

Hutto Independent School District



Kerley Elementary School

2025-2026 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.

Value Statement

Hutto ISD strives to be the best school district in Central Texas.

The safety and security of all is a top priority.

Every decision should be made in the best interest of students.

Success is possible for every student.

We recruit, develop, and retain exemplary staff.

The pursuit and acceptance of diversity are critical.

We will be responsible stewards of taxpayers' dollars.

All students are important, and the educational needs of each must be met.

Parents/guardians are vital to the success of our students.

Open two-way communication and transparency are imperative for a relationship-centered district.

Character is as important as academic achievement.

The Kerley Elementary Staff Believes:

Kids come first.

Relationships matter.

Collaboration is key.

Communication is crucial.

Professional growth never ends.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	11
School Processes & Programs	23
Perceptions	28
Priority Problem Statements	32
Goals	38
Goal 1 : (1.1) Increase the percentage of students meeting grade-level expectations.	39
Goal 2 : (1.2) Increase the percentage of students who are college, career, and military-r...	62
Goal 3 : (1.3) Increase grade level readiness percentage for foundational literacy & nume...	77
Goal 4 : (1.4) Identify and implement wrap-around services supporting the whole child.	94
Goal 5 : (2.3) Implement research-based evaluation systems that provide high-quality op...	107
Goal 6 : (3.1) Meaningfully engage parents and community as inclusive partners.	110
Goal 7 : (3.2) Establish strategic partnerships to mobilize collective impact.	117
Goal 8 : (3.3) Establish meaningful two-way discourse with diverse stakeholders.	120
Goal 9 : (4.1) Optimize financial resources to achieve student outcomes.	125
Goal 10 : (4.3) Implement operational efficiencies to create safe and quality learning envi...	127
Funding Summary	129
Title I, Part A - (6100) Payroll Costs	130
Title I, Part A - (6200) Contracted Services	130
Title I, Part A - (6300) Supplies and Materials	130
SCE - (6100) Payroll Costs: Salaries	130



Comprehensive Needs Assessment

Demographics

Summary

Benjamin “Doc” Kerley Elementary School is the seventh elementary campus in Hutto Independent School District, located in Williamson County in Central Texas. Since opening in Fall 2019, Kerley Elementary has experienced steady growth in enrollment. At the end of the 2024–2025 school year, Kerley served 872 students across Early Education through 5th Grade. With continued residential development in the area, student enrollment is projected to increase annually.

Kerley Elementary is designated as a Title I School-wide Campus for the second consecutive year, with 39.5% of students identified as economically disadvantaged. This designation supports the campus in providing comprehensive services to address academic achievement gaps and enhance opportunities for all learners.

Kerley is a diverse and inclusive learning community. The student body includes:

- Hispanic/Latino – 42.4%
- White – 30.1%
- Black/African American – 14.7%
- Asian – 5.6%
- Two or More Races – 6.6%

The Emergent Bilingual (EB) population makes up 17.9% of the student body, with a significant portion served through the Dual Language program. The Dual Language program spans from Pre-K through 5th grade, with 2025–2026 marking the second year of Dual Language offerings in all grade levels.

Approximately 23.3% of students receive Special Education services, most of whom are supported through inclusion, speech therapy, and resource room settings. Kerley continues to operate a Behavior and Social Education (BASE) unit for students requiring intensive behavioral support in a structured environment.

To support student growth, Kerley maintains a robust Multi-Tiered System of Supports (MTSS). This system identifies and addresses student needs in academics and behavior through data-driven Tier I instruction, Tier II/III interventions, and collaborative decision-making for further evaluation under Section 504 or Special Education as needed.

Dyslexia services are provided to students identified through universal screening and intervention monitoring. Currently, 28.1% of students are identified as at risk for dyslexia, with services aligned to the district's literacy framework.

Students identified as Gifted and Talented (GT) comprise 8.4% of the student body. The district and campus continue to refine GT instructional practices to ensure advanced learners are both supported and challenged.

In recognition of its commitment to military families, Kerley Elementary earned the Purple Star Distinction from the Texas Education Agency. With 9.3% of students identified as military-connected, the school offers specialized transition supports and social-emotional resources to foster a welcoming environment.

Kerley Elementary remains committed to nurturing every student's academic, emotional, and social development in a safe and inclusive environment while continually adapting to meet the growing needs of the community it serves.

Benjamin “Doc” Kerley Demographics

800 Haybarn Ln Hutto, TX 78634-0430 (512) 759-5410 Phone (512) 759-5411 Fax	School Population	Count	Percent
	Student Total	872	100%
	Early Education Grade	12	1.38%
	Pre-Kindergarten Grade	60	6.88%
	Kindergarten Grade	126	14.45%
	1st Grade	119	13.65%
	2nd Grade	145	16.63%
	3rd Grade	152	17.43%
	4th Grade	132	15.14%
	5th Grade	126	14.45%
District Information			
Total Num School Board Request: 6			
Total Cost School Board Request: \$1,788.00			
Administration			
Administrator names are based on role ID reporting on the Fall 30090 staff records			
Principal	Gregory Althoff		

Student Demographics	Count	Percent
Gender		
Female	397	45.53%
Male	475	54.47%
Ethnicity		
Hispanic-Latino	370	42.43%
Race		
American Indian - Alaskan Native	5	0.57%
Asian	49	5.62%
Black - African American	128	14.68%
Native Hawaiian - Pacific Islander	0	0.00%
White	262	30.05%
Two-or-More	58	6.65%

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	124	13.89%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	126	14.11%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	26	2.91%
Full-Time Early Childhood	17	1.90%
Mainstream	23	2.58%



Benjamin “Doc” Kerley Demographics

Student Programs		Count	Percent
CTE Attendance	0	0.00%	
Dropout Recovery Program	0	0.00%	
Gifted and Talented	73	8.37%	
Pregnancy Related Services	0	0.00%	
Regional Day School Program for the Deaf	0	0.00%	
Section 504	57	6.54%	
Special Education (SPED)	203	23.28%	
Bilingual/ESL			
Emergent Bilingual (EB)	156	17.89%	
Standard or Alternative Bilingual/ESL	84	9.63%	
Dual Language Immersion/One-Way	19	2.18%	
Dual Language Immersion/Two-Way	99	11.35%	
Dyslexia			
Dyslexia Indicator Code	56	6.42%	
Dyslexia Risk Code	245	28.10%	
Dyslexia Services Code	56	6.42%	
Title I Part A			
Schoolwide Program	872	100.00%	
Targeted Assistance	0	0.00%	
Targeted Assistance Previously Participated	0	0.00%	
Title I Homeless	0	0.00%	
Neglected	0	0.00%	

Student Indicators		Count	Percent
Foster Care	1	0.11%	
IGC Reviewed	0	0.00%	
Intervention Indicator	4	0.46%	
Migrant	0	0.00%	
Military Connected	81	9.29%	
Student Accelerated Education Plan	0	0.00%	
Unschoolered Asylee/Refugee	0	0.00%	
Economic Disadvantage			
Economic Disadvantage Total	344	39.45%	
Free Meals	284	32.57%	
Reduced-Price Meals	57	6.54%	
Other Economic Disadvantage	3	0.34%	
Homeless Statuses			
Homeless Status Total	6	0.69%	
Shelter	0	0.00%	
Doubled Up	5	0.57%	
Unsheltered	0	0.00%	
Hotel/Motel	1	0.11%	
Shelter	0	0.00%	
Not Unaccompanied Youth	6	0.69%	
Unaccompanied Youth	0	0.00%	

College & Career Readiness School Models		Count	Percent
Associate Degree	0	0.00%	
Early College High School (ECHS)	0	0.00%	
New Tech	0	0.00%	
P-Tech	0	0.00%	
R-PEP Participation	0	0.00%	



Implications for Improvement Planning

Kerley Elementary’s student body includes a high percentage of students identified for SPED, dyslexia risk, and English language support, with nearly 40% considered economically disadvantaged. These factors should drive a campus-wide focus on inclusive instructional practices, targeted intervention systems, family engagement, and access to high-quality Tier 1 instruction. Additionally, the high number of students

receiving resource and speech services points to the need for strong collaboration between general and special education staff.

This data underscores the importance of differentiated support and evidence-based interventions to meet the needs of all learners while promoting equity and academic growth.

Strengths

- Kerley Elementary’s Student Attendance Rate in 2024-2025 increased to 95.08% from 94.36% in 2023-2024.
- The Dual Language Program at Kerley Elementary extends from Pre-K through 5th Grade.
- Kerley Elementary serves a culturally diverse student population, with students speaking 15 different native languages. English and Spanish are the two most commonly spoken home languages.
- Kerley earned the Purple Star designation from the TEA for our support of the military families in our school community.
- Kerley is entering our 3rd year as a Leader in Me Campus, which is an evidence-based PK-12 model, developed in partnership with educators, designed to build leadership and life skills in students.

Demographic Strengths Analysis: NWEA MAP 2024–2025

NWEA Growth Math 2025

- **White Students demonstrated strong growth and achievement:**
69% met or exceeded growth targets, with many performing above grade level in both 4th and 5th grades.
Higher percentages scored in the “High” and “High Average” RIT bands.
- **Asian Students consistently performed at the top of the RIT range, with the majority scoring in the 81st percentile or higher.**
- **Students Identified as Gifted and Talented (GT) excelled across all grade levels:**
Most GT students met or exceeded projected growth and achieved Masters-level performance.
- **Former SPED Students (exited from services) showed promising results:**
Many met growth targets and performed at or above the 50th percentile in math.

NWEA Growth Reading & Spanish Reading 2025

- **Overall Growth in Upper Grade English Reading:**
In Grades 3–5 English Reading, several students reached Meets or Masters, with White and Asian students outperforming campus averages.
White students consistently demonstrated above-average RIT scores and higher levels of proficiency.
Former SPED students also showed promising growth, with multiple students meeting or approaching grade-level benchmarks.
- **High Participation in Dual Language Spanish Reading:**
Spanish Reading assessments were administered in Grades 1–5, indicating commitment to biliteracy development for Emergent Bilingual (EB) and Hispanic students in the dual language program.

Demographic Strengths Analysis: STAAR | Reading • Math • Science | Grades 3–5

- **White Students consistently demonstrated high performance across all subjects:**
 - *In Reading, 88.6% Approaches, 61.4% Meets, 27.3% Masters*
 - *In Math, 84.1% Approaches, 61.4% Meets, 36.4% Masters*
 - *In Science, 81.8% Approaches, 47.7% Meets, 13.6% Masters*
- **Asian Students achieved 100% Approaches/Meets/Masters in Reading and Math, and 100% Approaches in Science.**
- **Students Identified as “Two or More Races” performed well in all tested subjects:**
 - *In Reading and Math, 83.3% Approaches, with up to 50% Masters in Reading.*

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Across all early grade levels, a disproportionate number of Emergent Bilingual students fall below benchmark in foundational reading skills.	Core instruction lacks integrated supports, such as academic language development, visual scaffolds, and structured opportunities for oral language practice. Teachers may need additional training in integrating English language development (ELD) strategies into Tier 1 literacy instruction.
2 Performance gaps persist among Emergent Bilingual students in both Reading and Math, especially during the transition from Spanish to English STAAR assessments. These students consistently underperform compared to their peers.	Instruction does not consistently include content language supports such as sentence stems, visual aids, or structured academic discourse. Transitional language planning from Spanish to English is not systematically supported across grade levels. Additionally, progress monitoring data is not consistently used to tailor enrichment & interventions for both subgroups.
3 Emergent Bilingual students show limited growth in MAP Reading comprehension and language usage strands. Emergent Bilingual students are not achieving at the same rate as their peers in Reading and Writing STAAR items.	Students are not regularly exposed to structured academic talk, sentence stems, or language objectives during lessons. There is a lack of consistent integration between TELPAS data and Reading instruction planning. Academic vocabulary instruction is limited in daily lessons. Sheltered instruction strategies (sentence stems, visuals, oral language scaffolds) are inconsistently used across content
4 ★ Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.	Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

5

African American students are performing below campus averages in Math, particularly on multi-step problem items.

Math instruction lacks differentiated strategies and does not adequately support conceptual understanding vertically from grades K-5. Use of data to identify and address specific subgroup gaps is limited. Data-informed instruction and access to enrichment and intervention supports are inconsistent. Implicit bias and low expectations may influence instructional pacing and depth of questioning.

6



Special Education students demonstrate low performance and minimal growth on STAAR Math and Reading across grade levels.

Instructional accommodations are inconsistently implemented in general education settings, and co-teaching models are underdeveloped. Progress monitoring is not frequently used to adjust instruction based on individual IEP goals or readiness levels.

7

Special Education students consistently perform below the 40th percentile in both Reading and Math.

IEP goals and accommodations are not clearly integrated into daily instruction or mapped to NWEA instructional areas. There is limited co-planning between general and special education teachers to align accommodations and goals.

8



Campus attendance data shows a rate of 94.7%, below the district and state expectation of 96%. Chronic absenteeism among a subset of students negatively impacts instructional time, student achievement, and accountability outcomes.

Inconsistent family communication and engagement regarding the importance of daily attendance, limited student incentives, and barriers such as transportation and health-related absences. These factors reduce student consistency in attending school and hinder progress toward the 96% target.

 = Priority

Student Learning

Summary

At Benjamin “Doc” Kerley Elementary (KES), we are committed to providing high-quality, data-driven instruction to meet the diverse needs of all learners. Teachers regularly use multiple sources of student data to inform Tier 1 instruction and to guide Tier 2 and Tier 3 interventions in both whole group and small group settings.

In Fall 2024, KES launched campus-wide professional development focused on implementing the Hutto ISD Cornerstones of Effective Classroom Instruction, which are designed to strengthen instructional practices and improve student outcomes. The seven cornerstones include:

1. Efficient and Positive Classroom Management
2. Positive Teacher-to-Student Relationships
3. Aligned and Rigorous Learning Objectives
4. Rigorous and Engaging Teacher Modeling (“I do”)
5. Purposeful and Challenging Student Independent Practice
6. Timely and Effective Teacher Feedback
7. Clear Student Data Tracking Practices

To support lesson planning and instructional alignment, teachers utilize the Hutto ISD Core Curriculum, Scope and Sequence, and the Lesson Internalization Protocol. Collaboration is central to our instructional model: teachers participate in Professional Learning Communities (PLCs) to review student data, identify trends, and refine instructional strategies to support academic growth.

KES also provides dedicated intervention time known as WIN (What I Need) Time. During WIN Time, teachers address students’ academic needs through targeted acceleration, enrichment, or intervention based on data from screeners, unit tests, interim assessments, and formative checks. This time is used flexibly to deliver small-group instruction that closes learning gaps while preserving the integrity of core instruction during Tier 1.

Our Response to Intervention (RTI) committee meets twice monthly to review individual student data and track progress toward academic goals for students who need additional support. Identified students receive Tier 2 and Tier 3 interventions during WIN Time, ensuring Tier 1 classroom instruction remains focused and uninterrupted. Tier 3 students also benefit from intensive small group support provided by both classroom teachers and the Instructional Support Coach.

Through consistent use of student data, aligned instruction, and targeted interventions, Kerley Elementary is working collaboratively to ensure all students have the opportunity to succeed.

STAAR Data:

Kerley Elementary’s STAAR performance reflects strong achievement in Reading and Math for some student groups, particularly White and Asian students. However, significant performance gaps persist for EB, SPED, and Black students. The lack of proficiency in Spanish STAAR assessments also indicates an urgent need to strengthen dual language pathways. These trends will guide campus priorities in professional development, instructional design, and intervention planning for the 2025–2026 school year

Kerley Elementary is showing gradual and steady improvement in key areas such as student growth and subgroup performance. While it has maintained a “C” accountability rating across three years, improvements in School Progress and Closing the Gaps point to upward trends.

Overall Accountability Summary (2023-2025)

2025 (Projected):

- **Overall Rating: C (Score: 77)**
- Student Achievement: 77
- School Progress (Best of A or B): 76
- Closing the Gaps: 76

2024:

- **Overall Rating: C (Score: 74.6)**
- Student Achievement: 74
- School Progress (Best of A or B): 73
- Closing the Gaps: 76

2023:

- **Overall Rating: C (Score: 76)**
- Student Achievement: 77 (C)
- School Progress: 69 (D)
 - Academic Growth: 60 (D)
 - Relative Performance: 69 (D)
- Closing the Gaps: 73 (C)

Reading 2025 - Strengths & Trends

- **Overall Performance (Grade 3–5):**
 - Reading performance remains a relative strength at Kerley Elementary.
 - 5th Grade: 77.12% Approaches, 59.32% Meets, 22.03% Masters.
 - 4th Grade: 80.17% Approaches, 52.07% Meets, 14.88% Masters.

- 3rd Grade: 85.93% Approaches, 52.59% Meets, 22.96% Masters.

- **Highlights by Subgroup:**

- White students demonstrated consistently high reading achievement across all grades (e.g., 88.64% Approaches in Grade 5; 90.91% in Grade 3).
- Asian students achieved 100% Approaches and Meets in Grade 5.
- Two or More Races students showed strong results in Grade 5, with 83.33% Approaches and 66.67% Meets.

- **Areas for Growth:**

- Special Education: Only 41.38% Approaches and 34.48% Meets in Grade 5.
- Emergent Bilinguals (EBs): 55.56% Approaches and just 33.33% Meets in Grade 5.
- Black students: 53.33% Approaches and only 6.67% Masters in Grade 5.
- Spanish Reading results across Grades 3–5 show low proficiency, with 0% Meets or Masters in many cases.

Math 2025 - Strengths & Trends

- **Overall Performance (Grade 3–5):**

- Math achievement shows lower mastery levels compared to reading but steady Meets performance.
- 5th Grade: 73.11% Approaches, 52.10% Meets, 28.57% Masters.
- 4th Grade: 63.11% Approaches, 40.16% Meets, 21.31% Masters.
- 3rd Grade: 77.54% Approaches, 46.38% Meets, 17.39% Masters.

- **Highlights by Subgroup:**

- White students again performed strongly, with 84.09% Approaches and 61.36% Meets in Grade 5.
- Asian students demonstrated 100% at Approaches, Meets, and Masters in Grade 5 math.
- Students identified as Two or More Races had 66.67% Meets and 50% Masters in Grade 5 math.

- **Areas for Growth:**

- Black students: Only 20% Meets and 13.33% Masters in Grade 5 math.
- EBs: 44.44% Approaches, 33.33% Meets, and 0% Masters in Grade 5.
- Special Education students showed consistent underperformance (41.38% Approaches, 31.03% Meets in Grade 5).

Science 2025 - Strengths & Trends

- **Overall Performance (Grade 5 Only):**
 - Science is an area needing immediate support and improvement.
 - Grade 5: 69.75% Approaches, only 36.97% Meets, and 12.6% Masters.
- **Highlights by Subgroup:**
 - White students: Outperformed other groups with 81.82% Approaches and 47.73% Meets.
 - Asian and Two or More Races students showed strong mastery (50% Masters for both).
- **Areas for Growth:**
 - Black students: Only 6.67% Masters and 46.67% Approaches.
 - Hispanic students: 33.96% Meets and 9.43% Masters.
 - Special Education: Low outcomes, with 48.28% Approaches and 17.24% Masters.
 - Emergent Bilinguals: Only 11.11% Meets and 0% Masters.

STAAR: Summary of Key Needs:

- Science across the board requires targeted instructional support, especially for EBs, Special Education, and historically underserved racial groups.
- Reading is the strongest tested domain overall, but gaps persist for EB and Special Education students.
- Math shows promise in higher-grade mastery (especially Grade 5), but 3rd and 4th grades need scaffolded supports to boost Meets and Masters outcomes.

Sub-populations needing the most targeted interventions include Emergent Bilinguals, Special Education, and Black students, particularly in science and math.

NWEA- MAP Data: Reading

Kerley Elementary’s MAP Reading data shows promising growth in Grades 1, 3, and 5, where students are making meaningful progress. However, early literacy gaps in Kindergarten and Grade 2, along with growth stagnation in Grade 4, present critical challenges. A combination of strong foundational instruction, strategic intervention, and rigorous enrichment can help ensure that all students continue progressing toward reading proficiency in the 2025–2026 school year.

