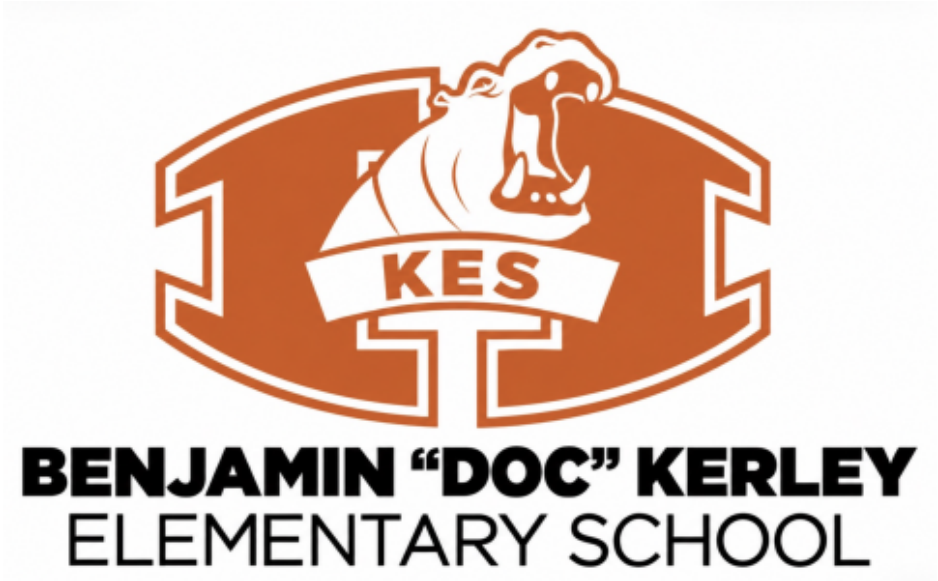
Hutto Independent School District

Kerley Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Hutto ISD Mission Statement: Hippo Nation inspires excellence in academics, character, and community!

Kerley Elementary Mission Statement: Kerley Elementary builds excellence through leadership.

Vision

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

Kerley Elementary Vision Statement: Kerley Elementary School is a community of learners achieving excellence together.

Value Statement

Hutto ISD strives to be the best school district in Central Texas.
The safety and security of all is a top priority.
Every decision should be made in the best interest of students.
Success is possible for every student.
We recruit, develop, and retain exemplary staff.
The pursuit and acceptance of diversity are critical.
We will be responsible stewards of taxpayers' dollars.
All students are important, and the educational needs of each must be met.
Parents/guardians are vital to the success of our students.
Open two-way communication and transparency are imperative for a relationship-centered district.
Character is as important as academic achievement.

The Kerley Elementary Staff Believes:

Kids come first. Always.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Benjamin “Doc” Kerley Elementary School opened in fall 2019 as Hutto ISD’s seventh elementary campus and serves families in Williamson County, Central Texas. Enrollment has grown steadily, reaching 795 students in Early Education through 5th grade at the end of 2025–2026 and 797 in fall 2026. Continued residential development nearby is expected to sustain this growth.

As a Title I schoolwide campus, Kerley uses Title I funds to close achievement gaps and expand learning opportunities for all students, 40.5% of whom (323) are economically disadvantaged.

Kerley’s students reflect the diversity of the community: 42.4% Hispanic/Latino, 30.6% White, 17.1% Black/African American, 5.4% Asian, 4.1% Two or More Races, and 0.4% other groups. This diversity strengthens a school culture of inclusion and mutual respect.

Students are also served through several special programs: Special Education 17.8% (142 students), Emergent Bilingual 16.3% (130), Dyslexia 6.0% (48), Section 504 5.1% (41), and Gifted and Talented 3.3% (26). At-risk students make up 33.9% of enrollment (270). No students are currently identified as experiencing homelessness.

Campus attendance was 95.0% in 2025–2026, with a chronic absenteeism rate of 11.9% (students absent 10% or more of their enrolled days). Attendance was lowest in Early Education (83.4%) and fell below the campus rate in Kindergarten (93.5%) and among economically disadvantaged (93.8%), Hispanic/Latino (94.1%), at-risk (94.7%), and special education (94.7%) students. Campus attendance dipped to 93.6% in reporting period 4. The campus will monitor at-risk students’ attendance at each formative review.

Demographics Strengths

Our Asian students have consistently demonstrated academic excellence, as evidenced by their outstanding performance metrics. With 92% of these students reaching the Approaches level and 72% achieving Meets in Reading/Language Arts (RLA), alongside 88% Approaches and 64% Meets in Math, they significantly surpass the campus averages in every measure. Notably, their Masters rate in Math stands at an impressive 40%, nearly double the campus average of 21.2%. This remarkable academic achievement is complemented by their exemplary attendance, with a chronic absenteeism rate of just 3%, underscoring the strong correlation between regular attendance and high academic performance.

Campus-wide, our Reading/Language Arts (RLA) program is a significant strength, with a 79.8% Approaches rate. This achievement reflects the dedication of our educators and the effectiveness of our curriculum in promoting literacy and language skills across the student body. It is a testament to our commitment to providing a robust educational foundation for all students.

While there is a noted gap in Math performance among our Black/African American students, it is important to recognize their commendable achievement in RLA. Their Masters rate of 21.4% in RLA exceeds the campus average of 20.2%, demonstrating their strong capabilities in this area. This success highlights the potential for further growth and improvement in other academic areas, and we remain committed to providing the necessary support and resources to help all students excel.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual, Special Education, and Economically Disadvantaged students continue to perform below campus expectations in Reading, Math, and Science.
Root Cause: Instructional systems do not consistently provide targeted language supports, specially designed instruction, differentiated Tier I instruction, and progress monitoring needed to ensure equitable access to grade-level learning for all student groups.

Problem Statement 2 (Prioritized): Students identified as at-risk continue to demonstrate inconsistent academic growth and attendance, reducing access to high-quality instruction and intervention opportunities.
Root Cause: The campus intervention system does not consistently provide early identification, coordinated supports, and ongoing monitoring for students with the greatest academic and attendance needs.

Student Learning

Student Learning Summary

Kerley serves 797 students in Early Education through 5th grade. Of these, 42.4% are Hispanic/Latino, 17.1% are Black/African American, 40.5% are economically disadvantaged, 17.8% receive special education services, and 16.3% are Emergent Bilingual (EB). The campus earned a C rating for 2025–2026, with Domain 1 averaging approximately 48%. Growth and early literacy data show emerging momentum, but gains at Meets and Masters have not yet been sustained across content areas or student groups.

