

Keller Independent School District
Heritage Elementary School
2023-2024 Improvement Plan



Mission Statement

At Heritage Elementary School, we will engage our students, faculty and staff, parents, and community to achieve excellence in learning and living.

Vision

Heritage Elementary: An exceptional school where PANTHERS are inspired to prevail.

Core Beliefs

*Panthers First * Parents as Partners * Caring, Collaborative Community*

Applying learning through continuous improvement and adaptability are essential in our ever-changing world.

Student Success is a shared responsibility for the family, school, and community.

Consistent high expectations lead to high achievement of all students.

Consistent modeling and practice of exceptional character fosters student success.

Life-long learning is vital to all members of the school community.

Technology is an integral part of the learning process.

Celebrating cultural diversity enriches the learning experiences

A positive, safe, non-threatening environment, where all stakeholders are supported and encouraged, is essential to our success.

Developing meaningful relationships with students, parents, and colleagues is a priority.

Students will be authentically engaged in relevant and meaningful work that promotes sustained learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Risk factors	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase Student Achievement	11
Goal 2: Overall Excellence in Student, Parent, and Community Relations	15
Goal 3: Employee Excellence and Organizational Improvement	16
State Compensatory	17
Budget for Heritage Elementary School	17
Personnel for Heritage Elementary School	17
Campus Funding Summary	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage Elementary School serves students in grades Kindergarten-5. It is located in Keller, TX, in the Keller ISD school district. As of the 2023-2024 school year, it had 615 students. 29.1% of students were considered at risk of dropping out of school. 12.5% of students were enrolled in bilingual and English language learning programs.

Risk factors

A student is [identified as being at risk of dropping out of school](#) based on state-defined criteria. A student is defined as "economically disadvantaged" if he or she is eligible for free or reduced-price lunch or other public assistance.

At-risk students

29.1 %

Keller ISD: 32.6%

Statewide: 53.5%

Economically disadvantaged

44.9 %

Keller ISD: 25.9%

Statewide: 60.7%

Limited English proficiency

14.5 %

Keller ISD: 10.4%

Statewide: 21.7%

Demographics Strengths

- The student-teacher ratio is 14:1, which is the same as that of the district.
- The student population is made up of 48% female students and 52% male students.
- The school enrolls 51% economically disadvantaged students.
- There are 40 equivalent full-time teachers and 1 full-time and part-time school counselor.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A lack parental involvement that directly impacts student progress and achievement. **Root Cause:** The socio-economic status of our families prevent consistent daily partnerships.

Student Learning

Student Learning Summary

- Grades 3-5 continued to implement LLI for reading intervention during the fall and spring semester. We showed a lot of growth in increasing reading levels.
- Students, K-5, worked on Istation for Reading support this year. Teachers were able to pull reports to pinpoint instructional needs and facilitate small groups based on needs.
- We have utilized MAP Growth Testing for Reading, Math and Science (5th Grade). We have seen growth in students 3-5 Reading and Math Growth based on MAP Growth Assessments. Second Grade Reading has shown improvements through MAP.

Student Learning Strengths

- Student gains and overall academic progress increased in reading comprehension and fluency with targeted skills for small group and LLI intervention.
- Istation has shown that Level 2 and 3 have decreased in students and allowed students to move out of the high support tiered levels.
- We have seen growth in students 3-5 Reading and Math Growth based on MAP Growth Assessments. Second Grade Reading has shown improvements through MAP.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increasing rigor and relevance to impact tier 1 instruction for all content areas. **Root Cause:** Lack of teacher training and knowledge to execute and plan.

School Processes & Programs

School Processes & Programs Summary

In the 2023-2024 school year, Heritage will serve students in grades K-5th. Heritage has implemented an instructional model to support the academic needs of our students based on their instructional level. All K, 3rd-5th classrooms are departmentalized by content teachers (ELA/Writing, Math, Science/Social Studies). All 1st & 2nd classrooms have (2) certified teachers in each classroom and ability group their students. Each grade level follows the district curriculum and uses VESTED for instructional lesson planning/delivery. Keller ISD adopted Units of Study as our district writing resource for grades K-5. Subsequently, our teachers have received training and support for integration of program strategies to support student progress and achievement. We utilized online programs such as iStation, MAP assessments, Dreambox, and other KISD supported programs for instructional purposes with students. Technology is used for communication with parents and colleagues as well as giving access to teachers for lesson planning and access to district resources.

