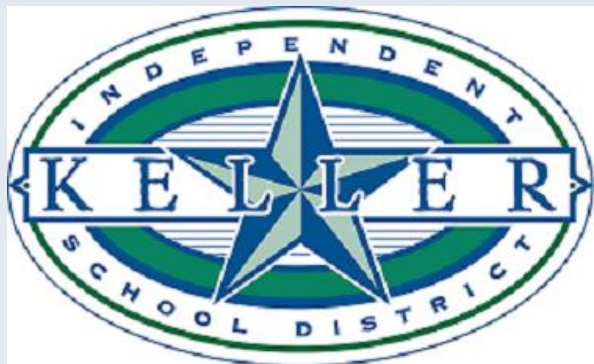


Keller Independent School District



Bette Perot Elementary School

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,

Academic Achievement in Mathematics, Top 25 Percent:

Comparative Academic Growth, Top 25 Percent:

Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 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

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	10
Perceptions	13
Priority Problem Statements	15
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	19
Employee Data	19
Parent/Community Data	20
Support Systems and Other Data	20
Goals	21
Goal 1 : Increase Student Achievement	22
Goal 2 : Overall Excellence in Student, Parent and Community Relations	25
Goal 3 : Employee Excellence and Organizational Improvement	28
Policies, Procedures, and Requirements	30



Comprehensive Needs Assessment

Demographics

Summary

Bette Perot Elementary is a 23 year-old campus in Keller ISD that serves students in early education through fourth grade. Student enrollment at Bette Perot Elementary at the start of the 2026-2027 school year is approximately 456 students. The school's facilities support general education classrooms, two early education special education classrooms, and three STARS (Structured Teaching Acquiring & Reaching Success) classrooms. The campus serves a diverse and evolving student population.

Demographic Breakdown:

- White: 230 students (50.4%)
- Hispanic: 91 students (20%)
- Black: 55 students (12.1%)
- Asian: 42 students (9.2%)
- Native American: 1 student (0.2%)
- Pacific Islander: 1 student (0.2%)
- Two or more races: 36 students (7.9%)
- Economically Disadvantaged: 106 students (23.2%)
- Gifted and Talented: 30 students (6.6%)
- LEP: 60 students (13.2%)
- Special Education 102 students (22.4%)

The campus serves students with a wide range of academic, linguistic, economic, and social-emotional needs. Demographic trends indicate that the needs of the Bette Perot student population are changing. Of particular significance, is the growth in the percentage of students receiving special education services. Special education enrollment has increased substantially over the past decade and now represents more than one-fifth of the campus population. The percentage of economically disadvantaged students has also increased over time. These demographic shifts reinforce the need for Bette Perot to maintain a strong focus on high-quality Tier 1 instruction, differentiated and small-group instruction, effective implementation of IEPs and accommodations, early intervention, progress monitoring, and collaboration among general education, special education, intervention, and support staff. Bette Perot will continue to use student achievement, growth, attendance, behavior, and program data to monitor the performance of individual student groups and identify areas in which additional instructional support, intervention, professional learning, or resources are needed.

Attendance for the 2025-2026 school year was about 95.7%.

Bette Perot has 57 full-time staff members. We have 42 professional staff members and 15 paraprofessionals. Approximately 96% of our staff is female and 86% 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

- Student diversity continues to grow.
- Experienced staff and good teacher retention.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Bette Perot's special education population has increased and now represents approximately 22.4% of the student population, resulting in an increased need for specialized services, instructional supports, accommodations, and inclusive practices.	The campus is serving a growing number of students with diverse and complex learning, behavioral, communication, and functional needs, while staff capacity, collaborative planning opportunities, and professional learning have not increased at the same rate. This includes an additional section of a STARS unit this school year.
2★ Bette Perot's student population is changing and therefore reflects increasingly diverse academic, linguistic, economic, behavioral, and social-emotional needs, including students identified as economically disadvantaged, at risk, emergent bilingual, and students requiring intervention and specialized support.	Campus demographics and population are changing due to an increase in rental homes in the area.

