

Keller Independent School District



Ridgeview Elementary

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

KISD -- an exceptional district in which to learn, work and live.

Value Statement

Focused on Student Success, Staff Recruitment and Retention, Safe Learning Environments, Family and Community Engagement, Financial Stewardship, and a Systematic Approach

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Comprehensive Needs Assessment

Demographics

Summary

Ridgeview Elementary, opened in 2011, is the only school in Keller ISD where the student population enters into two separate feeder patterns in the 5th grade. We are a pre-k through 4th-grade campus with a total enrollment of 461 students.

Student Demographics

- Our demographic breakdown is as follows: 42.3% White, 19.3% Hispanic, 12.8% African American, 9.3% Multiple Races, and 16.2% Asian.
- Our Economically Disadvantaged population is 25.38%, with 1% homeless.
- At Risk: 16.05%
- Emergent Bilingual: 13.88%
- Military Connected: 7.81%
- Our mobility rate is 6%, confirming that the majority of students start and finish their K-4 school years at Ridgeview Elementary.

Support Services Provided

- 13.8 % of students are served through ESL
- 16.9% of our students receive services through Special Education
- 3.2% are served through 504
- 5.2% are served through GT programming
- 5.21% are served through Dyslexia Services
- 6.2% are served through Speech Therapy
- 28.1% of students are served through Hybrid mathematics in grades 1-4. (Kindergarten Hybrid begins in January)

Total staff members:58

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

Instructional Staff Demographics: RES employs 23 full-time general education teachers, 4 co-curricular teachers, 3 special education teachers, 1 dyslexia specialist, 1 librarian, 1 counselor, 1 assistant principal, 1 principal, 1 speech therapist, 1 IST/ESL teacher, 1 part-time GT teacher, as well as 5 instructional aides and 1 part-time diagnostician.

Teacher Demographics

- Teacher Average years in education: 13
- Average years in KISD: 8.5
- Advanced degrees: 16 staff with advanced degrees
- Special Education Certified: 6
- ESL Certified: 29
- GT Certified: 2

Attendance

25-26 School Year: 95.1% Average Daily Attendance

Administrative Level Discipline Referrals by Student

- 9% of students have no disciplinary referrals
- 3% disciplinary referrals (of these 87% were male, 12.5% were female)

Strengths

Ridgeview Elementary Campus #220907129

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Ridgeview Elementary has several demographic strengths that contribute to a stable and supportive learning environment. The campus maintains strong attendance rates and benefits from a high level of staff retention and experience, providing students with consistency and strong relationships throughout their educational experience. Our staff also demonstrates a high level of specialized expertise, including ESL and GT certifications, allowing us to effectively support a diverse range of learners. Ridgeview has low rates of student mobility and homelessness, contributing to greater stability for students and families. Additionally, a significant percentage of our students receive targeted support based on their uniquely identified needs, including ESL, Special Education, 504, Hybrid Math, and GT services. These strengths reflect a campus committed to knowing our students well and providing the resources and expertise necessary for each student to learn, grow, and thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Special education enrollment has grown 9.7% since 2019 while special education achievement remains our lowest of any group.	Inclusive instructional practice, resource and gen ed teacher collaborative structures, and paraprofessional deployment have not scaled with the population. Ridgeview special education student population has increased by 9.7% since 2019

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Domain 3 Closing the Gaps sits at 51 (C, 76), driven by African American, Hispanic, economically disadvantaged, and special education performance in mathematics.

Tier 1 math instruction is not consistently accessible to all learners; intervention has been identified late and monitored inconsistently; too few students in need are in documented Tier 2/3 support.

2
★

Grade 3 Math Meets has declined three consecutive years (67 - 60 - 52), with the widest achievement spread of any grade/subject on campus.