STAAR Achievement

Campus Meets performance has stayed flat at about 46% while the number of students tested grew from 379 to 404. In 2025–2026, results across all tests were 73.3% Approaches, 46.5% Meets, and 20.5% Masters. Every subject fell well short of its target:

- **RLA:** 52.8% Meets (target 62%)
- **Math:** 44.9% Meets (target 60%)
- **Science:** 30.3% Meets (target 55%)

Science shows the sharpest gap. Nearly 70% of 5th graders reached Approaches, but fewer than one-third reached Meets.

By grade level in 2024–2025, the most recent year with full grade-level data, 4th grade Math had the lowest Meets rate at 40%. Grade 4 also had the lowest campus Masters rate in 2025–2026, at 15.8%. Because 4th grade math is the foundation for 5th grade Math and Science, it is a priority area. Fifth grade was stronger in RLA (60%) and Math (52%). However, 5th grade Science declined from 37% Meets to 30.3%, which points to the need for science-aligned instruction in grades 3 and 4.

Growth (MAP and mClass)

End-of-year MAP growth improved in 2025–2026:

- **Math:** 58.58% of students met projected growth, up from about 55.6%.
- **Reading:** 52.79% met projected growth, up from about 50.1%.
- **Spanish Language Arts (SLA):** only 24.14% met projected growth, a significant area of need for students in the Spanish Language Arts pathway.

Growth is not yet translating into proficiency. Fall projections showed 39.9% of students on track for Meets in Math and 55.7% in Reading, and 29% of students were projected at Did Not Meet in Math. Campus median percentiles were near national norms (58 in Math, 56 in Reading), but the median for students receiving special education services was 30.

On mClass, the share of K–2 students At or Above Benchmark rose from 50.7% at the beginning of the year to 59.6% at the end. By grade, Kindergarten ended at 50.0%, 1st grade at 60.5%, and 2nd grade at 65.2%. About 30% of students began the year Well Below Benchmark, and they need intensive foundational literacy support all year.

Emergent Bilingual Students (TELPAS)

Among the 105 EB students, TELPAS results declined. Advanced High dropped from 20.8% to 13.3%, and Advanced or Above dropped from 55.8% to 46.7%. Writing is the greatest need, with 38.1% of students at Beginning and only 4.8% at Advanced High. Listening is the strongest domain, with 30.5% at Advanced High. EB students need structured, embedded language scaffolds that help them move from strong listening into academic reading and writing.

Subgroup Performance (2025–2026)

Student Group	Approaches	Meets	Masters
All Students	73.3%	46.5%	20.5%
Economically Disadvantaged	66.7%	39.2%	15.3%
At-Risk	55.3%	28.3%	10.7%
Special Education	45.9%	21.0%	6.9%
Hispanic/Latino	68.9%	39.3%	16.4%
Black/African American	66.3%	41.1%	19.3%

Two groups gained ground. At-risk students rose from 19.4% to 28.3% Meets, and Black/African American students rose from 34.6% to 41.1%. Both suggest that intervention efforts are working and are worth studying further.

Two groups declined slightly. Economically disadvantaged students fell from 41.6% to 39.2% Meets, and Hispanic/Latino students fell from 40.8% to 39.3%. Their Approaches rates show these students are accessing grade-level content but not yet reaching deeper mastery.

Students receiving special education services remain furthest from proficiency, with more than half below Approaches. In 4th grade, this group reached only 14% Meets in Math and 7% in RLA. These results call for a review of Tier 1 access, co-teaching models, and the intensity of intervention.

Student Learning Strengths

Fifth Grade Performance

Fifth grade is the campus high point. In 2024–2025, it had the highest Meets rates among tested grades in RLA (60%) and Math (52%). In 2025–2026, it also had the highest Masters rate (22.4%). Fifth grade outperforming grades 3 and 4 suggests learning builds as students progress, and the practices behind it are worth replicating in earlier grades.

MAP Growth

The share of students meeting projected growth rose in Math from approximately 55.6% to 58.58% and in Reading from 50.1% to 52.79%. Fall median percentiles of 58 in Math and 56 in Reading are near or slightly above national norms. In addition, 55.7% of students with projections were on track for Meets in Reading. Because MAP measures individual growth, these trends show real learning gains even where STAAR proficiency remains below target.

Subgroup Gains

Two groups made notable gains in STAAR Meets from 2024–2025 to 2025–2026:

- **At-risk students** rose from 19.4% to 28.3%, a 9-point gain and one of the largest on campus. This suggests targeted intervention is working.
- **Black/African American students** rose from 34.6% to 41.1%, a 6.5-point gain that narrowed the gap with the campus average.

The classroom, intervention, and relational practices behind both gains should be identified, documented, and scaled.

Early Literacy

On mClass, the share of K–2 students At or Above Benchmark rose from 50.7% at the beginning of 2025–2026 to 59.6% at the end, a gain of nearly 9 points. End-of-year results rose with each grade: 50.0% in Kindergarten, 60.5% in 1st, and 65.2% in 2nd. Together with the prior year's 61.9%, this shows early literacy is an area of consistent within-year growth

that should support stronger 3rd grade RLA results over time.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS.
Root Cause: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.

Problem Statement 2 (Prioritized): Students are not consistently engaged in rigorous grade-level learning experiences that require academic discourse, reasoning, problem solving, and written justification, limiting achievement at the Meets and Masters levels.
Root Cause: Instructional planning and lesson implementation do not consistently emphasize cognitive rigor, productive struggle, and student ownership of learning aligned to the depth of the TEKS and STAAR.

School Processes & Programs

School Processes & Programs Summary

Kerley Elementary is committed to providing all students with access to a guaranteed and viable curriculum aligned with the Texas Essential Knowledge and Skills (TEKS) and district-developed curriculum documents. Teachers collaborate weekly in grade-level Professional Learning Communities (PLCs) to align instruction, analyze student data, and plan for student success. PLC practices at Kerley are anchored in Hutto ISD's Power 6 shared instructional language and DuFour's Four Essential PLC Questions, focusing on unit mapping, lesson internalization, intervention planning, and instructional strategy refinement.

The campus leadership team actively supports this work through weekly instructional rounds, data reviews, and observation/feedback cycles using Power 6 look-fors, and by leading PLCs in alignment with school goals.

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

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

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

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

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

The school counselor provides both individual and group counseling services, in addition to delivering daily Counseling lessons campus-wide. The counselor also supports staff and promotes wellness and self-care initiatives.

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

Personnel Processes

All teachers receive regular instructional and reflective feedback through weekly classroom walkthroughs. Staff input was gathered through surveys and team meetings. Each grade level and department is represented by a Team Leader, who serves on the Instructional Leadership Team to help guide campus planning and priorities. Kerley's Guiding Coalition leads and sustains the PLC process with a focus on student learning. The coalition builds a shared vision, clarifies expectations for collaborative teams, monitors how teams answer the four critical PLC questions, and aligns schedules, professional development, and resources to support team collaboration.