★ = 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	49	63	78%	42	63	67%
First Grade	46	72	64%	50	72	69%
Second Grade	53	82	65%	51	82	62%
Third Grade	53	90	59%	67	90	74%
Fourth Grade	71	97	73%	68	97	70%
	272	404	67.8%	278	404	68.4%

RLA STAAR Data for 3rd Grade:

- **Total Tests:** 95
- **Does Not Meet:** 9 students (9%)
- **Approaches or above:** 86 students (91%)
- **Meets or above:** 63 Students (66%)
- **Masters:** 29 (31%)

Math STAAR Data for 3rd Grade:

- **Total Tests:** 94
- **Does Not Meet:** 14 students (15%)
- **Approaches or above:** 80 (85%)
- **Meets or above:** 66 (70%)
- **Master:** 38 (40%)

RLA STAAR Data for 4th Grade:

- **Total Tests:** 109
- **Does Not Meet:** 12 students (11%)
- **Approaches or above:** 97 students (89%)
- **Meets or above:** 75 Students (69%)
- **Masters:** 45 (41%)

Math STAAR Data for 4th Grade:

- **Total Tests:** 82
- **Does Not Meet:** 17 students (21%)
- **Approaches or above:** 65 (79%)
- **Meets or above:** 50 (61%)
- **Master:** 21 (26%)

Math STAAR Data for 4th graders taking 5th Grade:

- **Total Tests:** 26
- **Does Not Meet:** 0 students (0%)
- **Approaches or above:** 26 (100%)

- **Meets or above:** 26 (100%)
- **Master:** 18 (69%)

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 65% of our students in 3rd and 4th grade scored Meets on STAAR Math
 - Over 65% of our students in 3rd and 4th grade scored Meets on STAAR Reading
-
- **Strong overall student achievement:** Earned an **A (91) in Student Achievement**, demonstrating strong performance on state assessments.
 - **Strong performance in Closing the Gaps:** The campus earned an **A (92) in Closing the Gaps**, indicating success in supporting the performance of identified student groups.
 - **High overall academic performance:** Earned an **overall A rating (91)**, reflecting consistently strong academic outcomes.
 - **Students demonstrate grade-level mastery:** STAAR performance indicates that a significant portion of students are successfully accessing and mastering grade-level TEKS.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Although Bette Perot demonstrates strong overall student achievement, 2026 STAAR accountability data indicates that student academic growth is an area for continued improvement. The campus earned an Academic Growth score of 87 (B), indicating a need to increase the number of students demonstrating expected or accelerated year-to-year growth.	Instructional practices have focused successfully on grade-level achievement; however, the consistent use of individual student growth data to plan differentiated small-group instruction, intervention, and enrichment varies across classrooms and grade levels. Additional emphasis is needed on monitoring the progress of every student, including students already performing at or above grade level.
2 As the number of students receiving special education services has increased, there is a continued need to improve academic achievement and growth for students receiving special education services and ensure they consistently access rigorous, grade-level instruction.	The increasing number of students receiving special education services has created a greater need for collaboration between general and special education staff, consistent implementation of accommodations and instruction, targeted small-group instruction, and frequent progress monitoring. Staff capacity and collaborative planning structures have not increased at the same rate as student needs.
3 Student performance and classroom data indicate a need to strengthen students' ability to comprehend complex text and effectively communicate their understanding through written responses, including constructing complete sentences, developing and supporting ideas with text evidence, and revising and editing written work.	The frequency and rigor of opportunities for students to read complex text, engage in academic discourse, and construct evidence-based written responses vary across classrooms. The campus needs a more consistent approach to explicit writing instruction, including sentence-level writing, syntax, elaboration, and the use of developmentally appropriate strategies across content areas.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction:

Bette Perot Elementary utilizes the Keller ISD curriculum, Scope and Sequence, and district instructional resources aligned to the Texas Essential Knowledge and Skills (TEKS) with fidelity across all content areas. Teachers use district curriculum documents to determine the appropriate sequence, depth, and rigor of instruction. Implementation of the curriculum is monitored through collaborative planning, lesson plans, classroom walkthroughs, observations, student work, and assessment data.

