

Keller Independent School District



Florence Elementary School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Mission Statement

Vision

Value Statement

We believe

- Instruction is curriculum based and designed to engage students according to their individual needs through differentiation.
- In empowering students to be independent life-long learners.
- Parents and teachers form a partnership to ensure that children achieve their highest potential.
- Teachers create a safe, stimulating authentic, learner-centered environment enabling each child to reach their full potential.
- Our community and school work together to promote mutual respect and civic responsibility.
- Effective school leadership fosters mutual respect and trust producing a community of learners.

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Comprehensive Needs Assessment

Demographics

Summary

Florence Elementary is the only school in Keller ISD located in Southlake, Texas. Florence Elementary opened in the fall of 1977. We occupied a new building in August of 2021. We are a K-4 campus with a total enrollment of 438 students.

Student Demographics

- Our demographic breakdown is as follows: 65.4% White, 18.9% Hispanic, 3% African American, 7.3% Multiple Races, and 5% Asian.
- Our Economically Disadvantaged population is 7.5% with 0% homeless.
- At Risk: 5.7%
- Emergent Bilingual: 4.3%
- Military Connected: 8.9%
- Our mobility continues to be relatively low at 5%. The majority of students start and finish their K-4 school years at Florence Elementary.

Support Services Provided

- 3.8 % of students are served through ESL
- 15.3% of our students receive services through Special Education
- 5.2% are served through 504
- 9.3% are served through GT programming
- 4.1% are served through Dyslexia Services
- 4.6% are served through Speech Therapy
- 24.2% of students are serviced through Hybrid mathematics in grades 1-4. (Kindergarten Hybrid begins in January)

Total staff members: 57

Support Staff Demographics: 1 campus secretary, 2 office aides, 1 nurse, 1 SRO, 3 cafeteria, 4 custodial staff

Instructional Staff Demographics: FES employs 23 full time general education, 4 co-curricular teachers, 2 special education teachers, 1 dyslexia specialist, 1 librarian, 1 counselor, 1 assistant principal, 1 principal, 1 speech therapist, 1 part time- IST/ESL teacher, 1 part-time GT teacher, as well as 4 instructional aides, and 1 part-time diagnostician.

Teacher Demographics

- Teacher Average years in education: 11.5 years
 - Newest teacher at FES (4 years at FES)
 - Longest teacher at FES (22 years at FES)
- Average years in KISD: 7
- Advanced degrees: 12 staff with advanced degrees
- Special Education Certified: 5
- ESL Certified: 22
- GT Certified: 2

Attendance

25-26 School Year: 95.7% Average Daily Attendance

Administrative Level Discipline Referrals by Student

Florence Elementary School Campus #102

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- 96% of students have no disciplinary referrals
- 4% disciplinary referrals (of these 88% were male, 11.8% were female)

Distribution by grade level:

- Kindergarten: 23.4%
- 1st Grade 5.9%
- 2nd Grade 11.8%
- 3rd Grade 35.3%
- 4th Grade 23.5%

Students with >1 incidents: 6

Students with >3 incidents 3

Students with >5 incidents 2

Classroom Behavior Reports (Flight Checks): 346 total incidents reported

- Kindergarten- 127
- 1st Grade- 58
- 2nd Grade- 49
- 3rd Grade- 44
- 4th Grade- 68

Strengths

- Tier 1 PBIS and disciplinary measures are effective for 96% of students.
- Strong Attendance Rate continued and remained stable from the prior year.
- High teacher retention and years of staff experience. All grade level content teachers are returning teachers and experienced teachers. The newest grade level teacher has been at FES for 3 years.
- Low percentage of At risk/ ed. dis. and homeless sub-populations.
- High level of ESL certification
- 57% of students are supported through specialized supports and programs (SPED, 504, ESL, Hybrid Math, GT)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Behavioral data at the classroom level suggests a need to strengthen proactive behavior supports, social-emotional learning, and early intervention strategies to address student needs and promote a positive learning environment across all grade levels.	Behavioral expectations, social-emotional instruction, and tiered interventions may not be consistently implemented across grade levels. Additional analysis of behavior data is needed to identify patterns, determine students' specific needs, and ensure that appropriate interventions are provided to support students in applying strategies to support successful behavior and learning.
2	When looking at Accountability (Domain 3, in particular) that takes into consideration the lowest two performing sub-populations, our sub-populations are represented by a small number of students, the small population sizes make performance data more sensitive to individual student results and present challenges in closing achievement gaps and improving Domain 3 accountability.	Small student group sizes make it challenging to identify consistent achievement trends, as the performance of just a few students can significantly impact overall achievement and progress toward closing performance gaps.

★ = Priority

Student Learning

Summary

Florence Elementary is committed to reflect on instructional practices to meet the needs of all students. Student achievement is measured and evaluated routinely utilizing various methods including classroom, district, and state assessments. Three times a year our students are provided a universal assessment - MAP (Measures of Academic Performance). This is a nationally normed measure of academic growth. Teachers provide classroom observations, unit assessments as well as our state assessment, STAAR. This past year, students took the STAAR interim in the spring. Student progress is monitored throughout each academic unit of instruction. Remediation or enrichment opportunities are provided based on pre-assessments, formative, and summative assessments.