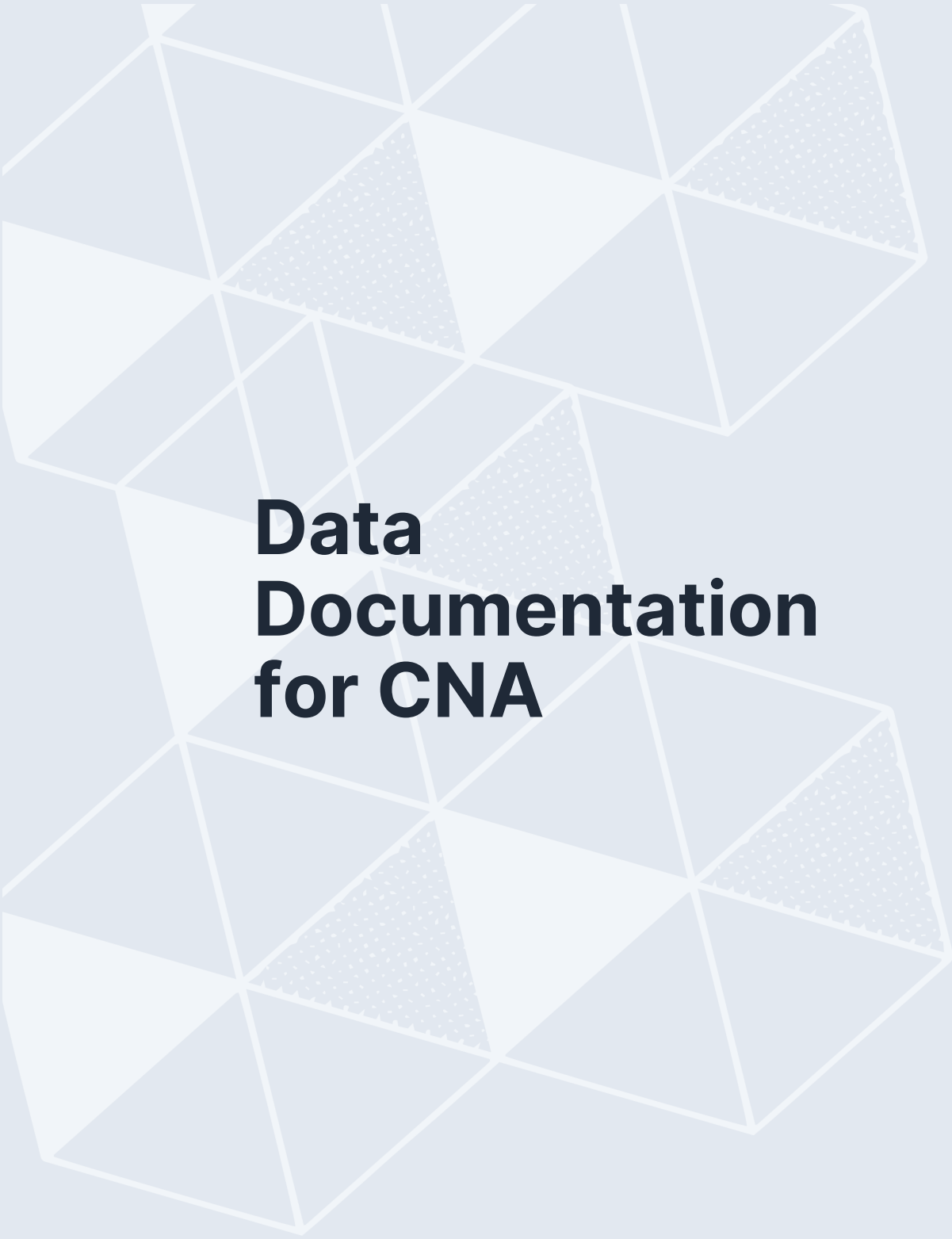
Curriculum internalization is uneven; students receive limited daily opportunity to reason, justify, and problem-solve; the accelerated cohort masks the on-level middle in campus-level data.

3
★

K-2 growth is average (53rd math, 55th reading) on a cohort that arrives above average, and Grade 1 math growth sits below the national median at the 45th percentile with only 9% of students growing above the 80th percentile.