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

Organizational and Administrative Processes

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

Closing Statement

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

School Processes & Programs Strengths

Kerley staff and our PTA work closely together to plan and run events that enrich students' and families' educational and social experiences. These include Book Fairs, Community Basketball Nights, STEAM Day, Hispanic Heritage Celebrations, Veterans Day, Black History Month, Texas Day, Field Day, Grade Level Music Nights, School Musicals, Dances, Carnivals, and Trunk or Treat. Through this partnership, we foster a vibrant, inclusive school where every member feels valued and engaged.

- Weekly grade-level planning and PLCs analyze unit maps, internalize lessons, determine priority standards and essential outcomes, write common assessments, and use assessment data to plan next instructional steps.
- Kerley's Guiding Coalition leads and sustains the PLC process with a focus on student learning. It builds a shared vision, clarifies expectations for collaborative teams, monitors how teams answer the four critical PLC questions, and aligns schedules, professional development, and resources to support team collaboration.
- Classroom teachers collaborate with special education and special programs teachers (Dyslexia, Ed Tech, & GT), and with specials teachers, through PLCs to determine the best strategies for supporting each student.
- Teachers are implementing Hutto ISD's Power 6 shared instructional language in daily practice, including Framing the Lesson and Academic Monitoring.
- Weekly instructional and operational meetings ensure campus needs are addressed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention.
Root Cause: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.

Problem Statement 2 (Prioritized): Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels.
Root Cause: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional practice.

Problem Statement 3 (Prioritized): Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement.
Root Cause: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.

Perceptions

Perceptions Summary

Kerley Elementary inspires every student to excel in academics, character, and community. We foster a culture of kindness, respect, and collaboration while building the academic, leadership, and social foundations for lifelong success.

Family and Community Engagement

Strong partnerships among families, teachers, and staff are central to Kerley. Our PTA supports year-round family events, including Popsicles with Pre-K, Hispanic Heritage and Black History Month celebrations, Veterans Day, Trunk or Treat, Field Day, Texas Day, the KES Musical and Carnival, and Community Basketball Nights. Schoolwide initiatives such as Leader in Me, Student Lighthouse Teams, performing arts, Robotics, STEM & Texas Day, and student-led multicultural events build kindness and leadership.

Student Recognition

Each week, we recognize students who model the Leader in Me 7 Habits, celebrating effort, resilience, and progress toward academic and personal goals.

Communication and Feedback

We communicate with families through ParentSquare and Facebook. Campus leadership regularly reviews district and campus surveys from staff, students, and families to guide decisions and continuous improvement.

Recent Panorama results:

- **Families:** Overall Experience 96 (sustained for two years), Communication 91, Engagement 91, Trust and Relationship 87. These results affirm the impact of our events, PTA partnership, and direct communication.
- **Staff:** Well-Being rose from 45 to 57 over four years. Safety held at 84. School Leadership recovered to 64 after a 2024–25 dip, and Teacher Self-Reflection scored 61. Professional Learning remains the most significant area of focus and points to the need for relevant, job-embedded professional development.

Perceptions Strengths

The Panorama survey data highlights our school's exceptional ability to maintain high levels of family satisfaction over several years. In the academic years 2024–2025 and 2025–2026, families rated their overall experience with our school at an impressive 96, the highest possible response range. This reflects our commitment to fostering a positive and supportive environment for our students and their families. Our communication and engagement efforts have been rated at 91, demonstrating our dedication to keeping families informed and involved in school activities. Trust and relationship scores, rated at 87, indicate the strong bonds we have cultivated with our community, ensuring that families feel confident and connected to our school.

Our school community thrives on active participation and engagement, as evidenced by our successful PTA events, the KES Carnival, and multicultural celebrations. These events, along with consistent communication through ParentSquare, have been instrumental in building a genuinely connected and informed school community. The steady or improved family perception scores across all measured topics year over year underscore our ongoing efforts to meet and exceed the expectations of our families.

The well-being of our staff is a priority, and the upward trend in Staff Well-Being scores on the Panorama Faculty Survey reflects our commitment to creating a supportive work environment. Over four years, these scores have risen from 45 in 2022–2023 to 57 in 2025–2026, indicating our success in fostering a positive and nurturing atmosphere for our educators. This improvement is a testament to our focus on staff development and well-being, which ultimately benefits our entire school community.

Our implementation of the Leader in Me program, along with Student Lighthouse Teams and student-led multicultural events, provides students with daily opportunities to practice the 7 Habits, lead, and build community. These initiatives empower students to take charge of their learning and personal growth, fostering leadership skills and a sense of responsibility. Weekly recognition tied to these principles reinforces a growth mindset and supports our campus mission, ensuring that our students are well-prepared for future challenges and opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging.
Root Cause: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.

Problem Statement 2 (Prioritized): Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching.
Root Cause: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Problem Statement 3 (Prioritized): Campus safety systems are impacted by inconsistent and untimely execution of required drills and uneven staff preparedness to respond effectively to behavioral crises and emergencies.
Root Cause: Inconsistent ownership, monitoring, and practice of campus safety procedures contribute to delayed drill execution and uneven staff preparedness for behavioral crises and emergencies.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual, Special Education, and Economically Disadvantaged students continue to perform below campus expectations in Reading, Math, and Science.

Root Cause 1: Instructional systems do not consistently provide targeted language supports, specially designed instruction, differentiated Tier I instruction, and progress monitoring needed to ensure equitable access to grade-level learning for all student groups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students identified as at-risk continue to demonstrate inconsistent academic growth and attendance, reducing access to high-quality instruction and intervention opportunities.

Root Cause 2: The campus intervention system does not consistently provide early identification, coordinated supports, and ongoing monitoring for students with the greatest academic and attendance needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS.

Root Cause 3: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are not consistently engaged in rigorous grade-level learning experiences that require academic discourse, reasoning, problem solving, and written justification, limiting achievement at the Meets and Masters levels.

Root Cause 4: Instructional planning and lesson implementation do not consistently emphasize cognitive rigor, productive struggle, and student ownership of learning aligned to the depth of the TEKS and STAAR.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement.

Root Cause 5: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels.

Root Cause 6: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional

practice.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention.

Root Cause 7: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging.

Root Cause 8: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching.

Root Cause 9: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Campus safety systems are impacted by inconsistent and untimely execution of required drills and uneven staff preparedness to respond effectively to behavioral crises and emergencies.

Root Cause 10: Inconsistent ownership, monitoring, and practice of campus safety procedures contribute to delayed drill execution and uneven staff preparedness for behavioral crises and emergencies.