MTSS

During the year, 48 students were served in the classroom with Tier 2 targeted intervention plans that were based on their MAP performance between the 20th%ile and 40th%ile and 15 students were served with Tier 3 interventions support from our IST based on their performance below the 20%ile in MAP.

STAAR

We ended the school year with an overall Accountability rating of 93 and returned to an A rated campus.

Overall Achievement 93% (Approaches or Above)

75% of students at meets or above (45% masters) in math

78% at meets or above (45% masters) in reading

72% of 4th grade students demonstrated growth from 3rd to 4th grade earning growth points.

Domain 3 Closing the Gaps

In looking at our lowest two performing sub-populations, Asian and two or more races were those who were indicated to have not met the 2027 expectations on STAAR. We are proud of the work of our teachers and students in increasing our Closing the Gaps Domain 3 score from 78 in 2025 to 92 in 2026 as a result of a focus on growth for ALL students resulting in more students maintaining their meets and masters status from 3rd to 4th grade.

MAP Achievement

Compared to 24-25 school year, in Math, we increased our Achievement from the 80th%ile to the 85%ile overall for the 25-26 school year.

- 86% of students performed in the 60%ile or above with 62% of all students performing in the 80th%ile or above. Compared to the 24-25 school year, in Reading, we increased Achievement from 78th%ile to the 80th%ile overall for the 25-26 school year.

- 79% of students performed in the 61st%ile or above with 49% performing in the 80%ile or above.

MAP Growth

Compared to 24-25 school year, in Math, we increased our Growth from the 80th%ile to the 85%ile overall for the 25-26 school year.

Compared to the 24-25 school year, in Reading, we increased Growth from 78th%ile to the 80th%ile overall for the 25-26 school year.

Overall, we showed high achievement and high growth in reading and math across all grade levels and increased our performance compared to the previous school year in both areas.

Strengths

High levels of achievement overall in passing STAAR with 93% overall achievement (growth from 2025).

Improvement in domain 3, closing the gaps from 78% to 92%.

High growth and high achievement in NWEA MAP across both reading and math. Increased our achievement and growth from the previous school year in both subjects.

High levels of students performing above average.

Dedicated daily Intervention/Enrichment time and strong MTSS system.

Hybrid Math is providing students acceleration in math content.

High over-all performance on STAAR across both 3rd and 4th grade.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students struggle with math fluency which impacts their ability to solve one and two step word problems in mathematics.	Problem solving strategies not being used consistently Many students get caught up in the computation processes and lack numerical fluency skills Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice
2 ★	Students are demonstrating lower than expected performance on extended constructed responses across 3rd and 4th grade when compared to the other parts of the test.	-the need for further text analysis and response skills -conventions (not capitalizing and adding punctuation) -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina - Test fatigue (the ECR was toward the end of the test when looking at the results.)

★ = Priority

School Processes & Programs

Summary

This philosophy guides our actions, focuses, celebrations of students, and support of our staff, from our meeting agendas, PLC processes, and PBIS initiatives. This year, our campus is continuing to focus upon Positive Behavior Supports (PBIS) to encourage and celebrate positive behavior and to minimize behavior disruptions, encouraging and promoting positive choices at Florence Elementary School. Last year we began implementing a consistent behavior communication process at the classroom level for minor behavior infractions called a Flight Check form which reports to parents on the behaviors observed, which FES expectation was violated, the steps taken to address the behavior, perceived motivation of the student, location, and time. We collected the data of the classroom level behaviors and were able to identify specific skills that we recognized that students needed additional, explicit support in learning and applying. This year, we are implementing a daily "Morning Meeting" in our classrooms with a specific day of the week assigned to a PBIS Skill that is shared during the morning announcements with direct instruction, followed by an activity that can help students practice the skill during morning meeting. Teachers follow up with recognizing and supporting students with positive reinforcement when that skill is demonstrated throughout the week.

Florence has maintained a high level of academic success. We strive to follow district curriculum with fidelity with teachers planning collaboratively as a grade level team. Differentiated instructional grouping within the classroom in math has been a part of Florence for the last five years, allowing teachers to focus on specific needs of students. Hybrid Math is an additional opportunity to provide accelerated academics in math that begins mid-year in kindergarten continue until they reach high school. Florence teachers utilize pre/post assessments to identify specific areas of need and target instruction based on student performance. Teachers are aware of the various needs of the students and who require enrichment or intervention. Measures of Academic Progress (MAP) is our campus universal screener which allows us to measure student growth throughout the year and plan instruction, intervention, or enrichment according to student needs. Teachers meet both formally and informally to review student progress, to discuss instructional strategies, and to share information. When new data becomes available, teachers and specialists monitor student progress in Snapshot (SNAP) meetings.

