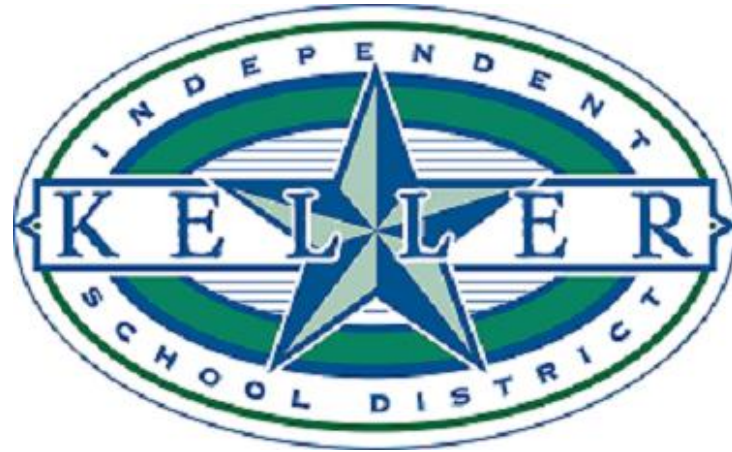


Keller Independent School District
Bette Perot Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

In partnership with students, families, and the community, we, at Bette Perot Elementary School, will provide a safe and positive environment of high expectations. We commit to empower students by building confidence and responsibility through meeting each child's academic and social needs.

Vision

Keller ISD - Cultivating Learners, Inspiring Leaders. Building a Community of Excellence

Core Beliefs

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

Demographics Summary

Bette Perot Elementary opened in 2004 and is entering its 21st school year. Over the last decade the enrollment has declined from over 700 students to an enrollment of about 500 students to start the 2024-2025 school year. The demographic breakdown to start this school year is approximately: 9% African American, 21% Hispanic, 8% Asian/Pacific Islander, 56% white, 7% Multiple Races, 12% ELL, 5% GT, 14% at-risk, 24% Economically Disadvantaged and 19% Special Education. Our ESL student are serviced through our English as a Second Language Program and receive support from an ESL specialist assigned to Bette Perot Elementary.

Bette Perot has 46 full-time staff members. We have 37 professional staff members and 9 paraprofessionals. 96% of our staff is female and 88% are white. Over 80% of the staff at Bette Perot has 10 years of experience or more while less than 5% of our staff has less than 5 years experience.

Demographics Strengths

Our student diversity continues to grow.

We have an experienced staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students that are economically disadvantaged continues to increase. **Root Cause:** We have had an increase in multi-family housing and rental homes in our attendance zone.

Problem Statement 2 (Prioritized): There is an increase of students with chronic absenteeism. **Root Cause:** Increased mobility rates.

Student Learning

Student Learning Summary

Percentage of students who made a year's worth of growth according to NWEA Map Growth:

Grade	Reading			Math		
	Met Growth	Total	% Met Growth	Met Growth	Total	% Met Growth
Kindergarten	54	74	73%	48	74	64.9%
First Grade	41	93	44%	51	93	54.8%
Second Grade	66	114	57.9%	79	115	68.7%
Third Grade	70	113	61.9%	66	114	57.9%
Fourth Grade	59	116	50.9%	68	117	58.1%
	290	510	57%	312	513	60.9%

STAAR Data for 3rd and 4th grades:

3rd grade Math 87% reached Approaches, 63% reached Meets and 30% reached Masters

3rd grade Reading 91% reached Approaches, 59% reached Meets and 28% reached Masters

4th grade Math 87% reached Approaches, 69% reached Meets and 42% reached Masters

4th grade Reading 94% reached Approaches, 75% reached Meets and 40% reached Masters

76% of 4th graders met growth projections in math and reading according to STAAR

Student Learning Strengths

5 of 5 grade levels had at least 50% of our students meet growth projections according to MAP Growth in Math

4 of 5 grade levels had at least 50% of our students meet growth projections according to MAP Growth in Reading

Over 90% of our students in 3rd and 4th grade scored Approaches on STAAR Reading

Over 87% of our students in 3rd and 4th grade scored Approaches on STAAR Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 44% of first grade students met projected growth in MAP Growth Reading. **Root Cause:** Our 1st grade teachers used a new Keller ISD curriculum and approved resource.

