Wylie Independent School District

Kreymer Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

We, as a Kreymer community of learners, move forward every day to create kind hearts, curious minds, and a level of personal excellence to last a lifetime.

Vision

Creating excellence

Value Statement

As a Kreymer community of learners we aspire to create excellence by building relationships within our community.

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Comprehensive Needs Assessment

Demographics

Summary

Enrollment for the 2026-27 school year is 464 students.

Kreymer Elementary is a K-4 elementary campus.

Ethnic Distribution: Asian 8.7%, African American 23.3%, Hispanic 22.7%, American Indian .30%, Multi-Racial 7.6%, Caucasian 38.7%

Campus Profile/Student Information: Economically Disadvantaged is 38.9%, Emergent Bilinguals 14.12%

The average class size is 22:1

Special Programs: Special Education 25.42%, Gifted & Talented Education 5.93%

Strengths

The Kreymer community is building a high standard for learning by emphasizing intentionality, engagement, and the alignment of strategies between grade levels. Our diversity creates an environment rich in culture. Much of the community is under development as our properties are undeveloped and growing steadily.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	38.95% of the Kreymer students are economically disadvantaged.	Many homes in the nearby zone are older homes part of original neighborhoods including duplexes, townhomes, and a movile home park. In families that are economically disadvantaged there are often challenges for students with a limited vocabulary and background experiences.

★ = Priority

Student Learning

Summary

The STAAR scores for the 2025-26 school year:

3rd math: 68% approaches, 58% meets, 29% masters

3rd reading: 73% approaches, 53% meets, 37% masters

4th math: 86% appraoches, 69% meets, 49% masters

4th reading: 96% approaches, 80% meets, 59% masters

Kreymer earned 4/5 distinctions in the following areas:

Academic Achievement in Math

Academic Achievement in Reading

Closing Academic Gaps

Academic Growth

Beginning of the year MAP (Measure of Academic Progress) scores:

Kinder math - 89% app, 55% meets, 27% masters

Kinder rdg - 82% app, 36% meets, 13% masters

1st math - 92% app, 57% meets, 29% masters

1st rdg - 81% app, 59% meets, 28% masters

2nd math - 87% app, 49% meets, 27% masters

2nd rdg - 95% app, 55% meets, 36% masters

3rd math - 93% app, 67% meets, 37% masters

3rd rdg - 93% app, 55% meets, 28% masters

4th math - 90% app, 62% meets, 27% masters

4th rdg - 89% app, 55% meets, 27% masters

Strengths

Each BOY MAP result K-4 in both math and reading were the same or higher than the results in 2025-26. As a district we work to achieve 80% at the meets level, and on average we are about 30% away from that goal. We plan to utilize strong Tier 1 and Tier 2 level instruction in whole group and intentional small group plans to support students as they achieve a higher potential within the meets and masters performance levels by the end of the year. Based on the students in the DNM category and our BOY MAP data

as well as state and district expectations to obtain an A rating, have developed goals collaboratively as a PLC:

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Beginning of the year MAP test data shows a need for improvement in the meets performance level for K-4 math and reading.	Many students have shown little evidence during the BOY MAP to support their math strategies and writing appears to be limited in the support for the response.

★ = Priority

School Processes & Programs

Summary

Our master schedule is centered around the supplemental times for reading and math at every grade level. We intentionally design the schedule so the supplemental times do not overlap and allow our SPED team as well as instructional support the availability of time during a grade level's independent learning times. This provides teachers with a block of core instruction in which no students are pulled. In addition, our master schedule is designed to include a 55 minute block of uniform time by grade level so teachers are able to maximize collaboration. This further allows the admin team to participate weekly in collaboration as a PLC so we can focus on unpacking curriculum, designing instruction, and the data analysis cycle.

Teams each have a representative on the Design Team who leads the team in communicating processes and events as well as helps design the culture of the campus. Each team also has a representative on the Guiding Coalition that focuses agendas in each weekly collaborative meeting around the four questions for learning (what do the students need to know, when will we know when they have learned it, what will we do if they haven't learned it, and what will we do if they already know it). Through these discussions the Guiding Coalition team impacts instruction vertically K-4.

Strengths

Because we are able to spend time with grade level teams to discuss professional goals and student progress (kid by kid), we are able to maximize the opportunities found in every classroom, every moment of every day to extend student progress. Our mission is to build students who are able to achieve their own level of personal excellence through intentional instruction. We are able to accomplish this as a unified campus because of the collaborative nature of our PLC.