Problem Statement 10 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Alternative Education Accountability (AEA) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Texas Success Initiative (TSI) data
- 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
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data
- Graduation plan types
- Foster Care data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors

- Teacher recruitment/retention rates and other 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

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
- Action research results
- 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: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR in all subjects (Domain 1) will increase to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will consistently implement rigorous and differentiated Tier 1 instruction aligned to grade-level TEKS, clear learning objectives, and success criteria through the campus Power 6 instructional framework. Instruction will intentionally incorporate high-impact practices that increase student thinking, engagement, discourse, and ownership of learning, including: Framing the Lesson: Clearly communicate a student-friendly objective aligned to the rigor of the standard and how students will demonstrate their learning. Turn & Learn: Provide structured opportunities for academic discourse in which all students actively speak, listen, and process grade-level content. Student At-Bats: Maximize opportunities for every student to do the cognitive work, grapple with content, and demonstrate understanding. Academic Monitoring: Consistently monitor student understanding before, during, and after instruction and make timely instructional adjustments based on evidence of learning. Exemplar Utilized: Use exemplars to establish clear expectations for quality, rigor, and the depth of thinking required for mastery. Pacing & Closure: Maintain purposeful lesson pacing that protects time for rigorous student thinking, discourse, and meaningful closure aligned to the lesson objective. Consistent implementation of the Power 6 will strengthen student engagement, increase checks for understanding and written responses, and provide students with repeated opportunities to demonstrate the depth of thinking expected at Meets and Masters. The strategy will be monitored through weekly walkthroughs, T-TESS evidence, coaching and PLC documentation, student work, and assessment data. Campus leaders will use trends to adjust coaching, professional learning, and instructional support. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency in implementing the Power 6 instructional framework, resulting in higher levels of student engagement, academic discourse, checks for understanding, and rigorous student work. Consistent Tier 1 implementation will increase student mastery and the percentage of students performing at Meets and Masters. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, 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:** Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a consistent campus-wide instructional walkthrough and feedback cycle aligned to T-TESS and the Power 6 instructional framework, engaging teachers, grade-level leaders, the instructional coach, and Doss in the walkthrough process to distribute instructional leadership, build shared ownership, and provide actionable feedback that strengthens student engagement, instructional rigor, and alignment to grade-level TEKS. **Strategy's Expected Result/Impact:** Increased collective ownership of instructional improvement and greater consistency in T-TESS-aligned practices and Power 6 implementation, as evidenced through Core Spot walkthrough data. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach DOSS **TEA Priorities:** Build a foundation of reading and math **- 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:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Grade-level teams will engage in a consistent PLC/DDI cycle grounded in DuFour's Four Critical Questions and aligned to priority TEKS. Teams will: Identify the specific TEKS, learning targets, and success criteria students are expected to master. Analyze formative assessments, CFAs, student work, and other evidence of learning to identify misconceptions, trends, and levels of mastery. Develop targeted reteach, intervention, and instructional adjustments for students who have not yet mastered the standard. Plan extension and enrichment for students who have already demonstrated mastery. Teams will use ongoing formative assessments to track student response to instruction, reassess within the instructional cycle, and determine whether adjustments increased mastery and growth. PLC/DDI documentation will capture the TEKS analyzed, student need identified, instructional response, formative assessment results, and next steps. **Strategy's Expected Result/Impact:** Increased consistency and effectiveness of PLC/DDI practices, resulting in faster identification of learning gaps, more targeted reteach and extension, stronger instructional responsiveness, and increased student mastery of priority TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach Grade-Level Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Establish a campus-wide data analysis system using Nexus AI to track and analyze student achievement, walkthrough trends, intervention data, and instructional needs across grade levels. Use the resulting trends and patterns to monitor progress, identify areas for support, guide coaching and professional learning, and inform timely instructional decisions at the student, classroom, team, and campus levels. **Strategy's Expected Result/Impact:** Campus leaders review Nexus AI data trends weekly. Grade-level teams adjust Tier 1 instruction and student supports based on data. Coaching and professional learning align to identified instructional needs. Student performance shows measurable BOY-to-MOY-to-EOY growth. Achievement gaps among identified student groups decrease. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide targeted accelerated instruction in reading and math for students who did not reach Approaches on the spring 2026 STAAR. Support will address identified skill gaps through small-group instruction, WIN/intervention time, and timely reteach, with progress monitored through PLC/DDI data reviews to adjust instruction and accelerate student growth. **Strategy's Expected Result/Impact:** Students receiving accelerated instruction will close identified skill gaps and demonstrate progress toward grade-level mastery. **Staff Responsible for Monitoring:** Assistant Principals Instructional Coach **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual, Special Education, and Economically Disadvantaged students continue to perform below campus expectations in Reading, Math, and Science. **Root Cause**: Instructional systems do not consistently provide targeted language supports, specially designed instruction, differentiated Tier I instruction, and progress monitoring needed to ensure equitable access to grade-level learning for all student groups.
Problem Statement 2: Students identified as at-risk continue to demonstrate inconsistent academic growth and attendance, reducing access to high-quality instruction and intervention opportunities. **Root Cause**: The campus intervention system does not consistently provide early identification, coordinated supports, and ongoing monitoring for students with the greatest academic and attendance needs.
Student Learning
Problem Statement 1: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS. **Root Cause**: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.
Problem Statement 2: Students are not consistently engaged in rigorous grade-level learning experiences that require academic discourse, reasoning, problem solving, and written justification, limiting achievement at the Meets and Masters levels. **Root Cause**: Instructional planning and lesson implementation do not consistently emphasize cognitive rigor, productive struggle, and student ownership of learning aligned to the depth of the TEKS and STAAR.
School Processes & Programs
Problem Statement 1: Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.
Problem Statement 2: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels. **Root Cause**: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional practice.
Problem Statement 3: Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement. **Root Cause**: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.
Perceptions
Problem Statement 1: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.