Due to our program enrollment and district allocations for staffing, over the last two years, we have adjusted some of our programs and scheduling to utilize specialists who are shared across multiple campuses. Over the last 2 years, we have gone from a full-time Instructional Support Teacher (IST) to a part-time IST who also supports our ESL students, which has resulted in us looking for creative ways, such as outside tutorials, to meet the instructional needs of our lowest performing students. We also share GT, dyslexia and a librarian which has impacted the way in which we maximize our master schedule to ensure that all student needs are being met. Our teachers have adjusted support and in class small group work to ensure that differentiation and tiered support are taking place in the classroom.

Keller ISD implemented curriculum that is based upon the Science of Teaching Reading and a literacy framework that prioritizes standards, provides tools for planning, establishes district assessments that can be used to benchmark performance across the district, and allows for teachers to adjust based on the needs of their students within each unit. The curriculum and instruction follow a gradual release of responsibility approach, in providing direct, explicit instruction, modeling, shared learning, collaborative learning, and independent learning, whereby students have multiple exposures and support in the learning process. Accompanying this curriculum are resources from HMH that include teacher tools, student accesses to digital tools (Waggle, Reading Horizons Discovery, etc.) and direct, daily instruction of phonics through Reading Horizons Discovery (K-3) which also includes phonemic awareness and daily skill checks that provide teachers with immediate feedback on student learning and multi-skill checks after every 3 lessons to measure how students are retaining and applying phonics skills. RLA also includes Handwriting without Tears and Patterns of Wonder. The writing standards compose specific units but are also supported and integrated in reading and other subjects as students explain their thinking.

Florence is 1:1 with technology in all grades providing every student with a brand-new iPad which is used as a supplemental learning tool and for testing. All classroom teachers have MAC computers, and each classroom has a 75" Television with Apple TV. Teachers have been trained and feel more comfortable in utilizing the Mac-Books for instruction. Each classroom teacher also has an iPad for their classroom use. Wireless connectivity allows for teachers to move freely around the room while providing instruction. Florence has over 90 cameras to ensure almost every part of our building is monitored. Dreambox for math is utilized for individualized intervention and enrichment.

In addition to curricular offerings, FES offers clubs, activities and experiences for our students to promote their growth in their interests, talents, and character. One of our teachers will lead our ROCK Club which focuses on kindness to those around you. Our

PE teacher leads a Running Club for our 2nd through 4th graders after school. For music, we have 3rd and 4th grade Magical Marimba clubs and Florence Choir. Our school also has a cooking club for 1st-4th grade provided by an outside company. Our Librarian leads Battle of the Books at a campus and district level. Our theatre teacher holds Keller Shakes try-out where students are taught how to start and hold conversations. We also have a textiles club for Art led by our music teacher. We encourage 3rd and 4th grade students to become involved in STUCO as an officer or class representative and will be the voice of the students in planning of activities and continuous improvement processes as they meet with campus administration to share their input and perspectives. This year, we will be adding UIL academics extracurriculars for 2nd through 4th grade students to participate in different areas of competition between other schools in our feeder pattern.

Florence, as an established campus, has systems in place for the various stakeholders including communication, meetings, information sharing, data collection, data analysis. The school utilizes various forms of input from stakeholders. For staff, team leadership meetings are held monthly where a teacher from each grade level/ department serves as a representative in decision making, processes, and provides input and feedback related to campus events, processes and procedures. In addition to team leadership meetings, teachers participate in grade level planning meetings called professional learning communities (PLCs) where they make decisions related to curriculum, planning, assessment, and grade level communication. The school's Campus Educational Improvement Committee consists of a variety of stakeholders including parents, teachers, staff, and community members, and is focused on reviewing the campus' continuous improvement processes and providing input for improvement. The PTA is a central support our school, as they facilitate and lead many of the FES events and activities with parent volunteers serving to ensure the success and help create memories for students and families. They also provide funding that supports classroom needs, campus projects, and teacher appreciation, among many other things!

Safety and security are a priority for our campus and FES follows KISD security procedures and has a dedicated campus SRO who serves our school. We conduct frequent safety drills and have implemented safety procedures in order to improve our ability to communicate and quickly gather information in the case of a emergency. We utilize the Raptor system in order to monitor and screen parents and guests who are entering the building to ensure the safety of our students. Our building was built with a storm and a missile-proof shelter that can hold our entire campus in the case of a weather or safety emergency.

As a campus, all of our actions, plans, and focus is upon continuing the tradition of excellence!

Strengths

- Community Support
- Processes in place for data collection and monitoring
- CEIC input
- Use of District planning documents - KISD Scope and Sequence
- Uniform assessments integrated into district planning documents
- Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations and MTSS
- Universal assessment measuring growth - MAP
- Hybrid Math
- Collaborative planning
- Safety and security
- Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Through the collection of classroom behavior data, our PBIS committee has identiifed patterns and specific behaviors and skill deficits that are impacting the learning environment.	Lack of explicit behavior instruction for skills such as disagreeing appropriately, accepting a consequence, having a disagreement, talking at appropriate times, social skills, organizational skills, etc. The ways in which behaviors were handled at the classroom level vary from teacher to teacher. Lack of consistent processes in the past.
2★ Over the last 3 years, Florence has experienced a reduction in the amount of time we have support staff personnel present (IST, ESL, Dyslexia, Speech, library) which impacts the scheduling and time for interventions and support and ability for teachers to work collaboratively with specialists.	Caseloads and number of students served at Florence are less than other campuses District budgeting needs

