

Keller Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

Mission Statement

Keller ISD will educate students to achieve, inspire them to dream, and challenge them to grow so that they are prepared to be productive members of the community in which they learn, live, and work.

Vision

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	9
District Processes & Programs	12
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Goals	17
Goal 1 : Increase Student Achievement	18
Goal 2 : Excellence in Student, Parent, and Community Relationships	21
Goal 3 : Employee Excellence and Organizational Improvement	22
Title I Summary	23
Title I	24
Descriptor 2: Teacher Quality	24
Descriptor 3: School Improvement and Support Activities	24
Descriptor 4: Measure of Poverty	24
Descriptor 5: Nature of Programs	24
Descriptor 6: Services to Homeless Children and Youth	24
Descriptor 7: Parent and Family Engagement Strategy	25
Descriptor 8: Early Childhood Education Programs and Transition Plans	25
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	25
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	25
10.1 Coordination with institutions of higher education, employers, and other local partners;	25
10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	26
Descriptor 11: Discipline Disproportionality	26
Descriptor 12: Coordination and Integration	27
12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;	27
Descriptor 13: Other Proposed Uses of Funds	27
13.1 Assist schools in identifying and serving gifted and talented students;	27
Policies, Procedures, and Requirements	29



Comprehensive Needs Assessment

Demographics

Summary

District Overview

Keller Independent School District (Keller ISD) serves approximately 30,486 students across a diverse and expansive geographic area spanning 51 square miles in Tarrant County. The district includes communities in Colleyville, Fort Worth, Haltom City, Hurst, North Richland Hills, Southlake, Watauga, Westlake, and the City of Keller. This broad reach provides a rich and diverse student population, contributing a wide range of cultural, linguistic, and experiential backgrounds that enhance the district's educational environment.

Keller ISD operates a comprehensive system of schools and programs designed to meet the varied needs of its students, including 23 elementary schools, 3 intermediate schools, 7 middle schools, and 4 traditional high schools. In addition, the district offers an alternative high school, a Career and Technical Education Center, and Keller Collegiate Academy, which provides early college and advanced academic opportunities. These varied pathways support both college and career readiness for all students.

Enrollment Trends

Keller ISD has experienced a sustained decline in student enrollment over the past several years. Based on demographer projections, this trend is expected to continue over the next five years. Declining enrollment has implications for staffing allocations, campus utilization, and funding, and will require ongoing strategic planning to ensure efficient resource management while maintaining high-quality instructional programs and student services.

Enrollment by Grade Level

Total Enrollment: 30,486

- Early Education: 239
- Pre-K: 564
- Grade 1: 1,806
- Grade 2: 2,027
- Grade 3: 2,095
- Grade 4: 2,269
- Grade 5: 2,301
- Grade 6: 2,319
- Grade 7: 2,381
- Grade 8: 2,434
- Grade 9: 2,644
- Grade 10: 2,532
- Grade 11: 2,483

- Grade 12: 2,685

Enrollment by grade level indicates smaller cohorts in early childhood and elementary grades, with larger cohorts at the secondary level. This pattern reflects declining birth rates and enrollment trends and will likely result in decreasing secondary enrollment in future years. These shifts will impact long-term staffing, scheduling, and program offerings across grade spans.

Student Group Trends

Economically Disadvantaged

- 2022–2023: 32.51%
- 2023–2024: 34.40%
- 2024–2025: 32.68%
- 2025–2026: 32.21%

The percentage of economically disadvantaged students has remained relatively stable over the past four years, ranging between 32% and 34%. This consistency indicates an ongoing need to provide targeted academic supports, intervention services, and access to resources to ensure equitable outcomes for all students.

Emergent Bilingual (EB)

- 2022–2023: 11.39%
- 2023–2024: 12.40%
- 2024–2025: 12.61%
- 2025–2026: 12.32%

The percentage of emergent bilingual students has shown a gradual increase over time, stabilizing at approximately 12%. This trend highlights the importance of strengthening Tier 1 instruction, implementing effective language acquisition strategies, and providing ongoing professional development to support teachers in meeting the needs of EB students.