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

Performance Objective 2: Students in grade 3 will increase from 42% to 50% of students achieving at 'meets' or higher on math STAAR assessments and from 51% to 56% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement UFLI Foundations with consistency and fidelity to strengthen phonemic awareness, phonics, decoding, encoding, and word recognition. Teachers will use explicit, systematic routines, aligned practice, and ongoing formative assessments to identify skill gaps, group students by need, and adjust instruction. Student progress will be monitored through UFLI assessments, mCLASS data, classroom formative assessments, and student work. Grade-level teams will review results during PLC/DDI cycles to determine reteach, intervention, and acceleration needs and ensure students make measurable growth in foundational reading skills. **Strategy's Expected Result/Impact:** Students demonstrate measurable growth in phonemic awareness, phonics, decoding, encoding, and word recognition. Grade-level teams use UFLI and mCLASS data during PLC/DDI cycles to identify skill gaps and adjust instruction. Students not demonstrating mastery receive timely reteach and targeted intervention. The percentage of students meeting or exceeding benchmark on mCLASS increases from BOY to MOY to EOY. **Staff Responsible for Monitoring:** Assistant Principals Instructional Coach Grade 3 Grade-Level Leader **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use universal screener, diagnostic, and ongoing progress-monitoring data to identify gaps in priority TEKS and foundational reading and math skills and provide targeted Tier 2 and Tier 3 interventions using research-based curriculum and evidence-based instructional practices. Intervention groups will be skill-specific, flexible, and adjusted based on student response to intervention and progress-monitoring data. **Strategy's Expected Result/Impact:** Students receiving Tier 2 and Tier 3 intervention will demonstrate accelerated growth in priority TEKS and foundational reading and math skills, as evidenced by screener, progress-monitoring, and intervention data, with students moving toward or reaching grade-level proficiency. **Staff Responsible for Monitoring:** Assistant Principals Instructional Coach DOSS **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students identified as at-risk continue to demonstrate inconsistent academic growth and attendance, reducing access to high-quality instruction and intervention opportunities. **Root Cause**: The campus intervention system does not consistently provide early identification, coordinated supports, and ongoing monitoring for students with the greatest academic and attendance needs.

School Processes & Programs
Problem Statement 1: Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.
Problem Statement 2: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels. **Root Cause**: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional practice.

School Processes & Programs

Problem Statement 3: Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement. **Root Cause**: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.

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

Performance Objective 3: The percentage of students who meet projected growth on grade-level screeners in reading and mathematics will increase 3% across all screeners.

HB3 Goal

Evaluation Data Sources: Grades 1 - 9 NWEA MAP (Reading goal = 64%, Math goal = 57%)
Grades K - 2 mCLASS (69%)
PK Circle (Baseline year for new assessment)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement targeted, skill-specific small-group intervention cycles based on screener, CFA, benchmark, and classroom performance data. Teachers will group students according to identified gaps in priority TEKS and foundational skills, provide focused instruction using research-based strategies and aligned resources, and use ongoing progress monitoring to determine when students need continued intervention, regrouping, reteach, or increased intensity of support. **Strategy's Expected Result/Impact:** Students will demonstrate measurable growth in identified priority TEKS and foundational skills, as evidenced by formative assessments, progress-monitoring data, benchmarks, and increased movement toward grade-level mastery. **Staff Responsible for Monitoring:** Assistant Principals Instructional Coach **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a campus-wide daily math fluency routine focused on individual student growth. Students will maintain their own growth tracker and reflect on progress. Classrooms and the campus will track the percentage of students demonstrating growth, with additional tracking layers of Spring Math Fluency skills phased in during the second semester. **Strategy's Expected Result/Impact:** Increased mathematical automaticity, freeing student cognitive capacity for the reasoning, problem solving, and written justification required at Meets and Masters. Student-owned tracking builds ownership of growth consistent with Leader in Me. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach Grade-Level Leaders **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS. **Root Cause**: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.

Problem Statement 2: Students are not consistently engaged in rigorous grade-level learning experiences that require academic discourse, reasoning, problem solving, and written justification, limiting achievement at the Meets and Masters levels. **Root Cause**: Instructional planning and lesson implementation do not consistently emphasize cognitive rigor, productive struggle, and student ownership of learning aligned to the depth of the TEKS and STAAR.

School Processes & Programs

Problem Statement 1: Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.

School Processes & Programs

Problem Statement 3: Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement. **Root Cause**: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.

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

Performance Objective 4: The percentage of students obtaining their CCMR indicator will increase 4% to an overall score of 86%.

Evaluation Data Sources: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry-based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen the elementary foundation for postsecondary readiness by ensuring students reach grade-level proficiency in reading and mathematics by the end of Grade 3, monitored through the campus instructional framework, PLC cycle, and Tier 2-3 intervention structures. **Strategy's Expected Result/Impact:** Students exit Grade 5 on grade level in foundational literacy and numeracy, the strongest elementary predictor of later CCMR attainment. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide grade-appropriate career awareness experiences: career day, guest speakers, and classroom career connections, coordinated with the community partnerships. **Strategy's Expected Result/Impact:** Students develop early awareness of career pathways, building the foundation for later postsecondary planning. **Staff Responsible for Monitoring:** Assistant Principals Counselors Ed Tech Teacher **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS. **Root Cause**: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.
Problem Statement 2: Students are not consistently engaged in rigorous grade-level learning experiences that require academic discourse, reasoning, problem solving, and written justification, limiting achievement at the Meets and Masters levels. **Root Cause**: Instructional planning and lesson implementation do not consistently emphasize cognitive rigor, productive struggle, and student ownership of learning aligned to the depth of the TEKS and STAAR.
Perceptions
Problem Statement 2: Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching. **Root Cause**: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a Guiding Coalition that meaningfully engages Grade-Level Leaders in campus decision-making, instructional planning, and problem-solving. Build teacher-leader capacity through PLC training, collaborative leadership development, data-informed decision-making, and implementation coaching, equipping leaders to facilitate effective teams, support colleagues, and advance campus-wide priorities. **Strategy's Expected Result/Impact:** Increased teacher-leader capacity and shared ownership of campus improvement, resulting in stronger PLC facilitation, more effective collaboration, greater teacher voice in decision-making, improved staff support, and more consistent implementation of campus priorities across grade levels. **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coach Grade-Level Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kerley will implement quarterly staff connection check-ins and feedback cycles to elevate staff voice, identify strengths and emerging needs, and proactively address concerns related to campus culture, collaboration, communication, and support. Feedback will be reviewed by campus leadership to inform responsive actions and strengthen a positive, supportive work environment. **Strategy's Expected Result/Impact:** Increased staff voice, trust, and connection, resulting in stronger campus culture, improved staff satisfaction, and increased staff retention. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Kerley will intentionally recognize and celebrate staff accomplishments, instructional growth, student progress, and contributions to campus priorities through consistent recognition systems, staff shout-outs, milestone celebrations, and campus culture initiatives. Celebrations will highlight both individual and team success, reinforce behaviors aligned to campus goals, and create regular opportunities for staff to feel seen, valued, and connected to the work. **Strategy's Expected Result/Impact:** Increased staff morale, sense of belonging, and connectedness, resulting in a stronger positive campus culture, greater staff engagement, and increased collective ownership of student success. **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Kerley Elementary will strengthen teacher effectiveness and retention by implementing a consistent, TMT-aligned mentoring system in which 100% of beginning teachers are paired with a trained mentor, participate in ongoing coaching and protected collaboration/release time, and receive targeted support based on their individual instructional needs. **Strategy's Expected Result/Impact:** Beginning teachers will receive consistent, job-embedded mentoring and demonstrate increased effectiveness in instructional planning, classroom management, and data-driven instruction. The campus will strengthen teacher confidence, professional growth, and retention through a structured system of coaching, collaboration, and progress monitoring aligned to the Texas Mentorship Training framework. **Staff Responsible for Monitoring:** Principal Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: In partnership with Human Resources, Kerley Elementary will proactively recruit, screen, and hire appropriately certified candidates for identified high-need positions, including bilingual/ESL, special education, and other critical instructional vacancies. The campus will identify projected staffing needs early, participate in district recruitment opportunities, and use a consistent campus interview process that includes a common rubric and instructional task aligned to the Power 6 framework. Candidates who hold the required certification and demonstrate strong evidence of effective Tier 1 instruction will be prioritized for high-need vacancies. **Strategy's Expected Result/Impact:** 100% of identified high-need instructional positions will be filled with appropriately certified teachers by the first instructional day of the 2027-2028 school year. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS. **Root Cause**: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.