Instruction in K-2 is calibrated to where students arrive rather than to how far they can move; extension for already-proficient students is inconsistent; growth has not been a monitored metric in the primary grades, so the erosion is invisible until STAAR.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Results Driven Accountability (RDA)
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course 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
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Texas Success Initiative (TSI) 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
- ☒ 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
- ☒ 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
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ 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-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ 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 and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By May 2027, 68% of Grade 3 students will reach Meets in Reading (from 63%) and 62% will reach Meets in Mathematics (from 52%), as measured by the 2027 STAAR.

Action Step 1

Every K-4 team will use the KISD Internalization Protocol for unit and lesson internalization before each math unit, using the Grab & Go PLC agendas. Internalization occurs before the unit begins, not during it

Measures: PLC agendas, internalization artifacts, walkthrough data

Staff Responsible for Monitoring: Teachers, Team Leads, 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 2

Implement daily structured problem-solving in every K-4 math block -- students reason, represent, and justify before the teacher confirms. Grade 3 and 4 will use STAAR-format application tasks at least twice weekly

Measures: Lesson plans, walkthrough look-fors, student work samples

Staff Responsible for Monitoring: Teachers, Administration, Math Coach

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

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Action Step 3

Target the two weakest reporting categories directly: Computations and Algebraic Relationships (Grade 3, 56%) and Geometry and Measurement (Grade 4, 51%). Each team will build a spiral review calendar for these categories by October 2026

Measures: Spiral review calendars, unit assessment data by reporting category

Staff Responsible for Monitoring: Teachers, Team Leads

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

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Action Step 4 Targeted Support Action Step

Analyze STAAR interim and MAP data at the reporting-category and student level in PLCs at least every three weeks, disaggregated by student group. K-2 will use priority assessment results in the same cycle.

Measures: PLC agendas and notes, data trackers

Staff Responsible for Monitoring: Teachers, Administration, IST

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Domain 3 Closing the Gaps sits at 51 (C, 76), driven by African American, Hispanic, economically disadvantaged, and special education performance in mathematics.	Tier 1 math instruction is not consistently accessible to all learners; intervention has been identified late and monitored inconsistently; too few students in need are in documented Tier 2/3 support.
2 Grade 3 Math Meets has declined three consecutive years (67 - 60 - 52), with the widest achievement spread of any grade/subject on campus.	Curriculum internalization is uneven; students receive limited daily opportunity to reason, justify, and problem-solve; the accelerated cohort masks the on-level middle in campus-level data.

Performance Objective 2

By May 2027, Grade 3 RLA Masters will reach 42% (from 38%) and Grade 4 RLA Masters will reach 32% (from 24%), with the Writing reporting category rising to 57% in Grade 3 and 55% in Grade 4 (from 50% and 47%).

Action Step 1

Daily composition becomes a campus non-negotiable, K-4. Every student writes something extended every day -- not a worksheet, a piece of writing.

Measures: Writing folders, walkthrough data, student work samples

Staff Responsible for Monitoring: Teachers, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Action Step 2

Conduct three campuswide writing calibration sessions (October, January, April) where teams score the same student pieces to district rubrics until scores align

Measures: Calibration protocols, scored samples, inter-rater agreement

Staff Responsible for Monitoring: Team Leads, Administration, Reading Coach

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

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Action Step 3 Targeted Support Action Step

Provide targeted extension for students approaching or holding Meets, so that "on grade level" is a floor rather than a destination

Measures: Lesson plans, MAP growth projections, extension rosters

Staff Responsible for Monitoring: Teachers, GT Teacher, Administration

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

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Performance Objective 3 HB3 Goal

By May 2027, the on-level (non-Hybrid) mathematics cohort in Grades 3 and 4 will reduce the percentage of students below the grade-level MAP norm from 34% to 25%.

Action Step 1

Report and review all campus math data in two views -- with and without the Hybrid cohort -- so the on-level middle is never masked again

Measures: Data reports, PLC agendas

Staff Responsible for Monitoring: Administration, IST, Team Leads

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Action Step 2 Targeted Support Action Step

Use the WIN/RTI block for math intervention with named students, documented entry criteria, and progress monitoring every three weeks

Measures: WIN rosters, progress monitoring data, MTSS documentation

Staff Responsible for Monitoring: Teachers, IST, 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

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Action Step 3 Targeted Support Action Step

Deliver 30 hours of HB 1416 accelerated instruction to all qualifying students in math and reading.

