

Keller Independent School District



Whitley Road Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission is to give every learner opportunities to reach their highest potential in a safe and supportive environment which embraces diversity and individual worth. Our goal is that our students become a light to others and shine like the stars we know they are.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

School Motto

"Whitley Road where every STAR gets a chance to shine"

Value Statement

We Value:

Care for our teachers because the impact of their work prepares students for their future.

Passionate teaching dedicated to content and craft that inspires others.

Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.

Exploration and the pursuit of one's passion that leads to personal growth.

Communication and collaboration that strengthens our unity.

Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Summary

Our campus is comprised of approximately 337 K-4th grade students.

The enrollment for Whitley Road Elementary, as indicated on the 2024-2025 Summer PEIMS snapshot report, was 337 students.

Student Ethnic Distribution is as follows:

24-25 Student Ethnic Distribution

African American	9.7%
Hispanic	30.3%
White	46.5%
Native American/Alaskan	0.6%
Asian	3.2%
Pacific Islander	1.2%
2 or More Races	8.5%

Student distribution by program:

(2023-2024)

24-25 Student Distribution by Program

Economically Disadvantaged	62.1%
AT-Risk	34.4%
Section 504	5.9%
Limited English Proficiency	9.1%
Special Education	37.9%
Gifted & Talented	5.9%

At risk and special education populations have increased since the previous year.

Student distribution by program (2023-2024) for comparison

23-24 Student Ethnic Distribution

African American	6.8%
Hispanic	29.8%
White	50.1%
American Indian	0.3%
Asian	3.8%
Pacific Islander	1.9%
2 or More Races	7.3%

Student distribution by program:

(2023-2024)

23-24 Student Distribution by

Program

Economically Disadvantaged	62.2%
AT-Risk	30.1%
Section 504	5.7%
Limited English Proficiency	8.9%
Special Education	32%
Gifted & Talented	6.2%

24-25 Teacher Demographics

White	80.9%
Hispanic	18.6%
Black	0.5%
Other	0%

24-25 Teacher Years of Experience

Beginning	0%
1-5 Years	28.9%
6-10 Years	27.1%
11-20 Years	29.6%
Over 20 Years	14.4%

Strengths

Our student population is diverse.

We provide on-site programs with specially certified teachers to meet the needs of our students.

Our teachers have a wide range of experience with the majority of our teachers having 6 or more years of experience.

More parents applied for services such as free/reduced meals, counseling, and testing for academic support.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

There has been a significant increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs

Many students moved from 504 plans to IEPs; our number of students in Life Skills increased, and many students enrolled from surrounding districts with IEPs in place.

 = Priority

Student Learning

Summary

Fall 2024-Spring 2025 MAP Growth

Percentage of Students who met or exceeded their end of year MAP growth projections:

Grade Level	Reading	Math
Kindergarten	69.8%	72.1%
First Grade	23.5%	47.1%
Second Grade	52.5%	63.9%
Third Grade	53.2%	62.9%
Fourth Grade	51.3%	46.1%

Campus-wide, 57% of student met or exceeded their end of year MAP growth Projections in math and 50% in reading. In 23-24, 57% of students met growth in math and 49% met growth in reading.

Spring 2025 MAP Achievement

Percentage of Students with an EOY RIT score on the Average to Above Average Range (40th percentile +):

Grade Level	Reading	Math
Kindergarten	80%	86%
First Grade	63%	73%
Second Grade	63%	69%
Third Grade	66%	71%
Fourth Grade	59%	66%

Campus-wide, 72% of students performed at the average range or above in math, and 66% in reading. In 22-23, 69% of students performed at or above the average range in math, and 62% in reading.

Previous Year's Scores:

Fall 2023-Spring 2024 MAP Growth

Percentage of Students who met or exceeded their end of year MAP growth projections:

Grade Level	Reading	Math
Kindergarten	63%	77%
First Grade	31%	51%
Second Grade	56%	56%
Third Grade	64%	70%
Fourth Grade	30%	36%

Campus-wide, 57% of student met or exceeded their end of year MAP growth Projections in math and 49% in reading. In 22-23, 55% of students met growth in math and 49% met growth in reading.

Spring 2024 MAP Achievement

Percentage of Students with an EOY RIT score on the Average to Above Average Range (40th percentile +):

Grade Level	Reading	Math
Kindergarten	80%	86%
First Grade	63%	73%
Second Grade	63%	69%
Third Grade	66%	71%
Fourth Grade	59%	66%

Campus-wide, 72% of students performed at the average range or above in math, and 66% in reading. In 22-23, 69% of students performed at or above the average range in math, and 62% in reading.

Strengths

The percentage of third graders who met or exceeded growth goals increased from 55% in second grade to 70% in third grade in math and from 52% to 64% in reading.

The percentage of second graders who met or exceeded growth goals increased from 46% in first grade to 56% in second grade in math and from 33% to 56% in reading.

The percentage of students campus-wide in the average or above average RIT ranges improved in both reading and math from 22-23 to 23-24.

