

# Keller Independent School District



## Bette Perot Elementary School

Accountability Rating: A

## 2025-2026 Campus Improvement Plan

# Mission Statement

In partnership with students, families, and the community, we, at Bette Perot Elementary School, will provide a safe and positive environment of high expectations. We commit to empower students by building confidence and responsibility through meeting each child's academic and social needs.

# Vision

Keller ISD - Cultivating Learners, Inspiring Leaders. Building a Community of Excellence

# Value Statement

We Believe...

Mutual respect and dignity build unity.

Relationships are the foundation for helping students learn, grow, and dream.

Engagement happens with opportunities for problem solving and critical thinking.

Safety and security inspire trust and the confidence to thrive.

Valuing the voice and feedback of personnel ensures the retention and recruitment of exceptional staff.

Collaboration and communication encourage community support and involvement.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
<b>Priority Problem Statements</b>	13
<b>Data Documentation for CNA</b>	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	17
Employee Data	17
Parent/Community Data	18
Support Systems and Other Data	18
<b>Goals</b>	19
Goal 1 : Increase Student Achievement	20
Goal 2 : Overall Excellence in Student, Parent and Community Relations	23
Goal 3 : Employee Excellence and Organizational Improvement	25



# Comprehensive Needs Assessment

# Demographics

## Summary

Bette Perot Elementary opened in 2004 and is entering its 22nd school year. Over the last decade the enrollment has declined from over 700 students to an enrollment of about 460 students to start the 2025-2026 school year. The demographic breakdown to start this school year is approximately: 11% African American, 21% Hispanic, 10% Asian/Pacific Islander, 48% white, 11% Multiple Races, 11% LEP, 7% GT, 14% at-risk, 26% Economically Disadvantaged and 22% Special Education. Our ESL students are serviced through our English as a Second Language Program and receive support from a half-time ESL specialist assigned to Bette Perot Elementary.

Bette Perot has 52 full-time staff members. We have 40 professional staff members and 12 paraprofessionals. 96% of our staff is female and 88% are white. Over 80% of the staff at Bette Perot has 10 years of experience or more while less than 5% of our staff has less than 5 years experience.

## Strengths

Our student diversity continues to grow.

We have an experienced staff.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The number of students that are economically disadvantaged continues to increase.	We have had an increase in multi-family housing and rental homes in our attendance zone.
2 ★	There is an increase of students with chronic absenteeism.	Increased mobility rates.

★ = Priority

# Student Learning

## Summary

Percentage of students who made a year's worth of growth according to NWEA Map Growth:

Grade	Reading			Math		
	Met Growth	Total	% Met Growth	Met Growth	Total	% Met Growth
Kindergarten	45	65	69%	54	66	81.8%
First Grade	54	79	68.3%	65	80	81.3%
Second Grade	64	93	68.8%	64	93	68.8%
Third Grade	59	105	56.1%	64	103	62.1%
Fourth Grade	58	111	52.3%	80	113	70.8%
	280	453	62%	327	455	71.9%

STAAR Data for 3rd and 4th grades:

3rd grade Math: 87% reached Approaches, 67% reached Meets and 37% reached Masters

3rd grade Reading: 87% reached Approaches, 66% reached Meets and 30% reached Masters

4th grade Math: 74% reached Approaches, 60% reached Meets and 30% reached Masters

4th grade Reading: 95% reached Approaches, 80% reached Meets and 32% reached Masters

5th grade Math: 100% reached Approaches, 100% reached Meets and 74% reached Masters

70% of 4th graders met growth projections in math and reading according to STAAR

## Strengths

5 of 5 grade levels had at least 50% of our students meet growth projections according to MAP Growth in Math

5 of 5 grade levels had at least 50% of our students meet growth projections according to MAP Growth in Reading

Over 60% of our students in 3rd and 4th grade scored Meets on STAAR Math

Over 70% of our students in 3rd and 4th grade scored Meets on STAAR Reading

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our approaches scores in 4th grade math fell from 87% to 74% in 2025.	We had change to our 4th grade team.
2	Our 3rd and 4th grade teams had less than 60% of students make a years worth of growth in MAP Reading.	Keller ISD developed a new reading curriculum and used new resources this school year.

