

Allen Independent School District



Kerr Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The Kerr Elementary community of students, staff, and parents will work together to create a nurturing, safe environment that promotes educating the whole child to become a life-long learner.

We will embrace diversity, model mutual respect, and meet individual needs so every child can learn.

Vision

Every Child...Every Heart..Every Day

Value Statement

At Kerr Elementary we believe...

To get into the mind of a child, you must first get into their heart.

Actively engaged students that are involved in meaningful and challenging work, will results in optimum learning success.

A teacher's passion to create a safe and rich learning environment creates opportunities for students to express their unique gifts and talents each and every day.

The path to change in the classroom lies within and through the participation in a collaborative professional learning community.

A partnership with our community is critical to achieving continuous improvement and enriching our learning environment.

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Comprehensive Needs Assessment

Demographics

Summary

K-6 campus:

43 certified teachers.

1 primary resource classroom, 1 secondary resource classroom,

1 Functional Academics class, 4 special education paraprofessionals.

One SSI certified teacher with one paraprofessional. One additional paraprofessional for PE.

All teachers are ESL certified.

Students: approximately 615 from various backgrounds with multiple home languages.

Higher rates of student mobility.

Student ratio range: 19-27 students per classroom/teacher depending on grade level

Attendance rate: 97.5%

Mobility rate: 9.6%

Approximately 16.1% of students are economically disadvantaged.

ESL/EB: 21.5%

504's: 7.5%

Special Education: Approx. 27%

Gifted: 18%

Approximately 20.6% students are considered at risk.

Stakeholders: PTA, parents, Chamber of Commerce, local churches, parent "watchdogs", ACO (Allen Community Outreach), mental health support (ex. Carrus, Childrens Hospital), Credit Union of Texas

Strengths

Kerr Elementary Campus #

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We are a diverse campus serving the needs of all students from all areas of life. We provide high quality instruction using a variety of supports.

Attendance rate: 97.5%

100% attendance for 1st day of STAAR testing

Students are supported for all socioeconomic status (SES). We have a gifted and talented program that supports the needs of all unique students. This includes students that attend the GATE Academy.

We maintain a behavior support team and have a plan in place to address behavioral needs of students.

Communication with parents in different languages has increased.

Safety protocol in place: district-wide procedures, safety officer on site, support from Allen PD, emergency medical services close by, registered nurse on campus daily

Partnerships with community (PTA, Chamber of Commerce) and community service (Allen ISD used book drive, Kids Against Hunger).

After-school community access to newly renovated playground

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Data and staff feedback identify the need for additional support for students who are coming to school late.	School wide practices for attendance need to be adjusted.

 = Priority

Student Learning

Summary

Grade 3 Reading 2025 STAAR: 75% meets or above, which is down 3% from previous year. This is comparable to the district average.

Grade 3 Math 2025 STAAR: 66% meets or above, which is down 4% from previous year and 2% below district average for meets or above.

Grade 4 Reading 2025 STAAR: 77% meets or above, which has stayed relatively consistent.

Grade 4 Math: 66% meets or above, which is relatively consistent. They increased from 35% Masters to 43% Masters.

Grade 5 Reading 2025 STAAR: 89% meets or above, which is relatively consistent. 72% Masters.

Grade 5 Math 2025 STAAR: 74% meets or above, which is down 13% from previous years

Grade 5 Science 2025 STAAR: 40% at meets and masters, which is relatively consistent and is 8% below district average.

Grade 6 Reading 2025 STAAR: 88% meets or above, which decreased 3% and is 6% higher than district average.

Grade 6 Math 2025 STAAR: 82% at meets or above, which is down 6% from previous year and 8% higher than district average.

K-2 Math MAP: average achievement 87th percentile, 67th percentile in fall to winter growth; 62nd percentile in winter to spring growth.

