Dallas Independent School District

167 Kleberg Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Educating all students for success through STEAM, and Social Emotional Learning. Through this environment, our students will be successful in secondary schools, college, career, military, and beyond.

Vision

Kleberg unites with all stakeholders to provide innovative learning experiences to enhance the potential of all students.

Value Statement

Kids First, Kids Second, Kids Always

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 9
School Processes & Programs 12
Perceptions 14
Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 19
Goals 22
Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030. 22
Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030. 33
Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030. 38
Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030. 39
Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030. 40
Campus Funding Summary 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

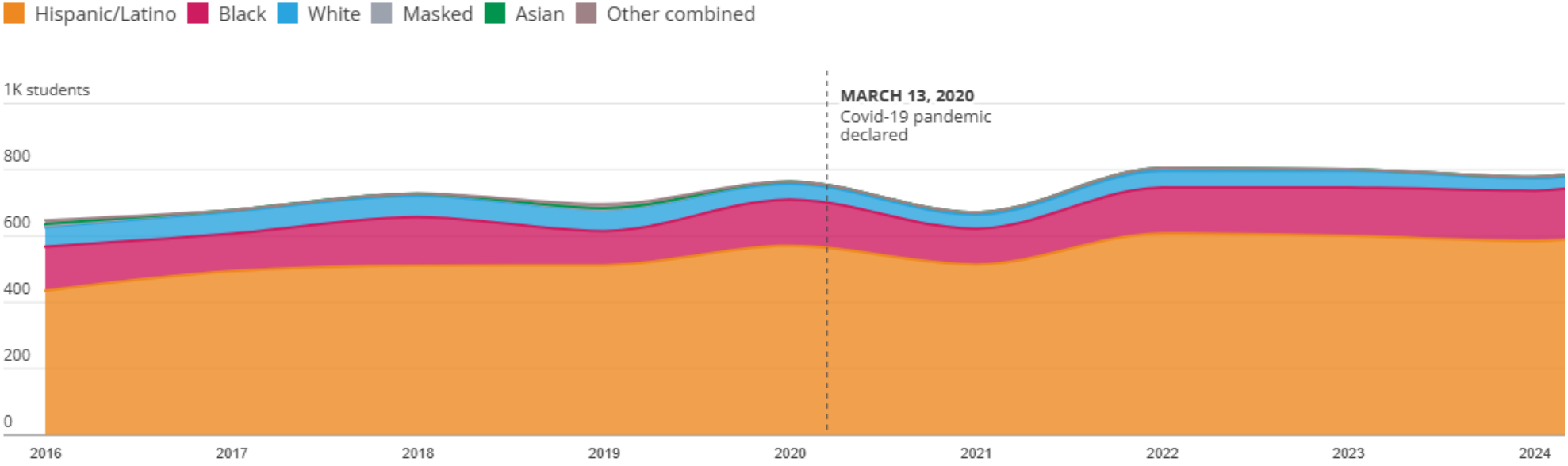
Kleberg Elementary School, located at 1450 Edd Road in Dallas, Texas, is a proud member of the Dallas Independent School District serving approximately 750 students. With a student-to-teacher ratio of 24:1 in PK-5 and 30:1 in Grade 6, the school is committed to providing personalized instruction that supports the academic growth and individual needs of every learner. A dedicated team of 54 teachers (21 are new teachers, new to the profession and new to the district)—averaging 7 years at Kleberg and 9 years of overall experience—along with 14 instructional aides, collaborates to create a supportive and engaging learning environment.

Kleberg Elementary School serves approximately 800 students and reflects a predominantly Hispanic student population. About 73.5% of students identify as Hispanic/Latino, followed by 19.1% Black/African American, 4.7% White, and smaller percentages of students identifying as two or more races, Asian, or Native American. This diverse population contributes to a culturally rich learning environment. The campus also serves a high-need population, with 91–95% of students classified as economically disadvantaged. Approximately 51% of students are English Language Learners, highlighting the importance of language support programs. In addition, around 20% of students participate in Gifted and Talented programs, while about 12% receive special education services, demonstrating the school's responsibility to meet a wide range of academic and developmental needs.

Kleberg Elementary fosters both academic achievement and character development, preparing students for continued success in school and beyond. Through a balance of strong instructional practices and a nurturing school culture, the campus emphasizes innovation, collaboration, and student well-being. Families are valued as essential partners in education, working alongside staff to ensure that all students thrive and reach their full potential.

The graphic below is from the Texas Tribune.

Hispanic students represent **75.6%** of enrollment in 2026, **up 7.9 points** since 2016



90.7% of students were **economically disadvantaged** in 2026

POPULATION	PCT. OF TOTAL	TREND
Economically disadvantaged Count of students eligible for free or reduced-price lunch or for other public assistance.	**90.7%** of total	**-0.7** ▼ points since 2016
At risk of dropping out Count of students meeting any of 15 criteria — like limited English, homelessness or involvement in the justice system.	**85.7%** of total	**+24.7** ▲ points since 2016
English language learners Count of students whose primary language is not English and who are in the process of learning English.	**50.7%** of total	**-0.9** ▼ points since 2025
Gifted & Talented Count of students who show capabilities of performing at a high level when compared to children of the same age or environment.	**20.2%** of total	**+6.0** ▲ points since 2016
Special education Count of students with cognitive, physical, and/or emotional disabilities who meet the criteria under the Individuals with Disabilities Education Act (IDEA) or Section 504.	**12.3%** of total	**+5.0** ▲ points since 2016
Students with dyslexia Count of students with a specific learning disability affecting the ability to read, write and spell.	**4.1%** of total	**+2.7** ▲ points since 2016
Homelessness Count of children who lack a fixed, regular and adequate nighttime residence.	**2.5%** of total	**+0.9** ▲ points since 2017

2024-25 School Profile (TEA 167)
KLEBERG ELEMENTARY SCHOOL

DALLAS INDEPENDENT SCHOOL DISTRICT

1450 EDD RD DALLAS, TX 75253 www.dallasisd.org/klegerg

Principal: AMY ZBYLUT (azbylut@dallasisd.org) Phone: 972-749-6500

Elementary school (grades K–6) and a PK program in the SEAGOVILLE HS feeder pattern.