School Processes & Programs Strengths

Heritage has developed processes for supporting teacher growth through a variety of methods. Teachers will continue to participate in targeted PLC PD tailored to address instructional needs. Campus and district coaches will provide training and in class support. Teachers will be able to track and articulate student data during meetings (team data meetings, individual data meetings, RTI, etc.). We will continue to provide demo lesson opportunities and program specific guidance.

Programs Strengths:

- iStation
- Dreambox
- LLI
- MAP

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Delivering targeted intervention with fidelity to support student growth in all Math and ELA. **Root Cause:** The inconsistency of planning & implementation.

Perceptions

Perceptions Summary

Our campus conducted a campus-wide survey, grade level meetings and a Title 1 parent survey to determine campus strengths and needs. Our parents identified family involvement and support as a campus strength. They identified communication as an area of growth for our campus. Per our staff survey results, communication was identified as an area of improvement. They identified campus/district support as a strength and expressed the need for additional training and application of district based curriculum/programs. While our parent involvement has increased Heritage would like to see more support for our surrounding community.

Perceptions Strengths

- Relationships have improved through community nights and PTA involvement. We will continue implementing practices that strengthen relationships between school and community. Communication process has been streamlined with weekly newsletters and flyers to promote school functions.
- Staff involvement in Title 1 activities: Math/Reading/Science Nights

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Creating grade level and individual teacher communication systems that are concise and timely to improve the climate and culture of our campus. **Root Cause:** Utilizing a single form of communication rather than diversifying how information is disseminated and consistently updated.

Priority Problem Statements

Problem Statement 1: Increasing rigor and relevance to impact tier 1 instruction for all content areas.

Root Cause 1: Lack of teacher training and knowledge to execute and plan.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Delivering targeted intervention with fidelity to support student growth in all Math and ELA.

Root Cause 2: The inconsistency of planning & implementation.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Creating grade level and individual teacher communication systems that are concise and timely to improve the climate and culture of our campus.

Root Cause 3: Utilizing a single form of communication rather than diversifying how information is disseminated and consistently updated.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 11, 2023

Goal 1: Increase Student Achievement





Performance Objective 1: By June 2024, 60% of 3rd grade students will score Meets in reading and math as measured by 2024 STAAR.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Professional Development, resources, and classroom support will be provided to ELA/Math teachers, instructional support staff and administration to increase tiered instruction.</p> <p>Measures: Lesson plans: To identify small group focus Eduphoria: Strive walk through reports MAP Pre-Post Test Math Common Assessment reports ELA</p> <p>Staff Responsible for Monitoring: Instructional coach, IST's, Principal, AP, & AA.</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: iStation Math PD - 211 - Title I Pt A Impr BSC Prg - \$3,850</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Targeted small group instruction with skill based center rotations will be implemented with fidelity to support student progress throughout our building. This will include indoor and outdoor learning exploration to directly impact cross curricular activities and student progress. Our staff will utilize grade level think spaces, makerspace, collaboration areas and our outdoor learning corridor for intervention rotations. Flexible seating and furniture will be added to each space to support the varied learning styles present within instructional groups. All instructional materials, supports and supplies will be provided to staff for lesson planning and instructional delivery.</p> <p>Measures: Lesson plans: To identify small group focus Eduphoria: Strive walk through reports MAP Pre-Post Test Math Common Assessment reports ELA</p> <p>Staff Responsible for Monitoring: Instructional coach, IST's,Principal, AP, & AA.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Outdoor Learning Center - 211 - Title I Pt A Impr BSC Prg - \$44,000</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: NWEA and iStation Reading/Math will be used to support student progress. PLC and vertical meetings in conjunction with content collaboration days will be utilized for ongoing professional development and planning.</p> <p>Measures: Eduphoria Aware/Lead4ward Common Assessments MAP Reports iStation Reading/Math</p> <p>Staff Responsible for Monitoring: Instructional coach, ISTS, Principal, AP, & AA. District Specialists Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: iStation Subscription Software - 211 - Title I Pt A Impr BSC Prg - \$10,000</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Students will be provided with technology and programs to support tiered instructional activities. Every student will have access to ipads, computers, headphones and charging stations.</p> <p>Measures: 1. Teachers will house and keep inventory. 2. Library will facilitate class distribution, repairs and extra inventory.</p> <p>Staff Responsible for Monitoring: 1. Administration 2. Librarian 3. Instructional Support Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: AVID program will be implemented campus wide. Students will learn systematic strategies for organization and will increase costa's level of thinking questioning to level 2 or 3 for all content. Teachers will engage in professional development and attend conferences to support instructional planning and implementation. The following materials will be provided to support student growth through program participation:</p> <p>-Agendas -Binders -Dividers -Pens and Pencils -Highlighters -Paper</p> <p>Measures: Students ability to access and use materials properly Binder and agenda checks AVID Walks</p> <p>Staff Responsible for Monitoring: Admin Instructional Coaches Instructional Support Team</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student Supplies - 211 - Title I Pt A Impr BSC Prg</p>	Progress		
	Dec	Apr	July





Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Parents will be provide with opportunities to extend student learning at home through the usage of resources provided by our campus. This information will be provided during family engagement nights and aligned to the content focus for the event.</p> <p>Measures: Students will have the ability to access and use materials at home with parents.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Increasing rigor and relevance to impact tier 1 instruction for all content areas. Root Cause: Lack of teacher training and knowledge to execute and plan.</p>
School Processes & Programs
<p>Problem Statement 1: Delivering targeted intervention with fidelity to support student growth in all Math and ELA. Root Cause: The inconsistency of planning & implementation.</p>

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

Performance Objective 1: Establish and nurture collaborative partnerships with students, families, and community members to promote student success

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: HES staff will increase and improve parent relationships/communications though timely:</p> <ol style="list-style-type: none"> Usage of weekly newsletters Parent Conferences Phone calls and emails Avid Agenda Academic Parent Engagement Nights <p>Measures: Parent communication documentation & log Staff Responsible for Monitoring: Administration & Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Academic Night Supplies - 211 - Title I Pt A Impr BSC Prg - \$1,000, Vendors for Academic Nights - 211 - Title I Pt A Impr BSC Prg - \$2,000, Extra Duty Pay Acadmic Nights - 211 - Title I Pt A Impr BSC Prg - \$6,000</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Parent teacher conferences will be conducted to provide families with i</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Creating grade level and individual teacher communication systems that are concise and timely to improve the climate and culture of our campus. Root Cause: Utilizing a single form of communication rather than diversifying how information is disseminated and consistently updated.</p>

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: Establish systems and processes that recognize and support effective instruction, collaboration, professional growth, and leadership.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Administration will attend leadership conferences and access growth opportunities through TEPSA membership.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide opportunities for employee recognition and celebrations through various campus activities.</p> <p>Staff Responsible for Monitoring: Team Leads Support Team Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Creating grade level and individual teacher communication systems that are concise and timely to improve the climate and culture of our campus. Root Cause: Utilizing a single form of communication rather than diversifying how information is disseminated and consistently updated.</p>

State Compensatory

Budget for Heritage Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

--

Personnel for Heritage Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jacqueline Redding	IST	1
Maria Henderson	Teacher	0.5

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	iStation Math PD		\$3,850.00
1	1	2	Outdoor Learning Center		\$44,000.00
1	1	3	iStation Subscription Software		\$10,000.00
1	1	5	Student Supplies		\$0.00
2	1	1	Vendors for Academic Nights		\$2,000.00
2	1	1	Academic Night Supplies		\$1,000.00
2	1	1	Extra Duty Pay Acadmic Nights		\$6,000.00
Sub-Total					\$66,850.00