Kinder MOY MAP: 83% overall performance High Average or High; Highest Instructional Area is Computations and Algebraic Relationships

1st Grade MOY MAP: 77% overall performance High Average or High; Highest Instructional Area is Computations and Algebraic Relationships

2nd Grade MOY MAP: 89% overall performance High Average or High; Highest Instructional Area is Computations and Algebraic Relationships

Kinder mClass: Composite score improved from MOY to EOY.

Composite 17% to 14%

Below: 10% to 4%

Meets: 30% to 25%

Above: 43% to 57%

Phonemic Awareness went from 50% Below or Well Below at BOY to 34% Below or Well Below at EOY

1st mClass:

40% below or well below in ORF-accuracy at MOY.

Phonemic Awareness: 24% below or well below in PSF at BOY and 25% below or well below at EOY

2nd mClass MAZE: 35% below or well below at MOY.

Automaticity may be an issue, processing speed may be weak

Phonemic Awareness not showing up at an area of strength, even with the integration of Heggerty daily in Kinder and 1st.

Strengths

STAAR scores are strong overall.

5th and 6th Math and 5th grade Reading are considerably higher than the district on Masters.

HB 3 is showing a steady increase for early literacy.

Computation and Algebraic Reasoning is our strongest reporting category on MAP in K-2.

Kerr Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:

- School-wide Comet Time Intervention
- Before and After School Intervention
- State Approved Intervention Resources
- Focus on Early Intervention
- Social Emotional Learning
- House System to reinforce behaviors and celebrate students

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Science scores have been stagnant the past 2 years and have been below district average.	Teachers in all grade levels are following curriculum but have lessened the hands on learning that supports vocabulary development. Hands on learning with vocabulary development is needed at all grade levels.
2	Students that are new to Kerr are performing lower than students that have been at Kerr for more than 2 years.	Early assessment and collaboration amongst stakeholders is needed to determine scaffolding and intervention plan for our new students.

★ = Priority

School Processes & Programs

Summary

Parents, teachers, and students at Kerr Elementary take pride in our school and reputation of success. The overall perception of Kerr Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character with an emphasis on social emotional learning strategies. The house system continues to show positive results in strengthened character traits.

Strategic scheduling is used to create a master schedule that maximizes instructional time for each student. Scheduling for students receiving special services is completed prior to the schedules of general education teachers. This process requires strong collaboration between all teachers.

Kerr Elementary focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. When academic progress concerns arise, staff members meet with parents through conferences, SIT's, ARD's, and 504 meetings, to involve them in the development of strategic plans to enhance their child's success. Kerr also has a CORE team meeting every three weeks to discuss individual student needs and collaborate on a plan to support the student academically, socially, and emotionally. Consistent data dives are also used to guide student placement in intervention groups, tutoring, and small group teaching within the classroom. Collaboration in the data dives allows teachers to come together to determine the best ways to support student growth in learning.

Consistent support through the learning support specialists also allow teachers to continue to grow their teaching practices to best meet the needs of a diverse group of learners.

The curriculum, instruction, and assessment at Kerr Elementary is guided by the Texas Essential Knowledge and Skills (TEKS), district pacing calendar, and campus assessment data. The TEKS promote 21st Century skills including critical thinking, problem-solving, technology application, communication, collaboration, and creativity.

Outside of the academic school day, thoughtful planning around afterschool programs and school events contribute to the overall school experience for students at Kerr. Programs through PTA like Trunk or Treat, Culture Share, STEAM Night, and Spring Family picnic provide opportunities for students to stay involved in the school community. Extracurricular activities and clubs like Chess, Bricks, Bots and Beakers, and Drama Club provide additional learning opportunities to meet the interests of Kerr Students.