School Processes & Programs

Problem Statement 1: Teachers inconsistently use formative assessments, MAP, mCLASS, and STAAR data to adjust instruction, regroup students, and provide timely intervention. **Root Cause**: The campus lacks a systematic PLC and data-response process that ensures assessment data is consistently used to drive instructional decisions, intervention, progress monitoring, and instructional adjustments.

Problem Statement 2: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels. **Root Cause**: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional practice.

Problem Statement 3: Teachers inconsistently implement agreed-upon instructional practices and PLC commitments across classrooms, resulting in variability in instructional quality and student achievement. **Root Cause**: The campus lacks a systematic implementation and accountability process to ensure instructional expectations are consistently transferred from PLCs and professional learning into daily classroom practice.

Perceptions

Problem Statement 2: Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching. **Root Cause**: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2024-25 baseline of 928 responses, for the 2026-2027 school year.

Evaluation Data Sources: Fall and Spring Parent Perception Survey (response rate and positive-response percentage)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Kerley will strengthen Parent and Family Engagement by providing accessible opportunities for families to participate in academic learning, student leadership, volunteering, and community-building, while incorporating Leader in Me principles that promote student voice, leadership, and shared ownership. Participation and perception data will be used to identify barriers and increase meaningful family involvement. **Strategy's Expected Result/Impact:** Increased family participation, connection, and shared ownership of student success, resulting in stronger school-family partnerships, greater support for student leadership, and improved family perception of campus engagement opportunities. **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2 **Funding Sources:** - Title I, Part A - (6300) Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kerley will establish a consistent family communication system using ParentSquare and Facebook to ensure families receive timely, accessible, and aligned information across classrooms, grade levels, and campus programs. Communication will clearly outline events, volunteer opportunities, participation procedures, deadlines, and ways families can engage, reducing inconsistencies and barriers to involvement. **Strategy's Expected Result/Impact:** Families will have more consistent access to clear and timely information, resulting in increased awareness, participation, volunteer engagement, and confidence in campus communication systems. **Staff Responsible for Monitoring:** Assistant Principals **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching. **Root Cause**: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen campus-wide social-emotional learning (SEL), student leadership, and positive behavior systems through consistent implementation of Leader in Me and Positive Behavioral Interventions and Supports (PBIS) practices. Staff will use common expectations, language, routines, and reinforcement systems to promote student ownership, positive relationships, and a safe, supportive school environment. **Strategy's Expected Result/Impact:** Students will demonstrate an increased sense of belonging, stronger connections with peers and adults, and more positive perceptions of their overall school experience. Consistent implementation of SEL and PBIS practices will also contribute to improved student behavior, engagement, and school climate. **Staff Responsible for Monitoring:** Lighthouse Coordinator **Title I:** 2.51 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Franklin Covey: Leader in Me & PBIS - Title I, Part A - (6300) Supplies and Materials - 211-11-6329-00-108-30-000 - $2,047.42				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing professional learning and coaching for staff focused on proactive behavior management, relationship-building, and restorative practices aligned with Leader in Me principles and the 7 Habits. Staff will use consistent leadership language, expectations, routines, and relationship-building practices to create classroom environments where students feel safe, respected, supported, and empowered to take ownership of their choices. **Strategy's Expected Result/Impact:** Staff will demonstrate increased consistency in classroom management, relationship-building, and student support practices. Students will experience stronger relationships with adults, clearer behavioral expectations, and increased opportunities to develop self-management, responsibility, and leadership skills. **Staff Responsible for Monitoring:** Assistant Principal Lighthouse Coordinator **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1 **Funding Sources:** Franklin Covey: Leader in Me - Title I, Part A - (6200) Contracted Services - 211-13-6299-00-108-30-000 - $13,680				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Establish and train staff on common behavior expectations, supervision protocols, and reinforcement routines for arrival, dismissal, hallways, cafeteria, and recess, explicitly embedding Leader in Me habits and language to reinforce student leadership, responsibility, self-management, and positive choices across all unstructured settings. **Strategy's Expected Result/Impact:** Students experience consistent expectations across all campus settings, reducing incidents in non-classroom environments and strengthening sense of belonging. **Staff Responsible for Monitoring:** Assistant Principals Lighthouse Coordinator **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement the district's coordinated school health program through physical education, health instruction, nutrition, counseling, and family engagement. Ensure students receive required daily physical activity through PE and structured recess. Use FitnessGram data to monitor student fitness, guide instruction, and promote healthy habits with students and families. **Strategy's Expected Result/Impact:** 100% of classes will meet required physical activity minutes, as verified through a master schedule audit. FitnessGram results will demonstrate growth in the percentage of students meeting the Healthy Fitness Zone standards. **Staff Responsible for Monitoring:** PE Teacher Ed Tech Teacher **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: Increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify and formalize parent, community, and business partnerships aligned to campus priorities, with impact measured through the number of active partners, volunteer hours, student-facing supports, donations, and sponsored campus events. **Strategy's Expected Result/Impact:** Increased and sustained parent, community, and business engagement, evidenced by a growing number of active partnerships, volunteer hours, student supports, donations, and sponsored events aligned to campus priorities. **Staff Responsible for Monitoring:** Principal Assistant Principals **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Leverage community partners within Leader in Me family learning nights and student leadership opportunities to strengthen family engagement, reinforce leadership habits at home and school, and align partnerships to existing campus priorities. **Strategy's Expected Result/Impact:** Partnerships produce recurring student-facing contribution rather than one-time contact. **Staff Responsible for Monitoring:** Assistant Principals Lighthouse Coordinator **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1, 2 **Funding Sources:** Franklin Covey: Leader in Me - Title I, Part A - (6300) Supplies and Materials				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.