Measures: HB 1416 attendance, tutorial plans, student performance

Staff Responsible for Monitoring: Teachers, IST, 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

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Domain 3 Closing the Gaps sits at 51 (C, 76), driven by African American, Hispanic, economically disadvantaged, and special education performance in mathematics.

Tier 1 math instruction is not consistently accessible to all learners; intervention has been identified late and monitored inconsistently; too few students in need are in documented Tier 2/3 support.

2

Grade 3 Math Meets has declined three consecutive years (67 - 60 - 52), with the widest achievement spread of any grade/subject on campus.

Curriculum internalization is uneven; students receive limited daily opportunity to reason, justify, and problem-solve; the accelerated cohort masks the on-level middle in campus-level data.

Performance Objective 4 High Priority

By May 2027, Grade 1 will raise its median growth percentile to 55 or above in both mathematics and reading (from 45th and 51st), and the percentage of K-2 students growing above the 80th percentile will reach 20% in every grade and both subjects (currently as low as 9% in Grade 1 math and 7% in Grade 1 reading).

Action Step 1

Establish growth -- not achievement -- as the primary K-2 data metric. Every K-2 PLC reviews the growth distribution alongside the achievement distribution, and every K-2 teacher can name which of their students grew above and below the 50th percentile

Measures: PLC agendas, growth reports, teacher data trackers

Staff Responsible for Monitoring: K-2 Teachers, Team Leads, Administration

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Action Step 2

Set fall MAP growth goals with every K-2 student and conference on them at middle and end of year, mirroring the goal-setting protocol already in place for grades 3-4.

Measures: Student goal sheets, conference logs, MAP growth vs. projection

Staff Responsible for Monitoring: K-2 Teachers

Problem Statements: Student Learning 3

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

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Action Step 3

Build a Kindergarten-to-Grade-1 learning partnership. The Kindergarten team -- the strongest growth producers on campus at the 64th and 61st percentiles -- will host peer observations and articulate their practices during internalization, with the Grade 1 team observing at least twice per semester.

Measures: Observation schedule and notes, PLC agendas, Grade 1 growth data

Staff Responsible for Monitoring: Kindergarten and Grade 1 Teams

Problem Statements: Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Action Step 4

Guarantee daily extension for K-2 students already at or above grade level. Our K-2 floor is solid -- only 4% of Grade 2 students sit in the bottom achievement quintile -- so the WIN block in primary grades must serve the top of the distribution as deliberately as the bottom.

Measures: WIN rosters and plans, walkthrough data, growth percentiles above the 80th

Staff Responsible for Monitoring: K-2 Teachers, GT Teacher, Administration

Problem Statements: Student Learning 3

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

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

K-2 growth is average (53rd math, 55th reading) on a cohort that arrives above average, and Grade 1 math growth sits below the national median at the 45th percentile with only 9% of students growing above the 80th percentile.

Instruction in K-2 is calibrated to where students arrive rather than to how far they can move; extension for already-proficient students is inconsistent; growth has not been a monitored metric in the primary grades, so the erosion is invisible until STAAR.

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

Performance Objective 1 High Priority

By May 2027, Ridgeview's Domain 3 Closing the Gaps component score will rise from 51 to 65 or above, with African American, Hispanic, economically disadvantaged, and special education students each gaining at least 10 percentage points at Meets in mathematics and 8 percentage points at Meets in RLA.

Action Step 1 Targeted Support Action Step

Every student below Meets is named, assigned to a specific adult, and documented in Tier 2 or Tier 3 support by the third week of school. No student in need of intervention goes undocumented.

Measures: MTSS rosters, SIT documentation, intervention logs

Staff Responsible for Monitoring: Teachers, IST, Counselor, Administration

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2 Additional Targeted Support Action Step

Disaggregate every PLC data conversation by student group. Campuswide averages do not appear on a PLC agenda without the subgroup breakdown beside them.