The percentage of students campus-wide who met or exceeded growth in math increased from 55% in 22-23 to 57% in 23-24.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant.</p>	<p>Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.</p>
<p>2 ★</p> <p>MAP achievement and growth scores have consistently dropped from kindergarten to first grade over the last 3 years.</p>	<p>Based on observations, the level of rigor, academic expectations, and student independence declines in first grade.</p>

★ = Priority

School Processes & Programs

Summary

Teachers plan weekly with grade levels, and participate in weekly PLC's and Nine-Week planning days

PLCs are used for data analysis and professional development.

Nine-Week planning days were days set aside each 9 week grading period for teachers to prioritize high-leverage standards and align assessments for math and reading.

MTSS: MAP data are used in the beginning, middle, and end of year to track students' growth in the areas of reading and math. Students who demonstrate low growth and/or achievement scores may be referred to our student intervention team and identified as needing additional intervention. Intervention may be provided by a classroom teacher or a specialist based on student needs.

Classroom and intervention teachers used iStation ISIP data monthly to progress monitor growth of all students.

PBIS: Campus uses a behavior matrix to determine teacher or office management of behavior. Each teachers creates a STAR matrix with their students to address classroom specific expectations and uses Starbucks and Golden Starbucks for positive reinforcement.

Counseling: The counselor meets with classes for guidance lessons, small groups for focused intervention, and individual students when needed. We established a school-wide "reset" process for students to use when they are feeling overwhelmed or upset.

We use a paraprofessional staff member to assist with students who need additional support or intervention for behaviors that impede the learning of themselves and/or others.

Strengths

Consistent, regular teacher planning days and times allowed for collaboration and grade-level curriculum alignment.

Campus used PLCs to regularly review district testing data and adjust instruction as needed.

Campus PBIS practices including logical behavior consequences, matrices, and rewards are consistent and effective.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 317 854 380">Student achievement and growth were inconsistent across classrooms and grade levels.</p>	<p data-bbox="902 317 1471 443">There have not been intentional opportunities to plan vertically and ensure alignment of best practices and instructional strategies across grade levels.</p>

★ = Priority

Perceptions

Summary

32 Families completed the district Title I survey.

51 Families completed the Campus Climate Survey.

28 Staff members participated in the Campus Climate Survey

39 staff members participated in one-on-one interviews providing campus feedback.

86% of parents agreed that they are actively involved in their child's school activities.

55% of parents agreed that they frequently volunteer to help on special projects at their child's school.

Staff expressed that they would like to reconsider tracking student data in the form of data binders and to revisit co-curricular transition expectations.

Staff expressed that planning, PLCs, and communication were beneficial.

92% of staff believed that students get along with each other, treat each other fairly, and show respect to each other. However, on the survey item that states "Students behave so that teachers can teach and students can learn", 25% of teachers disagreed.

Parent and Staff participation on Academic Title I Nights:

Academic Title I Nights	# of Families	# of Staff
Winter Wonderland	131 Families	35 Staff
STEAM Night	54 Families	29 Staff
Art & Science Night	138 Families	32 Staff

Weekly Campus newsletter sent to all families every Friday afternoon containing school and grade level information.

Strengths

Families feel welcome at school, and that communication is effective.

98% of families agreed that teachers have high standards for achievement and that teachers work hard to make sure that students do well.

Staff expressed that planning, PLCs, and communication were beneficial.

92+% of teachers report that students get along, are fair, and treat each other with respect.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

14% of parents believed that they were not actively involved in their child's activities, and 45% disagreed that they volunteered to help with special projects in their child's school.

Many of our parents work one or more jobs and cannot attend in-person events due to their work schedules. The school does not offer alternative options for some events.

2

25% of teachers report that student behavior impedes teaching and learning.

There may be inconsistent behavior expectations across campus, or a lack of understanding between student "engagement" and "compliance".



 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

MAP achievement and growth scores have consistently dropped from kindergarten to first grade over the last 3 years.

Based on observations, the level of rigor, academic expectations, and student independence declines in first grade.

2
★

Student achievement and growth were inconsistent across classrooms and grade levels.

There have not been intentional opportunities to plan vertically and ensure alignment of best practices and instructional strategies across grade levels.

3
★

Campus-wide, the percentage of students who fall within the average to above average RIT ranges is increasing, but the percentage of students who meet projected growth is stagnant.

Teachers require professional development in Small group instruction in order to address individual student needs in all performance level bands.

4
★

25% of teachers report that student behavior impedes teaching and learning.

There may be inconsistent behavior expectations across campus, or a lack of understanding between student "engagement" and "compliance".

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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



Goals

Goal 1 Increase Student Achievement.

Performance Objective 1 High Priority

By June of 2026, 60% of third and fourth-grade students will score "Meets" on the state reading and math assessment.

Action Step 1

Teachers will meet with the district instructional coaches regularly to preview and review district and campus assessments, analyze data, and develop reading small-group instructional plans.

Measures: Grade level instructional plans, student growth and achievement data

Staff Responsible for Monitoring: Teachers, instructional coaches, campus administration

Funding Sources: Prepaid Instructional Materials 211 - Title I Pt A Impr BSC Prg, \$884

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 2

Provide targeted intervention support for students performing below level in math and reading using small group instruction, Intervention Support Teachers (IST), and campus instructional staff.

