

Pflugerville Independent School District

Kelly Lane Middle School

2026-2027

Accountability Rating: A

Distinction Designation

Academic Achievement in Social Studies



Mission Statement

We will provide purposefully designed learning activities that:

Challenge all students to excel,
Engage all students in service learning opportunities to emphasize the strength of the school community over individual gain,
Value problem-solving and critical thinking over basic comprehension.

Vision

Kelly Lane Middle School will produce life-long learners who have the capacity to be critical thinkers, are ready to accept challenges, and have the resilience to overcome adversity.

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Comprehensive Needs Assessment

Revised/Approved: March 31, 2026

Demographics

Demographics Summary

Kelly Lane has a projected fall enrollment of 1,008 students for the 2026-27 school year. Student race/ethnicity demographics have remained fairly consistent over the past five years. The majority of KLMS students identify as either White (37%) or Hispanic (35%). Kelly Lane has a new principal for the 26-27 school year.

KLMS Demographic Chart		
Race / Ethnicity	Percent of Students 934 students	Percent of Staff 66 staff
American-Indian - Alaskan Native	<1%	0%
Asian	9.2%	0%
Black - African American	10.28%	7.6%
Native Hawaiian - Pacific Islander	<1%	1.5%
White	37.05%	71.2%
Two-or-More	7.92%	1.5%
Hispanic-Latino	35.22%	18.2%

The breakdown of students with specific indicators or enrolled in special programs is listed in the chart below. The specialized identification of KLMS students has also remained fairly consistent with slight changes in economically disadvantaged, Emergent Bilingual students, at-risk students, and students receiving special education services. KLMS supports 346 students identified at-risk for dropping out of school; 79 students are classified as at-risk in more than one criterion. Additionally, 84 students are identified as Chronically Absent, meaning they have missed more than 10% of the days they were enrolled on any given day.

Special Program / Student Indicator	Percent of Student
At-Risk	32.9%
Economically Disadvantaged (free or reduced)	21.6%
Special Education	12.6%
Gifted & Talented	15.2%
Section 504	15.95%
Emerging Bilingual	7.1%

The impact of the budget deficit has resulted in a reduction in the number of intervention teachers at KLMS. Since the 2021-22 school year, KLMS has cut 17.5 teaching positions and 3 aide positions. For the 2026-27 school year, all middle school staff were reduced by one intervention teacher. During the 2025-26 school year, there was an increase in the number of teaching positions vacated prior to the end of the year, resulting in teacher changes during the school year and/or long term guest educators finishing instruction for students. In two cases, a position was vacated twice before using a long term guest educator to complete the school year.

Demographics Strengths

- The population of KLMS is relatively stable and does not change over time.
- The Chronic Absenteeism rate is less than 10%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to SB 991, about 8% of KLMS students are coded as "at-risk" due to Chronic Absenteeism.

Root Cause: Inconsistent early identification of attendance concerns and coordinated follow-up with families may delay efforts to identify and address barriers to regular attendance, allowing absenteeism to become chronic.

Problem Statement 2: According to Skyward, the majority of students identified as "at-risk" are identified due to their emerging bilingual status or for not passing STAAR.

Root Cause: Tier 2 systems have not adequately addressed the academic and language acquisition needs of students.

Student Learning

Student Learning Summary

KLMS was rated an “A” campus in 2025 with a “Closing the Gap” distinction.

[KLMS 3-yr Longitudinal STAAR Results](#)

According to the 2025 STAAR Results, Kelly Lane improved scores in 3 subjects for approaches (Reading 8, Science, and Algebra), 4 subjects for meets (Math 7, Math 8, Science, and Algebra), and 4 subjects for masters (Reading 6, Math 8, Science, and Algebra). KLMS maintained scores in 3 subjects for approaches (Reading 6, Math 8, and Social Studies), 1 subject for meets (Reading 6), and 1 subject for masters (Math 6). The most notable improvements are Science (7% increase in passing and a 17% increase in masters) and in Algebra (improvements at all achievement levels but a 19% increase in meets and a 17% increase at masters).

The results for 2025 Academic Growth in RLA and math have not been released at this time.