Special Education

- 2022–2023: 13.92%
- 2023–2024: 15.59%
- 2024–2025: 17.73%
- 2025–2026: 19.54%

The percentage of students receiving special education services has increased significantly over the past four years, rising from 13.92% to 19.54%. This upward trend has important implications for staffing, specialized programming, and teacher capacity. The district must continue to build systems and supports to ensure high-quality instruction and services for students with diverse learning needs.

Key Implications for District Planning

The demographic trends in Keller ISD indicate several critical considerations for district planning and continuous improvement:

- Ongoing enrollment decline will require strategic adjustments to staffing, budgeting, and facility utilization.
- The increasing percentage of students receiving special education services necessitates expanded

capacity in specialized instruction, staffing, and professional development.

- Stable rates of economically disadvantaged students highlight the continued need for targeted supports and equitable access to resources.
- Growth in emergent bilingual students reinforces the importance of strong Tier 1 instruction and language support systems.

These demographic factors will guide the development of district priorities, resource allocation, and targeted strategies within the District Improvement Plan to ensure success for all students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 The increasing percentage of students receiving special education services, combined with stable economically disadvantaged and emergent bilingual populations, has increased the demand for differentiated instruction and specialized supports across all campuses. Current systems and instructional practices are not yet consistently meeting the needs of these diverse learners at Tier 1, resulting in i	Teachers and campus leaders need additional support and training to effectively implement high-quality Tier 1 instruction that addresses the needs of diverse learners, including students receiving special education services and emergent bilingual students, resulting in inconsistent access to grade-level content and supports.

 = Priority

Student Learning

Summary

[Keller ISD Accountability Data](#)

Texas Education Agency

2026 A-F Accountability Campus Listing

KELLER ISD (220907) - TARRANT COUNTY

Confidential

School Progress																
Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps		Distinction Designation						
District/Campus Name	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label	ELA	Math	Science	Social Studies	Top 25% Growth
KELLER ISD	B	84	B	85	C	74	C	77	B	82						
BASSWOOD EL	B	80	C	77	C	75	B	81	C	78						
BETTE PEROT EL	A	91	A	91	B	87	B	81	A	92						
BLUEBONNET EL	C	71	C	74	D	62	D	67	D	63						
CAPROCK EL	A	90	C	77	A	90	C	79	B	89						Earned
EAGLE RIDGE EL	C	79	B	80	D	68	D	63	C	75						
FLORENCE EL	A	93	A	93	B	85	C	79	A	92						
FREEDOM EL	B	80	B	80	C	78	C	70	B	81						
FRIENDSHIP EL	D	62	D	69	D	66	D	65	F	46	CSI					
HERITAGE EL	D	68	D	67	D	66	D	60	D	69	CSI Progress					
HIDDEN LAKES EL	A	93	A	94	A	92	B	83	A	92						Earned
INDEPENDENCE EL	B	89	A	90	B	81	C	75	B	88						
KELLER-HARVEL EL	A	92	A	92	B	87	B	83	A	92						
LIBERTY EL	A	92	A	94	A	90	B	81	B	88		Earned	Earned			
LONE STAR EL	B	84	B	88	C	74	C	75	C	76						
NORTH RIVERSIDE EL	A	92	C	74	A	93	C	79	A	91						Earned
PARK GLEN EL	A	90	A	91	C	79	B	82	B	88						
PARKVIEW EL	C	77	C	71	C	78	C	70	C	75	ATS					
RIDGEVIEW EL	B	83	B	86	C	75	C	72	C	77	TSI					
SHADY GROVE EL	A	91	A	93	B	83	B	81	B	85						