★ = Priority

# School Processes & Programs

## Summary

The Campus Leadership Team at Bette Perot Elementary will help develop the campus plan based on the Keller ISD strategic plan along with various campus data points. The campus plan will be implemented by campus administration, the CLT and staff members. Campus administration, CLT, CEIC and staff will be used to monitor the progress of the performance objectives in the school improvement plan. Teachers utilize common planning time to plan collaboratively using district vertically aligned curriculum and assessment results in a backward planning model. The master schedule is designed to maximize the amount of time spent in Tier 1 instruction.

Bette Perot Elementary staff utilizes the District Scope and Sequence, which is aligned to state standards to determine when knowledge/concepts should be taught and to which level of complexity. This is evidenced through lesson plans and observations in the classroom. Teams will spend time each week collaboratively studying the curriculum to determine the most effective methods of instruction for the students to master the objective and use common assessments to show the students have mastered the objective to the targeted rigor. Data is collected using multiple measures including: common assessments, NWEA MAP Growth, DreamBox and mock STAAR exams to determine progress towards team and individual student goals. The MTSS process is continually evaluated and changes are made to ensure that teachers are being supported in the best way possible to support students who are not making adequate progress towards mastering curriculum.

Technology is used to support instruction and learning when appropriate. Teachers use iPads and district provided MacBooks to access student management systems like SeeSaw. Teachers use Aware, DreamBox and additional web resources to enhance learning. Each student and teacher has access to a Keller ISD provided iPad. Teachers and students used district provided AppleTV to use their tablet as a "smart board".

Our campus promotes extra curricular activities such as: running club, drama club, Dungeons and Dragons club, Tech Team, etc.

## Strengths

Each student and teacher has access to technology to integrate into the curriculum.

Each grade level plans math and reading using a Bette Perot specific protocol with support from Campus Administrators.

Students have a wide variety of clubs to participate in.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b> Collecting data using online programs will be more difficult in grades K-2.</p>	<p>Keller ISD has moved to shared devices in K-2.</p>

 = Priority

# Perceptions

## Summary

Bette Perot Elementary enjoys a culture of parent involvement, parent volunteers supporting our staff, high attendance at family and evening events, and a strong WATCH D.O.G.S. program. We communicate on a weekly basis with our community through a school newsletter, timely text messages, learning management systems and an up-to-date website. Our PTA executive board is aligned with our school goals and works closely with campus administration to support the school's needs. The entire Bette Perot Elementary Staff has joined our BPES PTA.

## Strengths

Our Bette Perot staff has 100% membership with PTA.

Bette Perot has a strong PTA with growing membership.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

We do not have longitudinal data on how parents feel about the climate at Bette Perot Elementary.

The 2024-2025 school year was the first time we had parents complete a climate survey.

 = Priority



# Priority Problem Statements

**Problem Statement**

**Root Cause**

1  
★

There is an increase of students with chronic absenteeism.

Increased mobility rates.

2  
★

Our approaches scores in 4th grade math fell from 87% to 74% in 2025.

We had change to our 4th grade team.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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
- 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
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Equity data
- T-TESS data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1 High Priority HB3 Goal

By June 2026, 60% of 3rd and 4th grade students will score "Meets" in reading and math as measured by 2026 STAAR test.

### Action Step 1

Campus administration and teachers will take each unit exam before planning unit to ensure all staff understands level of rigor, discusses common mistakes students can make and plans to mitigate common student errors.

**Measures:** Team planning notes.

**Staff Responsible for Monitoring:** Campus Administration

**Problem Statements:** Student Learning 1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Teachers in Kindergarten -4th grade will collaboratively plan each unit using a planning protocol.

**Measures:** Calendar  
Documentation of the protocol used

**Staff Responsible for Monitoring:** Campus Administrators

**Problem Statements:** Student Learning 1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Moderate Progress

### Action Step 3

Teachers in Kindergarten- 4th grade will collaborate on multiple common assessments for each unit and will discuss student data after common assessment is complete.