Strengths

The following highlights the Curriculum, Instruction, and Assessment strengths at Kerr Elementary:

- Strong systems for RtI procedures with early identification of at-risk students (CORE Leadership meets every three weeks to discuss student needs)
- High level of teaching at performance standard
- Curriculum is taught with fidelity and reflection on pacing is a standard practice.
- Collaboration meetings following data points to monitor student progress
- Effective, systematic intervention opportunities for students at all levels (Strong collaboration allows for intervention groups to be planned in a way that maximizes instructional intervention for student below grade level, on grade level, and above grade level)
- Analysis of instructional data to drive instruction
- Consistent use of formal and informal assessments to drive instructional practices
- Community Circles in every classroom and specials area (art, music, pe)

The following highlights the School Context and Organization strengths at Kerr Elementary:

- Systems, procedures and routines are consistent and reviewed frequently

- The master calendar provides large blocks of times that all students are receiving instruction in their classroom
- Strategic planning of master calendar. Plans begin with special services in order to maximize instructional minutes for all students.
- Duty rosters are well planned, including strategic planning for teachers covering lunch periods.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Teacher reflection suggest that more time spent on vertical teaming could benefit teachers in all grade levels.	Priority is being given to data dives within the same grade level. While this is important, time needs to be provided for teachers in grade levels to meet to collaborate on how TEK changes/builds between grade levels.

 = Priority

Perceptions

Summary

Kerr has cultivated strong, positive relationships among students, teachers, and parents, fostering a cohesive and collaborative partnership.

Kerr implements a house color system that fosters unity and encourages all participants to engage in shared activities.

Kerr maintains an open-door policy with administration, promoting transparency and communication.

Clear policies are in place to encourage and recognize exemplary performance and behaviors. We have the kids set a goal for MAP performances. Then we post achievements inside our building.

A comprehensive and effective intervention, Comet Time, plan is implemented to support student success.

Instructional decisions are guided by data to ensure continuous improvement and achievement.

Strengths

Kerr's strengths include fostering **positive partnerships** and relationships, having a deep understanding of our students, and maintaining effective communication with families and staff.

The most notable Family and Community Involvement strengths include:

- Frequent opportunities for parental involvement
- Watch Dogs, Clean Up Crew, Kindergarten Popsicles in the Park, Meet the Teacher Night, Breakfast with someone Grand, Trunk or Treat, Culture Share, Parent Conferences, STEAM Night, Spring Family Picnic, and PTA Meetings.
- Room parents and copy volunteers serve as another avenue for parent involvement.

Kerr Elementary provides a **variety of communication tools** to keep families, staff, and stakeholders well-informed about student performance, academic standards, and campus activities. These include parent-teacher conferences, report cards, weekly newsletters (Kerr Connect), the school website, PTA engagement, and the AISD Skyward system.

Strong relationships among students, staff, and families foster a supportive and collaborative school community.

Staff members have a deep understanding of their students' needs, allowing for more responsive and meaningful instruction.

Another strength is the **dedication of staff to continuous improvement**. Teachers are actively engaging in professional development and implementing strategies such as differentiated instruction, project-based learning, and increased student engagement opportunities. Clear policies are in place to encourage and recognize exemplary performance and behaviors. We have students set a goal for MAP performances, and then we post achievements inside our building.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need for dedicated time, consistent structures, and campus-wide expectations to build a positive classroom community and strengthen classroom management, with an emphasis on Social-Emotional Learning (SEL) and proactive behavior supports.	Some teachers were trained in Second Step and newer teachers are focused on community circles. A campus wide reset of how to build a positive classroom community is needed.

★ = 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
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ 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
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data

- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student 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
- ☒ Section 504 data
- ☒ Gifted and talented data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent engagement rate

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation



Budgets/entitlements and expenditures data



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

Through intentional collaboration among teachers, students and families, Kerr Elementary will focus on student academic growth on district and state assessments.

Evaluation Data Source: Campus, district and state surveys and assessments

Strategy 1

Teachers will create data folders with each of their students to set growth goals related to math and reading.

Strategy's Expected Result/Impact: Student achievement in math and reading will increase.

Staff Responsible for Monitoring: teachers, learning support specialists

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers will consistently internalize Bluebonnet math curriculum to ensure effective implementation and student growth in mathematic achievement.