Texas Education Agency

SUNSET VALLEY EL	B	80	C	77	C	79	D	69	B	83	TSI				
WHITLEY ROAD EL	C	77	C	77	D	63	B	81	D	67					
WILLIS LANE EL	A	93	A	94	B	81	B	88	A	91		Earned	Earned		
WOODLAND SPRINGS EL	C	77	B	80	F	56	D	69	C	71					
BEAR CREEK INT	A	93	A	93	B	89	C	77	A	93		Earned			
FOSSIL HILL MIDDLE	C	79	C	75	C	78	C	77	B	82	TSI			Earned	
HILLWOOD MIDDLE	B	82	B	85	C	78	C	79	C	74					
INDIAN SPRINGS MIDDLE	A	91	A	92	B	86	C	72	A	90					
KELLER MIDDLE	A	92	A	93	B	87	C	77	B	89					
PARKWOOD HILL INT	B	83	B	82	C	76	C	75	B	84					
TIMBERVIEW MIDDLE	B	86	B	86	C	78	D	69	B	87					
TRINITY MEADOWS INT	C	77	C	79	C	76	D	69	C	71	TSI				
TRINITY SPRINGS MIDDLE	B	81	B	84	C	73	C	72	C	75	TSI				
VISTA RIDGE MIDDLE	C	75	C	75	D	69	C	70	C	74	TSI				
CENTRAL H S	B	84	B	84	D	69	C	79	B	83					
FOSSIL RIDGE H S	B	81	B	80	C	79	B	83	C	76		Earned	Earned	Earned	
KELLER COLLEGIATE ACADEMY	A	98	A	98	D	67	A	96	A	97		Earned	Earned	Earned	Earned
KELLER COMPASS CENTER	B	87	B	87	Not Rated		C	76	Not Rated						
KELLER H S	A	94	A	96	D	60	B	87	B	89					
TIMBER CREEK H S	B	84	B	84	D	65	C	76	B	83					

Strengths

The district earned an overall B (84) and a B (85) in Student Achievement, and that strength is broad-based rather than confined to a few campuses: 15 of 39 campuses (38%) earned an A overall and another 14 earned a B, meaning nearly three in four campuses are rated B or higher district-wide. Only two campuses received a D overall.

Closing the Gaps is the strongest of the district's improvement-focused domains, earning a B (82) districtwide, with 23 of 39 campuses rated A or B in that domain. This suggests the district's work targeting historically underserved student groups is having a real, measurable effect relative to Growth and Relative Performance.

The district also shows meaningful pockets of excellence: 13 of 39 campuses (about a third) earned at least one State Distinction Designation, with 23 total distinctions earned districtwide in areas like content-area achievement, Post-Secondary Readiness, and Top 25% Growth or Closing the Gaps. That's a genuine bright spot worth highlighting and studying for replicable practices.

District Processes & Programs

Summary

The Keller ISD Human Resources Department is committed to recruiting and employing a highly qualified, diverse staff, providing support and guidance to foster positive employee relations, and continually improving services provided to meet the needs of our ever-changing district. A diverse, talented team continuously delivers the level of service and compassion our community expects from Keller ISD.

Recruitment - Keller ISD uses ongoing, proactive recruitment strategies to attract high-quality candidates. The Human Resources Department attends job fairs to attract candidates, communicates through multiple social media platforms, builds partnerships with local colleges and universities, and establishes a Keller ISD pipeline for paraprofessionals, teachers, and leaders.

Keller ISD has clear selection criteria, protocols, hiring, and induction processes that align with the district's mission, motto, vision, and values. Benefits include medical, dental, vision, and disability, among others. Employees may also sign up for a gym membership, pay for association memberships, and contribute to 403(b)s and 457(b)s through payroll deductions.

Retention - District leaders in Keller ISD implement targeted and personalized strategies to support and retain staff. The Human Resources Department remains visible on campuses through service opportunities and events, including new hire orientations and first-year teacher academies, each year. The district also recruits and retains high-quality substitutes through ongoing relationship-building strategies and incentives.

Recognition - Leaders in Keller ISD utilize multiple methods to recognize staff and increase morale. The Communications Department facilitates several districtwide campaigns to celebrate accomplishments, tell our story, and evoke district pride.

District and campus leaders in Keller ISD provide exceptional service and support for all campuses. They have clear, written, and transparent roles, responsibilities, and performance expectations for continuous improvement. Customer service expectations are measurable and align with their job responsibilities. These operating guidelines help Keller ISD leaders align our practices to ensure horizontal and vertical consistency throughout the district.

CTE

CTE prepares students for postsecondary endeavors through a rigorous curriculum, relevant and meaningful experiences, and lasting relationships.

Grand Total - 11,000 students participating in 21,500 CTE classes

- School of Business - 4719
- School of Engineering - 1426
- School of Animal and Human Services - 2309
- School of Public Service - 2085
- School of Visual Arts - 461

AVID (Advancement Via Individual Determination) - Keller ISD has 18 campuses that have implemented the AVID College and Career Readiness Framework. AVID believes that all students can achieve with rigorous academic preparedness, opportunity knowledge, and student agency. Our district has two AVID National Demonstration schools: Fossil Hill Middle School and Fossil Ridge High School. Parkview Elementary has earned the AVID Showcase designation.