In October 2025, 303 8th grade students took the PSAT 8/9. The average score for the reading and writing section was 438.68 and the average score for the math section was 418.58. Both of these averages are lower than the averages in 2024. The PSAT scores indicate that 70% of the students are on grade level or higher in English and 45% of the students are on grade level or higher in math. Both of these scores are higher than the scores in 2024.

2026 TELPAS Results					
	Composite	Reading Proficiency	Writing Proficiency	Speaking Proficiency	Listening Proficiency
Beginning	1%	6.8%	15.1%	4.1%	0.0%
Intermediate	29%	26.0%	31.5%	26.0%	16.4%
Advanced	41%	32.9%	37.0%	57.5%	41.1%
Advanced High	29%	34.2%	16.4%	12.3%	42.5%

According to the TELPAS results, students demonstrated a strength in listening and reading, with over 84% and 70% of the students (respectively) rating advanced or advanced high. An area of weakness is writing, with only 53% of students score advanced or advanced high, which is not a change from the 2024 results.

Of the 940 students enrolled at KLMS, 83% are enrolled in at least once physical education class. Students who enroll in dance as a fine arts credit, can also enroll

in a physical education class; otherwise, students can only be enrolled in one physical education class at a time. In middle school, band does not contain a marching component and therefore does not count as a physical education class. The choices for students include PE, pre-athletics, athletics, dance, or off-campus PE. Students must complete 4 semesters of physical education during middle school; generally students complete this by the end of 7th grade and therefore physical education becomes optional in 8th grade. Of the 8th graders not enrolled in a PE class, 15% of them are in Dance for fine arts credit.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to 2025 STAAR Reading results, 72% of 6th graders scored at the Meets and 41% scored at the Master level with achievement gaps for students identified as receiving services in Special Education, Black, and/or Economically Disadvantaged.

Root Cause: The instruction and/or interventions do not adequately support language acquisition student-centered learning.

Problem Statement 2: According to 2025 STAAR Math results, 64% of 8th graders scored at the Meets level and 35% scored at the Master level with achievement gaps for students identified as receiving services in Special Education, Black, and/or Economically Disadvantaged.

Root Cause: The instruction and/or interventions do not adequately support language acquisition student-centered learning.

Problem Statement 3: According to 2025 STAAR Science and Social Studies results, 75% of 8th graders scored at the Meets level for Science and 49% scored at the Meets level for Social Studies with achievement gaps for students identified as receiving services in Special Education, Economically Disadvantaged, and/or Limited English Proficient.

Root Cause: The instruction and/or interventions do not adequately support language acquisition student-centered learning.

Problem Statement 4: According to the 2025 STAAR results, there was a decrease in the number of students passing the STAAR tests at the 6th and 7th grade levels.

Root Cause: The instruction and/or interventions do not adequately support language acquisition student-centered learning.

Problem Statement 5: According to the 2025 TELPAS results, most KLMS emerging bilingual students struggle with writing.

Root Cause: Due to PfISD budget constraints, the staff dedicated for emerging bilingual students has been removed from campus.

Problem Statement 6: Students must complete 4 semesters of physical education during middle school.

Root Cause: TEA requires students participate in physical education.

School Processes & Programs

School Processes & Programs Summary

Kelly Lane uses a variety of structures to provide support and collaboration to teachers: PLC during the day (STAAR tested subjects receive 1 extra period and core, non-STAAR tested teachers do not have a Catapult/Advisory), department meetings, professional development, and committee meetings. The format for August 2024 professional development included personalized levels for all teachers/staff. Teachers and staff were divided into three main groups, usually according to experience on the campus.

During the 2025-26 school year, 56 teachers were evaluated using T-TESS. Of those, 52 teachers had a T-TESS observation while the other 4 teachers requested a "Less Than Annual" (LTA) evaluation. Teachers qualifying for a LTA evaluation had walkthroughs aligned to T-TESS but did not have a formal observation. An analysis of T-TESS observations, shows relative strengths in Domain 3. The top strengths (determined by percent of teachers scoring distinguished or accomplished for walkthroughs and observations) in each domain are:

- Domain 1 Planning/Dimension 3 Knowledge of Students
- Domain 2 Instruction/Dimension 2 Content Knowledge & Expertise
- Domain 3 Learning Environment/Dimension 3 Class Culture

When looking at an analysis of T-TESS Observations versus walkthroughs, there is a distinct difference in the scoring. Planned T-TESS observations score higher than walkthroughs, which is not surprising data. The biggest difference between T-TESS and walkthroughs is Domain 3.3.