Grade	Spring 2025 Growth Percentile	Spring 2025 Achievement Percentile
K	55th	43rd

1st	46th	60th
2nd	53rd	45th
3rd	60th	54th
4th	33rd	50th
5th	60th	58th

Strengths and Opportunities: 1st Grade

- High achievement (60th percentile) with a strong percentage (50%) of students in the top 40%.
- Growth is slightly below average (46th percentile) but still shows positive momentum.
- Opportunity: Build on early literacy success with increased focus on comprehension strategies and fluency to sustain gains.

3rd and 5th Grade

- Both grades have above-average growth (60th percentile), showing effective instruction and student progress.
- Achievement scores in the mid-to-high 50s reflect improving outcomes.
- Opportunity: Use strong growth trends to push more students into higher achievement tiers with differentiated reading groups and targeted vocabulary development.

Areas of Concern: Kindergarten

- Despite average growth (55th percentile), achievement remains low (43rd percentile), with 50% of students in the bottom 40%.
- Indicates students are entering with skill deficits and making insufficient gains to meet grade-level expectations.
- Concern: Need for stronger phonemic awareness, letter-sound correspondence, and early literacy support.

2nd Grade

- Moderate growth (53rd percentile), but achievement lags (45th percentile).
- 43% of students are still performing below the 40th percentile in reading.
- Concern: Gaps in decoding, fluency, and comprehension may be accumulating without effective intervention.

4th Grade

- Lowest growth in the school (33rd percentile)—40% of students showed little or no progress.
- Though achievement is at the 50th percentile, this reflects stagnation, not forward momentum.
- Concern: Urgent need to address instructional effectiveness and student engagement in reading.

NWEA- MAP Data: Math

Kerley Elementary's NWEA MAP Math data shows notable strength in Grades 1 and 3, with promising growth and achievement. However, Kindergarten, Grade 2, and Grade 4 reveal urgent areas for improvement, especially in terms of growth and foundational math skill development. Focused intervention, enriched instruction, and data-driven planning will be essential in driving improvement and ensuring all students meet or exceed grade-level expectations in 2025–2026.

Strengths and Opportunities: Grade 1

- Highest growth (64th percentile) and strong achievement (61st percentile).
- 34% of students scored above the 80th percentile, indicating a significant population of high performers.
- Opportunity: Extend enrichment opportunities and consider clustering or advanced small-group instruction for high achievers.

Grade 3

- Strong growth (63rd percentile) and achievement (64th percentile).
- 33% of students scored above the 80th percentile, showing readiness for advanced problem solving and concept application.

Areas of Concern: Kindergarten

- Low growth (43rd percentile) and low achievement (50th percentile).
- 26% of students scored in the bottom quintile for growth, and 27% in the bottom quintile for achievement.
- Concern: Students may not be developing early number sense and foundational skills effectively.

Grade 2

- Low growth (47th percentile) and achievement (49th percentile).
- High concentration (25%+) of students in the lowest 40th percentile for achievement and growth.
- Concern: Students are not making adequate progress and are at risk of long-term math struggles.

Grade 4

- Below-average growth (47th percentile) and only 21% above the 80th percentile in achievement.
- 28% of students experienced low growth, despite average achievement levels.

MCLASS

Kerley Elementary has made significant progress in foundational reading development, particularly in Kindergarten and 1st Grade. However, Grade 2 data reflects an urgent need to strengthen fluency and comprehension instruction to prevent continued gaps as students move into upper elementary. With targeted intervention, aligned Tier 1 instruction, and consistent progress monitoring, Kerley is well-positioned to accelerate student literacy growth in 2025–2026.

Overall Performance Overview (EOY)

Grade	% At/Above Benchmark (Composite Score)	% Below Benchmark (Composite Score)
Kindergarten	62% (36% At + 26% Above)	38% (28% Well Below + 9% Below)
1st Grade	74% (49% At + 25% Above)	26% (14% Well Below + 11% Below)
2nd Grade	48% (30% At + 18% Above)	52% (32% Well Below + 20% Below)

Strengths Across K–2

- Kindergarten made significant gains in Letter Naming Fluency with 69% at/above benchmark.
- 1st Grade excelled in Reading Fluency (ORF) and Accuracy, with 76% and 76% at/above benchmark, indicating strong foundational reading development.
- 2nd Grade showed particular strength in Word Reading (76% at/above), which is a key predictor of comprehension growth.
- Spelling performance was consistently strong in Grades 1 and 2, both above 70%.
- Across all grades, Risk Indicators improved, with large majorities classified as Low Risk:
 - K: 74%
 - 1st: 92%
 - 2nd: 80%

Areas of Concern & Needs for 2025–2026Kindergarten

- High percentage of students (38%) remain below benchmark on the composite score.
- Letter Sounds (CLS) and Decoding (WRC) remain areas of weakness:
 - 36% of students are still well below benchmark in Decoding.
 - 29% of students are well below in Letter Sounds.
- These deficits suggest a need for stronger Tier 1 phonics instruction and small-group decoding interventions early in the year.

1st Grade

- While overall performance was strong, 22% of students remain well below benchmark in Word Reading and 15% in Reading Accuracy.
- Spelling saw some stagnation with 27% still below benchmark.
- Continue to monitor decoding fluency (NWF-WRC)—though improved, 19% are still just approaching benchmark.

2nd Grade

- Overall composite performance dropped relative to earlier grades: only 48% of students are at/above benchmark.
- Alarming high percentages in Reading Comprehension (45% well below) and Reading Accuracy (20% well below).

- Reading Fluency also remains low: only 41% of students at/above benchmark.
- Vocabulary and Spelling also need attention—over 50% of students are below benchmark in both.

Strengths

STAAR 2025Strengths:

- **White Students consistently demonstrated high performance across all subjects:**
 - *In Reading, 88.6% Approaches, 61.4% Meets, 27.3% Masters*
 - *In Math, 84.1% Approaches, 61.4% Meets, 36.4% Masters*
 - *In Science, 81.8% Approaches, 47.7% Meets, 13.6% Masters*
- **Asian Students achieved 100% Approaches/Meets/Masters in Reading and Math, and 100% Approaches in Science.**
- **Students Identified as “Two or More Races” performed well in all tested subjects:**
 - *In Reading and Math, 83.3% Approaches, with up to 50% Masters in Reading.*
- **Reading Overall (All Students):**
 - *77.1% Approaches, 59.3% Meets, 22.0% Masters – indicating solid Tier 1 instruction for many students.*

NWEA MAP 2024–2025Strengths:

- **Consistent Growth in Upper Grades:**

Grades 3–5 demonstrated improved performance in both reading and math. For example:

 - *3rd Grade Reading: 36.6% of students achieved Meets and 21.4% reached Masters*
 - *4th Grade Reading: 35.6% Meets, 13.6% Masters*
 - *5th Grade Reading: 25.2% Masters, with 51.5% of students achieving Approaches*
- **Math Proficiency Growing in Intermediate Grades:**
 - *4th and 5th Grade Math showed increased mastery, with 5th Grade students achieving 28.2% Masters, 25.2% Meets, and 19.4% Approaches.*

Targeted Support for High Performers:

Some high-achieving subgroups, such as White students and some Asian students, showed strong results in RIT percentiles and higher performance levels in reading and math.

MCLASS 2024-2025

Strengths:

- Kindergarten made significant gains in Letter Naming Fluency with 69% at/above benchmark.
 - 1st Grade excelled in Reading Fluency (ORF) and Accuracy, with 76% and 76% at/above benchmark, indicating strong foundational reading development.
 - 2nd Grade showed particular strength in Word Reading (76% at/above), which is a key predictor of comprehension growth.
 - Spelling performance was consistently strong in Grades 1 and 2, both above 70%.
-

TELPAS 2024-2025

Strengths

- **Listening Proficiency showed consistent strength across grade levels:**
 - Grades 3–5 had a majority of students scoring Advanced or Advanced High.
 - Example: In Grade 4, over 76% of students achieved Advanced or Advanced High.
- **Speaking Progress improved in upper grades:**
 - Grade 5 students had over 75% scoring Advanced or Advanced High, indicating improved oral fluency.
- **Writing Performance among 4th and 5th graders began to show signs of stronger sentence structure and language control:**
 - Grade 5: 70.6% at Advanced or Advanced High
 - *Suggests strong instruction in academic writing at upper grades.*

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	A significant percentage of Kindergarten students did not meet End-of-Year (EOY) benchmarks in phonemic awareness and letter-sound correspondence.	There is inconsistent implementation of systematic and explicit phonics instruction aligned to the Science of Reading. Additionally, early literacy routines such as phonological awareness activities are not embedded with fidelity daily, and staff may lack adequate training in progress monitoring tools to adjust instruction responsively.
2	2nd grade students demonstrated low proficiency in oral reading fluency (ORF), which correlates with below-benchmark performance in reading comprehension.	There is a gap in structured fluency-building routines, such as modeled reading, repeated reading, and goal-setting for fluency. Furthermore, comprehension instruction does not consistently include strategies that build oral language, inferencing, or retell--skills essential for fluent and meaningful reading.
3	A high percentage of students across Grades 3-5 scored at Approaches but did not meet Meets or Masters on STAAR Reading.	Instruction lacks sufficient rigor and depth to promote advanced comprehension. Students are not routinely exposed to grade level or STAAR-aligned texts, nor are they consistently practicing constructed responses with textual evidence.
4	Students in Grade 4 Math demonstrated a decline in overall performance with low mastery levels.	Implementation of vertically aligned problem-solving strategies with clear success criteria across grade levels is inconsistent causing gaps in conceptual understanding. Instruction often focuses on remediation to support missing skills, procedural fluency, with limited opportunities for students to engage in grade level mathematical reasoning, academic discourse & independent practice.
5	Students in the lowest growth quartile showed limited progress on Reading STAAR (Domain 2A).	Teachers struggle to internalize lessons for students at all levels. Tier 1 instruction is not sufficiently adjusted to meet the needs of struggling readers. Targeted small-group instruction is not implemented with consistency or intensity to close persistent skill gaps.

6
★

There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.

Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.

7
★

STAAR Math mastery levels remain low across all tested grade levels.

Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over problem solving strategies vertically aligned to improve conceptual understanding.

8

Students identified as "on the bubble" (40th-59th percentile) are not consistently moving into on-track proficiency.

Tier 1 instruction does not consistently provide stretch tasks or differentiated supports for students nearing proficiency. MAP goal-setting conferences and student self-monitoring are inconsistently implemented across grade levels.

9
★

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10
★

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

11
★

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

12

Tier 1 instruction is inconsistent across grade levels, with gaps in rigor, engagement, and instructional alignment. The uneven implementation of Hutto ISD Cornerstones and lack of vertically aligned strategies contribute to student learning gaps and reduced instructional coherence.

Teachers lack consistent implementation of Cornerstone-aligned practices, and vertical planning is limited--both of which hinder instructional coherence and the delivery of best practices in the classroom.

13
★

Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.

Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

14
★

Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.

Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

★ = Priority

School Processes & Programs

Summary

Instructional and Curricular Practices

Kerley Elementary is committed to providing all students with access to a guaranteed and viable curriculum aligned with the Texas Essential Knowledge and Skills (TEKS) and district-developed curriculum documents. Teachers collaborate weekly in grade-level Professional Learning Communities (PLCs) to align instruction, analyze student data, and plan for student success. PLC practices at Kerley are anchored in the Hutto ISD Cornerstones of Instruction and Dufour's Four Essential PLC Questions, focusing on unit mapping, lesson internalization, intervention planning, and instructional strategy refinement.

The campus leadership team actively supports this work through weekly instructional rounds, data reviews, and observation/feedback cycles, and by leading PLCs in alignment with school goals.

Kerley implements a structured Response to Intervention (RTI) model to provide targeted academic and behavioral support. RTI meetings are held bi-monthly to review individual student progress and design appropriate interventions. Parents are regularly informed about their child's progress and the RTI process.

To build strong early literacy foundations, teachers deliver small-group instruction in grades K–2, supported by resources such as UFLI (University of Florida Literacy Institute), Heggerty, Just Right Readers, and Amira Learning. These tools ensure that students receive high-quality, research-based reading instruction.

Kerley Elementary offers a robust Two-Way Dual Language Program for Emergent Bilingual and Opt-In students in grades K–5, and a One-Way Bilingual Program for Pre-K students. Students not enrolled in dual language receive targeted English language support from ESL-certified teachers.

Special Education services at Kerley include BASE, Functional Academics, ECSE, Resource, and Inclusion settings. Students identified as Gifted and Talented are served in a dedicated GT classroom. Students receiving services under Section 504, IEPs, or who are identified with dyslexia receive individualized support through specialized classrooms and certified staff.

Now in its third year as a Leader in Me campus, Kerley Elementary fosters student leadership through direct instruction in personal and interpersonal effectiveness, with an emphasis on self-leadership and leading others. In the 2024–2025 school year, Leader in Me Lighthouse Teams were established to lead school events, service projects, and promote the core values of the program. Students are recognized weekly for demonstrating leadership, effort, and positive character traits.

The school counselor provides both individual and group counseling services, in addition to delivering social-emotional learning (SEL) lessons campus-wide. The counselor also supports staff with SEL resources and promotes wellness and self-care initiatives.

Kerley continues to prioritize PLC and instructional development, using structured time for collaborative planning, data analysis, and reflection on assessments. While progress has been made, the campus remains focused on using data to inform instruction and differentiate learning for all students.

Personnel Processes

During the 2024–2025 school year, all teachers received regular instructional and reflective feedback through weekly classroom walkthroughs.

Staff input was gathered through surveys and team meetings. Each grade level and department is represented by a Team Leader, who serves on the Instructional Leadership Team to help guide campus planning and priorities.

Staff also engage in the Leader in Me Adult Lighthouse Teams, composed of 7–10 staff members representing diverse perspectives. These teams share leadership responsibilities with the Student Lighthouse Team, working together to support schoolwide goals and empower student voice.

Organizational and Administrative Processes

Campus administrators and instructional leaders meet weekly to assess operational and instructional needs. These collaborative sessions are focused on data review, problem-solving, and strategic planning to drive continuous school improvement and support student success.

Closing Statement

Kerley Elementary is committed to building a strong culture of collaboration, leadership, and continuous improvement. Through intentional PLC practices, research-based instruction, and a focus on data-informed decision-making, the campus is working to ensure every student is challenged, supported, and successful. With a united commitment to professional growth and student achievement, Kerley Elementary continues to grow leaders and learners at every level.

Strengths

- Our collaborative efforts between Kerley staff and our Parent-Teacher Association (PTA) are central to enriching our school community through a diverse range of events. Our staff and PTA work closely together to organize and execute various activities that enhance our students' and families' educational and social experiences. These events include Book Fairs, Community Basketball Nights, STEAM Day, Hispanic Heritage Celebrations, Veterans Day, Black History Month, Texas Day, Field Day, Grade Level Music Nights, School Musicals, Dances, Carnivals, and Trunk or Treat. Through this partnership, we aim to foster a vibrant and inclusive school environment where every member feels valued and engaged.
- Weekly grade-level collaborative teams/PLCs systematically work together to analyze unit maps, determine priority standards & essential outcomes, write common assessments, and utilize assessment data to determine the next instructional steps.
- Classroom teachers work collaboratively with special education and special programs teachers (such as those for Dyslexia, STEAM, & GT) to address student needs. Grade-level teachers, along with specials come together through Professional Learning Communities (PLCs) to determine the best strategies for supporting each student.
- Teachers have successfully begun the process of implementing several core components of the Hutto ISD Cornerstones into daily instructional practice, such as Aligned Learning Objectives, Success Criteria, and Strategic Monitoring..
- Classroom teachers work collaboratively with special education and special programs teachers (such as those for Dyslexia, STEAM, & GT) to address student needs.
- Grade-level teachers, along with specials come together through Professional Learning Communities (PLCs) to determine the best strategies for supporting each student.
- Weekly instructional and operational meetings ensure campus needs are being addressed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Students identified for intervention in K-2 are not demonstrating consistent progress across M-CLASS benchmark periods.	Intervention fidelity varies by classroom, and intervention groups are not consistently adjusted based on updated M-CLASS progress monitoring. There is limited collaboration between general education teachers and interventionists to align goals and strategies.
2 A significant portion of students in Grade 5 Science performed below Meets and Masters levels on STAAR.	Science instruction is often limited to isolated facts and lacks hands-on, inquiry-based experiences. Vertical alignment of key concepts is inconsistent, and academic vocabulary is not regularly reinforced. Inconsistent lesson internalization, implementation and delivery of District Science Curriculum across grade-levels has created gaps in learning of priority standards.
3 ★ Domain 3 Closing the Gaps indicators are not being met for several student groups, particularly in Reading and Math.	Disaggregated data is not routinely used in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.
4 Progress monitoring systems are not consistently used to inform STAAR-aligned instruction across classrooms.	Assessment data is collected but not routinely & effectively analyzed to identify trends, adjust instruction, or regroup students. PLCs lack a consistent structure for reviewing STAAR-aligned performance data and identifying next steps.
5 ★ STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.	Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

6

Kindergarten students scored below national norms on NWEA MAP Reading and Math assessments.

Instructional time is heavily focused on basic skills, with limited use of hands-on math and structured phonemic awareness routines. Tier 1 instruction does not consistently integrate MAP-aligned learning goals or developmental progressions.

7
★

Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.

There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening tools.

8

Growth among high-performing students (above 75th percentile) is inconsistent, especially in Reading.

Tier 1 lessons rarely include extension or enrichment tasks. Advanced learners often receive the same tasks as peers, limiting opportunities for depth, complexity, or project-based learning tied to MAP high-level goals. Goal-setting conferences and student self-monitoring are

9
★

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

10
★

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

11
★

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

12
★

Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.

High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

13
★

Campus safety reviews indicate that while an Emergency Operations Plan (EOP) is in place, gaps remain in execution. Inconsistent monitoring of secure and locked doors and variable staff performance during drills reduce the overall effectiveness of the EOP in preparing for and responding to emergencies.

Insufficient staff awareness of safety risks, such as students propping doors open with rocks or sticks, and a lack of efficient systems to ensure faster execution of emergency drills. These gaps reduce the overall effectiveness of the EOP in maintaining campus security and preparedness.

★ = Priority

Perceptions

Summary

At Kerley Elementary, our mission is to inspire every student to excel in academics, character, and community. We are dedicated to fostering a culture of kindness and respect through collaboration, while building strong academic, leadership, and social foundations that support lifelong success.

Family and Community Engagement

Kerley Elementary thrives on the strong partnership between parents, teachers, and staff. Our PTA plays an essential role in organizing and supporting a wide range of family-focused events throughout the year, including Popsicles with Pre-K, WatchDOGS, Hispanic Heritage Celebrations, Veterans Day, Black History Month, Trunk or Treat, Field Day, Texas Day, the KES Annual Musical, the KES Carnival, and Community Basketball Nights. These events deepen family involvement and strengthen our sense of community.

We also promote kindness and leadership through schoolwide initiatives such as the Leader in Me program, Student Lighthouse Teams, grade-level performing arts programs, Robotics, student-led multicultural events, STEM Night, and Texas Day.

Student Recognition and Development

We proudly recognize students who exemplify the core principles of the Leader in Me program, grounded in the 7 Habits of Highly Effective People. Each week, students are celebrated for demonstrating effort, resilience, and progress toward academic and personal goals.

Communication and Feedback

We prioritize open and consistent communication with families through platforms such as ParentSquare and Facebook. To better understand stakeholder perceptions, our administrative team reviews district and campus surveys from staff, students, and families. This feedback informs decision-making, supports continuous improvement, and helps ensure a safe and responsive school environment.

Strengths

Panorama Student Survey:

- 92% of students feel like teachers care about students.
- 84 % of students feel confident in their ability to learn and have success in school.

Family and Caregiver Survey

- 95% of families report a favorable experience with the school.
- 89 % of families trust school administration to make decisions in the best interest of their child.
- 94 % of families are satisfied with the respect and courtesy shown by school staff.
- 92% of families feel the school accommodates to work with family schedules to increase parent involvement.
- 89 % of families feel the school provides opportunities for families to be involved at the campus.