Problem Statement 2: Families and staff value the campus culture but report opportunities to improve communication regarding student academic progress and the effectiveness of professional learning and coaching. **Root Cause**: Communication, coaching, and professional learning systems have not consistently provided differentiated support, timely feedback, and meaningful opportunities for stakeholder input and continuous improvement.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement consistent campus-wide behavior expectations, routines, and restorative practices across all grade levels and settings. **Strategy's Expected Result/Impact:** Reduction in behavior referrals and increased protected instructional time. **Staff Responsible for Monitoring:** Assistant Principals Counselors **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing staff training on behavior systems, crisis response, and de-escalation strategies. **Strategy's Expected Result/Impact:** Staff confidence and consistency in responding to student behavior improve, as reflected in climate survey responses. **Staff Responsible for Monitoring:** Assistant Principals DOSS **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Review climate survey data, discipline trends, and After Action Reviews from drills and campus events quarterly to identify areas for improvement, adjust practices, and monitor progress over time. **Strategy's Expected Result/Impact:** Campus leaders address safety and climate concerns proactively rather than at annual survey administration. **Staff Responsible for Monitoring:** Principal Assistant Principals **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.
Problem Statement 3: Campus safety systems are impacted by inconsistent and untimely execution of required drills and uneven staff preparedness to respond effectively to behavioral crises and emergencies. **Root Cause**: Inconsistent ownership, monitoring, and practice of campus safety procedures contribute to delayed drill execution and uneven staff preparedness for behavioral crises and emergencies.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: Increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: Formative reviews completed with a spending-versus-progress summary.
Adult Lighthouse Team participates in at least 2 of the 4 formative spending reviews.
Student Lighthouse Team provides input at least once per semester.
At least one documented family input opportunity on budget priorities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Professional development resources will be strategically allocated to address Kerley Elementary's highest-priority instructional needs. Funding for teacher and paraprofessional training, instructional coaching, conferences, and substitute release time will be prioritized using student achievement data, classroom walkthrough trends, staff feedback, and identified campus needs. The 2026-2027 Comprehensive Needs Assessment identifies the following priorities for professional learning: - Strengthening Tier 1 instruction through consistent implementation of the Power 6 framework - Deepening PLC and Data-Driven Instruction (DDI) practices to improve analysis, planning, reteach, and intervention - Expanding effective language supports for Emergent Bilingual students, with particular emphasis on academic language and writing - Strengthening specially designed instruction and inclusive practices for students receiving special education services - Building student leadership while strengthening proactive behavior management, regulation supports, and de-escalation practices Professional learning will be aligned to these priorities and monitored for evidence of implementation and impact on student outcomes. **Strategy's Expected Result/Impact:** Professional development funds are directed to the areas where teachers and students need the most support. Resulting changes in teacher practice are evident in walkthrough data and linked to student outcomes. **Staff Responsible for Monitoring:** Principal Assistant Principal Admin Assistant **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual, Special Education, and Economically Disadvantaged students continue to perform below campus expectations in Reading, Math, and Science. **Root Cause**: Instructional systems do not consistently provide targeted language supports, specially designed instruction, differentiated Tier I instruction, and progress monitoring needed to ensure equitable access to grade-level learning for all student groups.
Student Learning
Problem Statement 1: Students experience inconsistent Tier I instruction across classrooms, resulting in uneven access to grade-level rigorous instruction, differentiated learning experiences, and opportunities to demonstrate mastery of the TEKS. **Root Cause**: The campus has not consistently implemented a guaranteed and viable Tier I instructional model that ensures rigorous, standards-aligned instruction, effective differentiation, and high-yield instructional practices in every classroom.
School Processes & Programs
Problem Statement 2: Teachers do not consistently implement high-yield instructional practices with fidelity across classrooms, resulting in variability in Tier I instruction and student outcomes. Evidence includes walkthrough data, teacher performance trends, and inconsistent student growth across grade levels. **Root Cause**: Systems for coaching, implementation monitoring, and follow-up accountability are not consistently aligned to ensure continuous improvement of instructional practice.
Perceptions
Problem Statement 1: Students experience inconsistent behavior expectations, supervision, and social-emotional supports across classrooms and unstructured settings, contributing to behavior incidents and a reduced sense of belonging. **Root Cause**: The campus has not consistently implemented a schoolwide behavior and belonging system that builds positive relationships, reinforces common expectations, and promotes a safe, inclusive learning environment.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Implement a campus-wide daily math fluency routine focused on individual student growth. Students will maintain their own growth tracker and reflect on progress. Classrooms and the campus will track the percentage of students demonstrating growth, with additional tracking layers of Spring Math Fluency skills phased in during the second semester.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Benjamin “Doc” Kerley Elementary conducted its Comprehensive Needs Assessment (CNA) through a collaborative, data-driven process beginning in April 2026. The CNA Steering Committee met on April 15, 2026, to review the purpose and five-step CNA process, establish stakeholder roles, identify focus-area committees, and begin analysis of multiple measures of data. Stakeholders were organized into four focus areas: Demographics, Student Learning, Perceptions, and Processes and Programs.

The committee reconvened on April 29, 2026, to review findings, develop data-based problem statements, conduct 5 Whys root-cause analyses, and prioritize identified needs. Stakeholders were selected to provide representation from campus leadership, instructional staff, families/community, and other individuals with knowledge of campus programs and student needs.

Data were selected using multiple measures and included state and local academic performance, STAAR/STAAR-aligned data, MAP Growth, mCLASS/DIBELS, formative assessment data, discipline and attendance data, student demographic and program data, student/family/staff perception surveys, and campus processes and programs. Data were reviewed for overall trends, grade-level patterns, student-group performance, strengths, gaps, and areas requiring further root-cause analysis.

Evidence includes the April 15 and April 29 CNA agendas and presentations, focus-area data reviews, committee work documents, problem statements, and 5 Whys root-cause analyses.

1.2: Location for Evidence of Multiple Meetings Held

Multiple opportunities were provided for stakeholder participation in the CNA process. The initial CNA Steering Committee meeting was held April 15, 2026, in the Kerley STEAM Classroom. During this meeting, stakeholders reviewed the CNA process, multiple measures of data, focus-area responsibilities, available data, and expectations for committee analysis.

A follow-up CNA meeting was held April 29, 2026. Stakeholders reviewed data findings, developed and refined problem statements, completed 5 Whys root-cause analyses, and prioritized campus needs within the Demographics, Student Learning, Perceptions, and Processes and Programs focus areas.

Evidence is maintained in the Kerley CNA documentation folder and includes dated meeting agendas, April 15 and April 29 presentation slides, sign-in documentation, focus-area data review documents, committee notes/work products, problem statements, and root-cause analysis documents.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Schoolwide Program/Campus Improvement Plan began with the Comprehensive Needs Assessment process in spring 2026. The CNA Steering Committee met April 15, 2026, to establish the process, review multiple measures of data, and organize stakeholder teams around the four CNA focus areas.