During the 2025-26 school year, an additional 7 teachers were recommended for distinctions based on their performance in the 2024-25 school year; 3 in math and the others in Science and Social Studies (a newly added category). During the 2025-26 school year, there are 30 teachers eligible for the Teacher Incentive Allotment based on teaching assignment; 25 of those teachers will meet the minimum for Recognized or better. There is a new level added for this year, Acknowledged, which results in an additional teacher being eligible. This year will be their data collection year. The student growth percentiles on the student's STAR 360 EOY results determine final eligibility for TIA designation for ELA and Math teachers; whereas growth between the interim and the STAAR test will be used for Science and Social Studies (8th grade only). For Essential Academics, student growth scores on STAAR Alt 2 will be used.

The Emergent Bilingual (EB) program no longer serves middle school students. There is no dedicated staff at KLMS for EB student needs; there is a part-time LPAC coordinator. All support for language acquisition is through the general education teacher.

Kelly Lane received Chromebooks from PfISD to support instruction. Chromebooks were deployed in 34 carts to the majority of teachers; they were not issued to individual students to maintain their functionality and reduce repair costs on the campus budget. The number of Chromebooks in each cart was determined by the largest class a teacher had and therefore range from 7 to 32; 89% of the carts have 26 or more Chromebooks. The distribution of carts concentrated on core subjects and then classes that would need the carts most - 62% of teachers have a cart. Of the remaining 38%, 3 teachers are in computer labs and 7 teachers are not the teacher of record for any class (assistant or inclusion teachers only). This indicates that 76% of teachers needing technology have regular access. We were unable to provide technology to fine arts beyond one cart to share. Aside from access to technology for class, the other impact is the availability of technology for Catapults who regularly use technology to access IXL tutorials. The district Fine Arts Department was able to provide a set of tablets for the art classes. Teachers without carts indicated a continued need for regular access to technology.

In the Spring, counselors meet with students to complete 4 year planning for students in School Links. The process was adjusted for the spring of 2026 and individual meetings were not held and KLMS did not provide a presentation prior to the course fair. The process is expected to change again for the 2026-27 school year.

For the 2025-26 school year, 58% of the 8th grade students will be enrolled in the Pathways to Careers class, a high school credit elective that should help with high school courses and beyond graduation planning. This means there will need to be alternative means to support high school planning for 8th grade students in addition to the Pathways course.

The intervention systems in place for the 2025-26 school year focused on meeting the HB1416 requirements. Students received intervention through a GAME or CARE class (math/reading respectively) or through small groups during Catapult time. IXL was a system purchased to help customize student tutoring and intervention.

IXL has been approved by TEA as meeting the HB1416 requirements of tutoring for ELA and Math, but not Science. All students requiring intervention will be tracked using the PfISD tracking document. To meet HB 1416 requirements, students must finish their required hours (30 hours per subject for most students) before the next test and they must have intervention at least once per week. If students are using IXL, they must use IXL twice per week for at least 30 minutes per session.

KLMS implemented the PfISD Weekly Instructional Plans (WIPs) and the coordinating district tests. Feedback regarding pacing and testing was submitted throughout the year to the district C&I department.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a discrepancy between planned instruction for observations and instruction observed during walkthroughs.

Root Cause: Lesson plans are not being written, implemented, or adhered to during instruction.

Problem Statement 2: Students must complete School Links assessments and course planning.

Root Cause: PfISD requires all students complete the 6-year plan prior to leaving 8th grade.

Problem Statement 3: Students needing HB1416 intervention must have intervention at least once per week and all attempts for intervention must be regularly documented.

Root Cause: The requirements for meeting HB1416.

