

Keller Independent School District



Shady Grove Elementary School

Accountability Rating: A

2026-2027 Campus 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.

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Comprehensive Needs Assessment

Demographics

Summary

Shady Grove Elementary first opened in August of 1991, and currently has an enrollment of 330 students in pre-kindergarten through fourth grade. In addition to physical education, co-curricular programs include full-year music and half-year art and theater. Special education programming includes STACC III and LIFE III for students in kindergarten through fourth grade, as well as blended pre-kindergarten, early childhood special education, and LIFE III for three and four year old students. The average student attendance rate at Shady Grove was 96.3% for the 2025-2026 school year, and the most recent reported mobility rate was 6.9% (2024-2025 TAPR). The student demographics below are based on current enrollment, as of October 2026.

Ethnic Distribution

- White 64.8%
- Asian 12.1%
- Hispanic 12.7%
- 2 or More Races 7.6%
- African American 2.7%

The three largest ethnic groups at Shady Grove Elementary have remained somewhat steady over the last five years. Interestingly, there has been a decline in the percentage White students equivalent to the increase in the percentage of Asian students. In five years, the percentage of White students has declined 3.4%, from 68.2% to 64.8%, and the percentage of Asian students has increased 3.4% from 8.7% to 12.1%. In that same time period, the percentage of Hispanic students has decreased 2.4%, from 15.1% to 12.7%, while the percentage of students in the "2 or More Races" category has increased 3.5%. The percentage of African American students has remained the most consistent, at 2.9% in the 2021-2022 school year, and presently at 2.7%.

Economically Disadvantaged

8.5% - The percentage of economically disadvantaged students has remained relatively stable over the last five years, with the exception of the 2025-2026 school year, when it rose sharply to a five-year high of 11.2%. This was likely due to the addition of pre-kindergarten programming. The district's pre-kindergarten enrollment/placement process has since changed, and the percentage of economically disadvantaged students has returned to levels similar to those experienced in the years prior to the 2025-2026 school year. The percentage of economically disadvantaged students has been as low as 7.3% (2021-2022) in the last five years, but is generally between 7.5% to 9.5%.

At-Risk

6.4% - The percentage of at-risk students has declined significantly over five years, from a high of 13.6% in the 2021-2022 school year, to the current level of 6.4% in 2026.

Emergent Bilingual Students

5.8% - The percentage of Bilingual Emergent students remains at its highest level in the last five years, having steadily increased from 4.7% in 2021-22, to 5.0% in 2022-23, to 5.1% in 2023-2024, and to 5.8% in recent years.

Teacher years of experience is generally high at Shady Grove Elementary. Teachers on campus have an average of 13.4 years of overall teaching experience, with an average of 8.3 years in Keller ISD. More than 42% of Shady Grove teachers hold a Masters

Degree.

Strengths

- Average daily student attendance rate above 96.3%.
- Student mobility rate below 10%.
- Economically disadvantaged student population below 10%.
- At-risk student population below 10%.
- Average teacher experience greater than 13 years, with 42% holding a Masters Degree.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The percentage of students experiencing economic hardship has risen more than 16% in five years, to approximately 8.5% of the student population.	Economic conditions have resulted in a higher number of Shady Grove families qualifying for the free or reduced-lunch program.
2	The percentage of Emergent Bilingual students at Shady Grove is 5.8%, which represents one of the highest levels in five years.	The percentage of Asian students at Shady Grove has risen approximately 40%, from 8.7% to 12.1%, over the last five years. English is not the primary home language of a number of Asian students.

★ = Priority

Math													
Grade 3	Performance												
	Approaches or Higher				Meets or Higher				Masters or Higher				
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	
Shady Grove	94%	92%	95%	94%	78%	74%	84%	71%	41%	46%	55%	46%	

Reading													
Grade 3	Performance												
	Approaches or Higher				Meets or Higher				Masters				
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	
Shady Grove	95%	94%	95%	95%	71%	75%	84%	81%	25%	37%	40%	48%	

Math													
Grade 4	Performance												
	Approaches or Higher				Meets or Higher				Masters				
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	
Shady Grove	83%	87%	76%	85%	60%	66%	51%	65%	27%	22%	16%	31%	