On April 29, 2026, stakeholders reconvened to develop problem statements, conduct root-cause analyses, and prioritize identified campus needs. Results of the CNA were then used by campus leadership and stakeholders during the summer and beginning-of-year planning process to establish campus priorities, measurable goals, strategies, action steps, and progress-monitoring measures for the 2026–2027 CIP.

The CIP is reviewed throughout the school year through formative reviews, with progress toward strategies and performance objectives evaluated using current student performance, implementation, attendance, discipline, perception, and other relevant campus data.

Evidence of the development process includes the April 15 and April 29 CNA meeting agendas and presentations, focus-area data reviews and root-cause analyses, CNA priorities, and CIP development/review documentation.

2.2: Stakeholders 1114(b)(2)

Kerley Elementary uses a collaborative stakeholder process to develop the CNA and Campus Improvement Plan. Participants include campus administrators, teachers and instructional staff, staff representing specialized programs and student populations, families, and community stakeholders. Stakeholders are selected to provide multiple perspectives regarding academic achievement, student needs, school climate, family engagement, and campus programs and processes.

During the CNA process, stakeholders participated in one of four focus areas: Demographics, Student Learning, Perceptions, or Processes and Programs. Stakeholders reviewed relevant data, identified strengths and areas of concern, developed problem statements, conducted root-cause analyses, and helped prioritize campus needs.

Feedback is solicited through CNA committee discussions, focus-area work, staff and stakeholder input, student/family/staff perception data, and review of the Campus Improvement Plan. Stakeholder feedback is considered when priorities, strategies, and action steps are developed or revised.

Documentation includes CNA meeting sign-in sheets identifying participants and roles, meeting agendas and presentations dated April 15 and April 29, 2026, committee work products, and CIP meeting/review documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to district personnel, families, and the public through district/campus communication systems and is available upon request from the campus. The plan is presented in an organized, understandable format that identifies campus needs, goals, performance objectives, strategies, responsible staff, timelines, resources, and methods for monitoring progress.

Families are informed of opportunities to review and provide feedback regarding campus planning. When needed, information is communicated or translated into a language and format families can understand so that language or accessibility needs do not prevent meaningful participation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Kerley Elementary develops and implements its Schoolwide Program/Campus Improvement Plan in coordination with applicable Federal, State, district, and local programs and resources. Campus planning integrates Title I resources with general education, Special Education, Section 504, dyslexia, Bilingual/ESL and Emergent Bilingual services, Gifted and Talented services, intervention systems, attendance initiatives, behavior/SEL supports, family engagement, and other district programs.

The CNA examines student performance and needs across these programs rather than addressing them in isolation. Identified needs are used to coordinate personnel, professional learning, instructional resources, interventions, family engagement, and student supports. This coordination is intended to reduce duplication of services, strengthen Tier 1 instruction and intervention systems, and ensure resources are directed toward the student populations and campus needs identified through the CNA.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The campus strategies addressing the statutorily required Title I Schoolwide Program components are identified and aligned at the strategy level within the Campus Improvement Plan. Strategies were developed in response to the needs and root causes identified through the Comprehensive Needs Assessment and address areas including rigorous Tier 1 instruction, data-driven intervention and progress monitoring, support for students experiencing academic difficulty, professional learning, student behavior and school climate, and family engagement.

Where applicable, the appropriate Title I statutory requirement is selected at the strategy level so that aligned strategies populate this section of the plan.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Kerley Elementary evaluates the effectiveness of the Schoolwide Program/Campus Improvement Plan through ongoing formative reviews and an annual summative review. Campus leadership and stakeholders review implementation evidence and student outcome data to determine whether identified strategies are being implemented as intended and whether they are producing the expected impact.

Formative reviews include analysis of available state and local assessment data, MAP Growth, mCLASS/DIBELS, common formative assessments and student work, progress-monitoring data, attendance, discipline, walkthrough/implementation evidence, and stakeholder perception data. Progress toward performance objectives and strategy implementation is documented in the CIP formative review process and adjustments are made when evidence indicates that a strategy is not producing the intended results.

At the end of the implementation cycle, the campus completes a summative review to determine overall effectiveness, identify strategies to continue, revise, or discontinue, and evaluate progress toward campus performance objectives.

The annual evaluation of the Schoolwide Program becomes part of the following year's Comprehensive Needs Assessment. Results from the evaluation are used with updated academic, demographic, attendance, discipline, perception, and program data to identify emerging needs, validate continued needs, and establish priorities for the next Campus Improvement Plan.

Supporting documentation includes CIP formative and summative reviews, CNA/CIP meeting agendas and notes, stakeholder sign-in documentation, assessment and performance data, implementation evidence, and other data reviewed as part of the Schoolwide Program evaluation.

Site Based Decision Making Committee

Committee Role	Name	Position
Special Programs	Desiree Becerra	EDMS Teacher
Special Progams	Amanda Geyer	Special Education Teacher
Community Member/ Government Official	Meenah Dennis	Parent
Parent	Jessica Benitez	Parent
Community Member/ Government Official	Crystal Luza	Parent
Campus Teacher	Ryker Harris	Lighthouse Leader
Administrator	Shannon Watson	Dean of Student Support
Classroom Teacher	Samantha Caswell	5th Grade Teacher
Classroom Teacher	Angela Wiliams	4th Grade Teacher
Classroom Teacher	Allison Amling	3rd Grade Teacher
Classroom Teacher	Tracy Scholes	2nd Grade Teacher
Classroom Teacher	Therese Stokes	1st Grade Teacher
Classroom Teacher	Holly Mando	Kindergarten
Classroom Teacher	Amanda Olson	Pre K Teacher
Campus Representative	Donna Magana	Admin Assistant
Administrator	Marisol Villeda	Assistant Principal
Administrator	Tierra Pitchford	Assistant Principal
Administrator	Gregory Althoff	Principal

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,007.58
				+/- Difference	$7,007.58

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Franklin Covey: Leader in Me	211-13-6299-00-108-30-000	$13,680.00
				Sub-Total	$13,680.00
				Budgeted Fund Source Amount	$13,680.00
				+/- Difference	$0.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	2	1	Franklin Covey: Leader in Me & PBIS	211-11-6329-00-108-30-000	$2,047.42
3	3	2	Franklin Covey: Leader in Me		$0.00
				Sub-Total	$2,047.42
				Budgeted Fund Source Amount	$15,667.42
				+/- Difference	$13,620.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$36,355.00
				Grand Total Spent	$15,727.42

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$20,627.58

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 Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026