Perceptions

Perceptions Summary

During the 2024-25 school year, the campus had faculty meetings every Wednesday, with different goals (whole faculty, committees, department, and committee). Once a month, each faculty member served on a committee; the options were: School-wide recognitions/celebrations, Hospitality, attendance, accommodations, intervention, New Knights, Coaching, or Wellness.

The overall Average Daily Attendance for the year was 95.97%. The 6th grade had the highest ADA at 96.45%, followed by 8th grade at 95.76% and the lowest was 7th grade at 95.68%. Attendance is recorded in 6 weeks increments; our highest ADA was in the 1st 6 weeks reporting period at 97.38%. Our lowest ADA was the 3rd 6 weeks which was 94.67%. Over the last 5 years, our attendance rates have been reasonably consistent at about 95-96%. In the 2025-26 school year, Texas expanded the responses for chronically absent students. Any student who is absent 10% or more of the days they are enrolled, any point in the school beyond the first 30 days of the year, is considered chronically absent and requires an intervention plan. For the 25-26 school year, 7.8% of students were considered chronically absent, a 0.3% increase from the prior year. A new system was implemented to track and place students on intervention plans.

A look at discipline records showed that there were significantly more incidents in the spring semester than fall semester. In the first semester, the top 5 offenses (in order) were tardiness, physical aggression, disruptive classroom behavior, and "other". In the spring semester, the top 5 offenses (in order) were tardies, disruptive classroom behavior, roughhousing/horseplaying, skipping, and physical aggression. The classroom remains the top location for all behaviors during all evaluation periods.

The Upbeat survey was updated in Spring 2026 Upbeat and was compared to the KLMS data gathered in the spring of 2025. In spring 2026, we had a participation rate of 85% of faculty (44 completions) and 76% of staff (13 completions). When compared to fall 2025, our overall spring engagement score was 80 which is 1.6 higher than in 2025. Areas that fell 5 points or more were: autonomy and teacher voice & leadership. Areas that scored 5 points or higher from last spring were: parent/teacher communication, school safety & order, compensation & career path, belonging & wellness, inclusive practices and future commitment.

The area of teacher voice was a new and significant drop for KLMS. Due to the onboarding and norming of a new administrative team, several decisions were made at the administrative level instead of involving teachers as had been more of the practice in the past. There were less meetings of the leadership team overall which likely contributed to the decline.

When compared to the district, our overall score is higher but our work/life balance and recruitment/hiring/onboarding were a few points lower. Areas of strengths (5 or more points higher) when compared to the district results are autonomy, principal/teacher trust, instructional leadership, school safety & order, resources & facilities, evaluation, belonging & wellness, and future commitment. When compared to the global middle school cluster, our overall engagement score is higher by 5.6 points but professional development, work/life balance, and compensation and career path are scored lower. The compensation and career path is 14 points lower than the middle school average - the two biggest issues are current salary and the increase of salary over time.

The Upbeat heat map shows more dissatisfaction among the history teachers. The areas of biggest issue is the compensation and career path (but that is consistent with all departments). The staff survey (those employed in non-teaching roles) shows a high level of dissatisfaction; most significantly in collaboration, evaluation, and employee voice/leadership. This year, there was a high turnover rate in the front with several late hires in key positions.

Perceptions Strengths

- Faculty are overall satisfied with Kelly Lane Middle School.

- Attendance percent remain high with low chronic absenteeism.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to Skyward, tardiness and disruptive classroom behaviors are two of the top 5 causes of discipline throughout the year.

Root Cause: Classroom systems may not be reinforcing behavior expectations consistently.

Problem Statement 2: According to a comparison of staff Upbeat spring survey results, teachers were less satisfied with teacher voice and leadership.

Root Cause: There were less structures for teachers to provide input to the leadership team for decision making.

Problem Statement 3: According to OnDataSuite, 7.8% of students meet the criteria for Chronically Absent.

Root Cause: Students with less than 90% attendance also have discipline or mental health concerns.

Goals

Revised/Approved: June 10, 2026

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: Implement a support plan that results in maintaining or increasing scores in the categories of Equal Opportunities (2026 at 95%) and Inclusive Practices (2026 at 92%), as measured by the Spring 2027 faculty survey.