Problem Statement 2: Our STAAR Meet or Exceeds progress fell from 88% to about 76%. **Root Cause:** Keller ISD developed a new reading curriculum and used new resources this school year.

School Processes & Programs

School Processes & Programs Summary

The Campus Leadership Team at Bette Perot Elementary will help develop the campus plan based on the Keller ISD strategic plan along with various campus data points. The campus plan will be implemented by campus administration, the CLT and staff members. Campus administration, CLT, CEIC and staff will be used to monitor the progress of the performance objectives in the school improvement plan. Teachers utilize common planning time to plan collaboratively using district vertically aligned curriculum and assessment results in a backward planning model. The master schedule is designed to maximize the amount of time spent in Tier 1 instruction.

Bette Perot Elementary staff utilizes the District Scope and Sequence, which is aligned to state standards to determine when knowledge/concepts should be taught and to which level of complexity. This is evidenced through lesson plans and observations in the classroom. Teams will spend time each week collaboratively studying the curriculum to determine the most effective methods of instruction for the students to master the objective and use common assessments to show the students have mastered the objective to the targeted rigor. Data is collected using multiple measures including: common assessments, NWEA MAP Growth, iStation, DreamBox and mock STAAR exams to determine progress towards team and individual student goals. The RtI process is continually evaluated and changes are made to ensure that teachers are being supported in the best way possible to support students who are not making adequate progress towards mastering curriculum.

Technology is used to support instruction and learning when appropriate. Teachers use iPads and district provided MacBooks to access student management systems like Google Classroom and SeeSaw. Teachers use Aware, DreamBox, iStation and additional web resources to enhance learning. Each student and teacher has a Keller ISD provided iPad. Teachers and students used district provided AppleTV to use their tablet as a "smart board".

Our campus promotes extra curricular activities such as: running club, drama club, Dungeons and Dragons club, Green team, Tech Team, etc.

School Processes & Programs Strengths

Each student and teacher has access to technology to integrate into the curriculum.

Each grade level plans math and reading use a Bette Perot specific protocol with support from Campus Administrators

Students have a wide variety of clubs to participate in.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Bette Perot elementary has not had consistent collaborative planning for both unit planning and day to day planning. **Root Cause:** Campus administration did not have a set procedure and/or protocol for teachers to follow before the 2024-2025 school year.

Perceptions

Perceptions Summary

Bette Perot Elementary enjoys a culture of parent involvement, parent volunteers supporting our staff, high attendance at family and evening events, and a strong WATCH D.O.G.S. program. We communicate on a weekly basis with our community through a school newsletter, timely text messages, learning management systems and an up-to-date website. Our PTA executive board is aligned with our school goals and works closely with campus administration to support the school's needs. The entire Bette Perot Elementary Staff has joined our BPES PTA.

Perceptions Strengths

Our Bette Perot staff has 100% membership with PTA.

Bette Perot has a new website that is easier to navigate and is kept up-to-date.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We do not have a parent climate survey or data to know how parents feel about Bette Perot Elementary. **Root Cause:** A parent survey has not been given to parents in the past.

Priority Problem Statements

Problem Statement 1: Bette Perot elementary has not had consistent collaborative planning for both unit planning and day to day planning.

Root Cause 1: Campus administration did not have a set procedure and/or protocol for teachers to follow before the 2024-2025 school year.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is an increase of students with chronic absenteeism.

Root Cause 2: Increased mobility rates.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved 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 data
- 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 rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Equity data
- T-TESS data

Support Systems and Other Data

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

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, 60% of 3rd grade students will score Meets in reading and math as measured by 2025 STAAR test.


High Priority


HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Students in Kindergarten through 4th grade will take end of unit exams/unit summatives to ensure progress is measured towards the mastery of grade level curriculum.</p> <p>Measures: Unit assessment data in Aware</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers in Kindergarten through 4th grade will evaluate beginning and middle of year MAPS Growth data to plan targeted instruction to increase students reading levels.</p> <p>Measures: MAPS Growth</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers in Kindergarten through 4th grade will evaluate beginning and middle of year MAPS Growth data to plan targeted instruction to increase students math levels.</p> <p>Measures: MAPS Growth</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Teachers will participate in data meetings to review student growth and plans.</p> <p>Measures: Data collection sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Teachers in Kindergarten -4th grade will collaboratively plan each unit using a Bette Perot planning protocol.</p> <p>Measures: Calendar Documentation of the protocol used</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Teachers in Kindergarten- 4th grade will collaborate on multiple grade level wide student assessments for each unit and will discuss student data at weekly meetings.</p> <p>Measures: Common assessment Calendar for weekly meetings</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 1: Increase Student Achievement