★ = Priority

Perceptions

Summary

Our campus culture is a major area of strength. Family involvement is a key part of our campus and we have worked over the last few years to strengthen the involvement, not just in the events and activities, but in their child's progress through communication of progress (as a problem of practice), opportunities and connections for home support, and the use of parent square for ongoing communication. Our newsletter showcases activities and encourages support. Our PTA is incredibly strong, and our family involvement is top notch! We have a close relationship with PTA, and they work collaboratively to support our teachers and school in countless ways through student programs, teacher grants, campus enrichment projects, and more! This collaboration results in high levels of achievement and support for students and staff.

Among the traditions and community engagement events that are beloved by our community are Art Night, Literacy Night, STEM Night, Fall Carnival, Silent Auction, Grandparents Day, Musicals for each grade level, Storybook Character Day, Nutcracker Day, KHS Homecoming Parade, Western Day and Talent Show. Our incredibly active and supportive PTA plans several Family Fun nights at local restaurants. Our Multicultural night allows families to share information and food from their culture whether it is from a different state or country.

It is also important that our families feel connected. We consistently have many parents who come to have lunch with their students. We have an active Watchdog program for our dads to spend a day with their students. We have continued to build upon our Watch Dog Dads program that provides another opportunity for our families to be connected to Florence. Spirit Nights are offered for families to come together outside of school to socialize. We have one major PTA fundraiser during the year: Fun Run, which is highly supported and attended by our parents and provides our PTA with a budget to support additional classroom resources, student activities such as field trips, campus needs of our school. Penguin Patch also provides a fundraising opportunity for our PTA.

Focusing upon the positive character of our students is a priority for FES. We are a Positive Behavior Interventions and Supports (PBIS) campus where we focus and recognize the positive behavior of our students. We have a campus monetary system called Tribal Tokens that staff hand out to students who follow PBIS expectations. We also have our fabulous falcon referrals where students who demonstrate exceptional character, service, or behavior are referred to an administrator to celebrate being a fabulous falcon, receive a reward, and have a positive phone call home to share with their family. Students can cash in their Tribal Tokens for various rewards. Each nine weeks, we have a Character Assembly to honor students who exhibit the character each nine-week period. We reward classes for great behavior in the cafeteria for positive behavior with weekly goals and contests whereby whole classes can earn class privileges such as flash light time, PJ day, additional recess, popsicle parties, and others.

Our culture and climate is largely due to the opportunities for parent and community engagement. Our PTA is incredibly supportive. It's because of their time and dedication that we are able to host many of our after school activities. Our families feel connected to our teachers and campus. Parents desire to volunteer to assist our staff. You will find parents actively involved on a daily basis on our campus. We have a CEIC committee which meets four times a year to review our Campus Improvement Plan and provide input. The committee is composed of teachers, parents and community members. Members are encouraged to bring questions, concerns and ideas to the committee for consideration.

Communication is a key component in the success of Florence. We have a communications team that works together to ensure information is provided to our community in multiple ways: Newsletters, Facebook page, campus visuals and our website. Our family newsletter includes spotlights of activities happening and encourages teachers and families to spotlight those staff members whom they recognize as outstanding falcons and feedback from families has been positive.

The campus administration conducts 3X a year feedback meetings with each teacher individually and is utilizing the campus leadership team's monthly meetings to further identify and support teacher and staff needs. Our grade level teams have a collaborative and cooperative culture, planning and working closely together. Our staff shares in different staff spirit days, games, and recognition of others, including a focus on recognizing and celebrating one another and our students through the district's Heart and Work with 3 teachers receiving a golden egg each quarter based on their nominations.

Strengths

- Traditions
- Quality of teachers and school overall
- Teacher retention (all grade level teachers were returning teachers, only one new teacher was hired for music).
- Communication of information/ events
- Communication of student progress with families
- Many activities for families to be involved in
- Avenues for teacher support, recognition, and input
- Strong PTA / Parent Involvement
- High expectations for achievement and behavior
- Monthly family events: choir/theater programs, Literacy Night, STEM night, Multicultural Night, Fall Carnival, Grandparent's Game Night
- Highly successful Fun Run - Fundraising and support from PTA
- Consistent volunteers support teacher and school preparation needs
- Multiple methods of communication / Communications Team
- Watch Dog Dads volunteer support
- High expectations

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There are a variety of diverse needs of students across our campus and teachers are faced with the challenge of meeting all of these needs while maintaining a challenging environment for our high performing students.	- Reduction in support staff for T-3 - Adjustment to new technology tools to support -High performing students needing deeper instruction -Lower performing students needing additional scaffolding - Middle of the road students needing support to grow

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students are demonstrating lower than expected performance on extended constructed responses across 3rd and 4th grade when compared to the other parts of the test.

