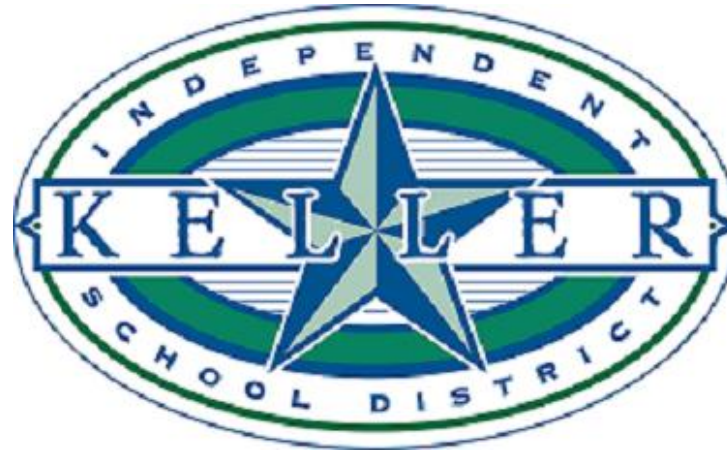


**Keller Independent School District
Hidden Lakes Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Hidden Lakes Elementary School, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students.

Vision

Hidden Lakes Elementary - an exceptional school in which to learn, work, and grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

Hidden Lakes Elementary is located in Keller, Texas and is part of the Keller Independent School District. HLES opened its doors in the Fall of 2000 and currently serves a total enrollment of 400 students in grades PK - 4 with 56% being male and 44% being female. The percentage of students who are economically disadvantaged is 8% with a total mobility rate is less than 5%. The current student population includes: 69% white, 3% African American, 7% Asian, and 13% Hispanic. The sub-populations include: 11.5% Gifted and Talented, 34% special education, 16% At-Risk, and 8.5% ESL.

Our teaching staff has a high retention rate which is reflected by average years of experience on our campus falling at more than 75% with more than six years of classroom teaching experience. Our campus has a low turnover rate of certified teachers with the hiring from year to year over the past two school years in grades PK-4th and Special Education certified teachers averaging at 3 professional staff needing to be hired for each new school year.

Teachers by Program are Reflected Below:

Bilingual/ESL Education-1

Compensatory Education-3

Gifted and Talented Education-1

Regular Education-20

Specialized Education Teachers-5

Co-Curricular Teachers-4

Librarian-1

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 40% of our students are in at least one specialized program. **Root Cause:** Students are identified through SPED at a higher rate than in the past.

Student Learning

Student Learning Summary

Hidden Lakes Elementary's commitment to measuring student achievement and adjusting instructional practices to meet the diverse needs of its learners is essential to our student success.

Key points include:

Assessment Strategies:

Universal assessments: MAP (Measures of Academic Performance) three times a year to measure academic growth.

IStation assessments to progress monitor growth in Reading.

Unit assessments throughout the year to monitor student understanding.

Informal data collection through observations and strategy groups.

Achievement Results:

68% of students made expected growth in Math and Reading as assessed by MAP.

Received an "A" rating from TEA (Texas Education Agency) based on STAAR assessment.

Earned four distinctions:

- ELA/Reading
- Math
- Postsecondary Readiness
- Closing Gaps

Implications:

Hidden Lakes Elementary's data-driven approach and varied assessment strategies demonstrate its dedication to understanding student needs and adjusting instruction accordingly. The impressive achievement results and distinctions suggest that these efforts are yielding positive outcomes for students.

Student Learning Strengths

Strong student achievement as measured by STAAR

Common planning for teachers

Hybrid math for students in need of acceleration

Dedicated planning days for teachers to create engaging lessons

Resources to help track student growth and identify opportunities to intervene or provide enrichment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Short constructed response format questions new to the STAAR test saw scores lower than other questions on the assessment. **Root Cause:** A new format that students are tested on to respond in a succinct but informative matter is a complex skill to learn.

School Processes & Programs

School Processes & Programs Summary

Overall, Hidden Lakes Elementary demonstrates a comprehensive approach to education, focusing on academic achievement, character development, and community building.

Key points include:

Instructional Practices:

Follows KISD Scope and Sequence to ensure alignment with state standards.

Collaborative lesson planning among grade level teams and departments.

Regular analysis of data to inform instruction.

Implementation of Response to Intervention (RTI) process to support student growth.

Use of technology to enhance instruction, including iPads, MAC computers, and wireless connectivity.

Curriculum and Resources:

Hybrid math program for Kindergarten-4th grade.

New ELA resource adopted to align with state TEKS.

Utilization of digital programs, such as Dreambox, Pebble Go, and TeacherMade.

Character Development and Student Recognition:

Mustang PRIDE character qualities (Polite, Responsible, In Control, Do Your Best, Earn and Give Respect).

Staff recognition of students exhibiting PRIDE qualities.

Regular celebrations of student achievements.

Goal to recognize every student at least once per year through the office and administration in addition to teacher recognitions.

Communication and Parent Engagement:

Multiple communication channels (email, Remind, Facebook, Twitter, Blackboard).

Regular newsletters and updates from teachers and administration.