Reading													
Grade 4	Performance												
	Approaches or Higher				Meets or Higher				Masters				
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	
Shady Grove	97%	95%	94%	96%	69%	72%	68%	84%	40%	36%	37%	40%	

Math													
Grade 5	Performance												
	Approaches or Higher				Meets or Higher				Masters				
	2023	2024	2025	2026	2023	2024	2025	2026	2023	2024	2025	2026	
Shady Grove	100%	100%	100%	100%	100%	91%	97%	97%	48%	43%	54%	56%	

STAAR Progress Measure

Percentage of 4th Grade Math Students Who Demonstrated One Year's Growth or More on STAAR: 52%

Percentage of 4th Grade Hybrid Math Students Who Demonstrated One Year's Growth or More on STAAR: 56%

Overall Percentage of 4th Grade Students Who Demonstrated One Year's Growth or More in Math on STAAR: 53%

Overall Percentage of 4th Grade Students Who Demonstrated One Year's Growth or More in Reading on STAAR: 69%

Campus Student Learning Summary

A well-resourced, well-regulated student population with high levels of background knowledge and parental involvement, combined with a faculty of highly-qualified, veteran educators, has resulted in a learning environment where students demonstrate high achievement. In Spring 2026, 96% of students met the passing standard on the RLA STAAR, and 92% of students met the passing standard on the Math STAAR.

At Shady Grove, our teachers assess the needs of students by analyzing STAAR data, MAP data, and Unit Assessment data. In addition, they conduct formal and informal classroom assessments, and make classroom observations. Within the first few weeks of school, teachers identify which students require additional academic support, begin providing interventions, and monitor their progress over time. Our teacher teams collaborate with one another, with our interventionist, and with our administrators, to determine if any students require tiered interventions via MTSS and/or accelerated instruction in accordance with House Bill 1416. Our Student Intervention Team (SIT) consists of our assistant principal, counselor, classroom teachers, and our intervention support teacher. The team meets periodically to discuss student needs, review progress, and determine what interventions are appropriate for specific students. Special Education and 504 students receive accommodations as required to address their needs.

Based on student STAAR performance, Shady Grove Elementary earned an overall "A" rating from the Texas Education Agency for the second year in a row, after first achieving an "A" under the 2022-2023 accountability system last year.

Strengths

- Student performance on the 2026 STAAR resulted in Shady Grove achieving an overall "A" rating for the second year in a row, after first achieving an "A" rating under the current accountability system in 2025.
- Both third and fourth-grade students demonstrate high levels of achievement, particularly in reading, as measured by STAAR.
- The percentage of fourth-grade students successfully passing the fourth-grade math STAAR increased 9% from 2025 to 2026.
- The percentage of fourth-grade students who demonstrated one year's growth while taking the fourth-grade math STAAR increased from 51% to 52%.
- Ninety-seven percent of fourth-grade hybrid math students achieved "Meets" level status on the fifth-grade Math STAAR, and 56% achieved "Masters" level status, in 2026.
- The percentage of fourth-grade students who demonstrated one year's growth while taking the fifth-grade math STAAR increased from 54% to 56%.
- The percentage of fourth-grade students who demonstrated one year's growth while taking the reading STAAR increased from 56% to 69%.
- Most students at Shady Grove come from well-resourced families, and possess high levels of background knowledge.
- Most students at Shady Grove benefit from significant parent support and involvement.
- Campus staff possess and provide effective resources to measure student achievement, track student growth, and identify opportunities for intervention/enrichment. Intervention and tutoring opportunities are available to all students as needed.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Forty-seven percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in mathematics during the 2025-2026 school year, as measured by the STAAR.	Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score [or above] that they achieved on their third-grade Math STAAR, whether they take the fourth or fifth-grade Math STAAR in fourth grade.
2★ Thirty-one percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in reading language arts during the 2025-2026 school year, as measured by the STAAR.	Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score or above that they achieved on their third-grade RLA STAAR when they take the fourth-grade RLA STAAR.

★ = Priority

School Processes & Programs

Summary

Shady Grove Elementary has processes and programs in place to benefit student learning and wellbeing. Teachers consistently utilize the Keller ISD curriculum documents to sequence instruction and present content at the level prescribed by the Texas Essential Knowledge and Skills (TEKS). The Keller ISD curriculum provides model lessons and suggested resources that aid in classroom instruction, and teachers reference these to improve their practice. This school year, teachers in kindergarten through third-grade are benefiting from one-to-one student devices and facilitating phonics lessons using the Reading Horizons Discovery digital platform. This allows them to gather timely, actionable data while students complete their daily skill checks.