-the need for further text analysis and response skills -conventions (not capitalizing and adding punctuation) -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina - Test fatigue (the ECR was toward the end of the test when looking at the results.)

2
★

Students struggle with math fluency which impacts their ability to solve one and two step word problems in mathematics.

Problem solving strategies not being used consistently Many students get caught up in the computation processes and lack numerical fluency skills Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice

3
★

There are a variety of diverse needs of students across our campus and teachers are faced with the challenge of meeting all of these needs while maintaining a challenging environment for our high performing students.

- Reduction in support staff for T-3 - Adjustment to new technology tools to support -High performing students needing deeper instruction -Lower performing students needing additional scaffolding - Middle of the road students needing support to grow

4
★

Behavioral data at the classroom level suggests a need to strengthen proactive behavior supports, social-emotional learning, and early intervention strategies to address student needs and promote a positive learning environment across all grade levels.

Behavioral expectations, social-emotional instruction, and tiered interventions may not be consistently implemented across grade levels. Additional analysis of behavior data is needed to identify patterns, determine students' specific needs, and ensure that appropriate interventions are provided to support students in applying strategies to support successful behavior and learning.

5
★

Through the collection of classroom behavior data, our PBIS committee has identified patterns and specific behaviors and skill deficits that are impacting the learning environment.

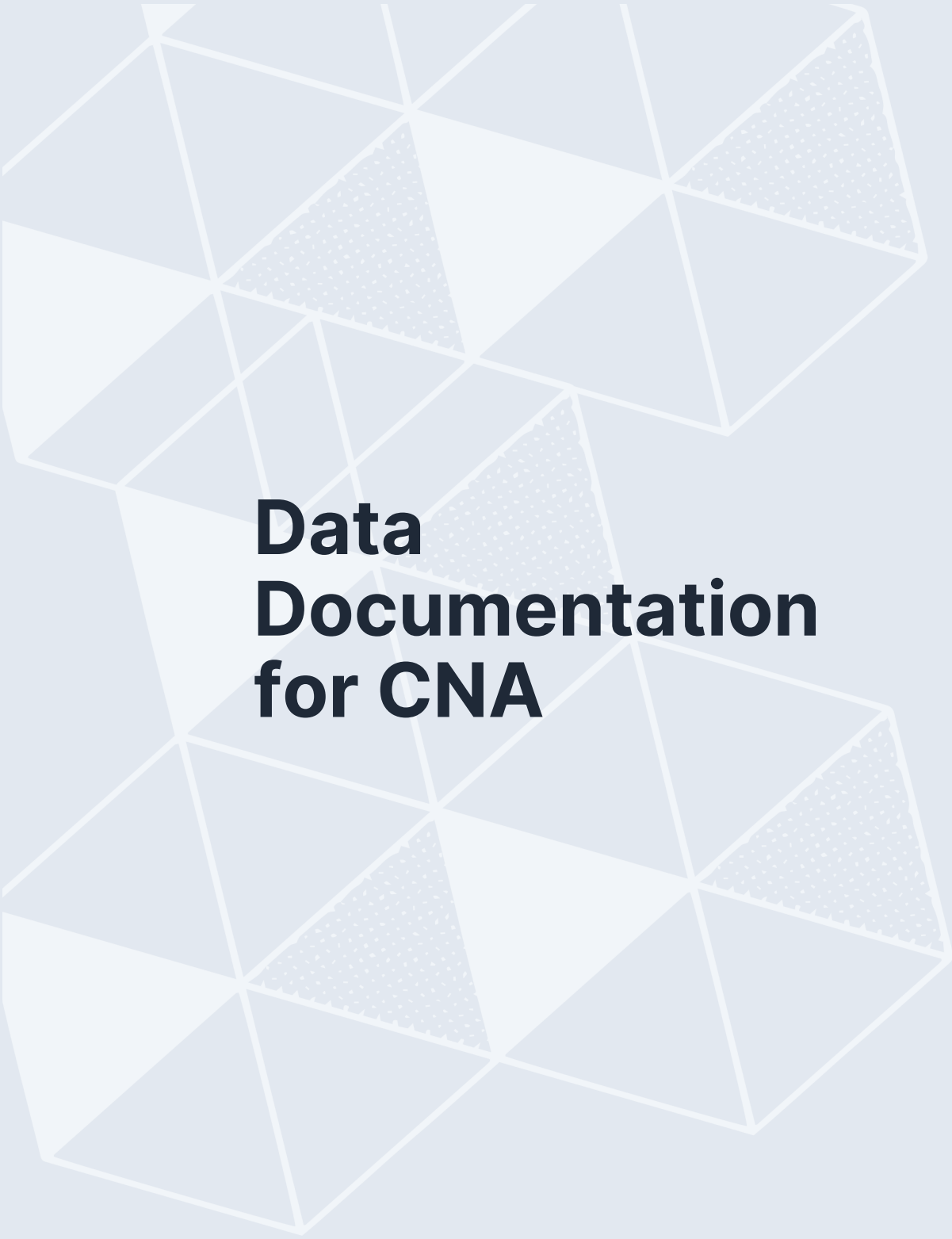
Lack of explicit behavior instruction for skills such as disagreeing appropriately, accepting a consequence, having a disagreement, talking at appropriate times, social skills, organizational skills, etc. The ways in which behaviors were handled at the classroom level vary from teacher to teacher. Lack of consistent processes in the past.