Grade-level teams meet collaboratively each week to internalize upcoming curriculum, identify essential learning outcomes, examine the rigor of the standards, anticipate student misconceptions, and determine effective instructional strategies. Professional Learning Communities (PLCs) provide teachers with structured opportunities to analyze student work and assessment data, discuss instructional practices, identify students needing additional support or enrichment, and determine appropriate instructional responses. Campus administrators and instructional coaches support teams through collaborative planning, data analysis, instructional coaching, and professional learning.

Bette Perot uses multiple measures of student performance to monitor achievement and growth. Data sources include common formative and summative assessments, district assessments, NWEA MAP, DreamBox, progress-monitoring measures, classroom performance, student work, and STAAR data. Teachers use these data to identify learning gaps, plan differentiated small-group instruction, provide intervention and enrichment, and monitor individual student progress.

The campus Multi-Tiered System of Supports (MTSS) provides a systematic process for identifying and supporting students who are not demonstrating expected academic, behavioral, or social-emotional progress. Student data are reviewed regularly to determine the effectiveness of interventions and identify necessary adjustments.

Campus Leadership:

The Campus Leadership Team consists of the principal, assistant principal, and counselor. The team meets regularly to review data, set priorities, and coordinate school-wide initiatives. Shared decision-making is facilitated through consistent communication via newsletters, emails, and faculty meetings, ensuring transparency in discussions around budget allocation, staffing, and curriculum decisions.

Shared decision-making is supported through regular Grade Chair Leadership (team lead) meetings, Professional Learning Communities (PLCs), committees, staff communication, and opportunities for feedback. Teacher voice is valued and incorporated through surveys, committee participation, collaborative discussions, and informal feedback. Staff input is considered when making decisions related to instructional practices, professional learning, campus procedures, student supports, resource allocation, and school improvement efforts.

Extra Curricular Activities:

Bette Perot Elementary provides a variety of extracurricular opportunities designed to support the development of the whole child and allow students to explore interests beyond the classroom. Students have opportunities to participate in **Running Club, Drama Club, Art Club, Tech Team, Honor Choir, Patriot Patrol, BPE News Team, and UIL academic events**. These programs provide students with opportunities to develop leadership, creativity, teamwork, communication, physical wellness, technology skills, and academic talents. Extracurricular activities also promote student engagement, school pride, and a strong sense of belonging within the Bette Perot community.

Strengths

- KISD Scope and Sequence.
- Each grade level plans math and reading using a Bette Perot specific protocol with support from Campus Administrators.
- Campus wide PBIS system.
- Wide variety of extracurricular and leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ While Bette Perot has established collaborative planning and PLC processes, implementation of data-driven small-group instruction, differentiation, progress monitoring, and high-impact instructional practices is not yet consistent across all grade levels and classrooms.	Grade-level teams have varying levels of experience and understanding in analyzing multiple data sources and translating those data into targeted instructional responses. Additional structures for collaborative planning, instructional coaching, professional learning, and monitoring are needed to ensure consistent implementation of effective instructional practices across the campus.

★ = Priority

Perceptions

Summary

Bette Perot Elementary maintains a positive and welcoming school culture centered on strong relationships among students, staff, families, and the community. Families are actively involved in the school through volunteer opportunities, PTA-sponsored activities, POPs on Patrol, classroom and campus events. The Bette Perot PTA works collaboratively with campus administration and staff to support campus goals, provide resources, and create meaningful experiences for the school community. The partnership between the campus and PTA continues to be a significant strength and contributes to a positive school climate. The entire Bette Perot Elementary staff has joined our Bette Perot PTA.

Consistent and transparent communication with families is a campus priority. Information is shared regularly through the weekly Patriot Post, timely text messages, teacher communication, social media, and the campus website. Families are encouraged to communicate with teachers and campus administration and provide feedback regarding student and campus needs.