Parents are also included in this process with frequent parent contact, communication through our Parent Square app, and parent conferences to review grade level expectations versus student performance levels. We invite our parents to be a part of the learning process with weekly homework and communication charts that reflect on task behaviors.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Working parents have a difficult time supporting our programs during the day. Academic recognitions are held during the day.	As a Title I campus our parents are working during the day and 38.9% of our families struggle with providing basics for our students.

★ = Priority

Perceptions

Summary

We communicate weekly in parent newsletters in order to keep parents engaged with the learning process as well as with the life of our campus. We support community partnerships with our Kreymer PTA and events that invite families to participate such as the back to school night, fall festival, and loved ones' dance. As a Title I campus we host a fall and spring family engagement event at night.

Strengths

Our families are very excited about being part of something new and starting traditions together. Our students have embraced the mission statement and the PBIS recognitions we provide through daily "Good On'ya 'Roo" shout-outs, "Like a KANGA" boomerang cards, 'Roo-RAH pep rally recognitions, and our term Excellence Awards for academics.Families are eager to participate in events we have planned and the activity on social media is strong.

Knowing our families may not be able to attend celebrations during the work day, we send home the Good On'ya Roo recognitions, create invitations ot the Roo-RAH pep rallies, and post pictures to Facebook of the celebrations for Good On'ya Roo, Roo-RAH, and Boomerang celebrations.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Working parents are less likely to participate in the daily life of the campus.	With 38.9% of students from economically disadvantaged homes, the perception of our campus may be influenced by those families as a campus that cannot achieve high levels of learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Beginning of the year MAP test data shows a need for improvement in the meets performance level for K-4 math and reading.	Many students have shown little evidence during the BOY MAP to support their math strategies and writing appears to be limited in the support for the response.
2 ★	38.95% of the Kreymer students are economically disadvantaged.	Many homes in the nearby zone are older homes part of original neighborhoods including duplexes, townhomes, and a movile home park. In families that are economically disadvantaged there are often challenges for students with a limited vocabulary and background experiences.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

Our campus will have a common understanding regarding violence prefention and interventions.

Evaluation Data Source: discipline referrals, # of threat assessments

Strategy 1

Teachers at Kreymer Elementary will participate in professional development on relational practices provided by a Wylie ISD Relational Practices Trainer.

Strategy's Expected Result/Impact: Teachers will be equipped with tools such as de-escalation strategies, consistent language of respect, and restorative practices to prevent violent outbursts and implement effective interventions to support all students.

Staff Responsible for Monitoring: Administration, Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Students will engage in restorative circles at least 15 minutes per week, SEL lessons, and Wylie Way Day activities.

Strategy's Expected Result/Impact: Students will strengthen positive and respectful relationships, resulting in fewer conflicts and a decreased need for violent interactions.

Staff Responsible for Monitoring: Administration, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

The campus will utilize the Positive Behavioral Interventions and Supports (PBIS) system by explicitly teaching behavior expectations using our like a Kanga graphic, reinforcing positive behaviors through Good on ya roos, boomerangs and student recognitions during assemblies, and consistently applying consequences following the Wylie ISD Student Handbook.

Strategy's Expected Result/Impact: Clear, consistent expectations and positive reinforcement will reduce disruptive behaviors, increase student engagement, and minimize the likelihood of violent incidents.

Staff Responsible for Monitoring: Administration, PBIS Team, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Our campus will promote high attendance rates.

Evaluation Data Source: daily attendance, boomerang board usage

Strategy 1

Students will be incentivized to come to school on time daily with the use of school-wide "Boomerang Boards" and boomerang incentives. Each classroom with 100% attendance will receive a boomerang to fill their classroom board as they work toward a goal of 100% attendance. In addition classrooms with 100% on time will receive a raffle ticket for a monthly drawing of a Mystery Rooward envelope with class incentives.

Strategy's Expected Result/Impact: Increase attendance and timeliness in order to provide routine instruction.

Staff Responsible for Monitoring: teachers and administration

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

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Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculum, and educational programs.

Performance Objective 1

All students will show at least one year of growth in math and reading.

Evaluation Data Source: unit assessments, BAS, STAAR, MAP

Strategy 1

Implement a campus-wide Multi-Tiered System of Supports (MTSS) with formative assessments, data-driven instruction, and tiered interventions in math and reading.