6
★

Over the last 3 years, Florence has experienced a reduction in the amount of time we have support staff personnel present (IST, ESL, Dyslexia, Speech, library) which impacts the scheduling and time for interventions and support and ability for teachers to work collaboratively with specialists.

Caseloads and number of students served at Florence are less than other campuses District budgeting needs

★ = 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
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent activity evaluations and feedback data
- ☒ Community service agencies and support services

Support Systems and Other Data

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



Capacity and resources data



Budgets/entitlements and expenditures data



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By the end of the current school year, 75% of 3rd grade students will score Meets or above in reading and math as measured by 2027 STAAR.

Action Step 1

Through collaborative, long and short term planning, utilize the district's Reading Language Arts and Math curriculum with fidelity, ensuring focus upon the priority standards in planning, explicit instruction, and assessment.

Measures: Planning documents, Summative assessment results, PLC data cycles.

Staff Responsible for Monitoring: Teachers, administration

Problem Statements: Student Learning 1, 2 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

December

February

June

Action Step 2

In PLC's utilize the available data sources (district formative, summative and standardized assessment tools, STAAR Interim, Dreambox and MAP) to monitor student learning in reading and math in order to provide targeted, intensive instruction, or enrichment, as needed. through small groups, RTI, or need specific support services.

Measures: MAP growth, Aware test reports, SNAP reports, PLC logs.

Staff Responsible for Monitoring: Teachers, Administration, RTI

Problem Statements: Student Learning 1 - Perceptions 1

Funding Sources: Tier 3 Tutor 24 - Comp Ed (PIC), \$6,800

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

Progress Reviews

December

February

June

Action Step 3

Utilize district summative assessment data to identify students who are not meeting expectations on the 3rd and 4th grade unit assessments and provide targeted instruction to reinforce these skills.

Measures: MAP Growth, Unit Summatives, STAAR Data

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Student Learning 1, 2 - Perceptions 1

Funding Sources: Tier 3 Tutor 24 - Comp Ed (PIC), \$6,800

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

December

February

June

Action Step 4

Increase and support mathematical fluency mastery by grade level utilizing student goal setting, celebration of mastery, and targeted fluency instruction. Each grade level will follow the fluency element of KISD curriculum and supplement with Amplify fluency as well as celebrations as determined by the teacher's T-TESS goal.

Measures: Math Fluency Assessment Results, Celebrations, TTESS Student performance goals. Amplify Fluency.

Staff Responsible for Monitoring: Teachers, Principal

Problem Statements: Student Learning 1, 2 - Perceptions 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 Students struggle with math fluency which impacts their ability to solve one and two step word problems in mathematics.	Problem solving strategies not being used consistently Many students get caught up in the computation processes and lack numerical fluency skills Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice
2 Students are demonstrating lower than expected performance on extended constructed responses across 3rd and 4th grade when compared to the other parts of the test.	-the need for further text analysis and response skills -conventions (not capitalizing and adding punctuation) -lack of conventions in writing as seen in writing samples from district performance tasks - Additional writing focus needed -Limited opportunities for longer writing / lack of stamina -Test fatigue (the ECR was toward the end of the test when looking at the results.)

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 There are a variety of diverse needs of students across our campus and teachers are faced with the challenge of meeting all of these needs while maintaining a challenging environment for our high performing students.	- Reduction in support staff for T-3 - Adjustment to new technology tools to support -High performing students needing deeper instruction -Lower performing students needing additional scaffolding - Middle of the road students needing support to grow

Performance Objective 2

During the 2026-2027 school year, Florence Elementary school will demonstrate campus growth of 75%ile or above in Math and 69th%ile or above in reading as demonstrated by growth from beginning to the end of the year in MAP testing.

Action Step 1

In each grade level, develop a plan to practice, monitor, and celebrate student mastery of mathematical fluency.

Measures: Student performance, lesson plans, small group interventions, celebrations, TTESS Goals

Staff Responsible for Monitoring: teachers and administration

Problem Statements: Student Learning 1

Funding Sources: Backpack Tags for Celebrations 199 - General Fund, \$300

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2

Implement and utilize the UPSC (Understand, plan, solve, and check) model and graphic organizer in order to break down word problems into smaller parts in mathematical problem solving.

Measures: Lesson plans, STAAR interim

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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June

Action Step 3

Through PLCs, teams will utilize data collected during the week including MAP, summative, and observations in order to plan and implement targeted and intensive support or enrichment of student needs that can be addressed in flex time or in small group instruction.

Measures: Lesson plans, student progress on MAP, summative assessments.

Staff Responsible for Monitoring: Teachers

Problem Statements: Perceptions 1

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

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Action Step 4

Thirty hours of before school tutorials will be provided for students who qualify based on House Bill 1416 for support in mathematics.