In regard to professional development, the district has taken increasingly greater responsibility for teacher training, resulting in less learning initiatives that originate at the campus level. Teachers primarily participate in district professional learning in August, with some content-specific trainings offered during the school year. At the campus level, teachers learn together via faculty meetings, grade-level data talks, and grade-level planning meetings. Teachers participate in grade-level planning on a weekly basis, and are provided a half-day planning opportunity at least one time per grading period, for the first three grading periods of the school year. In addition to the above learning and collaboration opportunities, our campus utilizes assistance offered by district content coaches in both language arts and mathematics. Coaches support instruction, assist with assessment planning, and respond to individual teacher questions/needs.

Shady Grove has a robust MTSS system in place, which includes universal screening via NWEA MAP assessments, regular Student Intervention Team meetings, individual student planning, dedicated time for delivery of interventions, and active progress monitoring. Our master schedule includes "Go Time," a daily, forty-five minute segment of time for students to "go" where their needs are best addressed. Some students remain in the classroom to receive academic intervention or extension/enrichment with their teacher, while others leave the classroom to receive dyslexia, speech, special education (resource), and/or gifted and talented services

In addition to core content instruction, Shady Grove offers co-curricular opportunities for all students. We have full-year programs in physical education and music, with half-year programs in art and theatre. Each program offers high interest, before and after school clubs, and some allow students the opportunity to participate in off-campus competitions and performances. Although not part of the daily co-curricular rotation, our librarian maintains a bi-weekly schedule for students to visit the library, and offers weekly check-in/out services to students with the assistance of parent volunteers.

Our school counselor has served Shady Grove for ten years, and serves a central support and leadership role on our campus. She works diligently to provide guidance, individual counseling, and responsive services to all students, ensuring the social and emotional needs of our students are met.

Strengths

- Shady Grove teachers use the Keller ISD curriculum, which is aligned to state standards, and contains model lessons, quality resources, and academic interventions.
- Strong counseling program with an experienced, knowledgeable, and effective school counselor.
- Master schedule that provides all students with co-curricular opportunities that appeal to their interests.
- Master schedule that provides a daily opportunity for students to receive interventions based on their individual needs.
- Master schedule that provides grade-level teachers with common planning times up to fifty-five minutes per day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is limited time during the school day for planning and general tasks.	District budget cuts, with accompanying reductions in resources and personnel, have placed more responsibilities on classroom teachers while concurrently reducing the amount of time available for planning and general tasks each work day.

★ = Priority

Perceptions

Summary

Shady Grove is a welcoming, high-performing campus with an exceptionally positive perception within the local community. Our veteran teaching staff, many of whom have taught at Shady Grove for more than a decade, are loved and respected by families with children who have progressed successfully through the campus. We also benefit from an exceptional school counselor and mature leadership team who are compassionate, genuine, and responsive to both student and parent needs. The campus first opened in 1991, and there are now students attending whose parents were educated at Shady Grove, which provides a foundation of trust and reliability.

In addition to the above, Shady Grove Elementary has a strong, positive tradition of partnership and support with our PTA. We partner with our PTA to provide enrichment and educational programs for parents, teachers, and students on an ongoing basis. The PTA supports our campus both with volunteers, and by financing projects/initiatives supported by the school community. We promote family engagement by offering various family events throughout the year such as Back to School Bash, Grandparents Day, Literacy Night, and Spring Fling. Last year, our Shady Grove PTA won numerous membership awards, including the Golden Apple Award for 100% faculty participation. This school year, we are on track to do the same.

In an effort to provide positive male role models and enhance campus security, we work with fathers and grandfathers through our Watch D.O.G.S. (Dads of Great Students) program. These positive male role models are often a daily presence at Shady Grove, as they help with classroom and campus duties throughout the week.