Bette Perot also prioritizes student and staff belonging, safety, and positive relationships. Campus wide PBIS practices, Patriot Bucks, student recognition (STARRR student), extracurricular opportunities, and leadership opportunities provide students with ways to connect with the school community and be recognized for positive choices and accomplishments. Staff members work collaboratively to create a safe, supportive, and inclusive environment in which students feel known, valued, and supported.

Bette Perot will continue to seek feedback from students, staff, and families through surveys, informal feedback, meetings, and ongoing communication. Stakeholder perceptions will be reviewed alongside student achievement, attendance, behavior, and other campus data to identify opportunities for continued improvement and ensure that Bette Perot remains a school community where students, staff, and families feel connected and valued.

Strengths

- Active and supportive PTA.
- Bette Perot staff has 100% membership with PTA.
- Bette Perot has a strong PTA with growing membership.
- Positive student recognition including PBIS and STARRR.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Although Bette Perot has strong family participation and multiple methods of communication, consistent systems for gathering and using feedback from students, staff, and families to inform campus decisions can be strengthened.	Campus communication has traditionally focused more heavily on providing information to stakeholders than on systematically collecting, analyzing, and responding to stakeholder feedback throughout the year.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

Bette Perot's student population is changing and therefore reflects increasingly diverse academic, linguistic, economic, behavioral, and social-emotional needs, including students identified as economically disadvantaged, at risk, emergent bilingual, and students requiring intervention and specialized support.

Campus demographics and population are changing due to an increase in rental homes in the area.

2★

Although Bette Perot demonstrates strong overall student achievement, 2026 STAAR accountability data indicates that student academic growth is an area for continued improvement. The campus earned an Academic Growth score of 87 (B), indicating a need to increase the number of students demonstrating expected or accelerated year-to-year growth.

Instructional practices have focused successfully on grade-level achievement; however, the consistent use of individual student growth data to plan differentiated small-group instruction, intervention, and enrichment varies across classrooms and grade levels. Additional emphasis is needed on monitoring the progress of every student, including students already performing at or above grade level.

3★

Bette Perot's special education population has increased and now represents approximately 22.4% of the student population, resulting in an increased need for specialized services, instructional supports, accommodations, and inclusive practices.

The campus is serving a growing number of students with diverse and complex learning, behavioral, communication, and functional needs, while staff capacity, collaborative planning opportunities, and professional learning have not increased at the same rate. This includes an additional section of a STARS unit this school year.

4★

Although Bette Perot has strong family participation and multiple methods of communication, consistent systems for gathering and using feedback from students, staff, and families to inform campus decisions can be strengthened.