Measures: 1416 Attendance Sheets. Student performance.

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

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Action Step 5

Develop and utilize student goal setting sheets to allow students to monitor their own learning, goals, and growth across all grade levels and allow for this data to be shared with families to help students to own their growth.

Measures: MAP MOY, MAP EOY, Growth goal sheets, summative data.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students struggle with math fluency which impacts their ability to solve one and two step word problems in mathematics.

Problem solving strategies not being used consistently
Many students get caught up in the computation processes and lack numerical fluency skills
Rapid responses toward end of assessments.
Retention of previously learned skills- more opportunities for spiral review/ practice

2

Students are demonstrating lower than expected performance on extended constructed responses across 3rd and 4th grade when compared to the other parts of the test.

- the need for further text analysis and response skills
- conventions (not capitalizing and adding punctuation)
- lack of conventions in writing as seen in writing samples from district performance tasks
- Additional writing focus needed
- Limited opportunities for longer writing / lack of stamina
- Test fatigue (the ECR was toward the end of the test when looking at the results.)

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Through the collection of classroom behavior data, our PBIS committee has identified patterns and specific behaviors and skill deficits that are impacting the learning environment.

Lack of explicit behavior instruction for skills such as disagreeing appropriately, accepting a consequence, having a disagreement, talking at appropriate times, social skills, organizational skills, etc.
The ways in which behaviors were handled at the classroom level vary from teacher to teacher.
Lack of consistent processes in the past.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There are a variety of diverse needs of students across our campus and teachers are faced with the challenge of meeting all of these needs while maintaining a challenging environment for our high performing students.

- Reduction in support staff for T-3
- Adjustment to new technology tools to support
- High performing students needing deeper instruction
- Lower performing students needing additional scaffolding
- Middle of the road students needing support to grow

Goal 2 Foster a positive, safe, and supportive school environment.

Performance Objective 1

During the 25-26 school year, Florence Elementary School will continue to implement and sustain a comprehensive universal (Tier 1) and targeted (Tier 2) Positive Behavior Interventions and Supports (PBIS) system that promotes positive school culture, establishes data points for measuring behavioral incidents and increases student engagement through consistent expectations, data-driven decision making, and targeted supports for students needing additional interventions.

Action Step 1

Continue to utilize a consistent communication and classroom behavior tracking tool that will be shared with parents, collected for data tracking purposes. The form includes the behaviors, location, time, antecedent, expectation violated, support provided, and possible motivation. This will allow the administration and PBIS cohort to track and identify needs for reinforcement and process revision.

Measures: Flight check data tracking, teacher survey data, etc.

Staff Responsible for Monitoring: Administration, PBIS cohort, teachers, discipline clerk.

Problem Statements: Demographics 1 - Perceptions 1

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

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Action Step 2

Purchase the Swis software for monitoring and reporting of classroom level behaviors that will be evaluated by campus leadership, and team leads each month to determine focus areas for PBIS.

Measures: Disciplinary data. Swiss data reports. Teacher input and feedback.

Staff Responsible for Monitoring: Principal, Assistant Principal.

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 3

Implement weekly PBIS lessons in the morning announcements that will be shared with all students around skills that were identified based on behavior data. These lessons will include activities that will allow students to practice these skills during morning meeting and the skills will be reinforced through positive reinforcement and reminders throughout that week.

Measures: Flight check data, swis reports, disciplinary data.

Staff Responsible for Monitoring: Principal, Assistant principal, counselor and teachers.

Problem Statements: Demographics 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

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Action Step 4

Build a morning meeting block of 10 minutes into the master schedule to allow for community building and PBIS skills to be introduced and practiced in each classroom.

Measures: Disciplinary data, Swis reports,

Staff Responsible for Monitoring: Principal, Assistant principal, teachers.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Behavioral data at the classroom level suggests a need to strengthen proactive behavior supports, social-emotional learning, and early intervention strategies to address student needs and promote a positive learning environment across all grade levels.

Behavioral expectations, social-emotional instruction, and tiered interventions may not be consistently implemented across grade levels. Additional analysis of behavior data is needed to identify patterns, determine students' specific needs, and ensure that appropriate interventions are provided to support students in applying strategies to support successful behavior and learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Through the collection of classroom behavior data, our PBIS committee has identified patterns and specific behaviors and skill deficits that are impacting the learning environment.

Lack of explicit behavior instruction for skills such as disagreeing appropriately, accepting a consequence, having a disagreement, talking at appropriate times, social skills, organizational skills, etc.
The ways in which behaviors were handled at the classroom level vary from teacher to teacher.
Lack of consistent processes in the past.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There are a variety of diverse needs of students across our campus and teachers are faced with the challenge of meeting all of these needs while maintaining a challenging environment for our high performing students.