Strengths

- Shady Grove is a welcoming, high-performing campus with an exceptionally positive perception within the local community.
- The campus benefits from a lengthy, 35-year history of successfully educating students, including some of the parents who now send their own children to Shady Grove.
- Strong, active, generous, and effective PTA Board that provides the campus with resources and activities that engage students and families.
- Multiple modes of parent communication, including weekly principal newsletter, bi-weekly teacher newsletters, campus social media accounts, and campus website.
- Positive, collaborative culture among teachers, staff, and parents.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Most parents have a positive, supportive relationship with Shady Grove; however, some have expressed a desire for more on-campus engagement opportunities.	The quantity and variety of on-campus volunteer and engagement opportunities are currently limited.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Forty-seven percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in mathematics during the 2025-2026 school year, as measured by the STAAR.

Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score [or above] that they achieved on their third-grade Math STAAR, whether they take the fourth or fifth-grade Math STAAR in fourth grade.

2
★

Thirty-one percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in reading language arts during the 2025-2026 school year, as measured by the STAAR.

Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score or above that they achieved on their third-grade RLA STAAR when they take the fourth-grade RLA STAAR.

3
★

There is limited time during the school day for planning and general tasks.

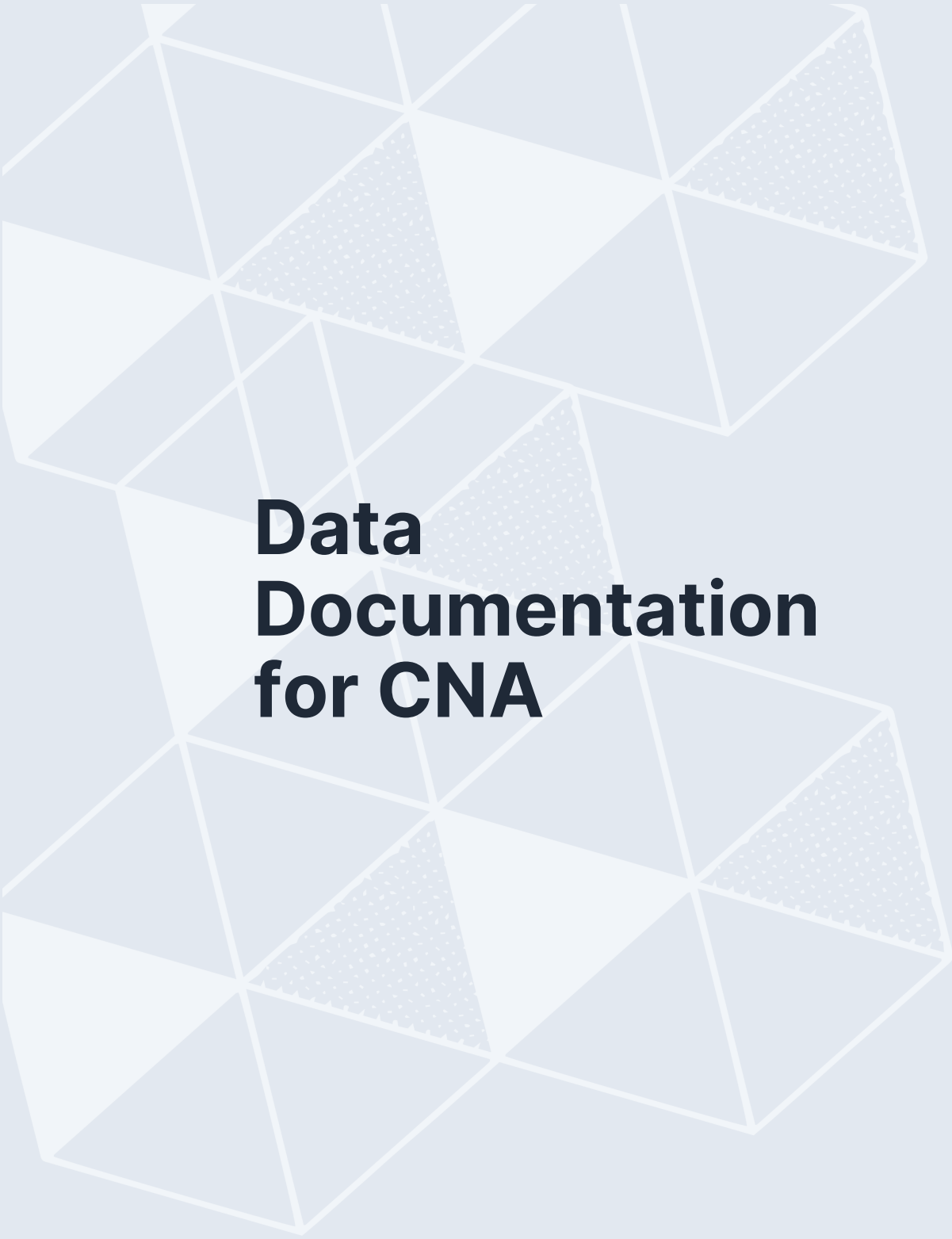
District budget cuts, with accompanying reductions in resources and personnel, have placed more responsibilities on classroom teachers while concurrently reducing the amount of time available for planning and general tasks each work day.