Grd	Attendance Target: 97%		Enrollment N	Enrollment % Sch	% of Grade Level Afr. Am.	Hispanic	White	Other
PK	91.6%	×	95	12%	18%	77%	2%	3%
KN	91.2%	×	113	14%	26%	67%	5%	2%
1	92.6%	×	116	15%	20%	72%	7%	1%
2	93.0%	×	134	17%	12%	78%	6%	4%
3	94.0%	×	123	16%	15%	76%	6%	3%
4	94.1%	×	96	12%	24%	69%	5%	2%
5	94.9%	×	107	14%	16%	76%	5%	4%
ALL	93.3%	×	784	–	18%	74%	5%	3%

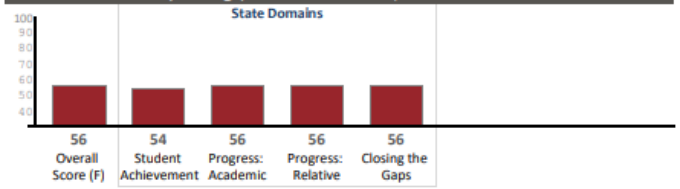


Student Group Enrollment		% of School
At Risk	613	78.5%
EB	405	51.9%
Low SES	706	90.4%
SPED	97	12.4%
TAG	162	20.7%

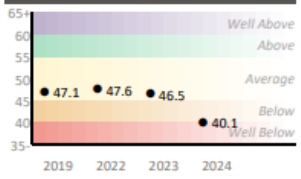
Attendance / Retention		2021-22	2022-23	2023-24
Students	Average student attendance rate	93.3%	93.0%	93.3%
	Percentage absent fewer than 10% of days enrolled	77.9%	75.0%	79.3%
Teachers	Average number of absences	10.7	8.5	9.8
	Percentage returned to campus from prior year	82.6%	46.7%	62.0%

Disciplinary Actions	21-22	22-23	23-24
Alternative Placement	2	1	

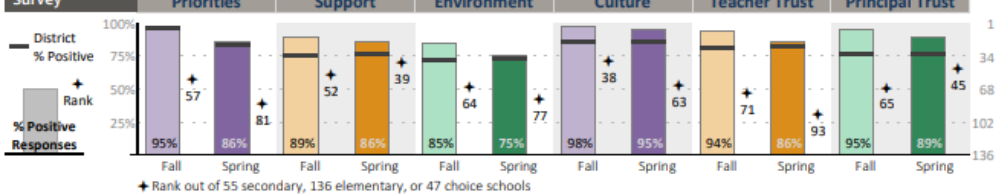
State Acctountability Rating (Dallas ISD Estimate)



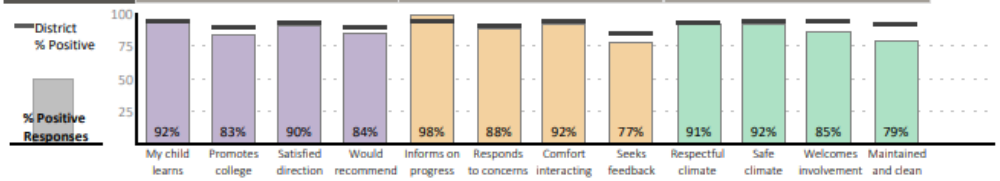
School Effectiveness Index



Campus Climate Survey



Parent Survey



Demographics Strengths

The campus provides support for At-risk students through tutoring, enrichment activities, support programs, social-emotional learning (SEL) strategies, TEAMS with the principal, parental involvement activities and events, Meet the Teacher Nights, Parent Conference Week, Summer Programs, STEAM Family Nights, After-school Program, and PTA events. The campus student population has remained above 800, and we continue to receive student transfers from other campuses. The campus is part of the District's Dual Language Program. In the 2-Way Dual Language program classrooms, instruction is provided in Spanish and in English. Students also learn and grow by interacting with their peers whose first language is Spanish and/or English. Our neighbor, Kleberg Recreation Center, offers our students the opportunity to sign up for its program after dismissal.

Teacher ethnicity is proportional to the ethnicity of African-American and White students. The ethnicity of the teachers serving our Emergent Bilingual students is proportionate to the Hispanic Group identified as Emergent Bilingual students. 100% of our students participate in enrichment opportunities, such as clubs, adaptive learning, and STEAM.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math.
Root Cause: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.

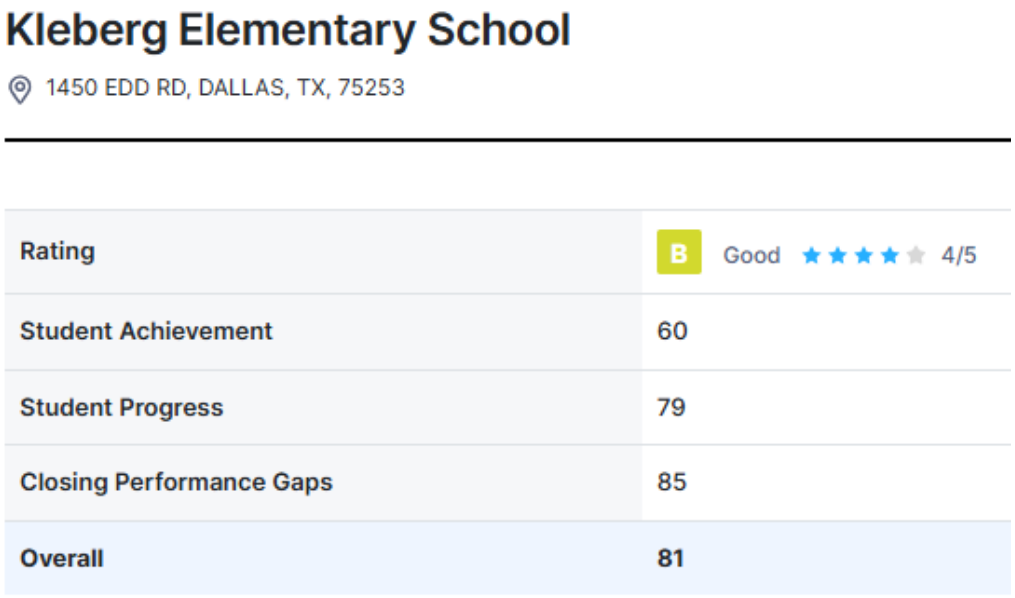
Problem Statement 2 (Prioritized): Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students).
Root Cause: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.

