feedback Cycles, the Hutto ISD Cornerstones, and the Science of Teaching Reading. **Strategy's Expected Result/Impact:** Evidence from Observation and Feedback Cycles. Professional learning opportunities that translate to classroom instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1, 2, 4

Strategy 2 Details

Strategy 2: Provide at least 5 culture building activities as a part of Professional Learning, Faculty Meeting, Leadership Team Meetings, and Lighthouse Team Meetings to build staff relationships within and beyond their team and to establish connections between teachers, students, and families.

Strategy's Expected Result/Impact: Stronger relationships and collaboration amongst staff.
Increased family participation in school wide events.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Counselors
Lighthouse Team Leads
Teachers.

Title I:
4.1, 4.2
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 6 - School Processes & Programs 5 - Perceptions 2, 3

Strategy 3 Details

Strategy 3: Support, reinforce, and recognize staff efforts and contributions to student learning, though Staff Huddles, Newsletters, Model Classrooms, and an accessible video library of exemplar teaching.

Strategy's Expected Result/Impact: Improved staff morale, professional learning, and staff retention.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 2

Strategy 4 Details

Strategy 4: The Principal and Assistant Principal will conduct regular walkthroughs with written and/or in-person feedback, with opportunities to participate in Coaching Cycles with Instructional Coach.

Strategy's Expected Result/Impact: Evidence of Observation and Feedback System.

Increased professional growth amongst teachers and staff.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Grade Level Leaders
Mentors

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 5 - Perceptions 1

Strategy 5 Details

Strategy 5: Staff will participate in Leader in Me Lighthouse teams to foster relationships, make connections with colleagues, and support the overall campus implementation of the Leader in Me Program.

Strategy's Expected Result/Impact: Evidence of school wide initiatives led by Leader in Me Lighthouse teams.

Staff Responsible for Monitoring: Principal
Assistant Principal
Lighthouse Leadership Team
Lighthouse Team Members

Title I:
4.1
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 2, 3

Goal 6: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 2: (2.2.3) Use surveys and data such as Culture Surveys; Equity Walks; Exit Surveys; Retention Data; and Stay Interviews to assess, monitor, and increase department and campus culture.

Evaluation Data Sources: Continue and expand district surveys to increase stakeholder feedback from 55% to 60%.

Strategy 1 Details
Strategy 1: Staff will participate in staff surveys to rate effectiveness and provide feedback on Professional Learning, Culture and Climate. **Strategy's Expected Result/Impact:** Evidence of improved culture amongst staff. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 4

Goal 7: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1: (2.3.1) Implement a goal-oriented evaluation system in multiple departments focusing on one departmental position evaluation linked to the strategic plan.

Evaluation Data Sources: Complete an evaluation tool in every department for 5% of district employees.

Strategy 1 Details
Strategy 1: Provide Professional Learning Opportunities that support effective teaching strategies that support, promote, and develop student outcomes in literacy and numeracy based on data from Observation and Feedback Cycles, the Hutto ISD Cornerstones, and the Science of Teaching Reading. **Strategy's Expected Result/Impact:** Evidence from Observation and Feedback Cycles. Professional learning opportunities that translate to classroom instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 5 - Perceptions 1

Strategy 2 Details

Strategy 2: The Principal, Assistant Principal, and Instructional Coach will conduct regular Observation and Feedback walkthroughs with written and/or in-person feedback, with opportunities to participate in Coaching Cycles with Instructional Coach.

Strategy's Expected Result/Impact: Evidence of Observation and Feedback System.

Increased professional growth amongst teachers and staff.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 5 - Perceptions 1, 2, 4

Strategy 3 Details

Strategy 3: The Principal and Assistant Principal will meet with each staff member to set and track professional and student learning goals, using Observation and Feedback walkthroughs along with written and/or in-person feedback and opportunities to participate in Coaching Cycles with Instructional Coach and mentors to support professional learning.