Extracurricular Opportunities:

Running Club, Kick Ball, Mustang Choir, Percussion Club, and Keller Shake Club for 2nd-4th grade students.

Clubs facilitated by teaching staff with high participation rates.

School Processes & Programs Strengths

Collaborative instruction and data-driven decision making.

Student support and character development.

Technology integration to enhance learning.

Communication and parent engagement.

Extracurricular opportunities for student enrichment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High parent engagement and modes of communication, not many opportunities for feedback. **Root Cause:** Low turnout when surveyed.

Perceptions

Perceptions Summary

Hidden Lakes Elementary values community engagement, parent involvement, and staff collaboration, creating a supportive and enriching learning environment for students.

Community Involvement:

Active PTA with Executive Board and CEIC working closely with school personnel.

Community outreach programs, such as volunteering and fundraising.

Partnerships with local businesses and organizations (e.g., Fort Worth Science Museum).

WATCHDOG dad program providing positive male role models.

Parent-School Partnerships:

Open communication and collaboration between parents and staff.

Regular events, such as:

- "Pop by the PTA" for new and returning families.
- National Walk and Bike to School Day.
- Candy Bingo, Fall Festival, STEAM Night.
- Storybook Character Day, Winter and End of Year Student Parties.
- Monthly Spirit Nights with local restaurants.

PTA Support:

Fundraising efforts to enrich student experiences.

Financial support for:

- Field trips.
- PTA programs for students.
- Sound systems for cafeteria and gymnasium.

Staff Characteristics:

Over 60 dedicated and caring personnel.

Highly trained specialists collaborating with teachers and administrators.

Self-contained grade level teams planning collaboratively.

Ongoing analysis of campus and student data to inform instruction.
STEAM lesson being provided through Fine Arts.

Perceptions Strengths

Strong community partnerships and involvement.
Collaborative parent-school relationships.
Active PTA support.
Dedicated and highly trained staff.
Emphasis on STEAM education and character development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Large amount of community involvement but not a frequent procedure for gathering feedback. **Root Cause:** We are a campus of traditions, including our events that we tend to continue from year to year.

Priority Problem Statements

Problem Statement 1: Short constructed response format questions new to the STAAR test saw scores lower than other questions on the assessment.

Root Cause 1: A new format that students are tested on to respond in a succinct but informative matter is a complex skill to learn.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: High parent engagement and modes of communication, not many opportunities for feedback.

Root Cause 2: Low turnout when surveyed.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Large amount of community involvement but not a frequent procedure for gathering feedback.

Root Cause 3: We are a campus of traditions, including our events that we tend to continue from year to year.

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

- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback





Support Systems and Other Data

- Communications data

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, 80% of HLES 3rd and 4th grade students will earn a Meets distinction or higher on the Math and Reading STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Identify key TEKS that need focused attention based on previous STAAR results and current instructional gaps. Measures: Review Heat Maps Provided by district to identify TEKS to build upon for the upcoming school year in both subjects. -2% increase on Whole Number Operations in both 3rd and 4th grade STAAR 2025 -2% increase on 4th grade Extended Constructed Response STAAR 2025 Staff Responsible for Monitoring: Administrators, IST, SPED and Gen. Ed Teachers</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Develop an Instructional Walks schedule for targeted TEKS focus to ensure consistent monitoring and support. Staff Responsible for Monitoring: Administration</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Use Checkpoints, Unit Summative, and Cumulative Assessments to evaluate student mastery of identified TEKS. Staff Responsible for Monitoring: Administration, IST, Teachers</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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

Performance Objective 1: Throughout the 2024-2025 school year, the creation of feedback loops to offer opportunities for families to share thoughts, ideas and suggestions on campus activities will be created.

Action Step 1 Details	Progress Reviews		
Action Step 1: Creation of Google Form to send in newsletters to families for feedback on campus/PTA events at least once a month. Staff Responsible for Monitoring: Administration	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: At least two parent instructional tours will be scheduled and held for the 2024-2025 school year. Measures: Feedback form at end of tour for parents to leave thoughts and highlights. Staff Responsible for Monitoring: Administration, CEIC Team	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Offer more after school opportunities both from staff offerings as well as programs approved by KISD for students to participate in. Measures: Feedback received from community survey last year guides this action step. Staff Responsible for Monitoring: Administration, Campus Staff	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
Action Step 4: Offer opportunities for community members to participate in school programs such as PTA meetings as well as events at a variety of times for households with varying schedules that differ from school hours. Measures: Feedback received from 2023-2024 community survey drives this action step. Staff Responsible for Monitoring: Administration in partnership with campus and PTA	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: During the 2024-2025 school year HLES will increase and refine systems and processes for receiving and tracking staff recognitions.

Action Step 1 Details	Progress Reviews		
Action Step 1: Create a form for families to share recognition for staff in campus newsletter. Staff Responsible for Monitoring: Administration	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Share staff Heart at Works on daily announcements as well as share visually for staff to see throughout the year. Staff Responsible for Monitoring: Administration	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Give end of year staff feedback survey on staff feedback and recognition and compare to feedback from 2023-2024 survey given. Staff Responsible for Monitoring: Administration	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			