Measures: PLC agendas, data trackers

Staff Responsible for Monitoring: Team Leads, Administration

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Action Step 3 Targeted Support Action Step

Strengthen inclusive practice for our growing special education population through resource teaching structures, scheduled co-planning, and targeted paraprofessional deployment aligned to student need.

Measures: Master schedule, co-planning agendas, ARD goal progress, walkthrough data

Staff Responsible for Monitoring: Administration, Special Education Teachers, General Education Teachers

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 4

Hold family conferences each semester for every student in Tier 2 or Tier 3, in a format and at a time the family can actually attend -- including evening, virtual, and translated options

Measures: Conference logs, family attendance rate, ParentSquare engagement

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Domain 3 Closing the Gaps sits at 51 (C, 76), driven by African American, Hispanic, economically disadvantaged, and special education performance in mathematics.

Tier 1 math instruction is not consistently accessible to all learners; intervention has been identified late and monitored inconsistently; too few students in need are in documented Tier 2/3 support.

Performance Objective 2

By May 2027, at least 90% of families will access campus communication in one or more formats, and at least 75% of Grade 4 students will hold a leadership role through the House System and Ridgeview Student Council

Action Step 1

Distribute a campus newsletter twice monthly through ParentSquare, with translated versions, printed copies in the front office, and short video messages

Measures: ParentSquare engagement metrics, parent surveys

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Expand leadership roles through Student Council, House leaders, flag leaders, office runners, meal delivery, counselor helpers, and library assistants, using an equitable rotation system published by September 2026

Measures: Participation tracker, student interest surveys

Staff Responsible for Monitoring: Administration, Staff House Leaders, Student Council Sponsor

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 3

Continue All Pro Dads, WATCH D.O.G.S., APEX, and PTA partnerships, adding at least two evening or weekend events designed for working families

Measures: Event attendance, family feedback

Staff Responsible for Monitoring: Administration, Teachers, PTA

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, 100% of teachers will participate in a full internalization cycle for every math and RLA unit, and PLC time will function as a data-and-planning structure rather than a meeting.

Action Step 1

Team Leads facilitate internalization using the campus facilitation protocol; administration attends weekly team planning to support, coach, and problem-solve

Measures: PLC agendas, facilitation protocol artifacts, administrator calendar

Staff Responsible for Monitoring: Team Leads, Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Action Step 2

Conduct a campus team book study anchored to our instructional focus, with structured implementation checkpoints in October, January, and March

Measures: Book study agendas, implementation artifacts, walkthrough evidence

Staff Responsible for Monitoring: Administration, Team Leads

TEA Priorities: Recruit, support, retain teachers and principals

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

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Action Step 3

Hold staff feedback meetings three times per year and administer a climate and culture survey, using results to adjust campus systems.

Measures: Feedback notes, survey results, documented changes made

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

By May 2027, every teacher will receive a minimum of two documented feedback touchpoints per semester, with written feedback delivered within 48 hours of each walkthrough and at least one coaching conversation per semester.

Action Step 1

Maintain a monthly walkthrough tracker ensuring coverage across all grade levels and content areas, weighted toward our instructional focus areas.

Measures: Monthly walkthrough tracker

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

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Action Step 2

Provide written feedback within 48 hours, naming one observed strength and one actionable next step.

Measures: Written feedback artifacts

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

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Action Step 3

Conduct one coaching conversation per teacher per semester reviewing walkthrough patterns and student data together.

Measures: Coaching agendas and notes

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

By May 2027, teachers will sustain a 5:1 ratio of positive to corrective redirections, with discipline referrals decreasing at least 10% from 2025-26.

Action Step 1

Provide professional development and coaching on classroom management with follow-up walkthrough and feedback cycles

Measures: PD agendas, walkthrough notes

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Monitor and analyze discipline referral data monthly, providing targeted support to teachers or grade levels as needed

Measures: Referral data

Staff Responsible for Monitoring: Administration, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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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