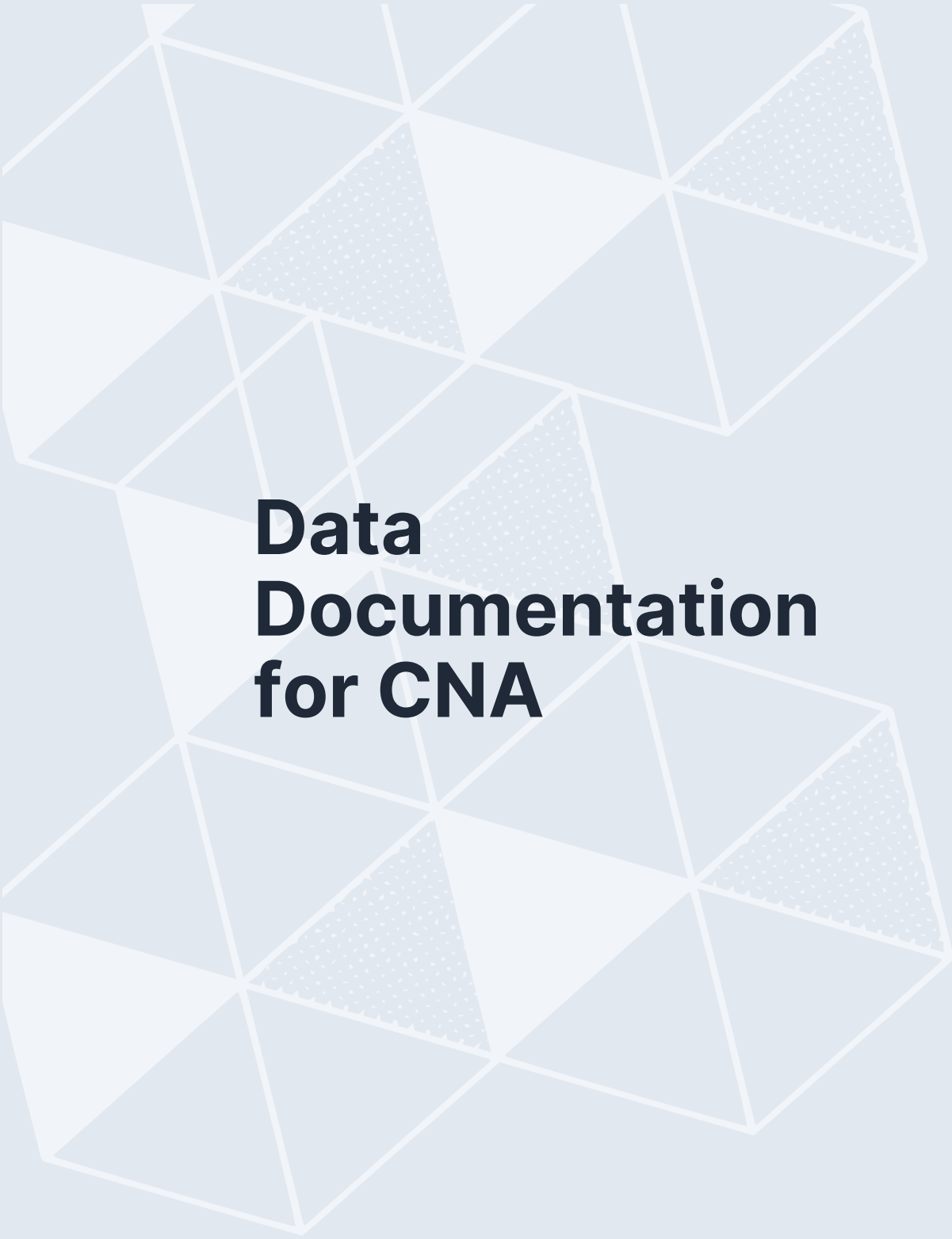
Campus communication has traditionally focused more heavily on providing information to stakeholders than on systematically collecting, analyzing, and responding to stakeholder feedback throughout the year.

5★

While Bette Perot has established collaborative planning and PLC processes, implementation of data-driven small-group instruction, differentiation, progress monitoring, and high-impact instructional practices is not yet consistent across all grade levels and classrooms.

Grade-level teams have varying levels of experience and understanding in analyzing multiple data sources and translating those data into targeted instructional responses. Additional structures for collaborative planning, instructional coaching, professional learning, and monitoring are needed to ensure consistent implementation of effective instructional practices across the campus.

★ = 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
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations
- ☒ 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
- ☒ Local benchmark or common assessments data
- ☒ Texas approved 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
- ☒ 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

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ T-TESS data
- ☒ Staff mobility/stability
- ☒ Classroom and school walkthrough 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 2027, 65% of 3rd and 4th grade students will score "Meets" in reading language arts and math as measured by 2027 STAAR assessment.

Action Step 1

Campus administration and teachers will take each unit assessment prior to unit planning to develop a shared understanding of the expected level of rigor, anticipate common student misconceptions and errors, and proactively plan instructional strategies to address those needs.

Measures: Team planning notes.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2

Kindergarten through fourth-grade teachers will engage in collaborative unit planning using a consistent unit planning internalization protocol to ensure alignment of curriculum, instruction, rigor, and student learning expectations.