- Reduction in support staff for T-3
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- Lower performing students needing additional scaffolding
- Middle of the road students needing support to grow



State Compensatory Education

State Compensatory

Budget for Florence Elementary School

Total SCE Funds: \$0.00

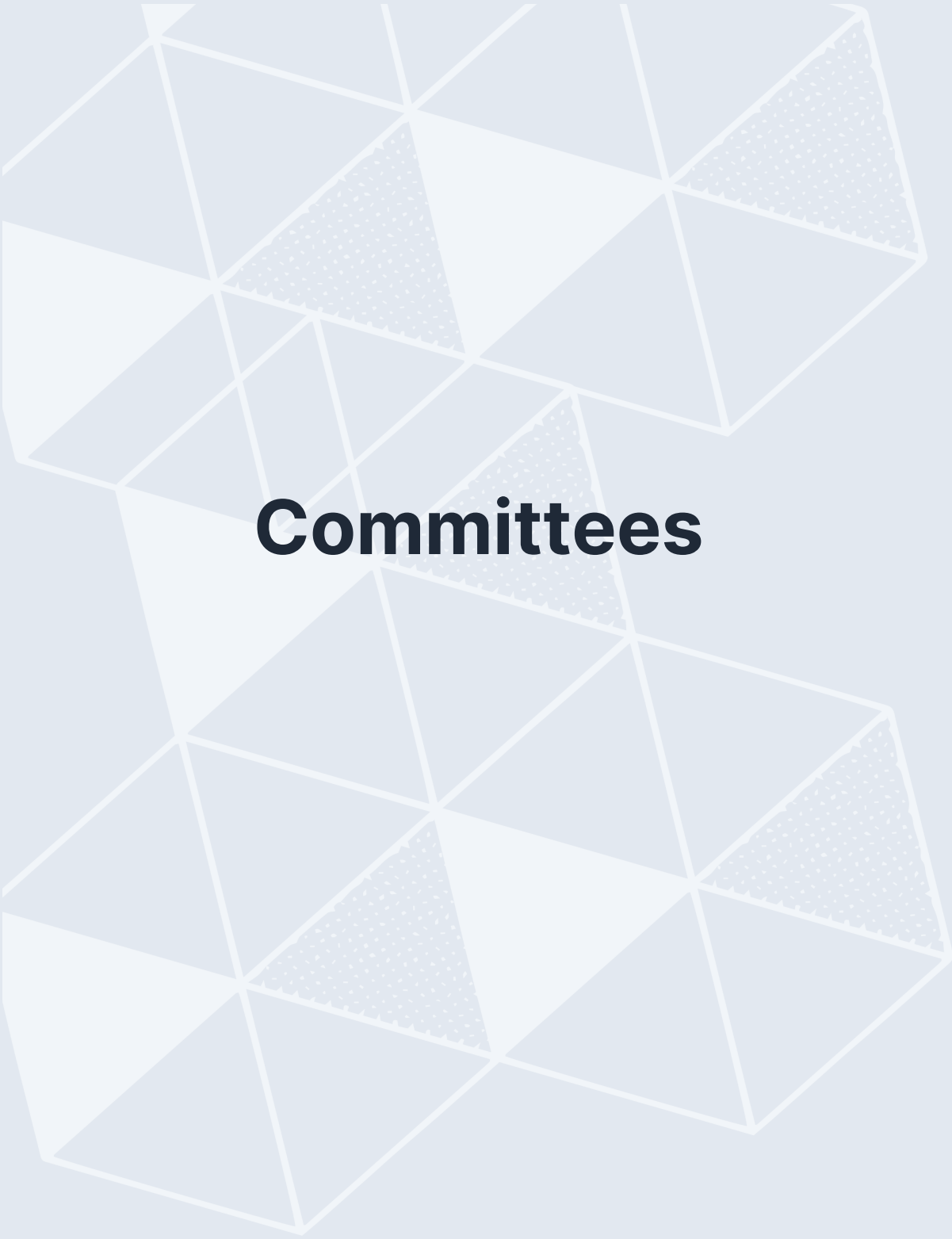
Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

.5 FTE Instructional support teacher (IST)/ ESL teacher provides intensive support for students demonstrating need beyond the in class targeted or universal levels of support.

Personnel for Florence Elementary School

Name	Position	FTE
Cynthia Lee	IST/ESL	0.5



Committees

Committees

Campus Site-Based Committee

Members

First Name	Last Name	Position	Committee Role
Hannah	McLean	Kindergarten Teacher	Classroom Teacher
Barb	Thompson	1st Grade Teacher	Classroom Teacher
Lexi	Jencopale	3rd Grade Teacher	Classroom Teacher
Anna Marie	Rice	3rd Grade Teacher	Teacher
Susan	Frey	4th Grade Teacher	Classroom Teacher
Michele	Newbrough	Specials Teacher	Classroom Teacher
Jade	Holbrook	Kindergarten Parent	Parent
Landon	Massey	1st Grade Parent	Parent
Ashley	Wallace	Kindergarten and 3rd Grade Parent	Parent
Landon	Hughes	1st and 4th Grade Parent	Parent
Hayley	Morrow	PTA President	Parent
Samantha	Carruth	Campus Secretary	Non-classroom Professional
Courtney	Brandel	Principal	Administrator
April	Jones	Assistant Principal	Administrator
Michelle	Laumann	Counselor	School Counselor



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