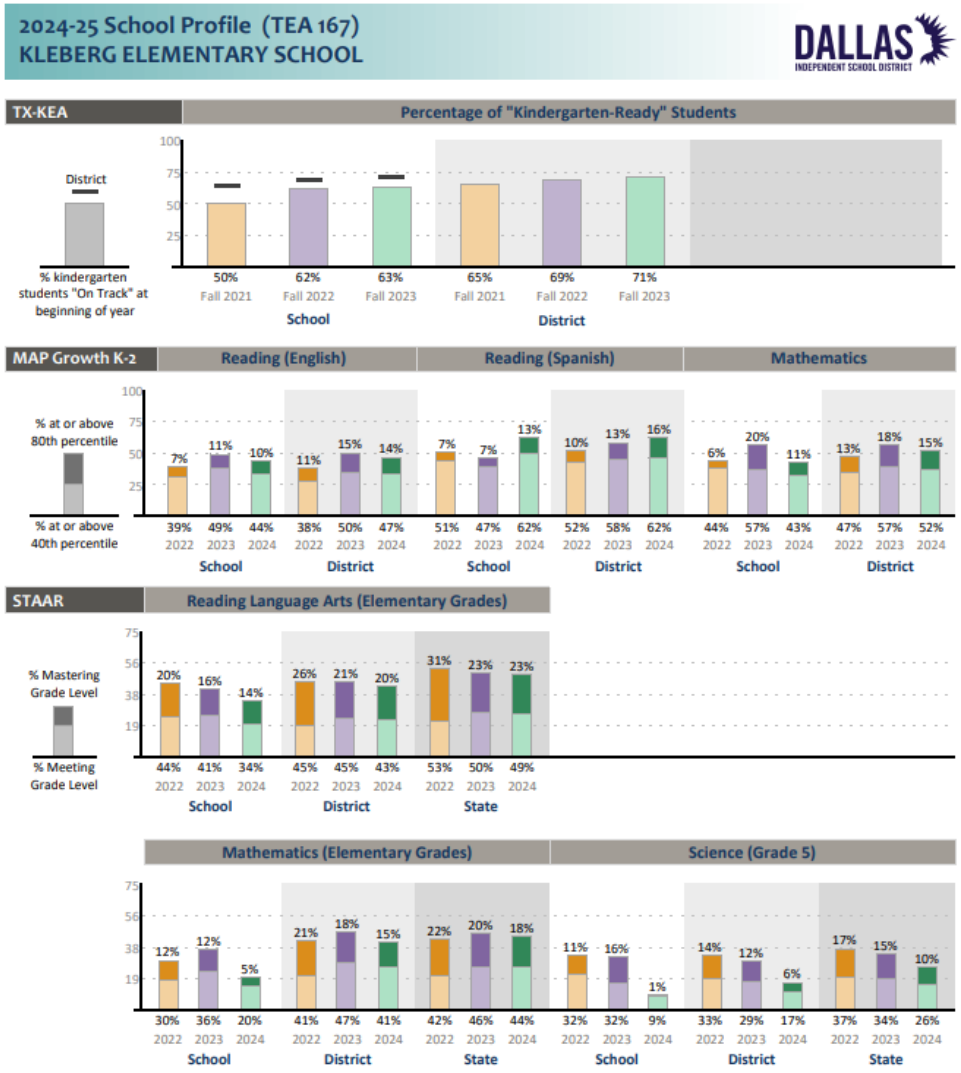
Student Learning

Student Learning Summary

Student learning data at Kleberg Elementary School show overall grade-level performance, with strengths in fundamental literacy and in the use of small-group instruction and interventions. However, there are areas for growth, including gaps among student subgroups and a need for stronger performance in Math, particularly in word problem solving. Moving forward, the focus will be on improving differentiated instruction and daily interventions, and on ensuring consistent support for all students.

The graphic below is from HAR.com





Student Learning Strengths

Student learning reflects several strengths, including consistent academic performance and growth across grade levels, as evidenced by formative assessments, weekly learning checks, and the District's Standard Mastery Checks. Students demonstrate solid foundational skills, particularly in Reading, supported by structured instruction and targeted small groups. The use of data-driven practice allows teachers to adjust instruction and respond to student needs effectively. Overall, the campus has a robust system in place that fosters a

supportive, focused learning environment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 56% of students in Grades 3-5 scored "Did Not Meet Grade Level" on STAAR Math.
Root Cause: Non-mastery of basic number sense, addition/subtraction, or multiplication facts. Students struggle with conceptual understanding, making it hard for them to solve word problems that are presented in new or unfamiliar ways.

Problem Statement 2 (Prioritized): 44% of Grades 3-5 students scored "Did Not Meet Grade Level" on STAAR Reading, English, and Spanish combined.
Root Cause: Weak foundational reading skills, limited reading comprehension strategies, and vocabulary gaps.

Problem Statement 3 (Prioritized): 65% (GenEd) and 48% (Span) of 5th-grade students did not demonstrate a sufficient understanding of the assessed knowledge and skills in STAAR Science.
Root Cause: Inconsistent and less engaging instruction (such as experiments or inquiry-based learning) can make concepts feel abstract in Matter and Energy and Earth and Space.

Problem Statement 4 (Prioritized): 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading.
Root Cause: Students had difficulty with comprehension, literature, and informational texts.

Problem Statement 5 (Prioritized): 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math.
Root Cause: Conceptual understanding of Measurement, Data, and Geometry.

Problem Statement 6 (Prioritized): Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady.
Root Cause: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.

Problem Statement 7 (Prioritized): Non-mastery of concepts in Reading, Math, and Science.
Root Cause: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.

School Processes & Programs

School Processes & Programs Summary

Kleberg Elementary prepares students for an ever-changing world through research-based instruction, STEAM integration, and a strong focus on Social Emotional Learning. Our goal is to educate all students for success in secondary school, college, careers, the military, and beyond. The campus implements a district-aligned curriculum, including Eureka Math and Amplify Reading, enhanced with supplemental programs such as All in Learning, i-Ready, Blooket, and 99Math. With a 1:1 technology ratio, students regularly use Chromebooks and iPads to engage in rigorous, interactive learning experiences and build familiarity with online assessments. Teachers integrate platforms like Google Classroom and Kami to support daily instruction, writing practice, and real-time feedback, while assessments—including Exit Tickets, checkpoints, Learning Checks, Standard Mastery Check, mock STAAR—ensure alignment with state standards.

Instruction at Kleberg is driven by data and collaboration, with Professional Learning Communities embedded in the master schedule to support strategic planning and targeted instruction. Teachers use data from All in Learning and i-Ready to differentiate learning, provide small-group support, and offer tutoring opportunities before, after school, and during special programs like Friday Night Lights. Students are expected to demonstrate critical thinking by showing their work and supporting responses with evidence. Staff is carefully selected through rigorous hiring practices, ensuring highly qualified educators who are committed to student success and the consistent implementation of effective instructional routines.

School Processes & Programs Strengths

Kleberg Elementary demonstrates several notable strengths, particularly in its staff's dedication and commitment. Parents and staff consistently highlight the strong “I care” factor among teachers, emphasizing respectful communication and a genuine investment in student success. The campus is also widely perceived as a safe and welcoming environment where students can learn and enjoy their school experience. Instructionally, the use of structured curricula such as Amplify and Eureka, along with programs like i-Ready, supports clear, consistent learning and allows for data-driven, individualized instruction. Small-group instruction, along with literacy and math interventions provided by specialists, further strengthens academic support and promotes measurable student growth.

In addition to academics, Kleberg offers a wide range of extracurricular activities, including UIL, athletics, cheer, Art Club, Basketball, Chess Club, Coding & Computer Science, Destination Imagination, Lone Star Challenge, Math/Science Team, Soccer, Student Advisory Committee, Robotics, and UIL Academic Teams. PTA events, such as STEAM Nights, contribute to a positive school culture and increased student engagement. These opportunities help students build confidence, teamwork, and school pride while fostering stronger connections between families and the campus. Kleberg Elementary School also offers an After-school program through the district’s Extended Learning Opportunities Office, which is helpful for parents or guardians who work during the day, allowing them to pick up their child later in the day.