Strategy's Expected Result/Impact: Students will receive timely, differentiated supports, resulting in all students demonstrating at least one year of academic growth.

Staff Responsible for Monitoring: Administration, MTSS Team, Classroom Teachers, Interventionists, ESL teacher, and Special Education teachers

Problem Statements: Demographics 1

Funding Sources: General materials needed to provide manipulatives for instruction to make connections between concrete and abstract for 5 new sections of classes. Reading materials to support instruction in the classroom, and general supplies for new classes. Title I, $5,037.96

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

All teachers will provide targeted small-group instruction during supplemental time, based on formative and progress monitoring data. Tutorials in the fall and spring for 2nd, 3rd, and 4th grade will continue to support the targeted small-group instruction.

Strategy's Expected Result/Impact: Students performing below grade level will close skill gaps at an accelerated rate and move toward grade-level proficiency while students performing at or above grade level will receive enrichment to promote steady growth.

Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education teachers, ESL teacher, and Administration

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Funding to pay for tutoring outside of contract hours in order to close gaps and increase student growth. Title I, $11,244.02

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 3

Strengthen Tier 1 instruction by ensuring high-quality, TEKS-aligned curriculum and PLC protocols for analyzing student data.

Strategy's Expected Result/Impact: Teachers will deliver consistent, effective instruction, increasing the percentage of students achieving Meets and Masters on third and fourth grade STAAR tests, MAP, and district assessments.

Staff Responsible for Monitoring: Administration, PLC Leads, Classroom Teachers

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	38.95% of the Kreymer students are economically disadvantaged.	Many homes in the nearby zone are older homes part of original neighborhoods including duplexes, townhomes, and a movile home park. In families that are economically disadvantaged there are often challenges for students with a limited vocabulary and background experiences.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Beginning of the year MAP test data shows a need for improvement in the meets performance level for K-4 math and reading.	Many students have shown little evidence during the BOY MAP to support their math strategies and writing appears to be limited in the support for the response.

Performance Objective 2

Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Evaluation Data Source: Campus Wellness Team, FitnessGram, participation in school community wellness events, participation in wellness events

Strategy 1

The campus/district shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of the students.

Funding Sources: healthy snacks Title I, 11-6499, $1,000

Title I: 2.5.1, 2.5.3

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Strategy 2

The campus/district shall deliver nutrition education tha fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.

Formative Reviews

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Strategy 3

The campus/district shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for District employees and students.

Formative Reviews

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Strategy 4

The district shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.

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Performance Objective 3 ☑ High Priority

Students in 3rd and 4th grade will obtain at least a 95% in approaches, 70% in meets, and a 45% in masters in order to obtain an A rating for the STAAR in Domain I for student achievement.

Evaluation Data Source: MAP measures, unit assessments, CFAs, checkpoint, and STAAR

Strategy 1 ☑ Targeted Support Strategy

Teachers will utilize a data tracker from the beginning of the year that measures student growth for every unit assessment, MAP test, and the checkpoint in order to determine progress toward our EOY STAAR goal. Teachers will implement purposeful and effective small group instruction in order to support closing academic gaps along the road to STAAR.

Strategy's Expected Result/Impact: Students will attain the EOY goal on STAAR (95% app, 75% meets, 45% masters)

Staff Responsible for Monitoring: administration, classroom teachers, interventionists, SPED support staff

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4

Our campus will encourage parental involvement and engagement with intentional invitations to participate in learning both at school and at home through newsletters, parent conferences in the fall and spring, curriculum engagement night, and other activities suggested through our PTA.

Evaluation Data Source: administration, PTA, EOY survey to parents

Strategy 1

School and home connection for how parents can support their child's education at home through reading together and practicing math. Suggestions for how to do this along with a small item (like:dice, game cards, flashlight) will be provided to each student.

Problem Statements: Demographics 1

Funding Sources: Provide a guest speaker, or in house field trip for students to attend. Such as: mobile planetarium, wild life on the move, WE robotics Title I, $1,500, Dice, game cards, flashlight, books, games Title I, $5,800

Title I: 2.5.2

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	38.95% of the Kreymer students are economically disadvantaged.	Many homes in the nearby zone are older homes part of original neighborhoods including duplexes, townhomes, and a movile home park. In families that are economically disadvantaged there are often challenges for students with a limited vocabulary and background experiences.