4
★

Most parents have a positive, supportive relationship with Shady Grove; however, some have expressed a desire for more on-campus engagement opportunities.

The quantity and variety of on-campus volunteer and engagement opportunities are currently limited.

★ = 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
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Other PreK - 2nd grade assessment data

- ☒ State-developed online interim assessments

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
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 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
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data

-
- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Technology and resource allocation data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By May 2027, the percentage of fourth-grade students achieving growth at the 41st percentile or above in math will increase from 63% to 70%, as measured by the end-of-year MAP assessment.

Action Step 1

Administer BOY, MOY, and EOY MAP to assess student progress/proficiency in mathematics.

Measures: MAP Growth Assessment in Mathematics (NWEA)

Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 2

Administer Partial Released Math STAAR (TFAR) in November, and Full Released Math STAAR (TFAR) in February, to assess student progress/proficiency using actual STAAR content.

Measures: Released Math STAAR Tests (2025 & 2026)

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 3

With fourth-grade teachers and specialists, analyze all applicable math performance data,

including MAP scores, prior-year STAAR scores, current year benchmark scores (STAAR/TFAR), and prior/current year unit assessments, to identify specific student expectations in mathematics that individual students need for intervention or reinforcement purposes, within targeted student groups.

Measures: Grade-Level Meeting Agendas/Notes

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 4

Execute a multi-tiered system of supports where tailored and timely math interventions are provided to "all" students, including Hybrid Math students and those requiring Tier 2 and Tier 3 support, using resources prescribed in the Keller ISD curriculum, as well as the collaborative resources and efforts of the entire student intervention team (SIT).

Measures: MTSS Student Data Sheets, MAP Assessment Results, SIT Meeting Minutes

Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers

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, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 5

Teach and reinforce fourth-grade (on-level) and fifth-grade (hybrid) math objectives, via small groups facilitated by specialists and/or seasonal tutors, with at least two groups being comprised exclusively of hybrid math students.

Measures: Advanced Academics Reinforcement Group Data Sheets, MAP Assessment Results

Staff Responsible for Monitoring: Campus Administration, GT Specialist, Classroom Teachers

Problem Statements: Student Learning 1

Funding Sources: Seasonal Tutors 199 - General Fund, \$3,450

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 6

Ensure all fourth graders are assigned lessons within DreamBox, correlated with their most recent RIT score (NWEA MAP), that they are specifically ready to learn.

Measures: MAP RIT Scores, DreamBox Lessons Assigned

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Student Learning 1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 7

Host an informational meeting, for parents of fourth-grade hybrid math students, in which student learning expectations for the year are clearly outlined, and STAAR achievement/growth measures are explained.

Measures: Meeting Agenda; Meeting Attendance

Staff Responsible for Monitoring: Campus Administration; Fourth-Grade Math Team

Problem Statements: Student Learning 1 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems, 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

Forty-seven percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in mathematics during the 2025-2026 school year, as measured by the STAAR.

Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score [or above] that they achieved on their third-grade Math STAAR, whether they take the fourth or fifth-grade Math STAAR in fourth grade.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Most parents have a positive, supportive relationship with Shady Grove; however, some have expressed a desire for more on-campus engagement opportunities.

The quantity and variety of on-campus volunteer and engagement opportunities are currently limited.

Performance Objective 2

By May 2027, the percentage of fourth-grade students achieving growth at the 41st percentile or above in reading will increase from 68% to 70%, as measured by the end-of-year MAP assessment.

Action Step 1

Administer BOY, MOY, and EOY MAP to assess student progress/proficiency in reading.