**Measures:** Common assessment  
Calendar for weekly meetings

**Staff Responsible for Monitoring:** Campus Administrators

**Problem Statements:** Student Learning 1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 4

Evaluate and monitor end of unit summative exams by conducting data discussions after each exam.

**Measures:** Unit assessment data in Aware  
Notes from data discussion

**Staff Responsible for Monitoring:** Teachers  
Campus Administrators

**Problem Statements:** Student Learning 1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 5

Teachers in Kindergarten through 4th grade will evaluate beginning and middle of year MAPS Growth data to plan targeted instruction to increase students' reading and math levels.

**Measures:** MAPS Growth

**Staff Responsible for Monitoring:** Teachers  
Campus Administrators

**Problem Statements:** Student Learning 1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

### Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

**1**

Our approaches scores in 4th grade math fell from 87% to 74% in 2025.

We had change to our 4th grade team.

# Goal 2 Overall Excellence in Student, Parent and Community Relations

## Performance Objective 1 High Priority

Throughout the school year, all staff members will engage and provide excellent customer service to Bette Perot families through building positive relationships by weekly communication and conferencing with each family at least 1 time, as measured by PBIS Survey Results.

### Action Step 1

All staff members will communication with parents in a timely fashion. This includes email, phone, and weekly newsletter communication.

**Measures:** Parent Square Emails  
Conference Summary Notes

**Staff Responsible for Monitoring:** Campus Administration

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

By December 2025, 2nd-4th grade students will take School Climate survey developed by PBIS.Org to record student perception of Bette Perot Elementary's school climate.

**Measures:** Survey

**Staff Responsible for Monitoring:** PBIS Team

**Problem Statements:** Demographics 2

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 3

By May 2026, Parents will take the School Climate survey developed by PBIS.Org to record Parent perception of Bette Perot Elementary's school climate.

**Measures:** Survey

**Staff Responsible for Monitoring:** Campus Administration

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

### Action Step 4

Evaluate and share the results of the student and parent survey with staff in a timely fashion.

**Measures:** Staff Meeting Notes

**Staff Responsible for Monitoring:** Campus Administration

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

### Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

**2**

There is an increase of students with chronic absenteeism.

Increased mobility rates.

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

By June 2026, we will ensure the climate of Bette Perot Elementary is one of growth and collaboration based upon open communication around the topics of instruction, student growth and student behavior and leads to a teacher retention rate of 90% or higher (not including teachers leaving BPES due to family situations, promotions, change in student numbers, etc.).

### Action Step 1

Utilize the Bette Perot Leadership team and PBIS Leadership team for collaboration and enhancement of campus operations and procedures.

**Measures:** Meeting Notes

**Staff Responsible for Monitoring:** PBIS Leadership Team  
Campus Leadership Team

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

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

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Structure classroom visits to build relationships with staff while providing and receiving feedback on instruction, student growth and student behavior.

**Measures:** Classroom visit schedule  
Feedback process

**Staff Responsible for Monitoring:** Campus Administration

**Problem Statements:** Student Learning 1

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

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

## Progress Reviews

Moderate Progress

December

April

July

August

## Action Step 3

By December 2025, Bette Perot Staff will take the School Climate survey developed by PBIS.Org to record staff perception of Bette Perot Elementary's school climate.

**Measures:** Survey Results

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Demographics 2

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

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

## Progress Reviews

Moderate Progress

December

April

July

August

## Action Step 4

Share results of staff survey with staff within 1 month of completion.

**Measures:** Staff Survey

**Staff Responsible for Monitoring:** Principal

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

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

## Progress Reviews

Moderate Progress

December

April

July

August

**Performance Objective 1 Problem Statements Identifying Demographics**

Problem Statement	Root Cause
<b>2</b> There is an increase of students with chronic absenteeism.	Increased mobility rates.

**Performance Objective 1 Problem Statements Identifying Student Learning**

Problem Statement	Root Cause
<b>1</b> Our approaches scores in 4th grade math fell from 87% to 74% in 2025.	We had change to our 4th grade team.