However, there are areas for growth. Some concerns have been raised about student behavior and the safety of portable classrooms, which may impact the overall learning environment. Additionally, while academic programs are in place, there are perceptions that the campus could further strengthen its academic standing. Communication and parent involvement also present opportunities for improvement, particularly by offering more flexible and accessible ways for families to engage beyond traditional PTA activities. Addressing these areas could help Kleberg build on its existing strengths and further enhance student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A large number of new teachers (21) are lacking experience and/or content mastery.
Root Cause: Kleberg was identified as a Strategic Support School due to its campus performance. Changes in leadership and campus staff were made late in the school year.

Problem Statement 2 (Prioritized): While technology is used effectively, there is concern that students may become overly reliant on it, and it should complement--not replace--

high-quality instruction.
Root Cause: Technology-driven instruction.

Problem Statement 3 (Prioritized): Small-group instruction loses effectiveness when student behavior is not well managed or when lesson planning lacks clarity and purpose.
Root Cause: Planning on small-group instruction based on data and consequences for students who disrupt instruction on a daily basis.

Problem Statement 4 (Prioritized): Amplify Knowledge units are not aligned with the developmental interests of first-grade students.
Root Cause: Content is not engaging or age-appropriate, and students are less likely to stay motivated or retain information. Interest and relevance are critical for comprehension and participation in early grade levels.

Problem Statement 5 (Prioritized): The i-Ready BOY, MOY, and EOY assess students on content that has not yet been taught, leaving them frustrated during testing.
Root Cause: Required iReady testing from Kindergarten to 6th Grade.

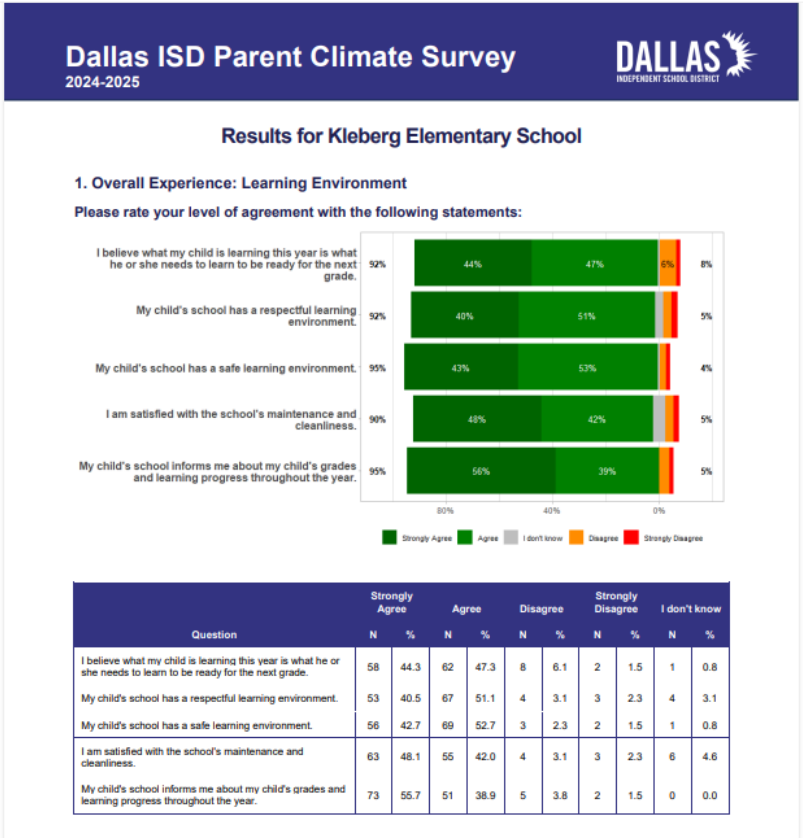
Perceptions

Perceptions Summary

Overall, the Climate Survey indicates a decline in scores in the six categories. The spring 2025 and Fall 2025 surveys showed evidence of uncertainty following a leadership change. Kleberg Elementary School's rating over the past few years had placed the school in the Strategic Support School category, leading to a change in leadership and a considerable number of teachers moving to other opportunities.

The Teacher-to-Principal Trust is the lowest overall category. The culture of Feedback and Support is about 60% positive and reflects teachers' desire for leadership opportunities, leadership team effectiveness, and leadership support for improving instruction. Discipline enforcement concerns need improvement, and teachers feel the need to feel recognized for doing a good job.

Parental Involvement is evident during school activities, such as evening programs offered by the Specials department.



Question	Strongly Agree		Agree		Disagree		Strongly Disagree		I don't know	
	N	%	N	%	N	%	N	%	N	%
I believe what my child is learning this year is what he or she needs to learn to be ready for the next grade.	58	44.3	62	47.3	8	6.1	2	1.5	1	0.8
My child's school has a respectful learning environment.	53	40.5	67	51.1	4	3.1	3	2.3	4	3.1
My child's school has a safe learning environment.	56	42.7	69	52.7	3	2.3	2	1.5	1	0.8
I am satisfied with the school's maintenance and cleanliness.	63	48.1	55	42.0	4	3.1	3	2.3	6	4.6
My child's school informs me about my child's grades and learning progress throughout the year.	73	55.7	51	38.9	5	3.8	2	1.5	0	0.0

Perceptions Strengths

The strongest overall area identified in the survey is College-Going Culture (78.6%). Staff strongly believe in expecting students to go to college (78.6%), preparing students for college success (83.3%), pushing students to give full effort (78.6%), and not allowing students to give up (78.6%). These results reflect a strong academic mindset and high expectations for all students. Beliefs and Priorities (72.6%) also emerged as a strength. Staff demonstrate a clear understanding of their role in implementing key actions (86%) and recognize that campus priorities align with district priorities (78%). This indicates that the team understands the school's mission, direction, and shared vision. Teacher-to-Teacher Trust (64.8%) indicates positive professional respect among staff. Teachers report respecting colleagues who are experts (75%) and those who lead improvement efforts (68.8%). This foundation of mutual respect supports collaboration and collective growth.

The strongest overall area identified in the survey is the College-Going Culture. The staff strongly believes in expecting students to go to college, preparing them for college success, pushing them to give their full effort, and not allowing them to give up. The staff demonstrates a clear understanding of their role in implementing key actions and recognizes that campus priorities align with the district's priorities. Teacher-to-Teacher Trust shows positive professional respect among staff who are considered experts and those who lead improvement efforts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher-Principal Trust is the lowest among the components of the Fall 2025 Climate Survey (54.5%).
Root Cause: New leadership (principal) is implementing changes based on the school's needs.

Problem Statement 2 (Prioritized): Positive Culture and Environment and Culture of Feedback and Support are 60.8% and 60.4% positive, respectively.
Root Cause: New principal, two new assistant principals, and teachers due to the district's strategic support initiative.

Problem Statement 3 (Prioritized): 46% of staff feel that discipline is not enforced consistently, and unruly students disrupt learning.
Root Cause: New leadership and teachers with an unclear campus-wide discipline matrix.

Priority Problem Statements

Problem Statement 1: 56% of students in Grades 3-5 scored "Did Not Meet Grade Level" on STAAR Math.