Strategy's Expected Result/Impact: Student achievement will increase.

Staff Responsible for Monitoring: Administration, teachers, learning support specialists

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

The implementation of BeanStack will be used for students in grades K-6 to promote an increase in the amount of minutes students are reading.

Strategy's Expected Result/Impact: An increase in reading achievement for students.

Staff Responsible for Monitoring: teachers, librarian

Formative Reviews

Some Progress

September

December

March

May

Strategy 4

Teachers will create progress assessments for intervention groups to ensure students are filling academic gaps.

Strategy's Expected Result/Impact: Students achievement scores will increase.

Staff Responsible for Monitoring: teachers

Formative Reviews

Moderate Progress

September

December

March

May

Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

Kerr Elementary staff members will increase student readiness for success in citizenship and postsecondary pathways by providing intentional opportunities for development of academic, social-emotional, communication, problem-solving, and leadership skills.

Evaluation Data Source: Kerr Calendar, Morning Announcement Video Notes

Strategy 1

Students will participate in a variety of campus and district planned activities that focus on future-ready skills, including College and Career Week, Veteran's Day assembly, Kerr Culture Share, and guidance lessons.

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

All students will participate in at least one community circle per week.

Strategy's Expected Result/Impact: Development of communication skills as well as strengthening social/emotional skills.

Staff Responsible for Monitoring: Teachers

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 3

Students will use skills based on Love and Logic to practice proper communication and problem solving with peers and adults.

Strategy's Expected Result/Impact: Students will be able to appropriately problem solve situations and have proper communication with peers and adults in the building.

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2

Kerr Elementary students will develop and demonstrate positive citizenship skills such as showing respect, taking responsibility, and helping others.

Evaluation Data Source: Total points earned utilizing spreadsheet

Strategy 1

Each month students will be chosen to receive an award for displaying the character trait of the month.

Strategy's Expected Result/Impact: Students will be encouraged to maintain positive character traits.

Staff Responsible for Monitoring: teachers, counselors, administrators

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Teachers will choose 1-2 students per grade level per month to receive a "Pawsitive" Office referral.

Strategy's Expected Result/Impact: Posted pictures will reinforce positive behaviors seen schoolwide.

Staff Responsible for Monitoring: teachers, counselors, administrators.

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Staff will incorporate and model strategies from Love and Logic in order for students to demonstrate citizenship traits like respect, and responsibility.

Formative Reviews

Some Progress

September

December

March

May

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1 HB3 Goal

The percent of Third grade students that score at Meets Grade Level or above on STAAR Math will increase from 70% to 72.5% by Spring 2029.

Evaluation Data Source: 3rd grade STAAR Math data

Strategy 1

Classroom teachers will use Bluebonnet math curriculum with fidelity to support student understanding of math concepts.

Strategy's Expected Result/Impact: Increase in % of 3rd grade students scoring Meets or above on STAAR Math

Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
SSI
Administration

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Classroom teachers will participate in data dives after assessment periods to determine student needs and plan for academic intervention.

Strategy's Expected Result/Impact: Teachers will have a better understanding of student academic needs and will be able to create strategic plans resulting in an increase in student achievement.

Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
SSI
Administration

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 2 HB3 Goal

The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 79% to 82% by Spring 2029.

Evaluation Data Source: 3rd Grade STAAR Reading data

Strategy 1

Strengthen Tier 1 instructional approaches, using reading academy practices to identify gaps in literacy foundational skills.

Strategy's Expected Result/Impact: Increase K-2 foundation skills in literacy. Increase Third Grade STAAR reading scores.

Staff Responsible for Monitoring: Kindergarten, First, and Second Grade Teachers, SSI Teachers, Administrators, EL Facilitator

Funding Sources: Early Education: State Allotment,

Formative Reviews

Moderate Progress

September

December

March

May

Strategy 2

Classroom teachers will participate in data dives after assessment periods to determine student needs and plan for academic intervention.