Performance Objective 2: By June of 2025, 3rd and 4th grade student performance will increase by 2% on the STAAR test in the area of representing and solving one and two step problems involving addition, subtraction, multiplication and division.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will participate in data meetings to review student growth and student plans.</p> <p>Measures: Data Collection Sheets Campus Administration Notes</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Schedule developed to ensure students are getting targeted small group and individual instruction.</p> <p>Measures: Campus Schedule</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Ensure teachers are implementing:</p> <ul style="list-style-type: none"> Number Talks DreamBox Problem Solving techniques Backward planning for units Collaborative planning on a weekly basis <p>Measures: Classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities:</p> <ul style="list-style-type: none"> Build a foundation of reading and math 	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Develop a schedule and a data collection method with our IST to pull targeted students and ensure students are growing.</p> <p>Measures: Meeting notes</p> <ul style="list-style-type: none"> Data Collection <p>Staff Responsible for Monitoring: IST</p> <ul style="list-style-type: none"> Campus Administration <p>TEA Priorities:</p> <ul style="list-style-type: none"> Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction 	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: A schedule of targeted classroom walkthroughs while teachers are teaching problem solving will be conducted and feedback will be shared with teachers.</p> <p>Measures: Calendar</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Math teachers in 2nd - 4th grade will engage with the book, Building Thinking Classrooms, and implement strategies found in the book.</p> <p>Measures: Book study schedule</p> <ul style="list-style-type: none"> Classroom observations <p>Staff Responsible for Monitoring: Campus Administration.</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Increase Student Achievement

Performance Objective 3: By June 2025, 4th grade students will improve their ability to thoughtfully respond to texts, which will result in an overall performance increase of 2% on the extended constructed response on the STAAR test.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will participate in data meetings to review student growth and student plans.</p> <p>Measures: Data collection sheets Campus Administration notes</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Schedule developed to ensure students are getting targeted small group and individual instruction</p> <p>Measures: Campus Schedule</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Ensure teachers are implementing Keller ISD Reading curriculum using:</p> <p>HMH Reading Horizon (K-3) Patterns of Power Guided Reading techniques Heggerty</p> <p>Measures: Classroom Walkthroughs Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Develop a schedule and a data collection method with our IST to pull targeted students and ensure students are growing.</p> <p>Measures: Meeting notes Data collection Sheets</p> <p>Staff Responsible for Monitoring: IST Campus Administration</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Employee Excellence and Organizational Improvement

Performance Objective 1: By June 2025, we will ensure the climate of Bette Perot Elementary is one of growth and collaboration based upon open communication around the topics of instruction, student growth and student behavior and leads to a teacher retention rate of 90% or higher (not including teachers leaving BPES due to family situations, promotions, change in student numbers, etc.).

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Structure classroom visits to build relationships with staff while providing and receiving feedback on instruction, student growth and student behavior.</p> <p>Measures: Classroom visit schedule Feedback process</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers in Kindergarten -4th grade will collaboratively plan each unit in Math and Reading using a Bette Perot planning protocol.</p> <p>Measures: Calendar Documentation of planning protocol</p> <p>Staff Responsible for Monitoring: Campus Administration Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will meet weekly to plan daily lessons in math and ELA. Teams will use common assessment data to target student educational needs.</p> <p>Measures: Weekly plans Common assessment data</p> <p>Staff Responsible for Monitoring: Campus Admin Team Leads.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: By November 2024, 2nd-4th grade students will take School Climate survey developed by PBIS.Org to develop a baseline for student perception of Bette Perot Elementary's school climate.</p> <p>Measures: Student survey</p> <p>Staff Responsible for Monitoring: Campus Administration Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: By December 2024, PBIS team will review data from Student School Climate Survey and share the data with the entire staff.</p> <p>Measures: Student Survey</p> <p>Staff Responsible for Monitoring: PBIS Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Implement a staff survey based on Keller ISD's 5 over 5 two times a year.</p> <p>Measures: Survey Results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Share results of staff survey with staff within 1 month of completion.</p> <p>Measures: Staff Survey</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			