Advanced Academics/Gifted & Talented Services - We serve approximately 3,400 students each year through advanced academic and gifted services. Gifted Specialists continue to ensure equitable access to advanced opportunities for populations who are historically under-identified through screening in both Kindergarten and Second grade, as well as directed gifted professional learning for teachers. Keller ISD's advanced academic and GT opportunities include Credit by Exams for subject- and grade-level academic acceleration, gifted cluster classrooms, and pullout services dedicated to the gifted for Kindergarten through 6th grade.

Advanced Placement - Keller ISD offers 34 AP courses for students in grades 9 through 12.

Dual Enrollment - Keller ISD offers 42 Dual Credit courses.

Fine Arts - Keller ISD Fine Arts encompasses the study of visual art, music, theatre, dance, competitive speech and debate, and UIL Academics. Every elementary school student receives formal art and music instruction. Many also receive theatre instruction. Theatre students not only learn creative expression through performance, but also learn soft skills, such as the value of a firm handshake, appropriate eye contact, and the ability to carry on a conversation. Secondary students can take advanced courses in visual, musical, or performing arts and participate in extracurricular competitions.

Athletics - Keller ISD Athletics offers sports programs that help develop the whole student. These programs give student-athletes opportunities to compete, take on leadership roles, improve themselves, set goals, build discipline, learn from setbacks, take accountability, improve academics, develop positive character traits, and be part of a team. Keller ISD Athletics supports the belief that well-rounded students have sound minds and bodies. Keller ISD Athletics also showcases competitiveness, character, resiliency, talent, determination, teamwork, grit, and good sportsmanship. The life lessons learned through each student-athlete's experience will help prepare them personally, academically, and socially.

Keller ISD Collegiate Academy - The Keller ISD Collegiate Academy opened its doors in the Fall of 2021. Students can pursue an associate degree in partnership with TCC in the field of healthcare. Students can choose pathways ranging from general associate degrees that prepare them to continue at a four-year university to specific healthcare career pathways, such as nursing. Open to all students in Keller ISD through an application process, this unique opportunity allows students to graduate with Texas Education Agency's high school requirements and up to 60 college credit hours at little to no cost to students and families.

Curriculum & Instruction - High-quality instructional materials are consistently used across classrooms in Keller ISD, including resources intentionally designed to meet the needs of students with disabilities and English language learners, as well as other student groups with diverse needs.