Root Cause 1: Non-mastery of basic number sense, addition/subtraction, or multiplication facts. Students struggle with conceptual understanding, making it hard for them to solve word problems that are presented in new or unfamiliar ways.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 44% of Grades 3-5 students scored "Did Not Meet Grade Level" on STAAR Reading, English, and Spanish combined.

Root Cause 2: Weak foundational reading skills, limited reading comprehension strategies, and vocabulary gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 65% (GenEd) and 48% (Span) of 5th-grade students did not demonstrate a sufficient understanding of the assessed knowledge and skills in STAAR Science.

Root Cause 3: Inconsistent and less engaging instruction (such as experiments or inquiry-based learning) can make concepts feel abstract in Matter and Energy and Earth and Space.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading.

Root Cause 4: Students had difficulty with comprehension, literature, and informational texts.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math.

Root Cause 5: Conceptual understanding of Measurement, Data, and Geometry.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady.

Root Cause 6: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Non-mastery of concepts in Reading, Math, and Science.

Root Cause 7: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math.

Root Cause 8: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students).

Root Cause 9: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.

Problem Statement 9 Areas: Demographics

Problem Statement 10: A large number of new teachers (21) are lacking experience and/or content mastery.

Root Cause 10: Kleberg was identified as a Strategic Support School due to its campus performance. Changes in leadership and campus staff were made late in the school year.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: While technology is used effectively, there is concern that students may become overly reliant on it, and it should complement--not replace--high-quality instruction.

Root Cause 11: Technology-driven instruction.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Small-group instruction loses effectiveness when student behavior is not well managed or when lesson planning lacks clarity and purpose.

Root Cause 12: Planning on small-group instruction based on data and consequences for students who disrupt instruction on a daily basis.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Amplify Knowledge units are not aligned with the developmental interests of first-grade students.

Root Cause 13: Content is not engaging or age-appropriate, and students are less likely to stay motivated or retain information. Interest and relevance are critical for comprehension and participation in early grade levels.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: The i-Ready BOY, MOY, and EOY assess students on content that has not yet been taught, leaving them frustrated during testing.

Root Cause 14: Required iReady testing from Kindergarten to 6th Grade.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Teacher-Principal Trust is the lowest among the components of the Fall 2025 Climate Survey (54.5%).

Root Cause 15: New leadership (principal) is implementing changes based on the school's needs.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Positive Culture and Environment and Culture of Feedback and Support are 60.8% and 60.4% positive, respectively.
Root Cause 16: New principal, two new assistant principals, and teachers due to the district's strategic support initiative.
Problem Statement 16 Areas: Perceptions

Problem Statement 17: 46% of staff feel that discipline is not enforced consistently, and unruly students disrupt learning.
Root Cause 17: New leadership and teachers with an unclear campus-wide discipline matrix.
Problem Statement 17 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: Kindergarten students' achievement at or above the 50th percentile on a TEKS-aligned reading assessment at the end of the year will increase from 50% to 70% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: iReady Reading

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Kindergarten teachers will implement Daily D.E.A.R/W (Drop Everything and Read/Write) time, focusing on reading and writing. **Strategy's Expected Result/Impact:** Kindergarten students are reading at grade level at the end of the year. **Staff Responsible for Monitoring:** K-2 teachers and administration. **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 4, 6 - School Processes & Programs 1, 2, 3, 5			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Teachers will improve pacing, follow, and teach with fidelity, and prepare daily lesson plans from the focused Instructional Planning Calendar from School Leadership. **Strategy's Expected Result/Impact:** Teachers will be able to teach all student expectations and provide time for students to master a concept before scheduled assessments. **Staff Responsible for Monitoring:** Kindergarten reading teachers and administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3, 5			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Kindergarten teachers use small-group instruction with an identified group of students, using iReady data to provide reading intervention. **Strategy's Expected Result/Impact:** Students will be reading at grade level by the end of the school year. **Staff Responsible for Monitoring:** Kindergarten reading teachers and administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 3			

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: Teachers will create a print-rich classroom conducive to learning with the use of supplies and materials such as, but not limited to, poster papers, laminating film, chart papers, colored markers, copy papers, colored papers, construction papers, dry-erase markers, copy machine toners, colored printer ink, pencils, pens, binders, notebook journals, composition notebooks, sheet protectors, butcher paper, and manipulatives aligned with the district's reading/math/science programs. **Strategy's Expected Result/Impact:** Classrooms that are print-rich and conducive to learning. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math. **Root Cause**: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.
Problem Statement 2: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students). **Root Cause**: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.
Student Learning
Problem Statement 4: 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading. **Root Cause**: Students had difficulty with comprehension, literature, and informational texts.
Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady. **Root Cause**: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.
School Processes & Programs
Problem Statement 1: A large number of new teachers (21) are lacking experience and/or content mastery. **Root Cause**: Kleberg was identified as a Strategic Support School due to its campus performance. Changes in leadership and campus staff were made late in the school year.
Problem Statement 2: While technology is used effectively, there is concern that students may become overly reliant on it, and it should complement--not replace--high-quality instruction. **Root Cause**: Technology-driven instruction.
Problem Statement 3: Small-group instruction loses effectiveness when student behavior is not well managed or when lesson planning lacks clarity and purpose. **Root Cause**: Planning on small-group instruction based on data and consequences for students who disrupt instruction on a daily basis.
Problem Statement 5: The i-Ready BOY, MOY, and EOY assess students on content that has not yet been taught, leaving them frustrated during testing. **Root Cause**: Required iReady testing from Kindergarten to 6th Grade.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 2: Grades 1-6 student achievement in reading at or above the 50th percentile on a TEKS-aligned assessment at the end of the year will increase from 68% to 75% by June 2030.

High Priority

HB3 Goal

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Strengthen early literacy and comprehension skills:-Implement structured small-group reading interventions for struggling readers.-Use Amplify resources with fidelity, ensuring explicit phonics instruction in 1st grade.-Increase text-based discussions, requiring students to justify answers with textual evidence. **Strategy's Expected Result/Impact:** Students in grades 1-6 will show growth on MOY & EOY assessments (overall reading levels). **Staff Responsible for Monitoring:** Grade 1-6 teachers and administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 4, 7 - School Processes & Programs 4			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Grade 1-6 teachers will use iReady, Learning Checks, and Standard Mastery Check data to identify groups of students and provide small-group instruction for struggling readers using available TEKS-aligned resources. **Strategy's Expected Result/Impact:** Grade 1-6 students will be reading on grade level at the end of the school year. **Staff Responsible for Monitoring:** Grade 1-6 reading teachers and administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 4, 5, 6 - School Processes & Programs 1, 5			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Teachers will improve pacing, follow, and teach with fidelity, and prepare daily lesson plans from the focused Instructional Planning Calendar from School Leadership. **Strategy's Expected Result/Impact:** Teachers will be able to teach all student expectations and provide time for students to master a concept before scheduled assessments. **Staff Responsible for Monitoring:** Grade 1-6 reading teachers and administration. **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 2, 3, 4, 5			