Staff Survey

- 95% of teachers and staff responded favorably that they felt safe at school.
- 82% of teachers and staff report that they feel confident in supporting student growth in regards to teaching resilience and grit.
- 85% of teachers and staff responded favorably that they could easily interact with staff and students from other cultures.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.
2★ Student behavior concerns, particularly related to emotional regulation, transitions, and peer conflict, continue to impact instructional time and school culture. While the Leader in Me (LIM) framework is in place, many classrooms inconsistently implement core habits, and students lack daily reinforcement of shared leadership language and expectations.	Staff understanding and implementation of the Leader in Me framework is inconsistent, and systems for habit integration are not fully embedded. The Lighthouse Committee lacks clear structure and follow-through, and teachers need more support to model and reinforce leadership habits schoolwide.
3★ Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.	The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.
4★ While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.	The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.
5★ Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.	The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

6



While significant funds are invested in digital programs and tools, fidelity of implementation and student usage is often low or inconsistent, limiting their impact on academic growth. Without systematic processes to evaluate program effectiveness, the school risks underutilizing resources and missing opportunities to accelerate student achievement.

The lack of consistent systems to monitor fidelity of implementation and connect digital purchases to student outcome data has led to inefficient resource use. Teachers and students often receive access to digital tools without clear accountability structures, usage expectations, or outcome measures, resulting in uneven impact across classrooms and grade levels.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

2★

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

3★

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices—including checks for understanding, student work analysis, and quick data cycles—to inform Tier 1 and small-group instruction aligned to performance goals.

4★

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

5★

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

6
★

Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.

There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening tools.

7
★

Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.

Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

8
★

Special Education students demonstrate low performance and minimal growth on STAAR Math and Reading across grade levels.

Instructional accommodations are inconsistently implemented in general education settings, and co-teaching models are underdeveloped. Progress monitoring is not frequently used to adjust instruction based on individual IEP goals or readiness levels.

9
★

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10
★

Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.

Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

11
★

While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.

The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.

12
★

Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.

The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.

13
★

Student behavior concerns, particularly related to emotional regulation, transitions, and peer conflict, continue to impact instructional time and school culture. While the Leader in Me (LIM) framework is in place, many classrooms inconsistently implement core habits, and students lack daily reinforcement of shared leadership language and expectations.

Staff understanding and implementation of the Leader in Me framework is inconsistent, and systems for habit integration are not fully embedded. The Lighthouse Committee lacks clear structure and follow-through, and teachers need more support to model and reinforce leadership habits schoolwide.

14
★

Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.

High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

15
★

STAAR Math mastery levels remain low across all tested grade levels.

Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over problem solving strategies vertically aligned to improve conceptual understanding.

16
★

There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.

Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.

17
★

Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.

Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

18
★

Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.

Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

19
★

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

20
★

Domain 3 Closing the Gaps indicators are not being met for several student groups, particularly in Reading and Math.

Disaggregated data is not routinely used in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.

21
★

Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.

The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

22
★

While significant funds are invested in digital programs and tools, fidelity of implementation and student usage is often low or inconsistent, limiting their impact on academic growth. Without systematic processes to evaluate program effectiveness, the school risks underutilizing resources and missing opportunities to accelerate student achievement.

The lack of consistent systems to monitor fidelity of implementation and connect digital purchases to student outcome data has led to inefficient resource use. Teachers and students often receive access to digital tools without clear accountability structures, usage expectations, or outcome measures, resulting in uneven impact across classrooms and grade levels.

23
★

Campus safety reviews indicate that while an Emergency Operations Plan (EOP) is in place, gaps remain in execution. Inconsistent monitoring of secure and locked doors and variable staff performance during drills reduce the overall effectiveness of the EOP in preparing for and responding to emergencies.

Insufficient staff awareness of safety risks, such as students propping doors open with rocks or sticks, and a lack of efficient systems to ensure faster execution of emergency drills. These gaps reduce the overall effectiveness of the EOP in maintaining campus security and preparedness.

24
★

Campus attendance data shows a rate of 94.7%, below the district and state expectation of 96%. Chronic absenteeism among a subset of students negatively impacts instructional time, student achievement, and accountability outcomes.

Inconsistent family communication and engagement regarding the importance of daily attendance, limited student incentives, and barriers such as transportation and health-related absences. These factors reduce student consistency in attending school and hinder progress toward the 96% target.

★ = Priority



Goals

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

Performance Objective 1 High Priority

(1.1.1) By May 2026, Kerley Elementary will increase the percentage of students meeting projected growth targets on NWEA MAP to 58% in Reading (from 50.1%) and 62% in Math (from 55.6%)

Evaluation Data Source: NWEA MAP

Strategy 1

The Kerley Admin Team will provide targeted professional learning sessions and coaching cycles on how to interpret and apply MAP Growth data. Training will include: (1) Analyzing MAP student profile reports and class breakdowns to identify growth trends, subgroup gaps, and readiness skills. (2) Connecting MAP strands to priority TEKS and grade-level readiness standards. (3) Using MAP data to plan Tier I instructional adjustments, reteach lessons, and RTI intervention cycles. (4) Embedding MAP-informed action steps into PLC discussions and lesson internalization sessions, including data-specific goal setting for individual students and ongoing monitoring of progress in IXL to ensure interventions and enrichment directly align to targeted growth areas.

Strategy's Expected Result/Impact: Teachers will increase their capacity to use MAP Growth reports effectively, resulting in consistent, data-informed decisions in lesson planning, reteach, and intervention cycles. Instructional adjustments will be systematic and monitored through student progress in IXL, ensuring practice is aligned to MAP strands and priority TEKS.

This alignment will lead to measurable improvement in student outcomes, with campus growth rates increasing to 58% in Reading (from 50.1%) and 62% in Math (from 55.6%) on NWEA MAP, along with documented growth in IXL proficiency data.

Staff Responsible for Monitoring: Principal: Ensures teacher participation in training sessions and monitors progress through leadership team reviews.

Assistant Principals: Check for application of MAP-driven adjustments during PLCs, review lesson internalization documents, and provide feedback during walkthroughs.

Instructional Coaches: Facilitate MAP training, model data analysis, and provide coaching feedback.

Problem Statements: Student Learning 9, 11 - School Processes & Programs 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

During each six-week PLC cycle, teachers will analyze disaggregated NWEA MAP Growth reports (Reading and Math) and unit assessments by standard, subgroup, performance band, and grade-level readiness. Using a consistent Data-Driven Instruction (DDI) protocol, PLC teams will: (1) Identify priority TEKS and readiness skills aligned to MAP deficits and projected STAAR outcomes. (2) Create flexible small groups based on real-time performance, growth projections, and readiness indicators. (3) Plan targeted reteach lessons, scaffolds, and enrichment extensions that close gaps while preparing students for grade-level expectations and STAAR rigor. (4) Review student work samples and exemplars to ensure alignment to readiness standards, instructional rigor, and progression toward Meets/Masters.

Strategy's Expected Result/Impact: Instruction will be consistently data-driven, differentiated, and aligned to grade-level readiness standards as reflected in Observation & Feedback data.

Students performing below grade level will receive targeted interventions, while students at or above grade level will engage in enrichment tasks that extend their learning.

This process will result in increased growth rates across all subgroups and greater percentages of students meeting or exceeding MAP performance targets resulting in an increase the percentage of students meeting projected growth targets on NWEA MAP to 58% in Reading (from 50.1%) and 62% in Math (from 55.6%)

Staff Responsible for Monitoring: Principal: Ensure alignment of PLC adjustments to campus performance objectives through data dives and leadership team reviews.

Assistant Principals: Monitor PLC agendas, lesson internalization, and implementation fidelity through walkthroughs.

Teachers: Prepare and analyze MAP/unit assessment data; design small groups and reteach/enrichment lessons.

PLC Leads: Facilitate DDI protocol; document grouping decisions, reteach plans, and exemplar analysis.

Instructional Coaches: Support lesson planning and internalization; model scaffolds and enrichment; verify alignment to readiness standards.

Problem Statements: Demographics 4 - Student Learning 9, 11 - School Processes & Programs 7

Title I: 2.5.1, 2.5.2

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Students will set individual MAP Reading and Math growth goals at the beginning of the year (BOY), review progress at midyear (MOY), and reflect at end of year (EOY) through the use of student data binders and teacher-led goal-setting conferences. Teachers will guide students in tracking their assessment data, identifying strengths and growth areas, and setting actionable next steps.

Strategy's Expected Result/Impact: Students will take ownership of their academic growth by regularly tracking progress toward MAP goals. This process will increase student accountability, improve self-awareness of learning, and lead to measurable growth in Reading and Math achievement resulting in an increase the percentage of students meeting projected growth targets on NWEA MAP to 58% in Reading (from 50.1%) and 62% in Math (from 55.6%).

Staff Responsible for Monitoring: Principal: Review campus-level student progress data and ensure alignment of goal-setting practices to overall performance objectives.

Assistant Principals: Monitor implementation through classroom observations and binder reviews; ensure consistency across grade levels.

Teachers: Facilitate goal-setting conferences, maintain student data binders, and provide regular feedback on progress.

Instructional Coaches: Support teachers in designing student-friendly data tools and conferencing protocols.

Problem Statements: Student Learning 14

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Teachers will implement aggressive monitoring practices in Reading, Math, and Science to provide immediate corrections and ensure student mastery. This will include: (1) Establishing monitoring pathways during independent and small-group practice to ensure all students, including Special Education subgroups, receive feedback. (2) Using coding systems on student work (e.g., circling misconceptions, annotating errors, highlighting vocabulary gaps) to track mastery and error trends. (3) Embedding checks for understanding such as response signals, whiteboards, and exit tickets aligned to lesson objectives. (4) Providing real-time feedback loops, reteaching misconceptions immediately during practice rather than delaying correction. (5) Documenting patterns of student errors to inform reteach lessons and targeted interventions during PLCs.

Strategy's Expected Result/Impact: Students will receive precise and timely feedback that improves accuracy, strengthens conceptual understanding, and accelerates mastery of Reading, Math, and Science TEKS.

Staff Responsible for Monitoring: Principal: Review aggressive monitoring data during leadership meetings; ensure alignment of feedback loops to TTESS Domains 1, 2, & 3.

Assistant Principals: Conduct walkthroughs with look-fors for monitoring and feedback; track patterns in walkthrough data; provide targeted coaching to teachers.

Teachers: Implement aggressive monitoring daily; track student misconceptions with coding systems; provide immediate feedback; submit evidence of reteach adjustments in lesson plans.

PLC Leads: Ensure PLC agendas include review of monitoring data and reteach planning; support calibration of aggressive monitoring practices across classrooms.

Instructional Coaches: Model aggressive monitoring in live lessons; provide feedback during coaching cycles; review student work samples with teachers to improve feedback precision.

Problem Statements: School Processes & Programs 9, 10, 11

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 5

Teachers will improve Tier 2 and Tier 3 instruction by using lesson internalization protocols to plan targeted small-group lessons aligned to student data and priority TEKS. During WIN (What I Need) time, students will receive interventions tailored to their specific skill gaps and readiness levels. The campus will partner with the University of Texas Meadows Center to provide evidence-based practices, resources, and professional development that strengthen small-group instruction. Progress will be monitored through frequent formative assessments and IXL data tracking, with PLCs using this information to adjust student groupings, reteach lessons, and ensure interventions remain aligned to Tier 1 rigor.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 instruction will be systematic, data-driven, and consistently aligned to lesson internalization protocols. Students receiving intervention will demonstrate measurable growth on formative assessments, IXL progress reports, district screeners, and state assessments, resulting in more students moving from Does Not Meet to Approaches/Meets and narrowing achievement gaps across priority subpopulations.

Staff Responsible for Monitoring: Principal: Ensure partnership with the Meadows Center provides ongoing support; review subgroup progress during leadership meetings to evaluate intervention impact.

Assistant Principals: Monitor WIN implementation, review data use in PLCs, and ensure progress monitoring systems (formative + IXL) are applied with fidelity.

Teachers: Use lesson internalization protocols to design Tier 2 & Tier 3 intervention lessons; implement targeted small-group instruction during WIN; monitor student growth through formative assessments and IXL tracking.

PLC Leads: Facilitate analysis of formative assessment and IXL data; document reteach and enrichment actions in PLC minutes.

Instructional Coaches: Provide modeling and coaching for intervention lesson design; support teachers with Meadows Center strategies and progress monitoring practices.

University of Texas Meadows Center Specialists: Provide research-based strategies, professional development, and consultation to strengthen intervention design and delivery.

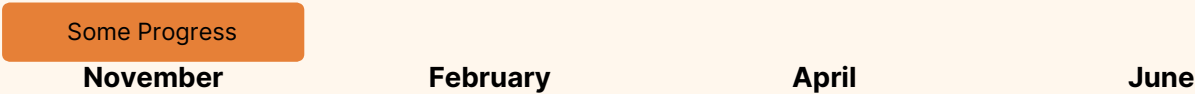
Problem Statements: Student Learning 10 - School Processes & Programs 7

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.	Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause

9

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

11

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

14

Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.

Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

7

Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.

There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening tools.

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

10

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

11

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

Performance Objective 2 High Priority

(1.1.2) By May 2026, Kerley Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR to 62% in Reading/Language Arts (from 54.8%) and 60% in Math (from 46.2%).

Evaluation Data Source: STAAR Interim, STAAR Data, NWEA MAP Data

Strategy 1

Following each screener, interim, and unit assessment, PLCs will implement structured Data-Driven Instruction (DDI) protocols and integrate reteach plans into the lesson internalization cycle to strengthen Tier I instruction to align with TTESS Domains 1, 2, & 3. PLCs will: (1) identify priority TEKS and refine learning objectives. (2) plan exemplar responses, embed academic vocabulary, and design teacher models to address misconceptions. (3) develop STAAR-aligned practice tasks with scaffolds for struggling students and enrichment for advanced learners. (4) design reteach lessons that include immediate, specific feedback and formative assessments to track progress.

Strategy's Expected Result/Impact: The integration of DDI with the lesson internalization cycle will lead to targeted reteach and enrichment embedded directly in Tier I instruction.

Misconceptions will be addressed quickly, increasing the number of students moving from Approaches to Meets/Masters and supporting progress toward 62% RLA Meets and 60% Math Meets.

Staff Responsible for Monitoring: Principal: Lead quarterly data dives, monitor DDI fidelity, and ensure adjustments support campus performance objectives.

Assistant Principals: Monitor PLC agendas/action plans, conduct follow-up walkthroughs, and provide feedback on reteach alignment.

Teachers: Disaggregate classroom-level data, create reteach and enrichment lessons, and apply Cornerstone 3-6 strategies during implementation.

PLC Leads: Facilitate DDI discussions, ensure fidelity to protocols, and document reteach decisions and exemplar calibration.

Instructional Coaches: Support teachers with exemplar design, STAAR-aligned lesson planning, and reteach modeling.

Problem Statements: Demographics 6 - Student Learning 6, 7, 10, 11 - School Processes & Programs 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Teachers will leverage daily and weekly formative assessments tied to priority TEKS and key unit concepts--such as checks for understanding, questioning, Turn & Talk, exit tickets, whiteboards, and STAAR-style practice--to provide immediate feedback, adjust instruction in real time, and supply data for weekly PLCs to identify gaps, track growth, and refine instruction through lesson internalization and coaching.

Strategy's Expected Result/Impact: Consistent implementation of lesson internalization and daily instruction will ensure Tier I lessons reflect TEKS alignment and STAAR rigor.

Students will demonstrate stronger mastery of high-leverage standards, accelerating progress toward 62% Meets in RLA and 60% Meets in Math.

Staff Responsible for Monitoring: Principal: Ensure formative assessment cycles are embedded in instructional practice; monitor their use through leadership team reviews and data dives.

Assistant Principals: Monitor lesson internalization plans and PLC agendas; verify formative assessments are used consistently through walkthroughs.

Teachers: Embed daily/weekly checks tied to TEKS and unit concepts; document results; adjust instruction and reteach as needed.

PLC Leads: Facilitate weekly/biweekly data discussions; document instructional adjustments and reteach actions in PLC minutes.

Instructional Coaches: Provide support in designing formative assessments; model strategies; connect results to lesson internalization and reteach planning.

Problem Statements: Student Learning 10 - School Processes & Programs 5, 9

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Teachers in Grades 3-5 will embed daily and weekly practice with short and extended constructed responses (SCR/ECR) tied to priority TEKS and unit texts across content areas. Instruction will include modeling exemplar responses with clear success criteria, explicit instruction on using text evidence, and scaffolded opportunities for students to plan, draft, and revise responses. Vertical alignment meetings will establish consistent structures and rubrics for evidence-based writing, ensuring students build skills progressively across grades.

Strategy's Expected Result/Impact: Students will engage in regular, structured practice with evidence-based writing tasks, improving their ability to cite text, organize responses, and meet criteria for quality SCR/ECR answers. This consistency will increase student confidence and performance on STAAR writing components, reducing gaps in Grades 3, 4 and 5 and improving overall campus performance in constructed responses.

Staff Responsible for Monitoring: Principal: Ensure vertical alignment of writing expectations; monitor progress through campus writing walkthroughs and leadership reviews.

Assistant Principals: Monitor lesson internalization plans for embedded SCR/ECR practice; review student writing samples during PLCs.

Teachers (Grades 3-5): Embed SCR/ECR practice into daily lessons across content areas; model responses; use rubrics to provide feedback.

PLC Leads: Facilitate calibration of writing samples; ensure practice is vertically aligned and criteria are consistent.

Instructional Coaches: Provide training on evidence-based writing instruction; model lessons; support rubric calibration and exemplar development.

Problem Statements: Student Learning 10 - School Processes & Programs 5

Title I: 2.5.1, 2.5.2

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

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 4

Teachers will strengthen Tier I math instruction by embedding daily STAAR-formatted, multi-step problem-solving tasks, aggressive monitoring, academic vocabulary, and targeted small-group instruction into lesson internalization and delivery. Instruction will emphasize use of problem-solving strategies, multi-step reasoning, and justification, with teachers embedding vocabulary and sentence stems to support written and verbal explanations.

Strategy's Expected Result/Impact: Students will consistently engage in rigorous, on grade level math instruction. Struggling learners will close gaps through targeted interventions, while advanced learners will sustain and extend growth through enrichment. These practices will improve conceptual understanding, problem-solving, and justification skills, driving progress toward 60% Meets in Math.

Staff Responsible for Monitoring: Principal: Lead math-focused data dives; verify consistent implementation of strategies across grade levels; monitor subgroup progress toward campus STAAR targets & conduct walkthroughs to monitor problem-solving, justification, and enrichment practices

Assistant Principals: Conduct walkthroughs to monitor problem-solving, justification, and enrichment practices; review lesson internalization documents and PLC minutes for alignment to math TEKS and STAAR rigor; provide targeted feedback.

Teachers: Embed daily STAAR-formatted problems; implement aggressive monitoring pathways; incorporate academic vocabulary and justification using math problem solving strategies; plan and deliver targeted small groups for intervention and enrichment.

PLC Leads: Facilitate math-specific planning; ensure problem-solving, interventions, and enrichment are documented in unit plans; lead analysis of student work samples.

Instructional Coaches: Provide strategy banks, vocabulary stems, and enrichment resources; model problem-solving lessons and small-group instruction; support reteach design and calibration of rigor.

Problem Statements: Demographics 4, 6 - Student Learning 7, 10

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.	Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to

disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

6

Special Education students demonstrate low performance and minimal growth on STAAR Math and Reading across grade levels.

Instructional accommodations are inconsistently implemented in general education settings, and co-teaching models are underdeveloped. Progress monitoring is not frequently used to adjust instruction based on individual IEP goals or readiness levels.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.

Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.

7

STAAR Math mastery levels remain low across all tested grade levels.

Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over problem solving strategies vertically aligned to improve conceptual understanding.

10

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

Tier 1 instruction is inconsistently aligned

PLCs often prioritize TEKS coverage over

11

to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

Performance Objective 3 High Priority

(1.1.3) By May 2026, the percentage of 5th grade students scoring Meets or above on the Science STAAR will increase from 37% to 55%, with targeted gains of at least 10 percentage points among EB, SpEd, and EcoDis students, through vertically aligned science instruction using the HQIM McGraw Hill curriculum, integration of academic vocabulary and Sheltered Instruction strategies, and alignment to all 7 Hutto ISD Cornerstones.