Strategy's Expected Result/Impact: Evidence of Observation and Feedback System.

Evidence of Instructional Coaching Cycles.

Increased professional growth amongst teachers and staff.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Mentors

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: School Processes & Programs 5 - Perceptions 1, 2

Goal 7: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 2: (2.3.2) Implement Progressive Discipline with employees outlining expectations, training, and documentation processes.

Evaluation Data Sources: Implement Progressive Discipline models with 30% of employees.

Strategy 1 Details
Strategy 1: The Principal and Assistant Principal will implement Progressive Discipline with employees by setting clear expectations, maintaining properly documentation, and provide training to support staff members struggling to meet staff expectations found in the Hutto ISD and Kerley Employee Handbook. **Strategy's Expected Result/Impact:** Improved productivity and efficiency by staff members. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4 - Perceptions 1, 2, 4

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: 3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

High Priority

Evaluation Data Sources: Campuses offer at least 4 high-level engagement and learning opportunities for parents.

Strategy 1 Details
Strategy 1: The Parent Family Engagement Committee will partner with PTA to provide volunteer opportunities, grow membership, improve attendance and increase engagement of parents and families at Kerley Elementary School, through mentorship and volunteerism. **Strategy's Expected Result/Impact:** Increased parent and family engagement Increased participation in programs like Watch DOG Dads. Increased volunteerism across campus. **Staff Responsible for Monitoring:** Principal Parent Family Engagement Committee **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3, 5

Strategy 2 Details

Strategy 2: The Parent Family Engagement Committee will team with the PTA to coordinate school wide events that pair family engagement with learning, such as Leader in Me Nights, Hispanic Heritage Day, Choir Nights, Music Nights, Theater Nights, Community Basketball, Trunk or Treat, STEAM Day, Texas Day, Field Day, and the Annual Kerley End of the Year Carnival.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Strategy 3 Details

Strategy 3: The Parent Family Engagement Committee will meet at least once per semester to review, plan, and coordinate school wide events that pair family engagement with learning, such as Leader in Me Nights, Hispanic Heritage Day, Choir Nights, Music Nights, Theater Nights, Community Basketball, Trunk or Treat, STEAM Day, Texas Day, Field Day, and the Annual Kerley End of the Year Carnival.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: 3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Sources: Increase parent positive perception survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: The Parent Family Engagement Committee will partner with PTA to provide volunteer opportunities, grow membership, improve attendance and increase engagement of parents and families at Kerley Elementary School, through mentorship and volunteerism. **Strategy's Expected Result/Impact:** Increased parent and family engagement Increased participation in programs like Watch DOG Dads. Increased volunteerism across campus. **Staff Responsible for Monitoring:** Principal Parent Family Engagement Committee **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 4 - Perceptions 3, 5

Strategy 2 Details

Strategy 2: The Parent Family Engagement Committee will team with the PTA to coordinate school wide events that pair family engagement with learning, such as Leader in Me Nights, Hispanic Heritage Day, Choir Nights, Music Nights, Theater Nights, Community Basketball, Trunk or Treat, STEAM Day, Texas Day, Field Day, and the Annual Kerley End of the Year Carnival.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Strategy 3 Details

Strategy 3: The Parent Family Engagement Committee will meet at least once per semester to review, plan, and coordinate school wide events that pair family engagement with learning, such as Leader in Me Nights, Hispanic Heritage Day, Choir Nights, Music Nights, Theater Nights, Community Basketball, Trunk or Treat, STEAM Day, Texas Day, Field Day, and the Annual Kerley End of the Year Carnival.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Strategy 4 Details

Strategy 4: Each semester, the campus will communicate and send out Parent Family Engagement Surveys, via Parent Square to receive feedback on parent family engagement practices.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - Perceptions 3, 5

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 3: 3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: The Front Office staff will meet weekly to review front office, systems, updates, parent concerns, and parent feedback to ensure quality customer service. **Strategy's Expected Result/Impact:** Increase positive customer service survey (baseline data collected 24-25). **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary Registrar Receptionist **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4