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: Grade 2 teachers will expose and practice second-grade students' writing extended and short constructive responses, and test items in reading. **Strategy's Expected Result/Impact:** Second graders will be familiar with ECR and SCR in writing and will use them to state answers in reading in complete sentences. **Staff Responsible for Monitoring:** Grade 2 reading teachers and administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 4, 5			

Strategy 5 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 5: Identified students at risk will attend after-school tutoring/acceleration twice a week, plus Friday Night Lights starting Fall of 2026, to address high-leverage SEs from module/unit assessments in Amplify and the region's reading checkpoints. Teachers will use print and online classroom resources, not limited to iReady, STAAR Master of ECS Learning Systems, Motivation Reading, Countdown/ Gauntlet Reading STAAR of Baker & Petsche Publishing, Progress Learning, Prodigy, and other TEKS-aligned materials and resources, print or online. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Grade 1-6 teachers and administration **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6, 7			

Strategy 6 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 6: The leadership team will organize grade-level professional learning communities to analyze data from Standard Mastery Check/i-Ready/End-of-Module Assessments/Formative Assessments during Look Forward/Look Back and plan instruction to address learning gaps. Teachers will annotate lessons for EUREKA, AMPLIFY, and HMH Science as part of the lesson internalization. Implement mini-lesson presentations for teachers to receive feedback from grade-level teams on how to improve their lessons. The team will regularly review and monitor the CIP's progress on RLA instruction and provide feedback to stakeholders. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Grade 1-6 teachers and administration **Title I:** 2.51 **Problem Statements:** Demographics 2 - Student Learning 7 - School Processes & Programs 1, 3			

Strategy 7 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 7: Actively recruit and retain certified teachers with strong backgrounds in reading, math, and science through participation in job fairs and recommendations from current educators and professional networks. Provide mentors for new teachers to accelerate professional growth and prevent burnout by offering non-evaluative feedback, sharing practical classroom resources, and providing a safe space to discuss on-the-job challenges. Teachers are encouraged to pursue ongoing professional growth by attending conferences, participating in specialized training, and utilizing district Cornerstone resources to strengthen instructional practices while meeting required professional development hours. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. Retaining effective teachers on the campus. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 7 - School Processes & Programs 1			

Strategy 8 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 8: To address performance gaps among our targeted student supergroups TSI: White who are performing below state and district standards, we will offer targeted after-school tutoring at least twice a week. Additionally, we will implement monthly extended learning opportunities to further reinforce student growth. **Strategy's Expected Result/Impact:** The goal of these interventions is to increase the percentage of focus group students scoring at the Meets Grade Level and Masters Grade Level standards on state assessments from 42% to 52%. **Staff Responsible for Monitoring:** Campus Administrators (overall oversight), Tutoring Lead (curriculum & data tracking), and Designated After-School Tutors (attendance & direct instruction). **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math. **Root Cause**: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.

Problem Statement 2: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students). **Root Cause**: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.

Student Learning

Problem Statement 1: 56% of students in Grades 3-5 scored "Did Not Meet Grade Level" on STAAR Math. **Root Cause**: Non-mastery of basic number sense, addition/ subtraction, or multiplication facts. Students struggle with conceptual understanding, making it hard for them to solve word problems that are presented in new or unfamiliar ways.

Problem Statement 2: 44% of Grades 3-5 students scored "Did Not Meet Grade Level" on STAAR Reading, English, and Spanish combined. **Root Cause**: Weak foundational reading skills, limited reading comprehension strategies, and vocabulary gaps.

Problem Statement 3: 65% (GenEd) and 48% (Span) of 5th-grade students did not demonstrate a sufficient understanding of the assessed knowledge and skills in STAAR Science. **Root Cause**: Inconsistent and less engaging instruction (such as experiments or inquiry-based learning) can make concepts feel abstract in Matter and Energy and Earth and Space.

Problem Statement 4: 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading. **Root Cause**: Students had difficulty with comprehension, literature, and informational texts.

Student Learning

Problem Statement 5: 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math. **Root Cause**: Conceptual understanding of Measurement, Data, and Geometry.

Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady. **Root Cause**: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.

Problem Statement 7: Non-mastery of concepts in Reading, Math, and Science. **Root Cause**: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.

School Processes & Programs

Problem Statement 1: A large number of new teachers (21) are lacking experience and/or content mastery. **Root Cause**: Kleberg was identified as a Strategic Support School due to its campus performance. Changes in leadership and campus staff were made late in the school year.

Problem Statement 2: While technology is used effectively, there is concern that students may become overly reliant on it, and it should complement--not replace--high-quality instruction. **Root Cause**: Technology-driven instruction.

Problem Statement 3: Small-group instruction loses effectiveness when student behavior is not well managed or when lesson planning lacks clarity and purpose. **Root Cause**: Planning on small-group instruction based on data and consequences for students who disrupt instruction on a daily basis.

Problem Statement 4: Amplify Knowledge units are not aligned with the developmental interests of first-grade students. **Root Cause**: Content is not engaging or age-appropriate, and students are less likely to stay motivated or retain information. Interest and relevance are critical for comprehension and participation in early grade levels.

Problem Statement 5: The i-Ready BOY, MOY, and EOY assess students on content that has not yet been taught, leaving them frustrated during testing. **Root Cause**: Required iReady testing from Kindergarten to 6th Grade.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 3: Student achievement on TEKS-aligned District assessments in reading using the projected Domain 1 calculation will increase from 37% to 47% by middle of year 2026--27.

High Priority

Evaluation Data Sources: District Assessments, PowerSchool Average Daily Student Attendance Rate Reports, SEL Surveys
Strategy