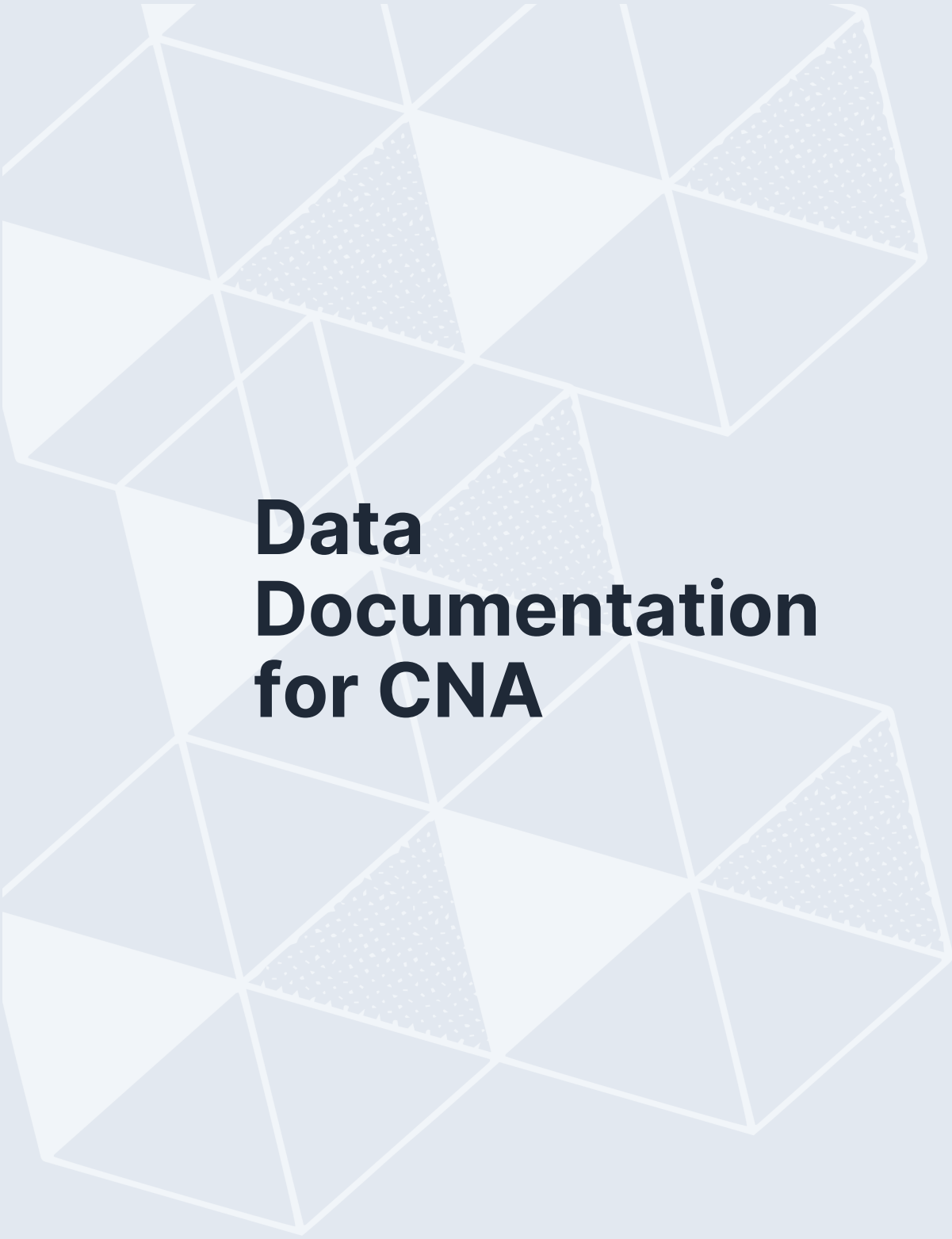
Curriculum is defined as the aligned, written, and tested knowledge, skills, attitudes, and the processes required by the state to be taught and learned at the appropriate levels in Keller ISD. Curriculum alignment is the congruent integration of the written, taught, and tested standards. The standards guide decisions about materials, strategies, programs, professional development, assessments, facility use, and budgeting.

Teachers in Keller ISD adhere to the district scope and sequence. Campus leaders are regularly involved in the instructional process and work collaboratively to develop systems that allow them to spend about one-third of their workweek engaged in instruction through observation, data gathering, lesson plan monitoring, and/or instructional planning/delivery. In addition, district and campus leaders' visibility throughout the campus builds trust and community with parents and students.

Professional Development - District and campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Teachers and staff continuously engage in professional development to effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English language learners, and other student groups. Campus instructional leaders ensure teachers use instruction and materials that help students see the relevance between rigorous content and their lived experiences.

Data & Assessment - The Keller ISD Assessment Department facilitates all national, state, and local assessments. In addition, the department oversees credit recovery exams and acceleration tests. Keller ISD Common Assessments (DCA) are local assessments aligned to the scope and sequence and are administered at the campus level. Annual state assessment training is provided to campus administrators, assessment administrators, and assistant principals each year in accordance with TEA guidelines. Each campus is expected to complete a thorough data analysis following each local and/or state assessment utilizing the Keller ISD Data Analysis Protocol.

Technology - Keller ISD is preparing students for a future that is widely characterized as one of change and increasing dependence on technology, particularly information technology. To enhance career potential and support lifelong learning in such a future, Keller ISD must ensure that information technology and technology instruction are available to support learning for students, teachers, and administrators.



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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals

Accountability Data

- ☒ Effective Schools Framework data
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2028, all students will achieve one year's growth as demonstrated by performance on NWEA MAP Reading and Math when comparing BOY to EOY assessment results.

Action Step 1

Administer MAP K-8 in reading and math.
Administer MAP 5 and 8 in science.
Administer MAP in Algebra I, English I, English II

Measures: MAP growth data from last year BOY to this year BOY
MAP growth data from BOY to MOY
MAP growth data from BOY to COY

Staff Responsible for Monitoring: Curriculum and Instruction
Principals create a system to monitor student performance data

Progress Reviews

December

February

June

Performance Objective 2

By June 2028, Keller ISD students will meet the growth measure on state assessments.