Strategy 2 Details
Strategy 2: The Principal, Assistant Principal, and Instructional Coach will mentor, model, help script, and provide feedback for staff members, who need support communicating to parents in person, via telephone, through email, or through the Parent Square platform. **Strategy's Expected Result/Impact:** Increase positive customer service survey (baseline data collected 24-25). **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Counselor **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 4

Goal 9: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: 3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Sources: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: The Parent Family Engagement Committee will partner with PTA to provide volunteer opportunities, grow membership, improve attendance and increase engagement of parents and families at Kerley Elementary School, through mentorship and volunteerism. **Strategy's Expected Result/Impact:** Increased parent and family engagement Increased participation in programs like Watch DOG Dads. Increased volunteerism across campus. **Staff Responsible for Monitoring:** Principal Parent Family Engagement Committee **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 6 - School Processes & Programs 4 - Perceptions 3, 5

Strategy 2 Details

Strategy 2: The Parent Family Engagement Committee will meet at least once per semester to review, plan, and coordinate school wide events that pair family engagement with learning, such as Leader in Me Nights, Hispanic Heritage Day, Choir Nights, Music Nights, Theater Nights, Community Basketball, Trunk or Treat, STEAM Day, Texas Day, Field Day, and the Annual Kerley End of the Year Carnival.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 3, 5

Strategy 3 Details

Strategy 3: Each semester, the campus will communicate and send out Parent Family Engagement Surveys, via Parent Square to receive feedback on parent family engagement practices.

Strategy's Expected Result/Impact: Increased parent and family engagement.
Increased participation in school wide events.
Increased volunteerism across campus.
Increased opportunities for students to take on leadership roles.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Parent Family Engagement Committee
Lighthouse Teams

Title I:
4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - Perceptions 3, 5

Goal 9: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 2: 3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Citizen committee participation matches Hutto ISD demographics.

Strategy 1 Details
Strategy 1: The Front Office staff will meet weekly to review front office, systems, updates, parent concerns, and parent feedback to ensure quality customer service. **Strategy's Expected Result/Impact:** Increase positive customer service survey (baseline data collected 24-25). **Staff Responsible for Monitoring:** Principal Assistant Principal Secretary Registrar Receptionist **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4

Strategy 2 Details
Strategy 2: The Principal, Assistant Principal, and Instructional Coach will mentor, model, help script, and provide feedback for staff members, who need support communicating to parents in person, via telephone, through email, or through the Parent Square platform. **Strategy's Expected Result/Impact:** Increase positive customer service survey (baseline data collected 24-25). **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4

Goal 10: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 1: (4.3.2) Benchmark hiring priorities and staffing levels for law enforcement and campus safety officers; develop strategic/tactical staffing schedules as is appropriate.

High Priority

HB3 Goal

Evaluation Data Sources: All-Hazard Analysis date from our EOP Planning
Staffing assessments to ensure compliance with legislative mandates for law enforcement resources
Staffing for campus safety officer allocations to ensure adequacy and coverage matches local assessments and design.

Strategy 1 Details
Strategy 1: Campus leaders and members of the SSSPT team will conduct meetings to review and coordinate a systemic and coordinated multitiered support system that addresses school climate, the social and emotional domain, and behavioral and mental health and wellness. **Strategy's Expected Result/Impact:** Improved student outcomes on Safety Drills. Improved support systems to address campus safety and student needs. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor LMHP HISD Campus Officer Teachers **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 6

Strategy 2 Details

Strategy 2: An Emergency Operations Plan (EOP) will be created to prevent, mitigate, prepare, respond, and recover from potential natural disasters or emergencies.

Strategy's Expected Result/Impact: School wide safety systems will be reviewed, practiced, and monitored to ensure fidelity.

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I:
2.6

- TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 6