Measures: MTSS data, MAP Growth Data, ISIP, District Common Assessments

Staff Responsible for Monitoring: Teachers, IST, Campus Administration

Funding Sources: Instructional Support Teacher 211 - Title I Pt A Impr BSC Prg, \$74,207

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

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

Some Progress

Action Step 3

Teachers will provide daily small-group reading instruction based on student data (fluency, comprehension, phonics).

Measures: Track growth using district assessments, fluency checks, and comprehension benchmarks

Staff Responsible for Monitoring: Teachers, IST, Campus Administration

Funding Sources: 211 - Title I Pt A Impr BSC Prg,

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 4

Teachers will meet and collaborate with district literacy and math coaches during macro team planning to review and analyze upcoming assessments and lessons once per 9 weeks.

Measures: Grade-level instructional plans, student data, PLC Data

Staff Responsible for Monitoring: Teachers, district coaches, campus admin

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 5

Teachers will meet and collaborate with seasonal tutors to develop plans for supporting instruction and individualized lessons for students in RLA and math

Measures: Grade-level instructional plans, student data,

Staff Responsible for Monitoring: Teachers, district coaches, campus admin, seasonal tutors

Funding Sources: 211 - Title I Pt A Impr BSC Prg,

ESF Levers: Lever 2: Strategic Staffing

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

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

Performance Objective 1

By June of 2026, 90% of respondents on the end-of-year survey will report that they feel they are actively involved in their child's school activities.

Action Step 1

Offer (three at minimum) after-school activities, interactions, and support to increase family involvement in students' social and academic growth.

Measures: Campus calendar of events, Title I Night sign-in logs

Staff Responsible for Monitoring: Campus Administration, counseling, teachers

Funding Sources: Extra Duty Pay for Parent Involvement Title I Night Events 211 - Title I Pt A Impr BSC Prg, \$1,436

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 2

Campus will host opportunities for instructional walks with families during the school day, providing opportunities to participate in student learning alongside their student.

Measures: Parent Feedback, Registration for events

Staff Responsible for Monitoring: Campus administration, teachers

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 3

Teachers will offer to hold at a minimum of 2 parent-teacher conferences, one in the fall and one in the spring, in order to communicate student growth and progress on academic and behavior goals.

Measures: Sign in Sheets

Staff Responsible for Monitoring: Campus administration, Teachers

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 4

Campus staff will communicate opportunities to be involved through multiple platforms such as newsletters, texts, and the school website to ensure accessibility and high participation.

Measures: Parent square and email and parent sign in sheets

Staff Responsible for Monitoring: Teachers, Campus Administration

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 5

Use positive notes, phone calls, or quick texts to highlight student successes and encourage parent participation.

Measures: Golden Goose Egg Celebrations, Positive documentations in Aware. Positive Parent Square messages

Staff Responsible for Monitoring: Campus Administration, Teachers

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Goal 3 Employee Excellence and Organizational Improvement.

Performance Objective 1

By June of 2026, 85% of staff members will report that students meet behavior expectations so that teachers can teach and students can learn as measured by the end-of-year campus survey.

Action Step 1

Create campus PBIS handbook that provides written routines, procedures, and detailed expectations for students and staff.

Measures: Discipline data, academic growth and achievement data, classroom data.

Staff Responsible for Monitoring: Teachers, administration, behavior support personnel.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

No Progress

April

July

August

Action Step 2

Provide opportunities for parent informational and learning nights focused on behavior and student needs alongside the school psychologist and counselor.

Measures: Sign in Sheets and registration

Staff Responsible for Monitoring: Campus Administration, Campus counselor, teachers,

Progress Reviews

Some Progress

December

Some Progress

April

July

August

Action Step 3

Teachers and staff will implement a consistent, schoolwide behavior management system (including clear expectations, common language, and positive reinforcement strategies), with monthly professional learning community (PLC) meetings to review discipline data and adjust

supports as needed.

Measures: Discipline Referral Data, Positive Referral data, Tier 2/3 behavior data

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 4

Greet students daily and use restorative conversations when behavior issues occur to maintain trust and respect.

Measures: Behavior documentation sheets, Aware notes, teacher data

Staff Responsible for Monitoring: teachers, counselor

Progress Reviews

Moderate Progress

December

Some Progress

April

July

August

Action Step 5

Provide clear and consistent reminders for student behaviors and opportunities for practice.

Measures: Hallway expectation signs, video announcements

Staff Responsible for Monitoring: teachers, campus administration,

Progress Reviews

Some Progress

December

Some Progress

April

July

August



State Compensatory Education

State Compensatory

Budget for Whitley Road Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

Personnel for Whitley Road Elementary School

Name	Position	FTE
Kaye Garza	IST	0.5



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Kaye Garza	IST		0.5
Pat Schneider	Behavior Support Paraprofessional		1
Whitney Scarbrough	Campus Instructional Coach		1