Action Step 1

Train principals on the definition of student growth as measured by STAAR.
Principals turn training around to staff to ensure common definition of student growth as measured by STAAR.
Administer unit assessments in each content, at the end of each unit for all grade levels and calculate growth using TEA's methodology.
During principal meetings, analyze growth on unit assessments at the all students and every demographic group.
Principals create a campus tracking system to monitor student growth on unit assessments.

Measures: MAP Growth
Growth on Unit Assessment
Growth calculation and discuss at each principal meeting for all students in every demographic group.

Staff Responsible for Monitoring: Curriculum and Instruction
Assessment
Campus Principal
Teachers

Progress Reviews

December

February

June

Performance Objective 3 **HB3 Goal**

By June 2028, Keller ISD students will show increased Meets performance in all STAAR-tested subjects.

Action Step 1

Implementation of new math curriculum for K-8, Algebra I, Geometry, and Algebra 2
Administer unit assessments, in each content, at the end of each unit for all grade levels.
During principal meetings, analyze performance on unit assessments at the meets and masters level by all students and every demographic group.
Principals create a campus tracking system to monitor meets and masters performance on unit assessments.

Measures: Unit Assessment Data

Staff Responsible for Monitoring: Curriculum and Instruction
Campus Principals

Progress Reviews

December

February

June

Performance Objective 4

Expand advanced academic opportunities and increase the number of Keller ISD students performing at the highest levels from elementary through high school.

Action Step 1

Implement UIL Academic at all elementary, intermediate, and middle school campuses for grades 2-8.
Add additional grade to the Lunch and Learn opportunities at middle school based on MAP data.
Identify cohort of potential national merit students and provide intentional boot camp and instructional support leading up to the PSAT in October.
Continue implementation of hybrid math
Conduct parent meetings to inform parents of advanced course opportunities for high school students and the financial benefits of students who are national merit scholars.

Host a High School 101 night for 8th grade parents.

Measures: Number of national merit semi finalists and commended scholars
Lunch and Learn participants
Number of participats in UIL academics by grade level
Hybrid BOY, MOY, and EOY data
Number of parents/students attending High School 101 night

Staff Responsible for Monitoring: Curriculum and Instruction
Campus Principals

Progress Reviews

December

February

June

Performance Objective 5 HB3 Goal

By June 2028, KISD will increase CCMR (College Career Military Readiness) designations so that students leave Keller ISD ready for college, the workforce, or the military.

Action Step 1

Train Campus Principals and High School Counselors on Career Craft to assist them in identify students who have earned CCMR and students who have not
Communicate with parents the expectation of all graduates receiving CCMR criteria.
Lead Counselor and High School Principal meet at the beginning of school to identify juniors and seniors who have not meet CCMR. Plan is created for each student.
Lead Counselors and High School Principals meet monthly on the identified students and progress that has been made.

Measures: Career Craft CCMR data
Number of seniors at the beginning of the school year who have not met CCMR point and montly follow ups.
Number of juniors who have not met CCMR and placement in courses to assist student in meeting CCMR criteria.

Staff Responsible for Monitoring: Curriculum and Instruction
Director of Counseling
Director of CTE
Director of Assessment
High School Principals
High School Counselors

Progress Reviews

December

February

June

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By June 2028, KISD will increase our attendance rate from 94.9% to 95%

Action Step 1

Monitor and report on campus and district attendance data every 6 weeks
Continue implementation on attendance tribunals.
Campuses implement attendance incentives for students.
Implement a communication plan for parents, educating them on how schools are funded based on average daily attendance.

Measures: Attendance percentage each six weeks

Staff Responsible for Monitoring: Director of PEIMS
Supterintent Cabinet

Funding Sources: Truancy Tribunal 204 - Title IV, Safe/Drug Free Schl,

Progress Reviews

DecemberFebruaryJune

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By August 28, Keller ISD will develop a 3-year plan for the district and present it to the Board of Trustees. Priorities include Student Success, Staff Recruitment and Retention, Safe Learning Environments, Family and Student Engagement, Financial Stewardship, and a Systematic Approach.