Performance Objective 5

Considering our campus is over 38% economically disadvantaged, we will focus campus compensatory funds on providing research-based curriculum materials that build background knowledge, support closing academic learning gaps, enhance vocabulary instruction, and effectively implement hands-on learning for heightened engagement

Evaluation Data Source: unit assessments, MAP, STAAR

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Funds will be allocated to provide hands-on learning that heightens engagement and provides background knowledge along with strong vocabulary skills for our economically disadvantaged students.

Strategy's Expected Result/Impact: Increase academic skills in reading, math, and writing.

Staff Responsible for Monitoring: Title I facilitator, administration, teachers, intervention

Funding Sources: various supplemental materiasl that create hands-on learning opportunities State Comp Ed, $2,500, various supplemental materials that create hands-on learning opportunities Title I, $2,500

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6

Our campus will support emerging bilinguals with a focus on increasing background knowledge and vocabulary instruction.

Evaluation Data Source: ESL teacher, all RLA teachers, administration, TELPAS reports

Strategy 1 ☑ Targeted Support Strategy

Our ESL teacher will utilize hands-on methods for effective instruction of background knowledge and vocabulary implementation. Her goal is to immerse students in the English language and support both receptive and pragmatic language skills in English.

Strategy's Expected Result/Impact: An increase in TELPAS performance for reading, writing, listening, and speaking skills.

Staff Responsible for Monitoring: ESL teacher, administration, RLA teachers

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 7

Students identified with dyslexia will receive direct and intentional therapy services to support their dyslexia.

Evaluation Data Source: dyslexia fluency and decoding assessments

Strategy 1 ☑ Targeted Support Strategy

Our campus will utilize a dyslexia therapist to instruct phonemic awareness and decoding skills that directly impact the therapy of our students with a reading difficulty directly related to dyslexia.

Strategy's Expected Result/Impact: an improvement overall in reading fluency and decoding

Staff Responsible for Monitoring: administration, dyslexia therapist, classroom teachers

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 3 Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

Incorporate recognitions for student performances that promote character and academic achievement.

Evaluation Data Source: recognition rosters, Good On'ya 'Roo shout-outs weekly, monthly pep rally with student recognitions, Boomerang posters for each classroom, term Excellence Academic Award assemblies

Strategy 1

Teachers will write Good On'ya 'Roo shout-outs for students who demonstrate Kreymer values, which will be read daily by administrators during the morning announcements.

Strategy's Expected Result/Impact: Students will be publicly recognized for exemplifying campus values, fostering a culture of respect and motivation to consistently demonstrate positive character.

Staff Responsible for Monitoring: Administration, Classroom Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Host monthly pep rallies to highlight student achievements in academics, and or character development.

Strategy's Expected Result/Impact: Regular, schoolwide celebrations will increase student motivation, engagement, and sense of pride in both academic and character accomplishments.

Staff Responsible for Monitoring: Administration and teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Display Boomerang posters in every classroom where students can receive recognition for displaying Kreymer excellence as a class which will lead to a class selected reward.

Strategy's Expected Result/Impact: Visible, beyond classroom-level recognition will reinforce positive behavior and encourage students to work as a team to reach a common goal.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Rotations teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 4

Conduct Excellence Academic Award assemblies each term to celebrate high academic achievement, growth, perseverance, and character development.

Strategy's Expected Result/Impact: Students will be motivated to set goals, work hard, and celebrate growth, leading to stronger academic outcomes, persistence, and positive citizenship.

Staff Responsible for Monitoring: Administration, Celebration Troop, Counselor, and Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Recruit and retain highly effective teachers while providing ongoing professional development and educational collaboration for teachers.

Evaluation Data Source: master schedule with time for collaboration, Learn and Earn attendance report, monthly staff meetings, monthly leadership meetings

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide high-quality professional development to grow staff and support student learning. For example send staff to CAMT conference or Region X writing conferences.

Strategy's Expected Result/Impact: Teachers will engage in relevant district professional development that enhances content knowledge, strengthens instructional practices, and builds proficiency with district-supported programs and technology.

Staff Responsible for Monitoring: administration

Problem Statements: Student Learning 1

Funding Sources: Travel expenses for attending the conference Title I, $2,000, Conference registration for high quality professional development Title I, $9,744.02

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Conduct weekly PLC meetings using PLC protocols focused on student learning, assessment analysis, and instructional planning.

Strategy's Expected Result/Impact: Teachers will collaborate effectively, use data to adjust instruction, and strengthen Tier 1 practices, leading to measurable student growth.