Evaluation Data Source: STAAR, STAAR Interim, District Assessments, Unit Assessments

Strategy 1

Science teachers will engage in weekly PLCs to internalize McGraw Hill lessons, ensuring alignment to grade-level TEKS, lesson objectives, and STAAR rigor. PLCs will embed literacy supports--such as academic vocabulary, sentence stems, and structured writing--into planning to strengthen comprehension and discourse. Teachers will use formative assessments (e.g., McGraw Hill resources, Lead4ward resources, writing samples, exit tickets, and student work) to monitor progress and adjust instruction. PLCs will analyze this data weekly to plan reteach, enrichment, and flexible small-group instruction.

Strategy's Expected Result/Impact: Teachers will consistently use formative assessment data to guide instruction, reflected in lesson plans, small-group adjustments, and student work. PLCs will engage in weekly data cycles to drive reteach and enrichment aligned to TEKS and STAAR rigor.

Students identified as EB, SpEd, and EcoDis will show at least a 10-point gain in Meets performance on the 5th Grade STAAR Science test, along with improved vocabulary use and comprehension.

Additionally, 80% of students who met expectations on the 4th Grade Reading STAAR will do the same on the 5th Grade Science STAAR, demonstrating effective transfer of literacy skills.

Staff Responsible for Monitoring: Principal - Oversee implementation of instructional strategies, ensure alignment of walkthrough feedback to CIP goals, and monitor campus-wide progress toward science performance targets.

Assistant Principals - Lead and facilitate weekly PLC data meetings, provide coaching on instructional delivery and Cornerstone implementation, and monitor fidelity across classrooms.

Science Teachers - Plan and deliver science instruction aligned to TEKS, McGraw Hill HQIM, and Hutto ISD Cornerstones; collect and analyze formative data to adjust instruction and support student mastery.

Science PLC Facilitator - Guide internalization of lessons, lead collaborative data analysis, and support vertical alignment of vocabulary, TEKS, and assessment strategies.

-ESL/SpEd Support Teachers - Support differentiation through Sheltered Instruction techniques, implement accommodations, and provide targeted small-group interventions for identified students.

Instructional Coach - Support teachers in planning, lesson internalization, and instructional modeling; provide feedback cycles aligned to Cornerstones and support data-informed decision-making.

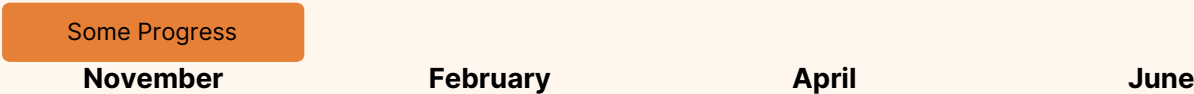
Problem Statements: Student Learning 13 - School Processes & Programs 9, 10

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
13 Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.	Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
9 Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.	Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.
10 Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.	Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

Performance Objective 4 High Priority

(1.1.4) By May 2026, Kerley Elementary will increase the percentage of students demonstrating annual growth on STAAR to 78% in Reading (from 73.7%) and 70% in Math (from 64.8%)

Evaluation Data Source: STAAR, STAAR Interim, District Assessments, Unit Assessments

Strategy 1

Teachers in Grades 4 and 5 will engage in biweekly PLCs using a structured Data-Driven Instruction (DDI) protocol with a primary focus on formative assessment evidence (exit tickets, student work samples, checks for understanding). PLCs will triangulate formative data with MAP Growth, STAAR Interim, and IXL progress reports to: (1) Identify misconceptions and error patterns aligned to priority TEKS and readiness standards. (2) Adjust flexible student groups for targeted reteach, ensuring interventions directly address growth gaps. (3) Design reteach lessons incorporating exemplar analysis, academic vocabulary, and alignment to STAAR rigor. (4) Internalize upcoming lessons with exemplar responses and anticipated misconceptions, embedding strategies to address subgroup needs. (5) Set student-specific growth goals informed by MAP and IXL data; monitor and track progress biweekly to ensure alignment with

growth expectations.

Strategy's Expected Result/Impact: Consistent use of formative assessment data to guide instruction will ensure gaps are addressed in real time, leading to more responsive teaching and an increase in the percentage of grade 4 and 5 of students demonstrating annual growth on STAAR to 78% in Reading (from 73.7%) and 70% in Math (from 64.8%).

Staff Responsible for Monitoring: Principal & Assistant Principals: Monitor PLC agendas, review formative assessment protocols, and conduct walkthroughs to collect evidence of data-driven reteach.

Instructional Coaches: Support teachers in designing aligned formative assessments, model exemplar-based reteach strategies, and provide real-time coaching feedback.

Grade 4 & 5 PLC Leads: Facilitate PLC protocols, track assessment trends, and ensure reteach actions are implemented, monitored, and revisited.

Teachers (Grades 4 & 5): Analyze and bring formative assessment evidence to PLCs, track student progress in data binders/trackers, implement reteach lessons, and monitor student response to interventions in real time.

Problem Statements: Demographics 4 - Student Learning 10 - School Processes & Programs 5, 9, 10

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Teachers in grades 4 and 5 will utilize digital data walls in ABRE to monitor student performance on priority standards and growth measures. Data wall insights will be used to plan and implement targeted small-group instruction, ensuring instructional adjustments are aligned to individual student needs and support progress toward meeting or exceeding growth targets in Reading and Math.

Strategy's Expected Result/Impact: Consistent use of ABRE digital data walls will provide teachers with real-time visibility into student progress, leading to more intentional grouping, targeted reteach, and responsive instruction. This will increase the percentage of grade 4 and 5 students meeting or exceeding growth targets on STAAR in Reading and Math.

Staff Responsible for Monitoring: Principal & Assistant Principals: Monitor ABRE data wall usage, review evidence of targeted grouping in PLC agendas and lesson plans, and conduct walkthroughs for evidence of differentiated instruction.

Instructional Coaches: Support teachers in analyzing ABRE data, model small-group lesson planning aligned to priority standards, and provide coaching feedback on effective implementation.

Grade 4 & 5 PLC Leads: Facilitate integration of ABRE data into PLC discussions, ensure groupings and reteach plans are documented, and track follow-up actions.

Teachers (Grades 4 & 5): Update ABRE data walls regularly, use data to plan and deliver targeted small-group instruction, monitor student progress, and adjust instructional strategies based on growth evidence.

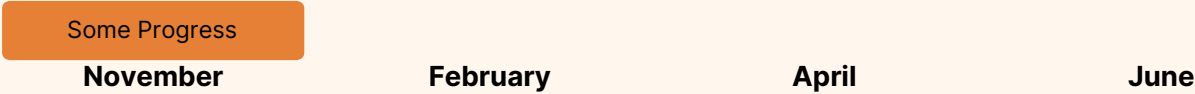
Problem Statements: Student Learning 6, 7, 10, 11 - School Processes & Programs 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 3

Provide after-school tutoring and accelerated instruction for identified students, including those designated as HB 1416 students and students who scored Does Not Meet (Low/High) or Approaches Low on the 2024-2025 STAAR assessments. Instruction will target priority TEKS, address misconceptions, and provide scaffolded practice to accelerate growth and close gaps

Strategy's Expected Result/Impact: Accelerated instruction and targeted tutoring will provide additional time and support on priority standards, ensuring students most at risk of not meeting growth standards receive intensive intervention. This will increase the percentage of at-risk, HB 1416, and low-performing students meeting or exceeding STAAR growth targets in Reading and Math.

Staff Responsible for Monitoring: Principal & Assistant Principals: Oversee student selection criteria, monitor program implementation, and track attendance and progress of participants.

Instructional Coaches: Support teachers with designing targeted lesson plans, provide resources aligned to priority TEKS, and model strategies for closing gaps.

Tutoring Teachers/Staff: Deliver accelerated instruction sessions, document student progress, and adjust instruction based on ongoing assessment data.

Classroom Teachers: Collaborate with tutoring staff to share classroom data, monitor alignment of interventions, and track student progress toward growth goals.

Problem Statements: Student Learning 6, 7, 10 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

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 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Teachers in Grades 3-5 will embed daily and weekly practice with short and extended constructed responses (SCR/ECR) tied to priority TEKS and unit texts across content areas. Instruction will include modeling exemplar responses with clear success criteria, explicit instruction on using text evidence, and scaffolded opportunities for students to plan, draft, and revise responses. Vertical alignment meetings will establish consistent structures and rubrics for evidence-based writing, ensuring students build skills progressively across grades.

Strategy's Expected Result/Impact: Students will engage in regular, structured practice with evidence-based writing tasks, improving their ability to cite text, organize responses, and meet criteria for quality SCR/ECR answers. This consistency will increase student confidence and performance on STAAR writing components, reducing gaps in Grades 3, 4 and 5 and improving overall campus performance in constructed responses.

Staff Responsible for Monitoring: Principal: Ensure vertical alignment of writing expectations; monitor progress through campus writing walkthroughs and leadership reviews.

Assistant Principals: Monitor lesson internalization plans for embedded SCR/ECR practice; review student writing samples during PLCs.

Teachers (Grades 3-5): Embed SCR/ECR practice into daily lessons across content areas; model responses; use rubrics to provide feedback.

PLC Leads: Facilitate calibration of writing samples; ensure practice is vertically aligned and criteria are consistent.

Instructional Coaches: Provide training on evidence-based writing instruction; model lessons; support rubric calibration and exemplar development.

Problem Statements: Student Learning 10 - School Processes & Programs 5

Title I: 2.5.1, 2.5.2

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

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 5

Teachers will implement aggressive monitoring practices in Reading, Math, and Science to provide immediate corrections and ensure student mastery. This will include: (1) Establishing

monitoring pathways during independent and small-group practice to ensure all students, including Special Education subgroups, receive feedback. (2) Using coding systems on student work (e.g., circling misconceptions, annotating errors, highlighting vocabulary gaps) to track mastery and error trends. (3) Embedding checks for understanding such as response signals, whiteboards, and exit tickets aligned to lesson objectives. (4) Providing real-time feedback loops, reteaching misconceptions immediately during practice rather than delaying correction. (5) Documenting patterns of student errors to inform reteach lessons and targeted interventions during PLCs.

Strategy's Expected Result/Impact: Students will receive precise and timely feedback that improves accuracy, strengthens conceptual understanding, and accelerates mastery of Reading, Math, and Science TEKS.

Staff Responsible for Monitoring: Principal: Review aggressive monitoring data during leadership meetings; ensure alignment of feedback loops to Cornerstones and TTESS Domain 2 (Instruction).

Assistant Principals: Conduct walkthroughs with look-fors for monitoring and feedback; track patterns in walkthrough data; provide targeted coaching to teachers.

Teachers: Implement aggressive monitoring daily; track student misconceptions with coding systems; provide immediate feedback; submit evidence of reteach adjustments in lesson plans.

PLC Leads: Ensure PLC agendas include review of monitoring data and reteach planning; support calibration of aggressive monitoring practices across classrooms.

Instructional Coaches: Model aggressive monitoring in live lessons; provide feedback during coaching cycles; review student work samples with teachers to improve feedback precision.

Problem Statements: Student Learning 11 - School Processes & Programs 9, 10, 11

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.	Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
6 There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.	Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.
7 STAAR Math mastery levels remain low across all tested grade levels.	Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over problem solving strategies vertically aligned to improve conceptual understanding.
10 Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.	PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.
11 Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.	PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
Domain 3 Closing the Gaps indicators are	Disaggregated data is not routinely used

3

not being met for several student groups, particularly in Reading and Math.

in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.

5

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

10

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

11

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

Performance Objective 5 High Priority

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Strategy 1

Strengthen Professional Learning Communities (PLCs) through the consistent use of DuFour's Four Questions to guide lesson internalization, the design of common formative assessments (CFAs), and data-driven instructional responses that improve Tier 1 instruction and student learning outcomes. Action Steps: (1.) Strengthen PLC foundations by reviewing purpose, norms, and DuFour's Four Questions to ensure all teams focus on student learning and collaborative problem-solving. (2.) Identify and unpack priority TEKS within each grade level to determine essential standards, learning intentions, and success criteria for each unit of study. (3.) Strengthen lesson internalization practices during PLCs by analyzing TEKS, anticipating misconceptions, planning checks for understanding, and aligning success criteria with daily instruction. (4.) Design and implement common formative assessments (CFAs) aligned to priority TEKS and success criteria to monitor student progress and guide instruction. (5.) Use PLC meetings to collaboratively analyze CFA results and student work, identify trends in mastery, and plan targeted reteach or enrichment lessons. (6.) Implement reteach and enrichment lessons based on data analysis, using small-group instruction and short-cycle checks to measure progress. (7.) Monitor and strengthen instructional practice through administrative PLC and classroom learning walks with feedback focused on lesson internalization, formative assessment use, and instructional adjustments. (8.) Evaluate PLC effectiveness each grading period by reviewing CFA implementation, lesson internalization quality, and student growth data to refine processes and provide ongoing staff support.

Strategy's Expected Result/Impact: All PLCs demonstrate fidelity to the PLC process with documented CFAs, data-driven reteach/enrichment plans, and improved student performance in STAAR, MAP Growth, and local assessments.

Teachers exhibit strengthened instructional alignment, clarity, and collective efficacy aligned to TTESS Domains 1 and 2.

Staff Responsible for Monitoring: Principal: Provides vision, expectations, and accountability for PLC implementation; monitors alignment between PLC outcomes, instructional delivery, and student performance; facilitates reflection and feedback loops during leadership meetings.

Assistant Principals: Support PLC facilitation and monitor fidelity to DuFour's Four Questions; conduct PLC learning walks and classroom walkthroughs focused on lesson internalization and formative assessment; provide targeted coaching and follow-up feedback.

Instructional Coach: Models the lesson internalization process, supports teachers with CFA design and data analysis, provides differentiated coaching for reteach/enrichment planning, and assists in aligning PLC work to TEKS and success criteria.

Grade-Level PLC Leads: Facilitate team collaboration, maintain agendas aligned to the Four Questions, ensure data and instructional artifacts are brought to PLCs, and document team commitments and outcomes.

Teachers: Collaboratively plan instruction, create CFAs, analyze results, and implement reteach/enrichment lessons; bring student work samples to PLCs and reflect on instructional impact.
Interventionists and Support Staff: Collaborate with PLCs to provide Tier 2 and Tier 3 support aligned with CFA data and assist with progress monitoring and intervention planning.

Problem Statements: Student Learning 10, 11 - School Processes & Programs 9 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
10 Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.	PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.
11 Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.	PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
9 Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.	Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

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

Performance Objective 1 High Priority

(1.2.1) By May 2026, Kerley Elementary will increase the percentage of students demonstrating annual growth on STAAR to 78% in Reading (from 73.7%) and 70% in Math (from 64.8%), with targeted improvement for Special Education (RLA: 26% - 38%, Math: 29% - 41%), Economically Disadvantaged (RLA: 47% - 55%, Math: 45% - 53%), and English Learner/EB students (RLA: 37% - 45%, Math: 29% - 37%), as measured by STAAR accountability growth and Closing the Gaps indicators

Evaluation Data Source: Screener Data, Formative Assessments, Unit Assessments, STAAR Interim, STAAR

Strategy 1

Teachers in Grades 3-5 will use ABRE and Eduphoria to analyze individual student performance data in Reading, Math, and Science. Data will be disaggregated by subgroup, with targeted strategies implemented to support priority subpopulations. PLCs will use this data to plan reteach, interventions, and enrichment aligned to priority TEKS and student needs, with the goal of increasing the percentage of students achieving Meets Grade Level on STAAR.

Strategy's Expected Result/Impact: Teachers will consistently use student-level data to guide instruction and provide differentiated supports, resulting in accelerated growth for targeted subgroups and improved STAAR performance at the Meets level in Reading, Math, and Science.

Staff Responsible for Monitoring: Principal: Oversee data reviews at the campus level; ensure instructional adjustments support subgroup growth and STAAR performance goals.

Assistant Principals: Monitor PLC discussions and lesson internalization plans for evidence of data-driven decisions; track subgroup progress through walkthroughs.

Teachers: Analyze student data in ABRE and Eduphoria; implement targeted strategies during Tier I and small-group instruction.

PLC Leads: Guide data analysis in PLCs; ensure intervention and enrichment strategies are documented in PLC minutes.

Instructional Coaches: Support teachers in selecting and modeling effective strategies for each subgroup; provide resources and feedback.

Problem Statements: Demographics 4 - Student Learning 6, 9 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

The Kerley Elementary Leadership Team will strengthen the Dual Language Immersion (DLI) program by ensuring high-quality staffing, targeted professional development, and intentional alignment to the Effective Schools Framework (ESF). The team will guide the development of biliterate curriculum, aligned assessments, and instructional resources that promote program fidelity and ensure student success in both languages. Implementation will be monitored and assessed using a DLI rubric to provide evidence of program fidelity and instructional quality.

Strategy's Expected Result/Impact: The DLI program will be implemented with fidelity, leading to increased student biliteracy, stronger academic achievement in both English and Spanish, and improved outcomes on TELPAS and STAAR, with measurable increases in the percentage of students achieving Meets Grade Level.

Staff Responsible for Monitoring: Principal: Lead campus review of DLI rubric results; ensure program resources, staffing, and PD are aligned to ESF and district expectations.

Assistant Principals: Monitor DLI classrooms through walkthroughs; ensure rubric data informs coaching and professional development.

Teachers (DLI): Deliver instruction aligned to biliteracy best practices; implement curriculum and assessments in both languages.

PLC Leads: Ensure bilingual planning is aligned to DLI expectations; facilitate calibration of student work and assessments.

Instructional Coaches: Provide training and feedback on biliteracy strategies; support use of the DLI rubric during observations.

Problem Statements: Student Learning 9, 13

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Teachers in all grade levels will embed Frequent Talk and Critical Writing across all content areas to improve student performance on written responses, with an intentional focus on priority subpopulations. Students will engage in structured oral practice and evidence-based writing tasks tied to unit concepts, with teachers modeling exemplar responses and providing sentence

stems to support academic vocabulary and text evidence.

Strategy's Expected Result/Impact: Increased opportunities for structured talk and writing will improve students' ability to cite evidence, justify responses, and organize ideas. This will result in measurable growth on STAAR ECR/SCR rubrics, with the campus average increasing by 3 points on constructed response items.

Staff Responsible for Monitoring: Principal: Lead review of campus writing performance data; ensure alignment of strategies to STAAR ECR/SCR rubrics.

Assistant Principals: Monitor lesson internalization for embedded talk/writing tasks; review student writing samples.

Teachers: Embed Frequent Talk and Critical Writing strategies in daily lessons; use STAAR ECR/SCR rubrics to provide feedback.

PLC Leads: Facilitate calibration of student writing using rubrics; ensure talk/writing tasks are included in unit plans.

Instructional Coaches: Provide training on talk structures and evidence-based writing; model strategies; support rubric calibration.

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 4

Teachers will implement aggressive monitoring practices in Reading, Math, and Science to provide immediate corrections and ensure student mastery. This will include: (1) Establishing monitoring pathways during independent and small-group practice to ensure all students, including Special Education subgroups, receive feedback. (2) Using coding systems on student work (e.g., circling misconceptions, annotating errors, highlighting vocabulary gaps) to track mastery and error trends. (3) Embedding checks for understanding such as response signals, whiteboards, and exit tickets aligned to lesson objectives. (4) Providing real-time feedback loops, reteaching misconceptions immediately during practice rather than delaying correction. (5) Documenting patterns of student errors to inform reteach lessons and targeted interventions during PLCs.

Strategy's Expected Result/Impact: Students will receive precise and timely feedback that improves accuracy, strengthens conceptual understanding, and accelerates mastery of Reading, Math, and Science TEKS.

Staff Responsible for Monitoring: Principal: Review aggressive monitoring data during leadership meetings; ensure alignment of feedback loops to Cornerstones and TTESS Domain 2 (Instruction).

Assistant Principals: Conduct walkthroughs with look-fors for monitoring and feedback; track patterns in walkthrough data; provide targeted coaching to teachers.

Teachers: Implement aggressive monitoring daily; track student misconceptions with coding systems; provide immediate feedback; submit evidence of reteach adjustments in lesson plans.