Action Step 1

Develop committees for each priority. Committees will develop outcomes, measurements, and action steps.
Three year plan will be presented to the Board of Trustees in August 2028.

Measures: Committee Agendas
Development of each priority
Development of measurements
Development of action steps

Staff Responsible for Monitoring: Chief Academic Officer
Superintendent

Progress Reviews

December	February	June
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Title I Summary

Title I

Descriptor 2: Teacher Quality

The District and campuses monitor data at the student and teacher levels, including the performance of diverse students identified as economically disadvantaged, emergent bilingual, or from minority student populations. When opportunities for instructional improvement are identified, on-demand professional development is available at the district level as is individual coaching with district and campus Learning Coaches

Descriptor 3: School Improvement and Support Activities

For the 25-26 school year, KISD has 3 campuses identified as needed targeted support and one campus needing comprehensive support. Additional resources have been allocated to these campuses through Title I, II, and SCE funds in order to assist the campus in implementing the Campus Improvement Plan. Additionally, Curriculum and Instruction and Assessment would routinely monitor assessment data and consult with the campus principal to ensure the campus had the necessary resources to meet its goals.

Descriptor 4: Measure of Poverty

KISD uses grade-span groupings in order to prioritize Title I funding for early childhood literacy and math proficiency. All campuses are ranked, and funds are allocated based on the percentage of students enrolled at the campus receiving free and reduced lunch with priority given to elementary. For the 25-26 school year, we will have 9 elementaries served with Title I funds. In addition, two middle school campuses exceed 40% Free/Reduced by a sizable margin, so they are also served with Title I funds.

As of Spring 2025, no campuses exceed 75% free and reduced lunch, therefore, no additional campuses will receive Title I funding for the 25-26 school year.

Descriptor 5: Nature of Programs

For the 25-26 school year, approximately 75% of Title I funds are reserved for Title I campus allocations. Title I campuses rely on their campus needs assessment and stakeholder input to determine their use of funds. At least 80% of campus funds should be reserved for full-time Title I staff members, including Instructional Specialists, Learning Coaches, and classroom paraprofessionals. The remaining funds support instructional materials and technology for students and professional development and related materials for staff. A minimum of 1% of Title I, Part A funds in KISD are reserved for Title I District and campus Parent/ Family Engagement allocations.

KISD does have one institution for neglected or delinquent children in our attendance zone. That campus is Christ's Haven. We work closely with that campus to ensure students attend school, and we provide individual tutoring services as requested by families.

Descriptor 6: Services to Homeless Children and Youth

The Director of Counseling, along with our 2 social workers and the identified McKinney Vento liaisons at each campus work collaboratively to ensure the academic success of KISD students experiencing homelessness through identification, immediate enrollment, and student advocacy. The two KISD social workers are currently funded through Compensatory Education to ensure full access to every at-risk student in KISD. We have also hired another social worker through Title IV to support another group of campuses identified as high need. We also have 1 social worker intern for the 25-26 school year to provide additional support.

Additionally, the Title I homeless set-aside provides transportation and necessary materials/supplies to reduce the barriers to school attendance and achievement for students experiencing homelessness.

Descriptor 7: Parent and Family Engagement Strategy

KISD's Director of Federal Programs supports all Title I campuses as they provide activities and events for families throughout the school year and hosts multiple in-person and virtual parent training programs along with ESL classes for parents. All elements are monitored surrounding parent/family engagement. Each Title I campus was required to conduct an audit of their Parent Involvement Policy, Compact, and Title I Annual Meeting in spring 2025. Campus and District Parent/Family Engagement Policies can be viewed in the District Title I Crate and on the KISD website.

Descriptor 8: Early Childhood Education Programs and Transition Plans

In KISD, there is no District set-aside for Pre-Kindergarten. If Pre-KG classes are located on Title I elementary campuses, those campuses use their Title I allocations to support those students regarding academic growth and parent/family engagement.

All campus transition activities on Title I campuses are documented in the Crate.