Measures: Calendar and 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: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Kindergarten through fourth-grade teachers will collaboratively analyze beginning- and middle-of-year NWEA MAP Growth data to identify individual student strengths and areas of need and plan targeted reading and math instruction designed to increase student achievement and academic growth.

Measures: NWEA MAP Data

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 4

Book Study to strengthen writing instruction and apply learning to developmentally appropriate writing strategies across content areas.

Measures: Book study assignments

Calendar

Notes

Student writing samples

Staff Responsible for Monitoring: Teachers

Campus Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Bette Perot demonstrates strong overall student achievement, 2026 STAAR accountability data indicates that student academic growth is an area for continued improvement. The campus earned an Academic Growth score of 87 (B), indicating a need to increase the number of students demonstrating expected or accelerated year-to-year growth.	Instructional practices have focused successfully on grade-level achievement; however, the consistent use of individual student growth data to plan differentiated small-group instruction, intervention, and enrichment varies across classrooms and grade levels. Additional emphasis is needed on monitoring the progress of every student, including students already performing at or above grade level.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While Bette Perot has established collaborative planning and PLC processes, implementation of data-driven small-group instruction, differentiation, progress monitoring, and high-impact instructional practices is not yet consistent across all grade levels and classrooms.	Grade-level teams have varying levels of experience and understanding in analyzing multiple data sources and translating those data into targeted instructional responses. Additional structures for collaborative planning, instructional coaching, professional learning, and monitoring are needed to ensure consistent implementation of effective instructional practices across the campus.

Goal 2 Overall Excellence in Student, Parent and Community Relations

Performance Objective 1 High Priority

By May 2027, Bette Perot Elementary will increase stakeholder engagement and connectedness by providing consistent opportunities for student, staff, and family voice; maintaining regular two-way communication; and offering meaningful opportunities for families and community members to engage with the campus. Progress will be measured through stakeholder survey results, participation in campus and family events, volunteer involvement, and implementation of student and staff recognition and engagement opportunities.

Action Step 1

All staff will maintain consistent family communication through ParentSquare, teacher communication, campus website, and other appropriate communication platforms.

Measures: Parent Square Emails
Patriot Post
Conference Summary Notes

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 2

By March 2027, students and staff will take a school climate survey and results will be used to inform campus decisions.

Measures: Student Survey
Staff Survey

Staff Responsible for Monitoring: Administration and PBIS Team

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 3

By May 2027, parents will take a school climate survey to record Parent perception of Bette Perot Elementary's school climate.

Measures: Survey

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 4

Campus administration will analyze student and parent survey results and share key findings with staff in a timely manner to identify strengths, areas for growth, and opportunities to improve student and family engagement.

Measures: Staff Meeting Notes

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Although Bette Perot has strong family participation and multiple methods of communication, consistent systems for gathering and using feedback from students, staff, and families to inform campus decisions can be strengthened.

Campus communication has traditionally focused more heavily on providing information to stakeholders than on systematically collecting, analyzing, and responding to stakeholder feedback throughout the year.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, Bette Perot Elementary will foster a positive, collaborative, and supportive work environment that promotes employee excellence, and professional growth, as evidenced by maintaining at least a 90% staff retention rate and achieving at least 85% positive responses on staff survey indicators related to support, recognition, communication, and belonging.

Action Step 1

Utilize the Bette Perot Leadership Team and PBIS Leadership Team to collaboratively review, strengthen, and refine campus systems, procedures, and practices to support effective school operations and a positive campus culture.

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: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 2

Campus administration will implement monthly opportunities to recognize and celebrate staff contributions, accomplishments, milestones, and efforts to promote a culture in which employees feel valued and appreciated.

Measures: Monthly appreciation calendar
Activities/Morale booster games

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 3

By March 2027, Bette Perot Staff will take the School Climate survey to record staff perception of Bette Perot Elementary's school climate.

Measures: Survey Results

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

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: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026