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Increase PK-3rd Grade student attendance and engagement by addressing attendance barriers and incentivizing consistent attendance:-Implement Tiered Attendance Support, targeting at-risk students early.-Offer incentives (recognition, celebrations, rewards) for improved attendance.-Strengthen school-home communication about the importance of attendance.-Use community partnerships to support families facing attendance challenges. **Strategy's Expected Result/Impact:** We will achieve a 90% or higher on the (Pk-3rd Grade) Average Daily Student Attendance Rate by June 2027. **Staff Responsible for Monitoring:** Counselors **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5, 6, 7			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Improve Classroom Instruction & Student Engagement by ensuring high-quality instruction through research-based strategies:-Increase use of higher-order questioning and academic discourse with instructional supplies, manipulatives, and other resources.-Require students to justify answers and provide evidence in all subjects through the use of classroom content journals .-Incorporate active learning strategies (collaborative learning, problem-based learning).-Strengthen differentiation strategies to meet all students' needs. **Strategy's Expected Result/Impact:** K-2 students will show growth on MOY & EOY assessments (overall reading levels). An increase in 3rd grade students achieving Meets or Masters in Reading will be evident from campus, District, and State progress monitoring. **Staff Responsible for Monitoring:** CILT and administration **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Purchase of instructional materials(such as (paper/pencils, etc), instructional poster supplies/lamination machine & supplies, technology and software platforms that will help facilitate the delivery of curriculum across all content and grade levels to support the impact on the social, emotional, mental health, and academic needs of students. **Strategy's Expected Result/Impact:** Increase Student Achievement and Teacher Effectiveness Score **Staff Responsible for Monitoring:** Admin and Office manager **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 5 **Funding Sources:** - 211 - Title I, Part A - $25,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: To address performance gaps among our targeted student supergroups TSI: White who are performing below state and district standards, we will offer targeted after-school tutoring at least twice a week. Additionally, we will implement monthly extended learning opportunities to further reinforce student growth. **Strategy's Expected Result/Impact:** The goal of these interventions is to increase the percentage of focus group students scoring at the Meets Grade Level and Masters Grade Level standards on state assessments from 36% to 50%. **Staff Responsible for Monitoring:** Campus Administrators (overall oversight), Tutoring Lead (curriculum & data tracking), and Designated After-School Tutors (attendance & direct instruction). **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math. **Root Cause**: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.
Problem Statement 2: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students). **Root Cause**: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.
Student Learning
Problem Statement 5: 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math. **Root Cause**: Conceptual understanding of Measurement, Data, and Geometry.
Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady. **Root Cause**: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.
Problem Statement 7: Non-mastery of concepts in Reading, Math, and Science. **Root Cause**: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.
School Processes & Programs
Problem Statement 5: The i-Ready BOY, MOY, and EOY assess students on content that has not yet been taught, leaving them frustrated during testing. **Root Cause**: Required iReady testing from Kindergarten to 6th Grade.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Performance Objective 1: Kindergarten to Grade 6 students' achievement at or above the 50th percentile on a TEKS-aligned math assessment at the end of the year will increase from 50% to 70% by June 2030.

High Priority

Evaluation Data Sources: iReady, District's Standard Mastery Check, and STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Kindergarten to Grade 2 teachers will implement the Number of the Day activity to build number sense, promote flexible thinking, math fluency, and provide formative assessment for teachers. **Strategy's Expected Result/Impact:** Improved students' number sense and fluency. **Staff Responsible for Monitoring:** Math Teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 5			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Grade 3 to 6 teachers will implement daily Application Problem/Warm-Up/Bell Ringer before math instruction to activate the brain, assess knowledge, and spiral review of math concepts. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Math teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 4, 7			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 3: Kindergarten through Grade 6 Math teachers will use manipulatives (hand-held or virtual) to introduce new math concepts and provide concrete representations of abstract mathematical concepts. **Strategy's Expected Result/Impact:** Conceptual understanding of math concepts and an increased number of students in Approaching, Meets, and Master's level in Module/Unit/Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Math teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 2, 3			

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: Grades 1-6 teachers will improve pacing, follow the daily lesson plans for EUREKA and Carnegie Math, and teach with fidelity, as outlined in the focused Instructional Planning Calendar in School Leadership. Teachers will also utilize school wide math problem solving model of read, draw, write (RDW). **Strategy's Expected Result/Impact:** Conceptual understanding of math concepts and an increased number of students in Approaching, Meets, and Master's level in Module/Unit/Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 7			

Strategy 5 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 5: Math teachers will use small-group instruction based on i-Ready BOY and MOY and Module assessment results to address students' learning loss during the pandemic and to support English Language Learners (ELL). The instruction will include guided math centers and web-based software programs aligned to the TEKS. Talented and Gifted students will have project-based opportunities to enhance their learning in their core subjects of Math, Reading, Language Arts, and Science. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 7 - School Processes & Programs 1, 3			

Strategy 6 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 6: The leadership team will organize grade-level professional learning communities (PLC) to analyze data from i-Ready/End-of-Module Assessments/Formative Assessments/Learning Checks/Standard Mastery Checks during Look Forward/LookBack and plan instruction to address learning gaps. Teachers will annotate lessons for EUREKA and Carnegie as part of the lesson internalization. Implement mini-lesson presentations for teachers to receive feedback from grade-level teams on how to improve their lessons. The team will regularly review and monitor the CIP's progress on math instruction and provide feedback to stakeholders. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. **Staff Responsible for Monitoring:** Teachers, CILT, and Administration **Problem Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 1			

Strategy 7 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 7: Actively recruit and retain certified teachers with strong backgrounds in math, reading, and science through participation in job fairs and recommendations from current educators and professional networks. Provide mentors for new teachers to accelerate professional growth and prevent burnout by offering non-evaluative feedback, sharing practical classroom resources, and providing a safe space to discuss on-the-job challenges. Teachers are encouraged to pursue ongoing professional growth by attending conferences, participating in specialized training, and utilizing district Cornerstone resources to strengthen instructional practices while meeting required professional development hours. **Strategy's Expected Result/Impact:** Increased number of students in Approaching, Meets, and Master's level in Module/Unit/ Checkpoint assessments, i-Ready, and STAAR. Retaining effective teachers on the campus. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - Student Learning 7			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math. **Root Cause**: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.

Problem Statement 2: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students). **Root Cause**: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.

Student Learning

Problem Statement 1: 56% of students in Grades 3-5 scored "Did Not Meet Grade Level" on STAAR Math. **Root Cause**: Non-mastery of basic number sense, addition/ subtraction, or multiplication facts. Students struggle with conceptual understanding, making it hard for them to solve word problems that are presented in new or unfamiliar ways.

Problem Statement 4: 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading. **Root Cause**: Students had difficulty with comprehension, literature, and informational texts.

Problem Statement 5: 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math. **Root Cause**: Conceptual understanding of Measurement, Data, and Geometry.

Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady. **Root Cause**: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.

Problem Statement 7: Non-mastery of concepts in Reading, Math, and Science. **Root Cause**: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.

School Processes & Programs

Problem Statement 1: A large number of new teachers (21) are lacking experience and/or content mastery. **Root Cause**: Kleberg was identified as a Strategic Support School due to its campus performance. Changes in leadership and campus staff were made late in the school year.

Problem Statement 2: While technology is used effectively, there is concern that students may become overly reliant on it, and it should complement--not replace--high-quality instruction. **Root Cause**: Technology-driven instruction.