Staff Responsible for Monitoring: Administration and grade-level PLC leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide on-going, small-bite sized professional development during monthly staff meetings targeting instructional strategies, classroom management, and student engagement.

Strategy's Expected Result/Impact: Ongoing, focused professional learning will build teacher capacity and retention by equipping staff with practical strategies to implement immediately.

Staff Responsible for Monitoring: Administration, Instructional learning specialists, Guiding Coalition (PLC) Leaders

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Facilitate monthly Guiding Coalition meetings where leaders set agendas, review instructional priorities, and monitor key assessment and curriculum dates.

Strategy's Expected Result/Impact: Guiding Coalition members will strengthen facilitation and planning skills, resulting in more effective collaborative meetings, aligned instruction, and improved teacher support.

Staff Responsible for Monitoring: Administration and Guiding Coalition leadership team

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 5

Facilitate monthly Design Team meetings to discuss and make decisions about campus operations, scheduling, and special events.

Strategy's Expected Result/Impact: Team leaders will enhance collaboration and decision-making skills, ensuring smoother school operations, stronger communication, and a positive campus culture.

Staff Responsible for Monitoring: administration, team leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 6

Implement a mentoring program for new teachers, pairing them with experienced teacher leaders for ongoing coaching, feedback, and support.

Strategy's Expected Result/Impact: New teachers will build instructional expertise and confidence, leading to higher retention, stronger instructional practices, and a positive professional culture.

Staff Responsible for Monitoring: administration, mentor teachers, lead mentor for campus

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Beginning of the year MAP test data shows a need for improvement in the meets performance level for K-4 math and reading.	Many students have shown little evidence during the BOY MAP to support their math strategies and writing appears to be limited in the support for the response.

Performance Objective 2

By the end of the 25-26 school year, all language arts teachers who teach EL students will have their ESL Supplemental Certification.

Strategy 1

The campus administration team will audit their LA teachers to determine who is in need of the ESL certification.

Formative Reviews

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Goal 5 Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

Teachers will have access to equitable resources and technology across classrooms based on comprehensive needs assessment as determined by the district.

Evaluation Data Source: HELP desk access, issuance of laptops to staff, Ben Q board training

Strategy 1

Provide yearlong BenQ interactive panel training to ensure all teachers are proficient in technology integration that supports instruction.

Strategy's Expected Result/Impact: Teachers will increase confidence and consistency in using instructional technology, resulting in higher student engagement and improved lesson delivery.

Staff Responsible for Monitoring: Administration, District Technology Team, Professional Development Coordinator

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

Formative Reviews

December	March	June

Strategy 2

Conduct a campus-level technology and resource inventory aligned to the district's comprehensive needs assessment.

Strategy's Expected Result/Impact: Campus leaders will identify gaps and ensure that all classrooms are equitably equipped with the tools needed for high-quality instruction.

Staff Responsible for Monitoring: administration

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

Formative Reviews

December	March	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide Scholastic News to all 3rd and 4th grade classrooms to support literacy, content integration, and student engagement with current events and nonfiction texts.

Strategy's Expected Result/Impact: Students in grades 3 and 4 will build background knowledge, strengthen reading comprehension of nonfiction, and expand academic vocabulary, leading to improved performance in reading, writing, and social studies.

Staff Responsible for Monitoring: Administration and Classroom Teachers

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

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

Formative Reviews

December	March	June

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

All students will be invited to participate in Mapping Your Future Mondays, Think College Thursdays, and College Week in which an awareness of future goals that are determined by choices made in today's educational experiences are emphasized.

Evaluation Data Source: master calendar with dates included, promotion through social media for Think College Thursdays and College Week

Strategy 1

Implement Mapping Your Future Mondays and Think College Thursdays campus-wide, with activities such as morning announcements, classroom discussions, and displays highlighting careers and colleges.

Strategy's Expected Result/Impact: Students will increase their awareness of career pathways, postsecondary options, and the importance of current academic choices in shaping their future.

Staff Responsible for Monitoring: administration, classroom teachers, counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 2

Host an annual College Week that includes themed dress-up days, daily college facts shared on the announcements, and other campus-wide activities to promote college and career awareness.

Strategy's Expected Result/Impact: Students will engage in fun, meaningful experiences that connect classroom learning to long-term goals, fostering motivation, aspiration, and future planning.