Strategy's Expected Result/Impact: Teachers will have a better understanding of student academic needs and will be able to create strategic plans resulting in an increase in student achievement.

Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
SSI
Administration

Formative Reviews

Some Progress

September

December

March

May

Strategy 3

Students will use Beanstack to promote an increase in minutes read each week.

Strategy's Expected Result/Impact: Minutes read by student will increase therefore increasing fluency rate and comprehension skills.

Staff Responsible for Monitoring: Librarian, teachers

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 3

The percent of Fifth Grade students that score at Approaches Grade Level or above on STAAR Science will increase from 80% to 82%.

Evaluation Data Source: 5th Grade STAAR Science data

Strategy 1

Teachers will use data from previous science assessment to determine grade level that concept was taught and reflect on ways to strengthen conceptual knowledge.

Strategy's Expected Result/Impact: Adjustment in tier 1 instruction leading to increased achievement on Science STAAR.

Staff Responsible for Monitoring: teachers, learning support specialists

Formative Reviews

Some Progress

September

December

March

May

Strategy 2

Provide hands on learning experiences atleast two times per month in grades 3-6, to increase student achievement in science.

Strategy's Expected Result/Impact: Student achievement on science standards will increase

Staff Responsible for Monitoring: teachers, Learning Support Specialists

Formative Reviews

Some Progress

September

December

March

May

Performance Objective 4

Kerr Elementary will use assessment data to create intervention groups focusing on standards with lower achievement percentages.

Strategy 1

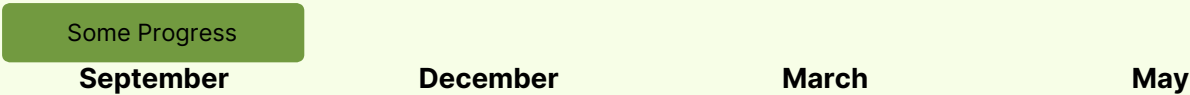
Provide gifted learners with targeted opportunities to strengthen their understanding of standards where they have demonstrated a need for growth, using activities that promote critical and creative thinking.

Strategy's Expected Result/Impact: Student will show an increase in critical and creative thinking

Staff Responsible for Monitoring: AIM Teacher

Funding Sources: GT Allotment, \$84,073

Formative Reviews



Strategy 2

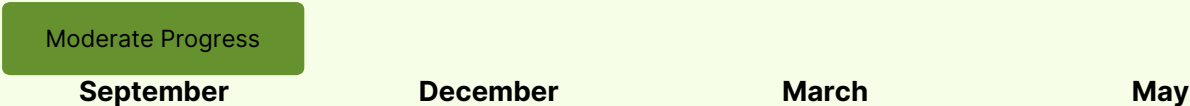
Provide learning experiences and services for special education students to support individual learning needs.

Strategy's Expected Result/Impact: Special education students will show an increase in assessment scores.

Staff Responsible for Monitoring: special education teachers

Funding Sources: Special Education: State Special Allotment, \$547,710

Formative Reviews



Strategy 3

Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.

Strategy's Expected Result/Impact: Students needing additional academic support will show an increase in academic results based on assessment results.

Staff Responsible for Monitoring: SSI teachers

Funding Sources: Comp Ed: State Special Allotment, \$89,645

Formative Reviews

Some Progress

September

December

March

May



Funding Summary

Funding Summary

Early Education: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual/ESL: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

CCMR: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3		--	\$89,645.00
Sub-Total					\$89,645.00
Budgeted Fund Source Amount					\$89,645.00
+/- Difference					\$0.00

CTE: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2		--	\$547,710.00
Sub-Total					\$547,710.00
Budgeted Fund Source Amount					\$547,710.00
+/- Difference					\$0.00

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title I, Part C

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title III, Part A- IMM

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

IDEA-B: Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Carl Perkins: Federal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1		--	\$84,073.00
Sub-Total					\$84,073.00
Budgeted Fund Source Amount					\$84,073.00
+/- Difference					\$0.00