Transition activities are publicized to families through newsletters, emails, and marquee advertisements to ensure families have the opportunity to visit the new campus and receive guidance and support.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

KISD has 4 campuses designated for Targeted Support for the 25-26 school year: Basswood Elementary, Parkview Elementary, Fossil Hill Middle School, and Vista Ridge Middle School. The Director of State and Federal Programs worked with each campus' leadership team to develop their Local Improvement Plan and will meet with them monthly to review and update progress and goals.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

KISD offers a number of high school credit courses in the middle school grades so that students can adjust to the rigor of high school academics while still supported by their middle school campus. This experience helps ensure an easier transition to high school

In addition, the high schools all provide a number of opportunities for middle school students to participate in planned

tours, fine arts and athletic joint events for students in grades 6-8.

KISD's secondary schools, Keller Collegiate Academy, and our Center for Advanced Learning (KCAL) provide students access to a variety of rigorous core content offerings including approximately 35 AP courses along with numerous career and technical education electives as they begin to explore options for their future. High school students are encouraged to fully explore their interests through a wide variety of electives, career and technical education programs, and extracurricular activities. Students are able to concentrate on development in specific academic areas and to explore CTE Programs of Study while preparing for employment and/or higher education. KISD high schools follow a block schedule that allows students to earn up to 4 credits per semester. Four 9-week grading periods make up the school year with credits being granted at the end of each semester. This schedule allows ample time for students to earn required credits while taking full advantage of elective offerings.

The Keller Compass Center offers a unique approach to effective education for KISD students who have been identified as facing significant hurdles to high school graduation. Students may complete the required coursework for graduation at an individualized pace in a much smaller setting. Individualized instruction, computer-aided instruction, and flexible scheduling are the emphasized areas of the campus' approach to education.

The Center for Advanced Learning offers a wide variety of career and technical education programs through the following programs:

School of Engineering

School of Human and Animal Science

School of Public Service

School of Visual Arts

Schools of Trades

Workforce Industry Training

Students are also able to provide services to the community through practicum experiences while fulfilling and earning industry-based certification requirements.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

We do not have any high school campuses identified as Title I. 8th grade students at our two Title I middle schools do have access to high school credits.

Descriptor 11: Discipline Disproportionality

KISD strives to minimize disruptions to the classroom and punitive discipline practices through proactive classroom management. A Board-Certified Behavior Analyst (BCBA) supports this practice in each feeder pattern. Additionally, elementary campuses can implement positive behavioral interventions (PBIS).

Short-term Smart ISS and DAEP placements provide students with daily social skills lessons to help support a successful transition back to the classroom environment.

Elementary and secondary campuses utilize a restorative approach to discipline. Secondary campuses each have an ISS classroom, and the district offers Smart ISS to provide short-term disciplinary placements as an alternative to suspension.

For the 25-26 school year, our behavior identification and support through MTSS is being revised and expanded in the hopes that these concerns can be addressed more immediately in the classroom.

BCBA's are available to support students, teachers, and campuses that may need additional behavior interventions.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The Center for Advanced Learning offers a wide variety of career and technical education programs through the following programs:

School of Engineering

School of Human and Animal Science

School of Public Service

School of Visual Arts

Schools of Trades

Workforce Industry Training

Students are also able to provide services to the community through practicum experiences while fulfilling and earning industry-based certification requirements

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

The mission of Keller ISD's Gifted and Talented Services is to

advocate for and empower students by equitably providing gifted students with cognitive, social, and emotional support through intentionally designed opportunities so that they may attain personal growth in order to meet their potential and pursue their passion.

According to the [Texas State Plan for the Education of Gifted/Talented Students](#), “Gifted/ talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options” (19 TAC 89.3(1)).

Foundation for Learning:

Differentiated Instruction for the Gifted & Talented

Differentiated Instruction in the General Education classroom is the cornerstone of all Gifted & Talented services provided to identified students in Keller ISD. Differentiated instruction consists of instructional delivery from the General Education teacher modified for the most appropriate content, instructional processes, products or assessments, or affective and environmental considerations for learning. The Gifted & Talented cluster groups are established for each General Education core content area. Gifted & Talented identified students are served through the cluster groups and receive instruction on content within the district curriculum that is differentiated by the General Education teacher to present learning experiences aligned to their abilities.

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)

Identification & Assessment

According to the Texas State Plan for the Education of Gifted/Talented Students, equity in G/T education exists when "the population of the total district is reflected in the population of the gifted/talented services program or has been for two (2) of the past three (3) years" (State Plan, 1.6E). <http://www.gtequity.org/index.php>



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