Staff Responsible for Monitoring: administration, counselor, classroom teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Goal 7 Cultivate our excellence.

Performance Objective 1

Staff will utilize our positive behavior intervention system to promote excellent behaviors that lead to academic success.

Evaluation Data Source: Good On'ya 'Roo shout-outs weekly, monthly pep rally celebrations, term academic awards, behavior communication charts to parents, Like a KANGA recognitions, classroom Boomerang charts

Strategy 1

Implement consistent Good On'ya 'Roo shout-outs written by teachers and read by administration during announcements to recognize students demonstrating Kreymer values.

Strategy's Expected Result/Impact: Students will be consistently acknowledged for positive behavior, reinforcing the campus values and motivating peers to follow expectations.

Staff Responsible for Monitoring: administration, classroom teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

Host monthly pep rally celebrations that highlight student achievements in academics, leadership, and behavior, including teacher-written recognitions read aloud to peers.

Strategy's Expected Result/Impact: Schoolwide celebrations will build a culture of pride, encourage consistent positive behavior, and increase student motivation to excel academically.

Staff Responsible for Monitoring: administration, classroom teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December **March** **June**

Strategy 3

Use Boomerang recognitions along with Like a KANGA acknowledgments, to provide immediate, visible reinforcement of expected behaviors beyond the classroom.

Strategy's Expected Result/Impact: Students will see their positive behavior recognized by multiple adults across the campus, strengthening connections, increasing motivation, and reinforcing a culture of respect.

Staff Responsible for Monitoring: administration, classroom teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December **March** **June**

Strategy 4

Communicate student behavior progress to parents through communication charts and recognition notes and Parent Square messages, ensuring families are active partners in PBIS.

Strategy's Expected Result/Impact: Parents will be informed and engaged in reinforcing positive behavior, creating consistency between home and school expectations.

Staff Responsible for Monitoring: Administration, classroom teachers, parents

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December **March** **June**

Goal 8 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

During the 2025-26 school year an armed security guard or School Resource Officer (SRO) will be on campus daily.

Evaluation Data Source: schedule for armed security guard to maintain secure environment and enhance the overall school community

Strategy 1

Maintain a daily presence of an armed security guard or School Resource Officer (SRO) on campus to monitor school grounds, respond to safety concerns, and collaborate with staff to uphold safety protocols.

Strategy's Expected Result/Impact: A consistent security presence will deter potential threats, ensure a rapid response to incidents, and enhance the overall sense of safety and trust within the school community.

Staff Responsible for Monitoring: administration, district security director

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

Security guard duties include monitoring hallways, daily door checks, supervising guests in the cafeteria and hallways, and crowd control for special events.

Formative Reviews

December	March	June

State Compensatory Education

State Compensatory

Budget for Kreymer Elementary School

Total SCE Funds: $2,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our State compensatory funds will provide supplementary materials that create hands-on learning experiences, provide background knowledge, and support schema for our economically disadvantaged learners.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Angela Clark	Title I Facilitator	Title I	

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
July 20, 2026 @ 1:00 PM	Kreymer Elementary	--	--

Members

First Name	Last Name	Position	Committee Role
Kaci	Lucio	PTA president	community member
Allison	Bryant	assistant principal	secretary
Vanessa	Hudgins	principal	principal

Funding Summary

Funding Summary

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	various supplemental materiasl that create hands-on learning opportunities	--	$2,500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$10,080.00
				+/- Difference	**$7,580.00**

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	General materials needed to provide manipulatives for instruction to make connections between concrete and abstract for 5 new sections of classes. Reading materials to support instruction in the classroom, and general supplies for new classes.	--	$5,037.96
2	1	2	Funding to pay for tutoring outside of contract hours in order to close gaps and increase student growth.	--	$11,244.02
2	2	1	healthy snacks	11-6499	$1,000.00
2	4	1	Provide a guest speaker, or in house field trip for students to attend. Such as: mobile planetarium, wild life on the move, WE robotics	--	$1,500.00
2	4	1	Dice, game cards, flashlight, books, games	--	$5,800.00
2	5	1	various supplemental materials that create hands-on learning opportunities	--	$2,500.00
4	1	1	Travel expenses for attending the conference	--	$2,000.00
4	1	1	Conference registration for high quality professional development	--	$9,744.02
				Sub-Total	$38,826.00
				Budgeted Fund Source Amount	$36,326.00
				+/- Difference	**-$2,500.00**

Title III - LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	**$300.00**