PLC Leads: Ensure PLC agendas include review of monitoring data and reteach planning; support calibration of aggressive monitoring practices across classrooms.

Instructional Coaches: Model aggressive monitoring in live lessons; provide feedback during coaching cycles; review student work samples with teachers to improve feedback precision.

Problem Statements: Student Learning 11 - School Processes & Programs 9, 10

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

NovemberFebruaryAprilJune

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 Hispanic and Economically Disadvantaged students consistently perform below campus averages in Reading and Math.	Tier 1 instruction is not consistently differentiated to meet the needs of students requiring additional scaffolds. Academic language and culturally responsive instructional strategies are not fully embedded, leading to disengagement and conceptual gaps for students who may enter school with limited background knowledge. MAP data is inconsistently utilized for targeted instructional groupings.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
6 There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.	Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently

reinforced in upper grades.

9

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

11

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

13

Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.

Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Domain 3 Closing the Gaps indicators are not being met for several student groups, particularly in Reading and Math.

Disaggregated data is not routinely used in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.

5

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data

ongoing feedback to improve teaching & learning.

cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

10

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

Performance Objective 2

(1.2.2) By May 2026, Kerley Elementary will increase the percentage of students achieving "Meets Grade Level" on STAAR to 62% in Reading/Language Arts (from 54.8%) and 60% in Math (from 46.2%).

Evaluation Data Source: District Assessments, STAAR Interim, STAAR, Screener Data

Strategy 1

Teachers will strengthen Tier I instruction by providing differentiated tasks, scaffolds, and extensions aligned to priority standards and STAAR rigor, using high-quality instructional materials across all content areas. Instructional planning and delivery will intentionally align to TTESS Domains 1,2, & 3, with implementation supported through the lesson internalization cycle and monitored using PLC and Lesson Internalization rubrics, Classroom Walkthrough data, and the TTESS Rubric.

Strategy's Expected Result/Impact: Tier I instruction will consistently reflect alignment to TTESS by ensuring high-quality planning, delivery, engagement, and feedback. Instructional quality will improve as evidenced by growth in Classroom Walkthrough data and TTESS Domain 1 ratings, while students will demonstrate increased mastery of priority TEKS and measurable gains in STAAR performance at Meets Grade Level and above.

Staff Responsible for Monitoring: Principal: Monitor instructional trends through leadership team reviews; ensure alignment of staffing, PD, and resources to support Cornerstones 1-7 implementation.

Assistant Principals: Conduct walkthroughs calibrated to TTESS Domains 1,2,& 3; review PLC artifacts; provide targeted feedback tied to TTESS.

Teachers: Plan and deliver lessons aligned to Instructional Playlists; embed scaffolds, extensions, and rigorous tasks into Tier I instruction.

PLC Leads: Facilitate lesson internalization and calibration; ensure PLC minutes reflect alignment to Cornerstones and priority TEKS.

Instructional Coaches: Provide professional learning and model TTESS-aligned practices; support use of lesson internalization rubrics.

Problem Statements: Student Learning 11 - School Processes & Programs 10

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Teachers in Grades 3-5 will use ABRE and Eduphoria to analyze individual student performance data in Reading, Math, and Science. Data will be disaggregated by subgroup, with targeted strategies implemented to support priority subpopulations. PLCs will use this data to plan reteach, interventions, and enrichment aligned to priority TEKS and student needs, with the goal of increasing the percentage of students achieving Meets Grade Level on STAAR.

Strategy's Expected Result/Impact: Teachers will consistently use student-level data to guide instruction and provide differentiated supports, resulting in accelerated growth for targeted subgroups and improved STAAR performance at the Meets level in Reading, Math, and Science.

Staff Responsible for Monitoring: Principal: Oversee data reviews at the campus level; ensure instructional adjustments support subgroup growth and STAAR performance goals.

Assistant Principals: Monitor PLC discussions and lesson internalization plans for evidence of data-driven decisions; track subgroup progress through walkthroughs.

Teachers: Analyze student data in ABRE and Eduphoria; implement targeted strategies during Tier I and small-group instruction.

PLC Leads: Guide data analysis in PLCs; ensure intervention and enrichment strategies are documented in PLC minutes.

Instructional Coaches: Support teachers in selecting and modeling effective strategies for each subgroup; provide resources and feedback.

Problem Statements: Student Learning 6, 7, 10, 11

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

The Kerley Elementary Leadership Team will strengthen the Dual Language Immersion (DLI) program by ensuring high-quality staffing, targeted professional development, and intentional alignment to the Effective Schools Framework (ESF). The team will guide the development of

biliterate curriculum, aligned assessments, and instructional resources that promote program fidelity and ensure student success in both languages. Implementation will be monitored and assessed using a DLI rubric to provide evidence of program fidelity and instructional quality.

Strategy's Expected Result/Impact: The DLI program will be implemented with fidelity, leading to increased student biliteracy, stronger academic achievement in both English and Spanish, and improved outcomes on TELPAS and STAAR, with measurable increases in the percentage of students achieving Meets Grade Level.

Staff Responsible for Monitoring: Principal: Lead campus review of DLI rubric results; ensure program resources, staffing, and PD are aligned to ESF and district expectations.

Assistant Principals: Monitor DLI classrooms through walkthroughs; ensure rubric data informs coaching and professional development.

Teachers (DLI): Deliver instruction aligned to biliteracy best practices; implement curriculum and assessments in both languages.

PLC Leads: Ensure bilingual planning is aligned to DLI expectations; facilitate calibration of student work and assessments.

Instructional Coaches: Provide training and feedback on biliteracy strategies; support use of the DLI rubric during observations.

Problem Statements: Student Learning 6, 9, 10, 13

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Teachers in all grade levels will embed Frequent Talk and Critical Writing across all content areas to improve student performance on written responses, with an intentional focus on priority subpopulations. Students will engage in structured oral practice and evidence-based writing tasks tied to unit concepts, with teachers modeling exemplar responses and providing sentence stems to support academic vocabulary and text evidence.

Strategy's Expected Result/Impact: Increased opportunities for structured talk and writing will improve students' ability to cite evidence, justify responses, and organize ideas. This will result in measurable growth on STAAR ECR/SCR rubrics, with the campus average increasing by 3 points on constructed response items.

Staff Responsible for Monitoring: Principal: Lead review of campus writing performance data; ensure alignment of strategies to STAAR ECR/SCR rubrics.

Assistant Principals: Monitor lesson internalization for embedded talk/writing tasks; review student writing samples.

Teachers: Embed Frequent Talk and Critical Writing strategies in daily lessons; use STAAR ECR/SCR rubrics to provide feedback.

PLC Leads: Facilitate calibration of student writing using rubrics; ensure talk/writing tasks are included in unit plans.

Instructional Coaches: Provide training on talk structures and evidence-based writing; model strategies; support rubric calibration.

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 5

Content-level PLCs will intentionally include Inclusion and GT teachers to enhance collaborative planning and strengthen differentiation within Tier I instruction. Grounded in DuFour's PLC Questions #3 ("How will we respond when students don't learn it?") and #4 ("How will we extend the learning for students who already know it?"). Through shared expertise and collective responsibility, PLC teams will align scaffolds, accommodations, and extensions to student data and unit concepts to ensure all learners are effectively supported.

Strategy's Expected Result/Impact: The inclusion of specialized staff in PLCs will elevate the quality of instructional planning and differentiation, leading to more responsive support for students who struggle and sustained growth for students at or above grade level. This collaborative approach will increase the percentage of students progressing from Does Not Meet to Approaches/Meets while maintaining and extending achievement for students performing at Meets/Masters.

Staff Responsible for Monitoring: Principal: Ensure Inclusion and GT staff are systematically engaged in PLCs; review subgroup progress in leadership meetings to verify impact.

Assistant Principals: Monitor PLC implementation and classroom instruction for evidence of planned interventions and enrichment.

General Education Teachers: Collaborate with Inclusion and GT teachers to embed differentiated interventions and enrichment into daily instruction.

Special Education Teachers: Contribute expertise on accommodations and scaffolds to address learning gaps; support development of intervention strategies.

GT Teachers: Provide resources and design rigorous extensions to challenge advanced learners and sustain growth.

PLC Leads: Ensure that DuFour's PLC Questions #3 and #4 guide planning discussions; document strategies in PLC minutes.

Instructional Coaches: Provide professional learning and modeling on effective differentiation practices; facilitate calibration of intervention and enrichment.

Problem Statements: Student Learning 11 - School Processes & Programs 10 - Perceptions 6

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews



Strategy 6

Teachers will improve Tier 2 and Tier 3 instruction by using lesson internalization protocols to plan targeted small-group lessons aligned to student data and priority TEKS. During WIN (What I Need) time, students will receive interventions tailored to their specific skill gaps and readiness levels. The campus will partner with the University of Texas Meadows Center to provide evidence-based practices, resources, and professional development that strengthen small-group instruction. Progress will be monitored through frequent formative assessments and IXL data tracking, with PLCs using this information to adjust student groupings, reteach lessons, and ensure interventions remain aligned to Tier 1 rigor.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 instruction will be systematic, data-driven, and consistently aligned to lesson internalization protocols. Students receiving intervention will demonstrate measurable growth on formative assessments, IXL progress reports, district screeners, and state assessments, resulting in more students moving from Does Not Meet to Approaches/Meets and narrowing achievement gaps across priority subpopulations.

Staff Responsible for Monitoring: Principal: Ensure partnership with the Meadows Center provides ongoing support; review subgroup progress during leadership meetings to evaluate intervention impact.

Assistant Principals: Monitor WIN implementation, review data use in PLCs, and ensure progress monitoring systems (formative + IXL) are applied with fidelity.

Teachers: Use lesson internalization protocols to design Tier 2 & Tier 3 intervention lessons; implement targeted small-group instruction during WIN; monitor student growth through formative assessments and IXL tracking.

PLC Leads: Facilitate analysis of formative assessment and IXL data; document reteach and enrichment actions in PLC minutes.

Instructional Coaches: Provide modeling and coaching for intervention lesson design; support teachers with Meadows Center strategies and progress monitoring practices.

University of Texas Meadows Center Specialists: Provide research-based strategies, professional development, and consultation to strengthen intervention design and delivery.

Problem Statements: Student Learning 6, 7, 9, 10 - School Processes & Programs 7

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.	Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.
7	STAAR Math mastery levels remain low across all tested grade levels.	Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over

problem solving strategies vertically aligned to improve conceptual understanding.

9

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

11

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

13

Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.

Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear

criteria for student success.

7

Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.

There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening tools.

10

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

While significant funds are invested in digital programs and tools, fidelity of implementation and student usage is often low or inconsistent, limiting their impact on academic growth. Without systematic processes to evaluate program effectiveness, the school risks underutilizing resources and missing opportunities to accelerate student achievement.

The lack of consistent systems to monitor fidelity of implementation and connect digital purchases to student outcome data has led to inefficient resource use. Teachers and students often receive access to digital tools without clear accountability structures, usage expectations, or outcome measures, resulting in uneven impact across classrooms and grade levels.

Performance Objective 3 High Priority

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Strategy 1

Strengthen Professional Learning Communities (PLCs) through the consistent use of DuFour's Four Questions to guide lesson internalization, the design of common formative assessments (CFAs), and data-driven instructional responses that improve Tier 1 instruction and student learning outcomes. Action Steps: (1.) Strengthen PLC foundations by reviewing purpose, norms, and DuFour's Four Questions to ensure all teams focus on student learning and collaborative problem-solving. (2) Identify and unpack priority TEKS within each grade level to determine

essential standards, learning intentions, and success criteria for each unit of study. (3.) Strengthen lesson internalization practices during PLCs by analyzing TEKS, anticipating misconceptions, planning checks for understanding, and aligning success criteria with daily instruction. (4.) Design and implement common formative assessments (CFAs) aligned to priority TEKS and success criteria to monitor student progress and guide instruction. (5.) Use PLC meetings to collaboratively analyze CFA results and student work, identify trends in mastery, and plan targeted reteach or enrichment lessons. (6.) Implement reteach and enrichment lessons based on data analysis, using small-group instruction and short-cycle checks to measure progress. (7.) Monitor and strengthen instructional practice through administrative PLC and classroom learning walks with feedback focused on lesson internalization, formative assessment use, and instructional adjustments. (8.) Evaluate PLC effectiveness each grading period by reviewing CFA implementation, lesson internalization quality, and student growth data to refine processes and provide ongoing staff support.

Strategy's Expected Result/Impact: All PLCs demonstrate fidelity to the PLC process with documented CFAs, data-driven reteach/enrichment plans, and improved student performance in STAAR, MAP Growth, and local assessments.

Teachers exhibit strengthened instructional alignment, clarity, and collective efficacy aligned to TTESS Domains 1 and 2.

Staff Responsible for Monitoring: Principal: Provides vision, expectations, and accountability for PLC implementation; monitors alignment between PLC outcomes, instructional delivery, and student performance; facilitates reflection and feedback loops during leadership meetings.

Assistant Principals: Support PLC facilitation and monitor fidelity to DuFour's Four Questions; conduct PLC learning walks and classroom walkthroughs focused on lesson internalization and formative assessment; provide targeted coaching and follow-up feedback.

Instructional Coach: Models the lesson internalization process, supports teachers with CFA design and data analysis, provides differentiated coaching for reteach/enrichment planning, and assists in aligning PLC work to TEKS and success criteria.

Grade-Level PLC Leads: Facilitate team collaboration, maintain agendas aligned to the Four Questions, ensure data and instructional artifacts are brought to PLCs, and document team commitments and outcomes.

Teachers: Collaboratively plan instruction, create CFAs, analyze results, and implement reteach/enrichment lessons; bring student work samples to PLCs and reflect on instructional impact.
Interventionists and Support Staff: Collaborate with PLCs to provide Tier 2 and Tier 3 support aligned with CFA data and assist with progress monitoring and intervention planning.

Problem Statements: Student Learning 11 - School Processes & Programs 10 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
11 Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.	PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
10 Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.	Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

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

Performance Objective 1 High Priority HB3 Goal

(1.3.1) By May 2026, Kerley Elementary will increase the percentage of Grades 1-3 students meeting their projected growth targets on NWEA MAP to 58% in Reading (from 50.1%) and 62% in Math (from 55.6%), as measured by end-of-year MAP Growth reports..

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

Teachers in Grades 1-3 will use MCLASS (K-2 literacy data), Amira fluency reports, Zearn math reports, IXL performance data, and MAP Growth results to plan and deliver small-group instruction targeting priority TEKS and readiness skills. Flexible groups will be updated biweekly to reflect student progress and needs.

Strategy's Expected Result/Impact: Students will receive differentiated instruction in literacy and numeracy that is directly responsive to performance data, resulting in improved fluency, conceptual understanding, and MAP growth.

Staff Responsible for Monitoring: Principal: Lead data reviews with a focus on subgroup growth trends; ensure resources and staffing support targeted small-group interventions.

Assistant Principals: Monitor lesson plans and classroom implementation; track subgroup data and provide feedback to teachers.

Teachers: Analyze Amira, IXL, Zearn, and MAP data weekly; design and deliver small-group instruction; document student progress in data binders.

PLC Leads: Facilitate analysis of student data during PLCs; ensure flexible grouping and intervention strategies are discussed and documented.

Instructional Coaches: Model small-group lessons; provide training on integrating Amira, IXL, and Zearn data into planning; monitor fidelity of small-group instruction.

Problem Statements: Student Learning 9 - School Processes & Programs 3, 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Students will set individual growth goals in Reading and Math, tracked in student data binders. Teachers will monitor progress through formative assessments, Amira fluency/accuracy, IXL mastery reports, and Zearn lesson completion/accuracy. PLCs will analyze data biweekly to adjust instruction.

Strategy's Expected Result/Impact: Students will track and own their growth, while teachers use multiple data points to drive reteach and enrichment.

Staff Responsible for Monitoring: Principal: Review campus-wide Amira, IXL, Zearn, and MAP reports during leadership meetings; ensure alignment with performance goals.

Assistant Principals: Monitor data binders and PLC minutes; provide accountability checks for consistency in progress monitoring.

Teachers: Facilitate student goal setting; update data binders; monitor Amira, IXL, and Zearn progress; reteach as needed.

PLC Leads: Ensure PLC agendas include review of progress-monitoring data; track subgroup growth trends.

Instructional Coaches: Support teachers in interpreting Amira, IXL, and Zearn reports; provide reteach strategies based on data.

Problem Statements: Student Learning 6, 7, 14 - School Processes & Programs 9

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Teachers will improve Tier 2 and Tier 3 instruction by using lesson internalization protocols to plan targeted small-group lessons aligned to student data and priority TEKS. During WIN (What I Need) time, students will receive interventions tailored to their specific skill gaps and readiness levels. The campus will partner with the University of Texas Meadows Center to provide evidence-based practices, resources, and professional development that strengthen small-group instruction. Progress will be monitored through frequent formative assessments and IXL data tracking, with PLCs using this information to adjust student groupings, reteach lessons, and ensure interventions remain aligned to Tier 1 rigor.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 instruction will be systematic, data-driven, and consistently aligned to lesson internalization protocols. Students receiving intervention will demonstrate measurable growth on formative assessments, IXL progress reports, district screeners, and state assessments, resulting in more students moving from Does Not Meet to Approaches/Meets and narrowing achievement gaps across priority subpopulations.

Staff Responsible for Monitoring: Principal: Ensure partnership with the Meadows Center provides ongoing support; review subgroup progress during leadership meetings to evaluate intervention impact.

Assistant Principals: Monitor WIN implementation, review data use in PLCs, and ensure progress monitoring systems (formative + IXL) are applied with fidelity.

Teachers: Use lesson internalization protocols to design Tier 2 & Tier 3 intervention lessons; implement targeted small-group instruction during WIN; monitor student growth through formative assessments and IXL tracking.

PLC Leads: Facilitate analysis of formative assessment and IXL data; document reteach and enrichment actions in PLC minutes.

Instructional Coaches: Provide modeling and coaching for intervention lesson design; support teachers with Meadows Center strategies and progress monitoring practices.

University of Texas Meadows Center Specialists: Provide research-based strategies, professional development, and consultation to strengthen intervention design and delivery.

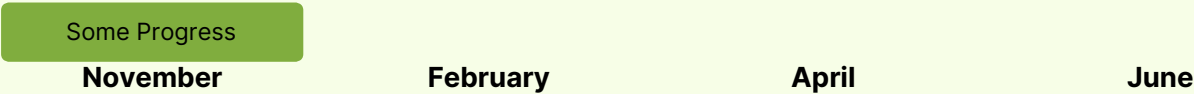
Problem Statements: Student Learning 6, 7, 9, 10

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.	Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.
7	STAAR Math mastery levels remain low across all tested grade levels.	Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over

problem solving strategies vertically aligned to improve conceptual understanding.

9

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

14

Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.

Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Domain 3 Closing the Gaps indicators are not being met for several student groups, particularly in Reading and Math.

Disaggregated data is not routinely used in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.

7

Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.

There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

Performance Objective 2 HB3 Goal

(1.3.2) By May 2026, students in Grade 3 will increase the percentage of students achieving at the Meets Grade Level standard or higher on STAAR assessments from 56% to 62% in Reading and from 48% to 60% in Math.

Evaluation Data Source: Screener Data, Interim STAAR, STAAR, Formative Assessments

Strategy 1

Teachers will strengthen Tier I instruction by providing differentiated tasks, scaffolds, and extensions aligned to priority standards and STAAR rigor, using high-quality instructional materials across all content areas. Instructional planning and delivery will intentionally align to TTESS Domains 1,2, & 3, with implementation supported through the lesson internalization cycle and monitored using PLC and Lesson Internalization rubrics, Classroom Walkthrough data, and the TTESS Rubric.

Strategy's Expected Result/Impact: Tier I instruction will consistently reflect the Cornerstones 1-7, ensuring high-quality planning, delivery, engagement, and feedback. Instructional quality will improve as evidenced by growth in Classroom Walkthrough data and TTESS Domain 1 ratings, while students will demonstrate increased mastery of priority TEKS and measurable gains in STAAR performance at Meets Grade Level and above.

Staff Responsible for Monitoring: Principal: Monitor instructional trends through leadership team reviews; ensure alignment of staffing, PD, and resources to support Cornerstones 1-7 implementation.

Assistant Principals: Conduct walkthroughs calibrated to TTESS Domains 1,2,& 3; review PLC artifacts; provide targeted feedback tied to TTESS.

Teachers: Plan and deliver lessons aligned to Instructional Playlists; embed scaffolds, extensions, and rigorous tasks into Tier I instruction.

PLC Leads: Facilitate lesson internalization and calibration; ensure PLC minutes reflect alignment to Cornerstones and priority TEKS.

Instructional Coaches: Provide professional learning and model TTESS-aligned practices; support use of lesson internalization rubrics.

Problem Statements: Student Learning 11 - School Processes & Programs 10, 12

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Teachers in Grade 3 will use ABRE and Eduphoria to analyze individual student performance data in Reading, Math. Data will be disaggregated by subgroup, with targeted strategies implemented to support priority subpopulations. PLCs will use this data to plan reteach, interventions, and enrichment aligned to priority TEKS and student needs, with the goal of increasing the percentage of students achieving Meets Grade Level on STAAR.

Strategy's Expected Result/Impact: Teachers will consistently use student-level data to guide instruction and provide differentiated supports, resulting in accelerated growth for targeted subgroups and improved STAAR performance at the Meets level in Reading and Math.

Staff Responsible for Monitoring: Principal: Oversee data reviews at the campus level; ensure instructional adjustments support subgroup growth and STAAR performance goals.

Assistant Principals: Monitor PLC discussions and lesson internalization plans for evidence of data-driven decisions; track subgroup progress through walkthroughs.

Teachers: Analyze student data in ABRE and Eduphoria; implement targeted strategies during Tier I and small-group instruction.

PLC Leads: Guide data analysis in PLCs; ensure intervention and enrichment strategies are documented in PLC minutes.

Instructional Coaches: Support teachers in selecting and modeling effective strategies for each subgroup; provide resources and feedback.

Problem Statements: School Processes & Programs 10

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Teachers in all grade levels will embed Frequent Talk and Critical Writing across all content areas to improve student performance on written responses, with an intentional focus on priority subpopulations. Students will engage in structured oral practice and evidence-based writing

tasks tied to unit concepts, with teachers modeling exemplar responses and providing sentence stems to support academic vocabulary and text evidence.

Strategy's Expected Result/Impact: Increased opportunities for structured talk and writing will improve students' ability to cite evidence, justify responses, and organize ideas. This will result in measurable growth on STAAR ECR/SCR rubrics, with the campus average increasing by 3 points on constructed response items.

Staff Responsible for Monitoring: Principal: Lead review of campus writing performance data; ensure alignment of strategies to STAAR ECR/SCR rubrics.

Assistant Principals: Monitor lesson internalization for embedded talk/writing tasks; review student writing samples.

Teachers: Embed Frequent Talk and Critical Writing strategies in daily lessons; use STAAR ECR/SCR rubrics to provide feedback.

PLC Leads: Facilitate calibration of student writing using rubrics; ensure talk/writing tasks are included in unit plans.

Instructional Coaches: Provide training on talk structures and evidence-based writing; model strategies; support rubric calibration.

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 4

Content-level PLCs will intentionally include Inclusion and GT teachers to enhance collaborative planning and strengthen differentiation within Tier I instruction. Grounded in DuFour's PLC Questions #3 ("How will we respond when students don't learn it?") and #4 ("How will we extend the learning for students who already know it?"). Through shared expertise and collective responsibility, PLC teams will align scaffolds, accommodations, and extensions to student data and unit concepts to ensure all learners are effectively supported.

Strategy's Expected Result/Impact: The inclusion of specialized staff in PLCs will elevate the quality of instructional planning and differentiation, leading to more responsive support for students who struggle and sustained growth for students at or above grade level. This collaborative approach will increase the percentage of students progressing from Does Not Meet to Approaches/Meets while maintaining and extending achievement for students performing at Meets/Masters.

Staff Responsible for Monitoring: Principal: Ensure Inclusion and GT staff are systematically engaged in PLCs; review subgroup progress in leadership meetings to verify impact.

Assistant Principals: Monitor PLC implementation and classroom instruction for evidence of planned interventions and enrichment.

General Education Teachers: Collaborate with Inclusion and GT teachers to embed differentiated interventions and enrichment into daily instruction.

Special Education Teachers: Contribute expertise on accommodations and scaffolds to address learning gaps; support development of intervention strategies.

GT Teachers: Provide resources and design rigorous extensions to challenge advanced learners and sustain growth.

PLC Leads: Ensure that DuFour's PLC Questions #3 and #4 guide planning discussions; document strategies in PLC minutes.

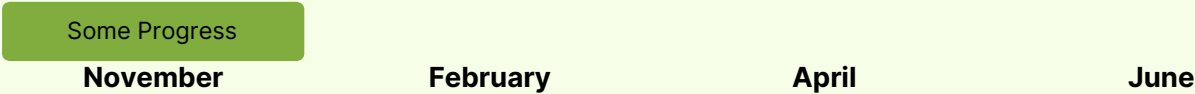
Instructional Coaches: Provide professional learning and modeling on effective differentiation practices; facilitate calibration of intervention and enrichment.

Problem Statements: Student Learning 11 - School Processes & Programs 9, 10, 12 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews



Strategy 5

Teachers will improve Tier 2 and Tier 3 instruction by using lesson internalization protocols to plan targeted small-group lessons aligned to student data and priority TEKS. During WIN (What I Need) time, students will receive interventions tailored to their specific skill gaps and readiness levels. The campus will partner with the University of Texas Meadows Center to provide evidence-based practices, resources, and professional development that strengthen small-group instruction. Progress will be monitored through frequent formative assessments and IXL data tracking, with PLCs using this information to adjust student groupings, reteach lessons, and ensure interventions remain aligned to Tier 1 rigor.

Strategy's Expected Result/Impact: Tier 2 and Tier 3 instruction will be systematic, data-driven, and consistently aligned to lesson internalization protocols. Students receiving intervention will demonstrate measurable growth on formative assessments, IXL progress reports, district screeners, and state assessments, resulting in more students moving from Does Not Meet to Approaches/Meets and narrowing achievement gaps across priority subpopulations.

Staff Responsible for Monitoring: Principal: Ensure partnership with the Meadows Center provides ongoing support; review subgroup progress during leadership meetings to evaluate intervention impact.

Assistant Principals: Monitor WIN implementation, review data use in PLCs, and ensure progress monitoring systems (formative + IXL) are applied with fidelity.

Teachers: Use lesson internalization protocols to design Tier 2 & Tier 3 intervention lessons; implement targeted small-group instruction during WIN; monitor student growth through formative assessments and IXL tracking.

PLC Leads: Facilitate analysis of formative assessment and IXL data; document reteach and enrichment actions in PLC minutes.

Instructional Coaches: Provide modeling and coaching for intervention lesson design; support teachers with Meadows Center strategies and progress monitoring practices.

University of Texas Meadows Center Specialists: Provide research-based strategies, professional development, and consultation to strengthen intervention design and delivery.

Problem Statements: Student Learning 6, 7, 9, 10

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
6	There is a consistent drop in Reading STAAR mastery levels from Grade 3 to Grade 5.	Reading instruction becomes increasingly focused on teacher dialogue, rather than increasing opportunities for student text analysis, discussion, & written response. Independent reading stamina and comprehension skills are not consistently reinforced in upper grades.
7	STAAR Math mastery levels remain low across all tested grade levels.	Opportunities for guided practice, independent practice, math talk, collaborative problem-solving, and error analysis are limited due to a focus on direct instruction for extended periods of time and insufficient pacing within a lesson cycle. Daily instruction often emphasizes procedural fluency over

problem solving strategies vertically aligned to improve conceptual understanding.

9

MAP Reading data shows limited student progress in vocabulary and language usage domains.

Explicit academic vocabulary instruction is not systematically integrated into reading or content-area instruction. Students have limited structured opportunities to apply and practice new vocabulary orally and in writing.

10

Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.

PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.

11

Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.

PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

STAAR ECR & SCR performance is low in Grades 3-5, however performance is disproportionately low, particularly in Grades 4 and 5. Short constructed responses are a consistent area of weakness across tested grade levels.

Students lack regular practice in responding to text-based prompts with structured, evidence-based writing. Instructional time for writing across content areas is minimal and lacks vertically aligned structures and clear criteria for student success.

9

Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching &

Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group

learning.

instruction aligned to performance goals.

10

Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.

Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.

12

Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.

High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.

Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

Performance Objective 3 High Priority HB3 Goal

(1.3.3) By May 2026, at least 80% of Kindergarten students will meet or exceed End-of-Year mCLASS benchmarks in foundational literacy, with all subgroups showing measurable growth from BOY to EOY progress monitoring.

Evaluation Data Source: MClass

Strategy 1

Kindergarten teachers will use individualized mCLASS resources, the UFLI Foundations Toolbox, and ongoing progress monitoring data to form flexible student groups, plan targeted lessons, and deliver small-group instruction that builds foundational literacy skills.

Strategy's Expected Result/Impact: 80% of Kindergarten students will meet or exceed End-of-Year mCLASS benchmarks in foundational literacy, with all subgroups showing measurable growth from BOY to EOY progress monitoring.

Staff Responsible for Monitoring: Principal - oversee implementation fidelity and provide feedback through walkthroughs

Assistant Principals - facilitate PLC discussions on progress monitoring trends

Kindergarten Teachers - implement small-group instruction using UFLI and mCLASS resources

Instructional Coaches - model UFLI lessons, support lesson planning, and monitor data use

Problem Statements: School Processes & Programs 7

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

No Progress

November

February

April

June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Grades K-2 reveal low growth in foundational reading domains, particularly phonics and fluency.	There is inconsistent implementation of Science of Reading practices across classrooms. Small-group instruction is not consistently adjusted based on real-time MAP or M-CLASS data, progress monitoring and early literacy screening tools.

Performance Objective 4

Support grade-level proficiency in literacy and numeracy through targeted instruction and family engagement with educational resources.

Evaluation Data Source: STAAR Results, Parent Perception Survey

Strategy 1

Teachers in grades PK-5 will host one Family Academic Event per semester. During each event, teachers will model curriculum-aligned instructional strategies, with tiered activities by grade and skill (e.g., phonemic awareness for K-1, fluency for grades 2-3, fact fluency strategies for math in grades 4-5). Families will leave with take-home tools and strategies to reinforce learning at home.

Strategy's Expected Result/Impact: 100% of grade levels will host two Family Academic Events (one per semester), with at least 70% of families participating in each event. Parent surveys and feedback forms will show that [?]85% of families report confidence in applying strategies at home to support literacy and math learning.

Staff Responsible for Monitoring: Principal: Oversee implementation, provide resources, and ensure alignment with the Campus Improvement Plan.

Assistant Principals: Coordinate logistics, ensure consistency across grade levels, and collect participation data.

Classroom Teachers (PK-5): Plan and facilitate grade-level academic sessions, model instructional strategies.

Instructional Coaches: Support teachers in designing engaging, research-based activities aligned to TEKS.

Parent Liaison/PTA (if applicable): Assist with communication, translation, and event promotion.

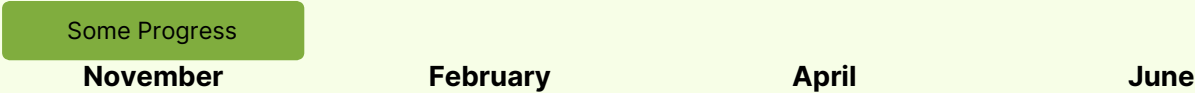
Problem Statements: Perceptions 3, 4, 5

Title I: 2.5.2

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

Formative Reviews



Strategy 2

Kerley Elementary will support parents in reinforcing student learning at home by facilitating parent workshops and instructional sessions on foundational literacy and math concepts. Parents will be provided with resources, demonstrations, and take-home materials to build understanding of key skills such as phonemic awareness, reading fluency, number sense, and problem-solving strategies. Sessions will be offered in multiple formats (in-person workshops, and digital resources) to ensure accessibility and consistent parent engagement.

Strategy's Expected Result/Impact: Parents will increase their understanding of foundational literacy and math concepts, enabling them to support student practice at home. As a result, students will demonstrate stronger skill mastery on formative assessments and accelerated growth in MAP, MCLASS, Zearn, and IXL data. Parent participation will also strengthen home-school partnerships and contribute to improved student achievement.

Staff Responsible for Monitoring: Principal: Allocate resources and scheduling support for family workshops; review participation data and ensure alignment with campus instructional goals.

Assistant Principals: Monitor participation, ensure workshops are implemented with fidelity, and track impact on student achievement data.

Teachers: Provide model lessons, parent-friendly instructional strategies, and take-home practice activities.

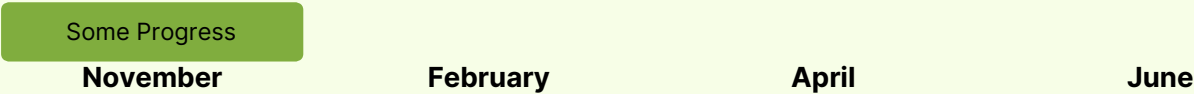
Instructional Coaches: Design parent workshop content aligned to literacy and math priority TEKS; support staff in facilitating family learning sessions.

Counselor/Family Engagement Coordinator: Promote sessions to families; gather parent feedback to improve programming.

Problem Statements: Perceptions 3, 4, 5

Title I: 2.5.2, 2.5.3

Formative Reviews



Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.	The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.
4 While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.	The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.
5 Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.	The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

Performance Objective 5 High Priority

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Strategy 1

Strengthen Professional Learning Communities (PLCs) through the consistent use of DuFour's Four Questions to guide lesson internalization, the design of common formative assessments (CFAs), and data-driven instructional responses that improve Tier 1 instruction and student learning outcomes. Action Steps: (1.) Strengthen PLC foundations by reviewing purpose, norms, and DuFour's Four Questions to ensure all teams focus on student learning and collaborative

problem-solving. (2) Identify and unpack priority TEKS within each grade level to determine essential standards, learning intentions, and success criteria for each unit of study. (3.) Strengthen lesson internalization practices during PLCs by analyzing TEKS, anticipating misconceptions, planning checks for understanding, and aligning success criteria with daily instruction. (4). Design and implement common formative assessments (CFAs) aligned to priority TEKS and success criteria to monitor student progress and guide instruction. (5.) Use PLC meetings to collaboratively analyze CFA results and student work, identify trends in mastery, and plan targeted reteach or enrichment lessons. (6.) Implement reteach and enrichment lessons based on data analysis, using small-group instruction and short-cycle checks to measure progress. (7.) Monitor and strengthen instructional practice through administrative PLC and classroom learning walks with feedback focused on lesson internalization, formative assessment use, and instructional adjustments. (8.) Evaluate PLC effectiveness each grading period by reviewing CFA implementation, lesson internalization quality, and student growth data to refine processes and provide ongoing staff support.

Strategy's Expected Result/Impact: All PLCs demonstrate fidelity to the PLC process with documented CFAs, data-driven reteach/enrichment plans, and improved student performance in STAAR, MAP Growth, and local assessments.

Teachers exhibit strengthened instructional alignment, clarity, and collective efficacy aligned to TTESS Domains 1 and 2.

Staff Responsible for Monitoring: Principal: Provides vision, expectations, and accountability for PLC implementation; monitors alignment between PLC outcomes, instructional delivery, and student performance; facilitates reflection and feedback loops during leadership meetings.

Assistant Principals: Support PLC facilitation and monitor fidelity to DuFour's Four Questions; conduct PLC learning walks and classroom walkthroughs focused on lesson internalization and formative assessment; provide targeted coaching and follow-up feedback.

Instructional Coach: Models the lesson internalization process, supports teachers with CFA design and data analysis, provides differentiated coaching for reteach/enrichment planning, and assists in aligning PLC work to TEKS and success criteria.

Grade-Level PLC Leads: Facilitate team collaboration, maintain agendas aligned to the Four Questions, ensure data and instructional artifacts are brought to PLCs, and document team commitments and outcomes.

Teachers: Collaboratively plan instruction, create CFAs, analyze results, and implement reteach/enrichment lessons; bring student work samples to PLCs and reflect on instructional impact.
Interventionists and Support Staff: Collaborate with PLCs to provide Tier 2 and Tier 3 support aligned with CFA data and assist with progress monitoring and intervention planning.

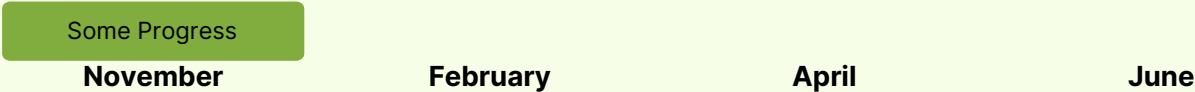
Problem Statements: Student Learning 10, 11 - School Processes & Programs 9 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

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 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
10 Students who previously scored Does Not Meet Low or Does Not Meet high are not consistently provided with instructional strategies or interventions to address learning gaps and support to help students reach proficiency, while students who previously scored Meets or Masters are not consistently provided with enriched instructional opportunities that sustain or extend their academic growth.	PLCs, planning, and lesson internalization often lack in-depth professional learning discussions regarding targeted strategies and interventions to help struggling students reach proficiency. Additionally, instruction frequently misses opportunities to challenge advanced learners through high-level questioning, rigorous tasks, and enrichment activities.
11 Tier 1 instruction is inconsistently aligned to the Hutto ISD Cornerstones leading to inadequate pacing, insufficient cognitive rigor, student disengagement, and questioning that does not meet the depth of knowledge required for students to perform at grade level on STAAR, NWEA MAP, or M-CLASS assessments.	PLCs often prioritize TEKS coverage over data-driven planning and designing rigorous lessons aligned to STAAR blueprints and grade-level expectations. The Hutto ISD Cornerstones are not consistently embedded in Tier 1 instruction, and task analysis and vertical alignment are rarely used to add depth and complexity.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
9 Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.	Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices--including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

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 Source: Panorama Student Perception Survey

Strategy 1

Students will participate in structured Guidance Lessons led by the school counselor that explicitly promote physical, social, and emotional health as well as self-regulation skills to support the whole child. Lessons will address topics such as stress management, conflict resolution, healthy decision-making, digital citizenship, and goal setting.

Strategy's Expected Result/Impact: Students will demonstrate improved self-regulation, resilience, and decision-making skills, resulting in increased engagement and positive peer interactions.

Evidence of implementation and impact will be documented through classroom walkthroughs, counselor lesson logs, student reflections, and the culture rubric, with a measurable decrease in discipline referrals and bullying incidents.

Staff Responsible for Monitoring: Principal: Oversee alignment of guidance lessons to campus SEL and culture goals; review discipline and engagement data with the leadership team.

Assistant Principals: Monitor discipline data, provide referrals for targeted lessons, and ensure implementation fidelity through walkthroughs.

Counselor: Develop and deliver guidance lessons; facilitate small groups for targeted students; document lesson delivery and student progress.

Teachers: Reinforce guidance lesson concepts during classroom instruction and routines; collaborate with the counselor to identify students for targeted support.

Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Kerley Elementary will offer a variety of opportunities for students to participate in clubs and extracurricular activities that promote leadership, collaboration, and engagement. Opportunities will include the Student Lighthouse Team, Robotics, Choir, UIL Academic Teams, Musicals, Chess Club, and Community Basketball Nights, ensuring that students have multiple pathways to explore their interests, build relationships, and develop leadership skills outside the classroom.

Strategy's Expected Result/Impact: Increased student participation in extracurricular opportunities will foster a stronger sense of belonging, improve social-emotional development, and enhance leadership capacity.

Students will demonstrate higher engagement in school culture and improved personal responsibility, which will contribute to stronger attendance, fewer discipline incidents, and greater alignment to Leader in Me principles.

Staff Responsible for Monitoring: Principal: Ensure resources, staffing, and scheduling support extracurricular opportunities; review participation data in leadership meetings.

Assistant Principals: Oversee club implementation; monitor participation rosters and ensure equitable access for all students, including priority subpopulations.

Teachers/Club Sponsors: Organize and facilitate extracurricular activities; encourage student participation and leadership opportunities within clubs.

Counselor: Promote clubs to students and families; connect students to opportunities aligned to their interests and social-emotional needs.

Lighthouse Leadership Team: Integrate extracurricular opportunities with Leader in Me initiatives and promote student leadership roles in activities.

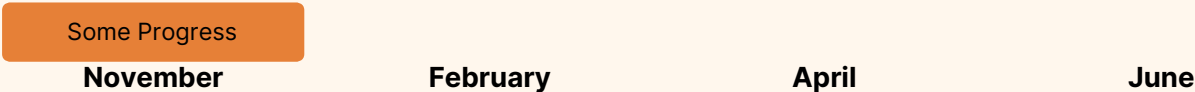
Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Kerley Elementary will support parents in reinforcing student learning at home by facilitating parent workshops and instructional sessions on foundational literacy and math concepts. Parents will be provided with resources, demonstrations, and take-home materials to build understanding of key skills such as phonemic awareness, reading fluency, number sense, and problem-solving strategies. Sessions will be offered in multiple formats (in-person workshops, and digital resources) to ensure accessibility and consistent parent engagement.

Strategy's Expected Result/Impact: Parents will increase their understanding of foundational literacy and math concepts, enabling them to support student practice at home. As a result, students will demonstrate stronger skill mastery on formative assessments and accelerated growth in MAP, MCLASS, Zearn, and IXL data. Parent participation will also strengthen home-school partnerships and contribute to improved student achievement.

Staff Responsible for Monitoring: Principal: Allocate resources and scheduling support for family workshops; review participation data and ensure alignment with campus instructional goals.

Assistant Principals: Monitor participation, ensure workshops are implemented with fidelity, and track impact on student achievement data.

Teachers: Provide model lessons, parent-friendly instructional strategies, and take-home practice activities.

Instructional Coaches: Design parent workshop content aligned to literacy and math priority TEKS; support staff in facilitating family learning sessions.

Counselor/Family Engagement Coordinator: Promote sessions to families; gather parent feedback to improve programming.

Problem Statements: Perceptions 3, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Kerley Elementary will intentionally embed Leader in Me (LIM) practices and 7 Habits language into daily instruction and campus culture to increase student ownership, voice, and engagement through the following actions: (1) Daily Classroom Integration - Teachers will embed LIM and 7 Habits vocabulary into classroom routines, discussions, and cross-curricular instruction. (2) Student Leadership Roles - Each classroom will assign and maintain visible leadership roles (e.g., greeter, technology leader, peer helper) to promote responsibility and ownership. (3) Goal-Setting Portfolios - Students will track academic and leadership goals in LIM portfolios to build accountability and monitor personal growth. (4) Reinforcement of LIM Vocabulary - Teachers will consistently model and reinforce the use of LIM vocabulary during instruction, group activities, and conflict resolution. (5) Campuswide Leadership Opportunities - The Lighthouse Leadership Team will coordinate schoolwide initiatives for students to showcase leadership, including student-led conferences, assemblies, and Leadership Day events.

Strategy's Expected Result/Impact:

Students will demonstrate higher levels of engagement and self-efficacy through visible leadership roles, consistent use of LIM vocabulary, and active participation in leadership events. Implementation will be evident through classroom walkthroughs, observations, LIM portfolios, and the culture rubric. Success will be measured by an increase in student overall engagement scores on annual student surveys.

Staff Responsible for Monitoring: Principal: Ensure systemwide fidelity, oversee Lighthouse Leadership Team, and review engagement data in leadership meetings.

PLC Leads: Ensure lesson plans reflect integration of LIM practices; facilitate sharing of engagement strategies across grade levels.

Assistant Principals: Monitor LIM implementation through walkthroughs and survey data; provide coaching and targeted feedback.

Counselor: Support integration of LIM concepts into guidance lessons; provide SEL connections to the 7 Habits.

Instructional Coaches: Model integration of LIM strategies in lesson internalization; support teachers with resources and feedback.

Lighthouse Leadership Team: Develop resources, lead professional learning on LIM integration, and coordinate student leadership events.

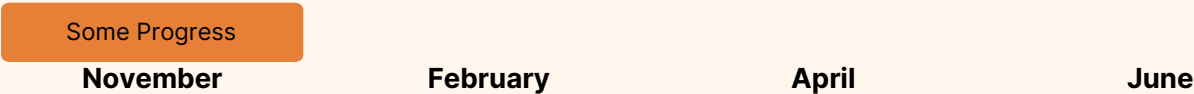
Problem Statements: Student Learning 14 - Perceptions 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
14 Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.	Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
-------------------	------------

11

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

12

Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.

High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Student behavior concerns, particularly related to emotional regulation, transitions, and peer conflict, continue to impact instructional time and school culture. While the Leader in Me (LIM) framework is in place, many classrooms inconsistently implement core habits, and students lack daily reinforcement of shared leadership language and expectations.

Staff understanding and implementation of the Leader in Me framework is inconsistent, and systems for habit integration are not fully embedded. The Lighthouse Committee lacks clear structure and follow-through, and teachers need more support to model and reinforce leadership habits schoolwide.

3

Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.

The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.

4

While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.

The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1

Performance Objective 2 High Priority

(1.4.2) By May 2026, Kerley Elementary will increase the percentage of Special Education students achieving Meets Grade Level or above on STAAR in all core tested subjects. Specifically, performance will grow from 26% to 38% in Reading, from 29% to 41% in Math, and from 24% to 36% in Science, as measured by STAAR accountability and Closing the Gaps reports.

Evaluation Data Source: STAAR Interim, Screeners, Unit Assessments, STAAR

Strategy 1

General Education and Special Education teachers will collaboratively analyze MAP strand data, STAAR Interim reports, and IEP progress measures to identify priority TEKS. Lessons will include planned scaffolds (sentence stems, manipulatives, graphic organizers) and anticipated misconceptions aligned to STAAR rigor.

Strategy's Expected Result/Impact: Special Education students will access grade-level TEKS daily with appropriate scaffolds, improving performance on STAAR Reading, Math & Science.

Staff Responsible for Monitoring: Principal: Verify alignment during leadership data reviews.

Assistant Principals: Monitor PLC agendas and internalization rubrics.

General Education Teachers: Embed scaffolds into Tier I lessons.

Special Education Inclusion Teachers: Collaborate, plan, provide accommodations, and support small-group instruction.

PLC Leads: Facilitate data review during planning.

Instructional Coaches: Model differentiation strategies during internalization.

Problem Statements: Demographics 6 - Student Learning 13

Title I: 2.5.2, 2.5.3

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

The DOSS will provide ongoing training and coaching for Special Education staff focused on high-leverage instructional practices, effective use of digital resources, and alignment of IEP goals with classroom instruction. The DOSS will facilitate quarterly professional learning sessions and monthly check-ins with case managers. Training will include: (1) Modeling differentiated

instructional practices. (2) Training on digital progress monitoring tools (e.g., Eduphoria, Frontline, or district-approved platforms). (3) Supporting staff in writing measurable IEP goals aligned with TEKS and student data. (4) Building systems for monitoring and tracking progress toward student goals with fidelity.

Strategy's Expected Result/Impact: DOSS training calendars, agendas, and attendance logs. Samples of revised IEP goals aligned with grade-level standards. Digital progress monitoring reports reviewed each 9 weeks. Walkthroughs and lesson plans reflecting evidence-based instructional practices.

Staff Responsible for Monitoring: Principal: Oversee progress, provide feedback, and ensure integration into campus improvement priorities.

Assistant Principals: Monitor training implementation and ensure alignment with PLC/data protocols.

DOSS: Facilitate training, provide coaching, model lessons, and oversee alignment of IEP goals with instructional practices.

Special Education Teachers: Implement strategies, document student progress, and participate in coaching cycles.

Instructional Coaches: Support lesson planning and co-facilitate SPED inclusion strategies.

Problem Statements: School Processes & Programs 3, 9 - Perceptions 6

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Special Education students demonstrate low performance and minimal growth on STAAR Math and Reading across grade levels.	Instructional accommodations are inconsistently implemented in general education settings, and co-teaching models are underdeveloped. Progress monitoring is not frequently used to adjust instruction based on individual IEP goals or readiness levels.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

13

Only 37% of 5th grade students scored Meets or above on the Science STAAR, with many high-performing readers scoring only Approaches. Significant gaps persist for EB, SpEd, and EcoDis students.

Science instruction is not consistently aligned with literacy strategies, and teachers need training in Sheltered Instruction to better support EB, SpEd, and EcoDis students in accessing and understanding academic content.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Domain 3 Closing the Gaps indicators are not being met for several student groups, particularly in Reading and Math.	Disaggregated data is not routinely used in PLCs to plan targeted instruction or to track subgroup progress toward specific performance targets. Intervention cycles lack a structured focus on gap closure.
9 Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.	Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices-- including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
6 While significant funds are invested in digital programs and tools, fidelity of implementation and student usage is often low or inconsistent, limiting their impact on academic growth. Without systematic processes to evaluate program effectiveness, the school risks underutilizing resources and missing opportunities to accelerate student achievement.	The lack of consistent systems to monitor fidelity of implementation and connect digital purchases to student outcome data has led to inefficient resource use. Teachers and students often receive access to digital tools without clear accountability structures, usage expectations, or outcome measures, resulting in uneven impact across classrooms and grade levels.

Performance Objective 3

(1.4.3) By May 2026, Kerley Elementary will reduce office discipline referrals by 20% compared to the 2024-2025 baseline, as measured by Skyward discipline reports.

Evaluation Data Source: Discipline reporting data

Strategy 1

Kerley Elementary will implement the Leader in Me Curriculum with fidelity, ensuring that 100% of teachers and students engage in daily lessons and cross-curricular integration of the 7 Habits and Leader in Me vocabulary, as evidenced by lesson plans, classroom walkthroughs, and Lighthouse Team monitoring.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement, improved self-regulation, and greater use of LIM vocabulary in both academic and social contexts.

Rates of bullying and discipline referrals will decrease by at least 10%.

Evidence of implementation will be documented through classroom walkthroughs, formal observations, and the district's culture rubric, ensuring systemwide fidelity and consistent application of Leader in Me practices.

Staff Responsible for Monitoring: Principal: Monitor systemwide fidelity by reviewing walkthrough data, lesson plans, and student artifacts, and will lead leadership team discussions to ensure LIM integration is aligned with campus goals.

Assistant Principals: Conduct walkthroughs with specific look-fors tied to LIM integration, such as posted 7 Habits language and student use of LIM vocabulary in discussions. They will track trends in walkthrough data, provide coaching feedback, and share findings with PLC teams to strengthen LIM cross-curricular connections.

PLC Leads: Ensure that lesson plans explicitly reflect cross-curricular integration of 7 Habits vocabulary and will facilitate discussions in PLCs on how LIM language is being applied in instruction and student work. Integration examples will be documented in PLC agendas and minutes.

Instructional Coaches: Model strategies for embedding LIM language during lesson internalization, provide feedback and resources to teachers, and support calibration of student work samples that demonstrate leadership and application of the 7 Habits.

Lighthouse Leadership Team: Develop supporting resources such as anchor charts, lesson exemplars, and portfolio templates, provide staff professional learning on embedding the 7 Habits into content instruction, and collect best practices from classrooms to share campuswide.

Problem Statements: School Processes & Programs 11 - Perceptions 2

Funding Sources: Annual School Membership for Leader in Me Title I, Part A - (6300) Supplies and Materials, \$8,151, Core 3 Implementation Coaching Subscription Title I, Part A - (6200) Contracted Services, \$13,680

Title I:

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Implement the KES Behavior Blueprint with fidelity across all classrooms, ensuring consistent use of interventions (redirection, Think Sheets, parent contact) prior to office referrals. Teachers and staff will use tiered interventions and document behavior in within 24 hours, while administrators and counselors will provide immediate support for threats to safety or repeated infractions. Regular review of behavior data will identify trends, guide reteach of expectations, and allow

proactive interventions to reduce office discipline referrals.

Strategy's Expected Result/Impact: Consistent application of the Behavior Blueprint will increase clarity and fairness in behavior management, reduce classroom-to-classroom variability, and decrease the number of office discipline referrals. Students will experience a more supportive and predictable learning environment, leading to improved classroom engagement, reduced time out of class, and stronger teacher-student relationships.

Staff Responsible for Monitoring: Principal & Assistant Principals: Monitor Skyward discipline data weekly, review referral trends by grade and incident type, and provide coaching/feedback to staff on intervention use.

Counselors: Support teachers in implementing interventions, provide restorative conferences, and assist in reteaching behavioral expectations.

Instructional Coaches: Integrate proactive classroom management strategies into PLCs and model behavior redirection techniques.

Teachers & Staff: Implement tiered interventions consistently, document infractions and actions in Skyward within 24 hours, reteach expectations, and maintain parent communication.

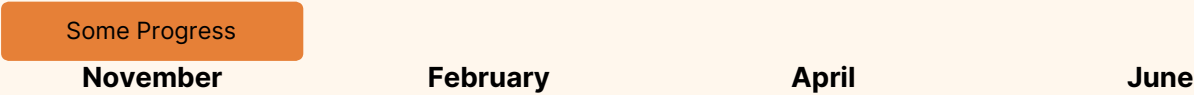
Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
11 Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.	Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.
12 Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.	High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student behavior concerns, particularly related to emotional regulation, transitions, and peer conflict, continue to impact instructional time and school culture. While the Leader in Me (LIM) framework is in place, many classrooms inconsistently implement core habits, and students lack daily reinforcement of shared leadership language and expectations.	Staff understanding and implementation of the Leader in Me framework is inconsistent, and systems for habit integration are not fully embedded. The Lighthouse Committee lacks clear structure and follow-through, and teachers need more support to model and reinforce leadership habits schoolwide.

Performance Objective 4 High Priority

By May 2026, Kerley Elementary will increase the student attendance rate from 94.7% to 96.0%, as measured by PEIMS attendance reports, through targeted family engagement, incentives, and interventions that address barriers to daily attendance.

Evaluation Data Source: PEIMS attendance reports

Strategy 1

Use attendance data to identify students with chronic absences and provide tiered interventions such as parent conferences, attendance contracts, and check-ins with counselors or mentors.

Strategy's Expected Result/Impact: Reduction in the number of chronically absent students (10%+ absences) by at least 15% by May 2026.
Increased parent participation in attendance conferences (tracked by sign-ins).
Documented progress for all students on attendance contracts.

Staff Responsible for Monitoring: Principal & Assistant Principals: Lead conferences with parents, review chronic absence lists weekly, and monitor attendance contracts.

Registrar: Provide updated reports and maintain attendance dashboards.

Counselors: Provide mentoring and connect families to transportation, health, or social service resources.

Teachers: Communicate attendance expectations regularly, provide feedback on interventions, and track progress of targeted students.

Problem Statements: Demographics 8

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Review attendance data in leadership and PLC meetings to monitor progress toward the 96% goal. Identify grade levels, classrooms, and student groups needing additional support and deploy interventions accordingly.

Strategy's Expected Result/Impact: Clear documentation of interventions tied to grade levels and student groups.
Incremental increases in monthly attendance, with a trajectory toward 96% by May 2026.

Staff Responsible for Monitoring: Principal & Assistant Principals: Lead conferences with parents, review chronic absence lists weekly, and monitor attendance contracts.

Registrar: Provide updated reports and maintain attendance dashboards.

Counselors: Provide mentoring and connect families to transportation, health, or social service resources.

Teachers: Communicate attendance expectations regularly, provide feedback on interventions, and track progress of targeted students.

Problem Statements: Demographics 8

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

8

Campus attendance data shows a rate of 94.7%, below the district and state expectation of 96%. Chronic absenteeism among a subset of students negatively impacts instructional time, student achievement, and accountability outcomes.

Inconsistent family communication and engagement regarding the importance of daily attendance, limited student incentives, and barriers such as transportation and health-related absences. These factors reduce student consistency in attending school and hinder progress toward the 96% target.

Goal 5

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

Performance Objective 1 High Priority

Campus leadership will implement structured teacher coaching cycles focused on high-leverage instructional practices (T-TESS Indicators) by providing bite-sized, actionable feedback during observations, followed by targeted support and timely follow-up observations to monitor impact and close the feedback loop.

Evaluation Data Source: Coaching & Feedback Logs - records of coaching sessions, bite-sized feedback given, and supports provided.

Follow-up Observation Data - evidence of whether feedback was implemented and its impact on instruction.

Walkthrough & Instructional Trend Data - patterns in instructional practices tied to campus priorities.

Teacher Retention Data - mid-year and end-of-year retention rates, disaggregated by teacher effectiveness.

Teacher Self-Reflection/Survey Data - staff perceptions of support, coaching quality, and professional growth.

Student Achievement & Growth Data - MAP, STAAR, or common formative assessments to show impact of coaching on instruction.

Professional Development Participation & Implementation Data - attendance, application of strategies learned, and evidence of transfer to classroom practice.

Strategy 1

Increase the frequency and impact of instructional walkthroughs by requiring each Principal and Assistant Principal to conduct a minimum of 10 classroom walkthroughs per week. Walkthroughs will be aligned to TTESS and informed by the Get Better Faster Action Steps. Feedback will emphasize high-leverage practices, including: (1) Routines and procedures (2) Aggressive and strategic monitoring (3) Lesson internalization (4) Evidence of Lesson Objectives & Success Criteria (5) Student engagement strategies (6) Intentional use of formative assessments to improve student outcomes

Strategy's Expected Result/Impact: Consistent, high-quality walkthroughs will provide teachers with actionable feedback tied to TTESS and Get Better Faster practices. This will accelerate teacher development, strengthen Tier 1 instruction, and increase student engagement and achievement across all grade levels.

Staff Responsible for Monitoring: Principal: Ensure walkthrough targets are met weekly, calibrate feedback with APs, and monitor alignment to TTESS.

Assistant Principals: Conduct weekly walkthroughs, deliver timely and specific feedback, and track teacher progress on prioritized Get Better Faster action steps.

Instructional Coaches: Reinforce walkthrough feedback in coaching cycles, model high-leverage practices, and provide follow-up support to teachers.

Teachers: Reflect on feedback, implement prioritized action steps, and monitor the impact of changes on student learning.

Problem Statements: School Processes & Programs 9, 10, 11 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
9 Formative assessments are inconsistently used to assess student understanding across grade levels, which hinders monitoring of student learning and decreases opportunities to provide ongoing feedback to improve teaching & learning.	Staff needs additional training in data interpretation, progress monitoring, and formative assessment practices-- including checks for understanding, student work analysis, and quick data cycles--to inform Tier 1 and small-group instruction aligned to performance goals.
10 Tier 1 Instruction is often teacher-centered, with an over reliance on whole-group delivery and limited use of Hutto ISD Cornerstones or small-group, data-driven strategies to meet diverse student needs in real time.	Planning and PLCs lack consistent focus on lesson internalization, the 4 PLC questions, and the DDI framework, leading to missed opportunities to use data to drive small-group instruction and implement the Hutto ISD Cornerstones with fidelity.
11 Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.	Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Teachers at Kerley Elementary struggle to consistently implement effective PLC structures. Meetings often lack a clear focus on the four essential PLC questions and are not consistently used to analyze data or adjust instruction, limiting their impact on student achievement.	Teachers and PLC leads have not received sufficient training or support to facilitate data-driven collaboration aligned to district expectations. Competing priorities and lack of protected time contribute to inconsistent implementation across grade levels.

Goal 6 (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)

Evaluation Data Source: Parent perception survey data, campus event logs

Strategy 1

Kerley Elementary will offer a variety of opportunities for students to participate in clubs and extracurricular activities that promote leadership, collaboration, and engagement. Opportunities will include the Student Lighthouse Team, Robotics, Choir, UIL Academic Teams, Musicals, Chess Club, and Community Basketball Nights, ensuring that students have multiple pathways to explore their interests, build relationships, and develop leadership skills outside the classroom.

Strategy's Expected Result/Impact: Increased student participation in extracurricular opportunities will foster a stronger sense of belonging, improve social-emotional development, and enhance leadership capacity.

Students will demonstrate higher engagement in school culture and improved personal responsibility, which will contribute to stronger attendance, fewer discipline incidents, and greater alignment to Leader in Me principles.

Staff Responsible for Monitoring: Principal: Ensure resources, staffing, and scheduling support extracurricular opportunities; review participation data in leadership meetings.

Assistant Principals: Oversee club implementation; monitor participation rosters and ensure equitable access for all students, including priority subpopulations.

Teachers/Club Sponsors: Organize and facilitate extracurricular activities; encourage student participation and leadership opportunities within clubs.

Counselor: Promote clubs to students and families; connect students to opportunities aligned to their interests and social-emotional needs.

Lighthouse Leadership Team: Integrate extracurricular opportunities with Leader in Me initiatives and promote student leadership roles in activities.

Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Kerley Elementary will support parents in reinforcing student learning at home by facilitating parent workshops and instructional sessions on foundational literacy and math concepts. Parents will be provided with resources, demonstrations, and take-home materials to build understanding of key skills such as phonemic awareness, reading fluency, number sense, and problem-solving strategies. Sessions will be offered in multiple formats (in-person workshops, and digital resources) to ensure accessibility and consistent parent engagement.

Strategy's Expected Result/Impact: Parents will increase their understanding of foundational literacy and math concepts, enabling them to support student practice at home. As a result, students will demonstrate stronger skill mastery on formative assessments and accelerated growth in MAP, MCLASS, Zearn, and IXL data. Parent participation will also strengthen home-school partnerships and contribute to improved student achievement.

Staff Responsible for Monitoring: Principal: Allocate resources and scheduling support for family workshops; review participation data and ensure alignment with campus instructional goals.

Assistant Principals: Monitor participation, ensure workshops are implemented with fidelity, and track impact on student achievement data.

Teachers: Provide model lessons, parent-friendly instructional strategies, and take-home practice activities.

Instructional Coaches: Design parent workshop content aligned to literacy and math priority TEKS; support staff in facilitating family learning sessions.

Counselor/Family Engagement Coordinator: Promote sessions to families; gather parent feedback to improve programming.

Problem Statements: Perceptions 3, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
11	Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.	Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.
12	Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.	High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.	The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.
4	While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.	The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.

Performance Objective 2

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

Strategy 1

Kerley Elementary will support parents in reinforcing student learning at home by facilitating parent workshops and instructional sessions on foundational literacy and math concepts. Parents will be provided with resources, demonstrations, and take-home materials to build understanding of key skills such as phonemic awareness, reading fluency, number sense, and problem-solving strategies. Sessions will be offered in multiple formats (in-person workshops, and digital resources) to ensure accessibility and consistent parent engagement.

Strategy's Expected Result/Impact: Parents will increase their understanding of foundational literacy and math concepts, enabling them to support student practice at home. As a result, students will demonstrate stronger skill mastery on formative assessments and accelerated growth in MAP, MCLASS, Zearn, and IXL data. Parent participation will also strengthen home-school partnerships and contribute to improved student achievement.

Staff Responsible for Monitoring: Principal: Allocate resources and scheduling support for family workshops; review participation data and ensure alignment with campus instructional goals.

Assistant Principals: Monitor participation, ensure workshops are implemented with fidelity, and track impact on student achievement data.

Teachers: Provide model lessons, parent-friendly instructional strategies, and take-home practice activities.

Instructional Coaches: Design parent workshop content aligned to literacy and math priority TEKS; support staff in facilitating family learning sessions.

Counselor/Family Engagement Coordinator: Promote sessions to families; gather parent feedback to improve programming.

Problem Statements: Perceptions 3, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Implement quarterly parent surveys and focus groups to gather input on school culture, academics, and operations, then publicly share key takeaways and campus responses.

Strategy's Expected Result/Impact: Increased parent/guardian trust through transparency and responsiveness to feedback.
Improved parent perception of communication and collaboration as measured by annual climate and satisfaction surveys.
Actionable data to guide campus improvement planning and adjust family engagement strategies.

Staff Responsible for Monitoring: Principal & Assistant Principals: Oversee survey/focus group implementation, analyze results, and share findings with staff and families.

Counselors & Family Engagement Liaison (if available): Assist in facilitating focus groups and ensuring broad parent participation.

Teachers/Grade Level Teams: Respond to feedback trends in instructional practice and classroom communication

Problem Statements: Perceptions 3, 5

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Regularly highlight student achievements--academic, athletic, and extracurricular--through newsletters, social media, and school assemblies, while also celebrating the cultural diversity of the school community. Events such as Multicultural Night, dual language showcases, and heritage month recognitions will honor student strengths, family traditions, and community voices, reinforcing the message that all students are valued and included.

Strategy's Expected Result/Impact: Strengthened school culture where students and families feel recognized, respected, and celebrated.

Increased parent/guardian trust through visible acknowledgment of student success and family contributions.

Improved climate survey results reflecting higher levels of belonging and connectedness for students and families.

Staff Responsible for Monitoring: Principal & Assistant Principals: Ensure recognition of students is consistent, inclusive, and communicated across multiple platforms.

Counselors & Family Engagement Liaison (if applicable): Coordinate cultural events and promote inclusive participation.

Teachers & Club Sponsors: Nominate students for recognition, highlight classroom/club achievements, and encourage family involvement.

PTA & Parent Volunteers: Partner in planning and executing cultural and celebratory events.

Problem Statements: Perceptions 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Strategy 4

Implement the KES Behavior Blueprint with fidelity across all classrooms, ensuring consistent use of interventions (redirection, Think Sheets, parent contact) prior to office referrals. Teachers and staff will use tiered interventions and document behavior in within 24 hours, while administrators and counselors will provide immediate support for threats to safety or repeated infractions. Regular review of behavior data will identify trends, guide reteach of expectations, and allow proactive interventions to reduce office discipline referrals.

Strategy's Expected Result/Impact: Consistent application of the Behavior Blueprint will increase clarity and fairness in behavior management, reduce classroom-to-classroom variability, and decrease the number of office discipline referrals. Students will experience a more supportive and predictable learning environment, leading to improved classroom engagement, reduced time out of class, and stronger teacher-student relationships.

Staff Responsible for Monitoring: Principal & Assistant Principals: Monitor Skyward discipline data weekly, review referral trends by grade and incident type, and provide coaching/feedback to staff on intervention use.

Counselors: Support teachers in implementing interventions, provide restorative conferences, and assist in reteaching behavioral expectations.

Instructional Coaches: Integrate proactive classroom management strategies into PLCs and model behavior redirection techniques.

Teachers & Staff: Implement tiered interventions consistently, document infractions and actions in Skyward within 24 hours, reteach expectations, and maintain parent communication.

Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

11

Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent

Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion,

consequences, and missed opportunities to reinforce positive behavior and build trust with families.

frustration, and loss of instructional time.

12

Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.

High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.

The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.

4

While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.

The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.

5

Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.

The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

Goal 7

(3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1

(3.2.1) Increase student workforce experiences through internships, sponsorships, and other community business opportunities.

Evaluation Data Source: CCMR data, Internship Participation

Strategy 1

Host age-appropriate Career Day where community members, parents, and local businesses share their jobs, tools, and experiences with students through interactive presentations and demonstrations.

Strategy's Expected Result/Impact: Increased student awareness of diverse career pathways and the importance of education in preparing for future opportunities.
Stronger community-school partnerships that enhance trust and visibility of local businesses.
Improved student engagement and curiosity about real-world applications of classroom learning.

Staff Responsible for Monitoring: Principal & Assistant Principals: Coordinate event logistics, ensure diverse representation of careers, and communicate with families.

Counselors: Lead planning of Career Day structure, prepare students with pre- and post-activities, and connect event to social-emotional/career development standards.

Teachers: Support student engagement during sessions, connect classroom lessons to career examples, and facilitate reflection activities afterward.

Family Engagement Liaison / PTA (if available): Recruit parent and community volunteers to participate as presenters.

Problem Statements: Perceptions 5

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

No Progress

November

February

April

June

Strategy 2

Kerley Elementary will implement a school-wide jobs and leadership system (e.g., Safety Patrol, Library Helpers, Office Assistants, Greeter Ambassadors, Recycling Team, Tech Helpers, Peer Tutors). Grade-level teachers and staff will sponsor student roles, while volunteer and service opportunities (e.g., campus beautification, mentoring younger peers, event support) will be

embedded into Leader in Me, STEAM initiatives, & Special Areas Classrooms.

Strategy's Expected Result/Impact: [?]85% of students will report (via Panorama or Leader in Me surveys) that they feel they contribute as leaders in the school community. Students will demonstrate workforce readiness skills (responsibility, teamwork, communication) transferable to future CCMR pathways.

Staff Responsible for Monitoring: Principal: Oversee school-wide job system and community partnerships.

Assistant Principals: Coordinate student job placements, monitor implementation, and track participation.

LIM Lighthouse Coordinators: Facilitate application/interview process and align opportunities with Leader in Me habits.

Classroom Teachers: Promote opportunities, support student reflection on leadership roles.

Librarian, Office Staff, Specials Teachers: Serve as job sponsors and mentors for specific student roles.

Problem Statements: Student Learning 14 - Perceptions 2

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress				
November	February	April	June	

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
14 Students lack consistent practice in setting personal academic goals, reflecting on their progress, and taking ownership of their learning. This limits engagement, motivation, and individual accountability across grade levels.	Leader in Me Student Leadership Portfolios are not yet fully embedded into classroom routines, and students have limited opportunities to track goals, reflect on growth, and lead data-driven conversations. Teachers need support in modeling goal-setting, using portfolios during conferencing, and reinforcing student ownership as part of daily instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Student behavior concerns, particularly related to emotional regulation, transitions, and peer conflict, continue to impact instructional time and school culture. While the Leader in Me (LIM) framework is in place, many classrooms inconsistently implement core habits, and students lack daily reinforcement of shared leadership language and expectations.	Staff understanding and implementation of the Leader in Me framework is inconsistent, and systems for habit integration are not fully embedded. The Lighthouse Committee lacks clear structure and follow-through, and teachers need more support to model and reinforce leadership habits schoolwide.
5 Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.	The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

Goal 8 (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 Source: Parent perception survey

Strategy 1

Implement quarterly parent surveys and focus groups to gather input on school culture, academics, and operations, then publicly share key takeaways and campus responses.

Strategy's Expected Result/Impact: Increased parent/guardian trust through transparency and responsiveness to feedback.
Improved parent perception of communication and collaboration as measured by annual climate and satisfaction surveys.
Actionable data to guide campus improvement planning and adjust family engagement strategies.

Staff Responsible for Monitoring: Principal & Assistant Principals: Oversee survey/focus group implementation, analyze results, and share findings with staff and families.

Counselors & Family Engagement Liaison (if available): Assist in facilitating focus groups and ensuring broad parent participation.

Teachers/Grade Level Teams: Respond to feedback trends in instructional practice and classroom communication

Problem Statements: Perceptions 3, 5

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Regularly highlight student achievements--academic, athletic, and extracurricular--through newsletters, social media, and school assemblies, while also celebrating the cultural diversity of the school community. Events such as Multicultural Night, dual language showcases, and heritage month recognitions will honor student strengths, family traditions, and community voices, reinforcing the message that all students are valued and included.

Strategy's Expected Result/Impact: Strengthened school culture where students and families feel recognized, respected, and celebrated.
Increased parent/guardian trust through visible acknowledgment of student success and family contributions.
Improved climate survey results reflecting higher levels of belonging and connectedness for students and families.

Staff Responsible for Monitoring: Principal & Assistant Principals: Ensure recognition of students is consistent, inclusive, and communicated across multiple platforms.

Counselors & Family Engagement Liaison (if applicable): Coordinate cultural events and promote inclusive participation.

Teachers & Club Sponsors: Nominate students for recognition, highlight classroom/club achievements, and encourage family involvement.

PTA & Parent Volunteers: Partner in planning and executing cultural and celebratory events.

Problem Statements: Perceptions 5

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Kerley Elementary will support parents in reinforcing student learning at home by facilitating parent workshops and instructional sessions on foundational literacy and math concepts. Parents will be provided with resources, demonstrations, and take-home materials to build understanding of key skills such as phonemic awareness, reading fluency, number sense, and problem-solving strategies. Sessions will be offered in multiple formats (in-person workshops, and digital resources) to ensure accessibility and consistent parent engagement.

Strategy's Expected Result/Impact: Parents will increase their understanding of foundational literacy and math concepts, enabling them to support student practice at home. As a result, students will demonstrate stronger skill mastery on formative assessments and accelerated growth in MAP, MCLASS, Zearn, and IXL data. Parent participation will also strengthen home-school partnerships and contribute to improved student achievement.

Staff Responsible for Monitoring: Principal: Allocate resources and scheduling support for family workshops; review participation data and ensure alignment with campus instructional goals.

Assistant Principals: Monitor participation, ensure workshops are implemented with fidelity, and track impact on student achievement data.

Teachers: Provide model lessons, parent-friendly instructional strategies, and take-home practice activities.

Instructional Coaches: Design parent workshop content aligned to literacy and math priority TEKS; support staff in facilitating family learning sessions.

Counselor/Family Engagement Coordinator: Promote sessions to families; gather parent feedback to improve programming.

Problem Statements: Perceptions 3, 4

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Implement the KES Behavior Blueprint with fidelity across all classrooms, ensuring consistent use of interventions (redirection, Think Sheets, parent contact) prior to office referrals. Teachers and staff will use tiered interventions and document behavior in within 24 hours, while administrators and counselors will provide immediate support for threats to safety or repeated infractions. Regular review of behavior data will identify trends, guide reteach of expectations, and allow proactive interventions to reduce office discipline referrals.

Strategy's Expected Result/Impact: Consistent application of the Behavior Blueprint will increase clarity and fairness in behavior management, reduce classroom-to-classroom variability, and decrease the number of office discipline referrals. Students will experience a more supportive and predictable learning environment, leading to improved classroom engagement, reduced time out of class, and stronger teacher-student relationships.

Staff Responsible for Monitoring: Principal & Assistant Principals: Monitor Skyward discipline data weekly, review referral trends by grade and incident type, and provide coaching/feedback to staff on intervention use.

Counselors: Support teachers in implementing interventions, provide restorative conferences, and assist in reteaching behavioral expectations.

Instructional Coaches: Integrate proactive classroom management strategies into PLCs and model behavior redirection techniques.

Teachers & Staff: Implement tiered interventions consistently, document infractions and actions in Skyward within 24 hours, reteach expectations, and maintain parent communication.

Problem Statements: School Processes & Programs 11, 12

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
11	Teachers at Kerley Elementary continue to experience challenges in consistently managing student behavior, including the effective use of tiered interventions, documentation, and timely parent communication. This has led to gaps in behavioral follow-through, inconsistent consequences, and missed opportunities to reinforce positive behavior and build trust with families.	Staff have inconsistent understanding and execution of behavior strategies, documentation, and parent communication. Without targeted training, clear systems, and accountability, responses vary across classrooms, leading to confusion, frustration, and loss of instructional time.
12	Frequent student behavior incidents reduce administrator capacity to complete classroom walkthroughs and provide timely instructional feedback, limiting support for teacher growth and instructional improvement.	High discipline demands and inconsistent classroom management limit administrator time for observations and coaching. Without strong Tier 1 behavior systems and shared teacher ownership, feedback cycles are disrupted and instructional priorities are delayed.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Many families at Kerley Elementary express a desire to support their child's academic development at home, yet there is limited parent understanding of foundational literacy, numeracy, and math strategies aligned to classroom instruction. As a result, at-home reinforcement often lacks consistency or alignment with what is taught during the school day.	The campus lacks a strategic system to equip parents with tools and guidance aligned to early literacy and math instruction. Without consistent communication, modeling, or hands-on learning opportunities tied to curriculum (e.g., MCLASS, UFLI, MAP Growth), families often feel unprepared to support learning at home.
4	While many parents at Kerley Elementary express a strong desire to volunteer in classrooms, staff surveys indicate that unstructured or uncoordinated volunteering can disrupt instruction, limit student focus, and create inconsistencies in learning environments.	The campus lacks a clearly defined system to align volunteer opportunities with instructional goals and classroom routines. Without proactive coordination, teacher input, and structured guidelines, well-intentioned parent involvement may unintentionally interfere with Tier 1 instruction and classroom management.

5

Survey results and family feedback show a need to strengthen trust and partnership between parents/guardians and the school, particularly through opportunities for meaningful involvement in school activities.

The limited trust and partnership with families stems from inconsistent opportunities and structures for meaningful involvement in school activities and a reliance on one-way communication, which prevent parents/guardians from fully engaging and building strong connections with the school community.

Goal 9 (4.1) Optimize financial resources to achieve student outcomes.

Performance Objective 1

(4.1.1) Development and utilization of tools to quantify the alignment between budget allocations and student outcomes

Evaluation Data Source: Budget analysis, FIRST Rating

Strategy 1

Implement a mid-year (January) and end-of-year (May) review process to evaluate the effectiveness of budget-funded programs such as tutoring, digital tools, and professional development. Each review will: (1) Use quantitative data (STAAR Interim, MAP Growth, attendance, discipline, usage reports). (2) Use qualitative data (teacher/student surveys, classroom walkthrough evidence). (3) Apply a Program Impact Scorecard rating programs as High Impact, Moderate Impact, or Low Impact based on student growth and engagement. (4) Generate recommendations for continuation, revision, or discontinuation of each program.

Strategy's Expected Result/Impact: Resources redirected toward high-impact programs with measurable gains.

Clear documentation showing which programs directly contribute to student growth.

A cycle of continuous improvement linking budget expenditures to instructional results.

Staff Responsible for Monitoring: Principal: Lead review meetings, finalize impact ratings, and present findings to staff and district.

Assistant Principals: Collect and analyze student performance/usage data, support scorecard development.

Teachers: Provide classroom-level feedback on program usability and impact on instruction/student learning.

Instructional Coaches: Connect data results to instructional practice and recommend adjustments.

Problem Statements: Perceptions 6

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
6 While significant funds are invested in digital programs and tools, fidelity of implementation and student usage is often low or inconsistent, limiting their impact on academic growth. Without systematic processes to evaluate program effectiveness, the school risks underutilizing resources and missing opportunities to accelerate student achievement.	The lack of consistent systems to monitor fidelity of implementation and connect digital purchases to student outcome data has led to inefficient resource use. Teachers and students often receive access to digital tools without clear accountability structures, usage expectations, or outcome measures, resulting in uneven impact across classrooms and grade levels.

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.

Evaluation Data Source: All-Hazard Analysis data 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

Conduct annual staffing assessments and review All-Hazard Analysis data to ensure the Campus EOP is fully supported. Implement strategic schedules and weekly door sweeps to strengthen EOP effectiveness and ensure compliance with legislative mandates.

Strategy's Expected Result/Impact: The Campus EOP is fully supported through alignment with annual staffing assessments and hazard analysis.
Weekly door sweeps are documented with 100% of exterior doors checked to ensure campus security.
Safety drills and emergency exercises demonstrate improved coordination and reduced response times.
Legislative compliance for EOP implementation is met and verified annually.
Increased staff, student, and parent confidence in the school's ability to effectively execute the EOP.

Staff Responsible for Monitoring: Principal: Oversee implementation of EOP, review hazard analysis data, and ensure compliance with legislative mandates.

Assistant Principal: Conduct and document weekly door sweeps; review and address findings.

Teachers & Staff: Participate in drills, report safety concerns, and reinforce EOP procedures.

Problem Statements: School Processes & Programs 13

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
13 Campus safety reviews indicate that while an Emergency Operations Plan (EOP) is in place, gaps remain in execution. Inconsistent monitoring of secure and locked doors and variable staff performance during drills reduce the overall effectiveness of the EOP in preparing for and responding to emergencies.	Insufficient staff awareness of safety risks, such as students propping doors open with rocks or sticks, and a lack of efficient systems to ensure faster execution of emergency drills. These gaps reduce the overall effectiveness of the EOP in maintaining campus security and preparedness.



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,110.67
+/- Difference					\$7,110.67

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Core 3 Implementation Coaching Subscription	--	\$13,680.00
Sub-Total					\$13,680.00
Budgeted Fund Source Amount					\$21,831.00
+/- Difference					\$8,151.00

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Annual School Membership for Leader in Me	--	\$8,151.00
Sub-Total					\$8,151.00
Budgeted Fund Source Amount					\$8,151.00
+/- Difference					\$0.00

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$82,291.00
+/- Difference					\$82,291.00