Problem Statement 3: Small-group instruction loses effectiveness when student behavior is not well managed or when lesson planning lacks clarity and purpose. **Root Cause**: Planning on small-group instruction based on data and consequences for students who disrupt instruction on a daily basis.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Performance Objective 1: The percentage of Master's in the STAAR test will increase from 13% to 20% at the end of the 2026-2027 school year.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 1: Teachers and counselors will promote college readiness in grades 3-6 by emphasizing the importance of consistent attendance and active classroom participation as foundations for academic success. Teachers will foster student engagement through collaborative learning, goal setting, and accountability practices that build responsibility, critical thinking, and communication skills. By creating a culture of high expectations and daily involvement, students will develop the habits and mindset necessary for success in secondary education, college, and future careers. **Strategy's Expected Result/Impact:** An increased number of students who mastered the STAAR standards. **Staff Responsible for Monitoring:** Teachers, Counselors, and Administration. **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7			

Strategy 2 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 2: Teachers and counselors will promote college readiness in grades 3-6 by emphasizing the importance of consistent attendance and active classroom participation as foundations for academic success. Teachers will foster student engagement through collaborative learning, goal setting, and accountability practices that build responsibility, critical thinking, and communication skills. By creating a culture of high expectations and daily involvement, students will develop the habits and mindset necessary for success in secondary education, college, and future careers. **Strategy's Expected Result/Impact:** An increased number of students who mastered the STAAR standards. **Staff Responsible for Monitoring:** Teachers, Counselors, and Administration. **Title I:** 2.53 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1, 2, 3, 4, 5			

Strategy 3 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr

Strategy 3: Strengthen Parent Partnerships & Engagement Parent meetings, trainings and activities will be held on multiple days and times to ensure parents have the opportunity to be involved in their children academic success. The grade levels will provide communication, resources, and support in English & Spanish. The grade levels will coordinate with district departments and campus committees such as our AFC, Coordinated School Health Team, STEAM Team, Multicultural, Title 1, and SBDM. In coordination with district departments and campus committees, the grade level will organize and distribute student/staff/parent incentives for parent participation. We will strengthen our Parent Partnerships and Engagement by implementing the following:-We will utilize Title I Funds to purchase a Parent Support Specialist, full and part-time teacher assistant.-Provide opportunities for stakeholders to participate in the development and distribution of the Parent and Family Engagement Policy.-Provide opportunities for stakeholders to participate in the development of the CIP (i.e. multiple meeting dates/times, virtual/in-person, surveys), to evaluate the schoolwide plan, and to revise as necessary to drive continual improvement.-Parent Support Specialist will create and send out monthly parent newsletters that include instructional strategies/tips, social-emotional strategies/ tips, and a Master Calendar of events such as award ceremonies, guidance/ counseling, Kinder Camp, Hippy, violence prevention/intervention, mental health events, field trips, on campus programs, PTA events, Science Night, Art/GT Night, Academic Nights, recruitment opportunities, parent classes, etc.

Strategy's Expected Result/Impact: Increase parent and family involvement through family engagement opportunities, teacher-led workshops, resource acquisition, and two-way meaningful
communication. The total level of parent participation in school events/programs will increase by 5% (either by increased levels of participation in existing opportunities (average of 7 parents) or by increasing the number of opportunities from 23 to 30) by June 2027

Staff Responsible for Monitoring: Parent support specialist, admin

Title I:
2.53
- **TEA Priorities:**
Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 6

Funding Sources: - 211 - Title I, Part A - $100,000

Strategy 4 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 4: Improve Classroom Instruction & Student Engagement by ensuring high-quality instruction through research-based strategies:-Increase use of higher-order questioning and academic discourse with instructional supplies, manipulatives, and other resources.-Require students to justify answers and provide evidence in all subjects through the use of classroom content journals .-Incorporate active learning strategies (collaborative learning, problem-based learning).-Strengthen differentiation strategies to meet all students' needs. **Strategy's Expected Result/Impact:** 3-6 students will show growth on MOY & EOY assessments (overall content levels). An increase in 3rd grade students achieving Meets or Masters in core content will be evident from campus, District, and State progress monitoring. **Staff Responsible for Monitoring:** CILT and administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2, 3			

Strategy 5 Details	Reviews		
	Formative		Summative
	Oct	Feb	Apr
Strategy 5: Increase Student Achievement and Campus Climate/Culture through Extracurricular or Co-curricular Activities Student Interest & Voice: Offer activities based on student input for Monthly Friday Enrichment Blocks and other Extracurricular opportunities.-Student Interest Surveys (Start of year and mid-year): Identify desired clubs, sports, arts, STEAM, etc.-Student-Led Clubs: Allow students to propose and lead clubs with teacher sponsorship.-Activity Spotlight Week: Host a week where students can "sample" various clubs and activities. **Strategy's Expected Result/Impact:** 90% of students complete interest surveys; increase in new clubs created from student suggestions. **Staff Responsible for Monitoring:** Campus Activity Coordinator **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Domain 3 points for Closing the Gaps in achievement for our White, African-American & Hispanic student groups in Reading and Math. **Root Cause**: Novice Teachers (0-2 years of experience) in General Education Classrooms contribute to the inconsistencies in systems for monitoring students' progress toward goals and differentiating support/ instruction/MTSS to meet students' needs.
Problem Statement 2: Domain 1 scores in Math, Reading, and Science in all student populations (including subpopulations: Ethnicity (White, African-American, Hispanic), SPED, Economically Disadvantaged students). **Root Cause**: First Instruction for Tier I and Tier III students, Professional Development, Planning/PLC Cycles: Content mastery of teachers, Limited Professional Learning Opportunities, data-driven instructional planning, internalizing PLCs, & Data Look Back.
Student Learning
Problem Statement 1: 56% of students in Grades 3-5 scored "Did Not Meet Grade Level" on STAAR Math. **Root Cause**: Non-mastery of basic number sense, addition/ subtraction, or multiplication facts. Students struggle with conceptual understanding, making it hard for them to solve word problems that are presented in new or unfamiliar ways.
Problem Statement 2: 44% of Grades 3-5 students scored "Did Not Meet Grade Level" on STAAR Reading, English, and Spanish combined. **Root Cause**: Weak foundational reading skills, limited reading comprehension strategies, and vocabulary gaps.
Problem Statement 3: 65% (GenEd) and 48% (Span) of 5th-grade students did not demonstrate a sufficient understanding of the assessed knowledge and skills in STAAR Science. **Root Cause**: Inconsistent and less engaging instruction (such as experiments or inquiry-based learning) can make concepts feel abstract in Matter and Energy and Earth and Space.
Problem Statement 4: 70% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Reading. **Root Cause**: Students had difficulty with comprehension, literature, and informational texts.
Problem Statement 5: 55% of students are one to three grade levels below in the End-of-Year Diagnostic in iReady Math. **Root Cause**: Conceptual understanding of Measurement, Data, and Geometry.
Problem Statement 6: Student growth in Reading and Math, as shown in weekly Learning Checks, the District's Standards Mastery Checks, and iReady. **Root Cause**: Implementation of guided reading and math to address mastery of concepts for Tier II and Tier III students. The attendance rate of students is 93.58%.
Problem Statement 7: Non-mastery of concepts in Reading, Math, and Science. **Root Cause**: Novice and non-content teachers/substitutes teaching Reading and Math, effective use of the lesson cycle, and intervention strategies.
Perceptions
Problem Statement 2: Positive Culture and Environment and Culture of Feedback and Support are 60.8% and 60.4% positive, respectively. **Root Cause**: New principal, two new assistant principals, and teachers due to the district's strategic support initiative.

Campus Funding Summary

211 - Title I, Part A					
Goal	**Performance Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$25,000.00
5	1	3			$100,000.00
				Sub-Total	$125,000.00
				Budgeted Fund Source Amount	$125,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$125,000.00
				Grand Total Spent	$125,000.00
				+/- Difference	$0.00