Measures: MAP Growth Assessment in Reading (NWEA)

Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers

Problem Statements: Student Learning 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 2

Administer Partial Released RLA STAAR (TFAR) in November, and Full Released RLA STAAR (TFAR) in February, to assess student progress/proficiency using actual STAAR content.

Measures: Released RLA STAAR Tests (2025 & 2026)

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers

Problem Statements: Student Learning 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 3

With fourth-grade teachers and specialists, analyze all applicable reading performance data, including MAP scores, prior-year STAAR scores, current year benchmark scores (STAAR/TFAR), and prior/current year unit assessments, to identify specific student expectations in reading that individual students need for intervention or reinforcement purposes, within targeted student groups.

Measures: Grade-Level Meeting Agendas/Notes

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Progress Reviews

December

February

June

Action Step 4

Execute a multi-tiered system of supports where tailored and timely reading interventions are provided to "all" students, including those requiring Tier 2 and Tier 3 support, using resources prescribed in the Keller ISD curriculum, as well as the collaborative resources and efforts of the entire student intervention team (SIT).

Measures: MTSS Student Data Sheets, MAP Assessment Results, SIT Meeting Minutes

Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers

Problem Statements: Student Learning 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, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 5

Provide reinforcement of on-level student expectations via lessons facilitated by specialists and/or seasonal tutors in fourth-grade, English language arts and reading.

Measures: Advanced Academics Reinforcement Group Data Sheets, MAP Assessment Results

Staff Responsible for Monitoring: Campus Administration, GT Specialist, Classroom Teachers

Problem Statements: Student Learning 2

Funding Sources: Seasonal Tutors 199 - General Fund, \$3,450

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

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Action Step 6

Ensure all fourth graders are routinely and effectively using Waggle or Read 180 Flex (Tier 3 students), at an instructional level based on their most recent RIT score, to grow in specific areas where they are ready to learn.

Measures: MAP RIT Scores, Waggle / Read 180 Flex Usage Data

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Thirty-one percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in reading language arts during the 2025-2026 school year, as measured by the STAAR.

Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score or above that they achieved on their third-grade RLA STAAR when they take the fourth-grade RLA STAAR.

Performance Objective 3

By May 2027, 85% of all third and fourth grade students will achieve "Meets Standard" or above in reading, and 75% of all third and fourth grade students will achieve "Meets Standard" or above in math, as measured by the STAAR.

Action Step 1

Execute multi-tiered system of supports where tailored and timely math and reading interventions are provided to students requiring Tier 2 and Tier 3 support, including the use of resources prescribed in the Keller ISD curriculum, and effective collaboration by the student intervention team (SIT).

Measures: MTSS Student Data Sheets, MAP Assessment Results, SIT Meeting Minutes

Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers

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

Progress Reviews

December

February

June

Action Step 2

Ensure all fourth-grade students requiring additional instruction per Texas HB 1416 receive tutoring.

Measures: Tutoring Attendance Logs

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers Providing HB 1416 Tutoring

Problem Statements: Student Learning 1, 2

Funding Sources: HB 1416 Tutors 199 - General Fund, \$2,100

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

DecemberFebruaryJune

Action Step 3

Establish a campus-level data team to analyze student performance data, create a protocol that leads to specific teacher/team actions, and monitor outcomes of teacher/team actions.

Measures: Data Team Membership, Data Team Meeting Agendas/Minutes, Development of Data Team Protocols

Staff Responsible for Monitoring: Campus Administration; Data Team Lead

Problem Statements: School Processes & Programs 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, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

DecemberFebruaryJune

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1Forty-seven percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in mathematics during the 2025-2026 school year, as measured by the STAAR.	Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score [or above] that they achieved on their third-grade Math STAAR, whether they take the fourth or fifth-grade Math STAAR in fourth grade.

2

Thirty-one percent of fourth-grade students at Shady Grove did not demonstrate at least one year's growth in reading language arts during the 2025-2026 school year, as measured by the STAAR.

Instruction is not at the level of rigor and/or depth required for students to achieve the same scale score or above that they achieved on their third-grade RLA STAAR when they take the fourth-grade RLA STAAR.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is limited time during the school day for planning and general tasks.

District budget cuts, with accompanying reductions in resources and personnel, have placed more responsibilities on classroom teachers while concurrently reducing the amount of time available for planning and general tasks each work day.



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