Evaluation Data Sources: Spring 2027 staff survey results compared to Spring 2026.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 2: Teachers will demonstrate greater consistency between T-TESS walkthroughs and observations so there is less than a .5 difference in the averages.

Evaluation Data Sources: The 2027 comparison between observation and walkthrough data will show less than a .5 point difference in the averages for Domain 2 and 3.

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a discrepancy between planned instruction for observations and instruction observed during walkthroughs. Root Cause: Lesson plans are not being written, implemented, or adhered to during instruction.

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 3: By May 2027, Kelly Lane will strategically recruit highly effective staff to meet student needs.

Evaluation Data Sources: Staffing reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2027, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- RLA Academic Growth from 74% to 80%
- Approaches from 91% to 93%
- Meets from 74% to 76%
- Masters from 42% to 45%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 2: By June 2027, there will be increases in Growth and Achievement on STAAR Math tests across grades 6-8 and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2027 STAAR outcomes from the prior year will be:

- Math Academic Growth from 73% to 75%
- Approaches from 85% to 87%
- Meets from 64% to 66%
- Masters from 33% to 35%

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2027, there will be increases in Achievement at all performance levels on 8th grade STAAR Science and Social Studies tests for all student groups to meet Closing the Gaps Student Success targets.

Improved Spring 2027 STAAR Science outcomes from the prior year will be:

- Approaches from 94% to 95%
- Meets from 76% to 77%
- Masters from 42% to 45%

Improved Spring 2027 STAAR Social Studies outcomes from the prior year will be:

- Approaches from 83% to 85%
- Meets from 50% to 59%

-Masters from 29% to 33%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: Implement an intervention system that provides required tutoring for HB1416 students so that 100% of students requiring intervention will participate in supplemental accelerated instruction or be placed with a TIA-designated teacher.

Evaluation Data Sources: Schedules, intervention records, grade change reports, EOY Star360 results, IXL

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 5: At least 70% of students receiving special education services will meet Growth measures on 2027 STAAR Math and RLA tests.

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 6: By the end of the 2026-2027 school year, the percentage of Emergent Bilingual students meeting the TELPAS progress criterion for English Language Proficiency Status will increase from 44% to 50%, as measured by annual TELPAS results and Domain 3 accountability data.

High Priority

Evaluation Data Sources: STAAR results, Accountability reports

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: During the 2026-2027 school year, Kelly Lane MS will provide students with academic planning lessons/activities so that 75% of students declare a pathway other than multi-disciplinary for their high school 4-year plan.

Evaluation Data Sources: Registration data, agendas, artifacts of events.

Goal 3: PflSD will connect high school to career and college.

Performance Objective 2: During 2025-2026, 100% of Kelly Lane 6th and 7th grade students will participate in daily physical activity in a physical education class or through school-wide activities; at least 80% of 8th grade students will participate in daily physical activity in a physical education class or through school-wide activities. All required students will participate in FitnessGram.

Evaluation Data Sources: FitnessGram data; student enrollment

Goal 4: PflSD will improve low performing schools.

Performance Objective 1: Kelly Lane MS will increase the prior year attendance rate of 95.97% to 96.5% for the 2026-2027 school year. The Chronic Absenteeism rate will remain below 10%.

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 2: Kelly Lane Middle School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will maintain at A
- Domain 1 Rating will maintain at A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will maintain at A

High Priority

Evaluation Data Sources: Accountability Reports

Goal 4: PflSD will improve low performing schools.

Performance Objective 3: Kelly Lane will reduce the number of disciplinary removals, the dropout percentage, and eliminate the over-representation of student groups who receive out of placement consequences.

Evaluation Data Sources: Referral Data
Dropout Rates

Goal 4: PflSD will improve low performing schools.

Performance Objective 4: Throughout the 2026-2027 school year, KLMS will create, communicate and facilitate three strategic parent and family involvement events aimed at improving parents' navigation of campus resources to improve student academic achievement.

Evaluation Data Sources: Parent Involvement surveys or feedback, attendance rates

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums