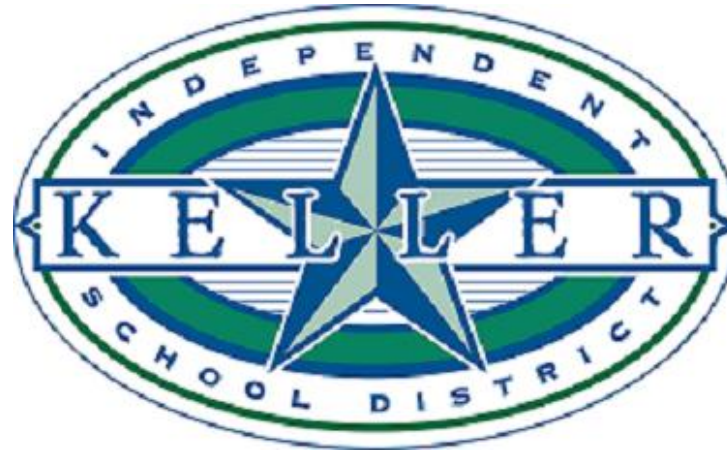


**Keller Independent School District
Keller-Harvel Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

Our mission at Keller-Harvel is to create an optimal learning experience where all children can learn by providing an engaging, positive school environment that promotes ongoing collaboration with teachers, parents, and community members for the success of all students.

Vision

KHES - An exceptional school in which to learn, work and grow.

Value Statement

We hold ourselves accountable for providing exceptional educational opportunities.

We inspire educational excellence through collaborative relationships.

We cultivate life-long learning.

We provide approachable, responsive customer service.

We embrace diversity.

We embrace change and innovation.

We make data-driven decisions.

We have a positive attitude toward the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keller-Harvel Elementary School is a 29 year-old campus in Keller ISD that serves students in Pre-Kindergarten through fourth grade. Although this improvement plan focuses on the 2024-2025 school year, the demographic totals come from information available from during the 2023-2024 school year. Student enrollment at Keller-Harvel Elementary was approximately 480 students, 240 females and 240 males. Approximately 50 students were enrolled in PreK, 70 students were enrolled in Kindergarten, 80 students were enrolled in first grade, 80 students were enrolled in second grade, 90 students were enrolled in third grade, and 90 students were enrolled in fourth grade. Approximately 300 of KHES students were white, 80 KHES students were Hispanic/Latino, 50 KHES students were Asian, 20 KHES students were Black or African American, 30 KHES students were two or more races, and less than 10 KHES students were American Indian or Alaska Native. About 420 KHES students (90%) reported English as their primary language on the Home Language Survey, 10 KHES students (2%) reported Spanish as their primary language on the Home Language Survey, 5 KHES students (1%) reported speaking Arabic as their primary language on the Home Language Survey, and 25 KHES students reported another language as their primary language on the Home Language Survey. Attendance for KHES was about 94% for the entire school year.

Demographics Strengths

The student population at Keller-Harvel continues to increase in diversity and mobility. KHES has experienced an increase in student's from out of Keller ISD, special needs, diversity, and languages spoken at home according to Home Language Survey and other enrollment paperwork required by parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographics at KHES have been changing over the years, resulting in a need to shift training, teaching approaches, and other important areas. **Root Cause:** Demographics at KHES have been shifting over the years due to increase of rental property, apartments, families moving for better work opportunities, etc.

Priority Problem Statements

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
- Effective Schools Framework data
- 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)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase student academic achievement

Performance Objective 1: By the end of the 2024-2025 school year, at least 60% of all third and fourth grade students will meet or exceed grade level expectations as measured by the Reading Language Arts STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Provide staff with professional development, research, and materials on best practices for reading instruction, interventions, and assessments.</p> <p>Measures: Training sessions, calendars, sign in sheet, emails, etc.</p> <p>Staff Responsible for Monitoring: Campus Admin, IST, Coaches</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: Utilize student data to create and implement plans for student improvement through a variety of lessons, activities, tutoring, enrichment, & re-teaching opportunities for all students including the use of KISD ELA Curriculum.</p> <p>Measures: Student data (MAP, Interim, STAAR, fluency assessments, report cards, etc), staff roster, observation, lesson plans, etc.</p> <p>Staff Responsible for Monitoring: Principal & Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Create an environment that celebrates student growth and promotes success through a variety of activities, motivators, communication, etc.</p> <p>Measures: Calendar, emails, notes, observations, surveys, etc.</p> <p>Staff Responsible for Monitoring: Principal & Vice Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Administer beginning, middle, and end of year assessments to all students in reading/language arts through NWEA MAPs, running records, unit assessments, &/or STAAR.</p> <p>Measures: Assessment Data</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1: Increase student academic achievement

Performance Objective 2: By the end of the 2024-2025 school year, at least 60% of all third and fourth grade students will meet or exceed the minimum expectations on the Math STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Utilize student data to create and implement plans for student improvement through a variety of lessons & activities, implementation of hybrid math classes, tutoring, enrichment, interventions, and re-teaching opportunities for all students.</p> <p>Measures: Lesson plans, calendars, observation, assessment data, schedules, etc.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Administer beginning, middle, and end of year assessments to all students in math through NWEA MAPs, unit assessments, or STAAR.</p> <p>Measures: Assessment data, calendars, schedules, lesson plans, etc.</p> <p>Staff Responsible for Monitoring: Principal and IST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide staff with professional development, research, and materials on best practices for math instruction, interventions, and assessments.</p> <p>Measures: Calendars, emails, sign-in sheets, etc.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details

Progress Reviews

Action Step 4: Implement daily numerical fluency, problem solving, and spiral review (utilizing district resources) to strengthen students' abilities to understand and apply mathematical concepts.

Measures: Math STAAR, MAPS, DCA, grades, etc.

Staff Responsible for Monitoring: Principal and math teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

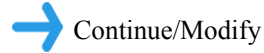
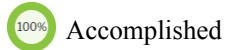
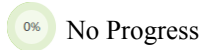
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress

Dec

Apr





July



Goal 1: Increase student academic achievement

Performance Objective 3: By the end of the 2024-2025 school year, 100% of all Keller-Harvel students will have participated in at least four STEAM experiences and be familiar with the KHES Design Process.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Post KHES design process in each classroom for students to be familiar with process. Measures: Observation of classrooms, Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: All KHES staff will be knowledgeable in STEAM lessons and KHES Design Process. Measures: Observation, handbook, training materials, emails, calendar, meeting agendas, etc. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide opportunities for KHES staff to plan STEAM lessons and activities. Measures: Agendas, calendars, emails, notes, etc. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide STEAM experiences for all students and families through additional events, assemblies, & evening events</p> <p>Measures: Emails, calendar, surveys, feedback, etc.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: By May 2025, KHES staff will have established positive partnerships between families and community through effective communication, opportunities for participation, gathering input from stakeholders, and shared service projects.


Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All homeroom teachers will send home a weekly email to all families to promote positive communication. Information shared will include academic targets, celebrations, suggestions for support at home, and upcoming events/assignments/assessments. A school-wide email will be sent to all families at least twice each month by principal to showcase positive events and share important information related to KHES.</p> <p>Measures: Emails Staff Responsible for Monitoring: Homeroom Teachers & Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Collect and analyze feedback through surveys at least twice a year in order to gather input on academics, culture, and student safety.</p> <p>Measures: Surveys, emails, data, calendar, etc. Staff Responsible for Monitoring: Principal & CEIC</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July


Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Continue to build upon the tradition of service through several school-wide community service projects and participation in KISD Big Event.</p> <p>Measures: Flyers, Emails, calendar, etc.</p> <p>Staff Responsible for Monitoring: Principal, Vice Principal, & Counselor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By May 2025 KHES systems and processes will have resulted in effective instruction, positive collaboration, professional growth, leadership, and excellence.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Weekly principal email will feature positive staff contributions and promote submissions of Keller ISD Heart at Work.</p> <p>Measures: Email Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Campus administration will solicit input, feedback, and ideas from campus staff to better inform the ways in which they can provide support to teachers and staff members throughout the school year with meetings and an Open Door policy.</p> <p>Measures: Emails, meeting agendas, etc. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Campus administration will attend weekly PLC meetings with each grade level to provide support, resources, coaching, and collaborate in problem solving.</p> <p>Measures: Agendas Calendar, Emails, etc. Staff Responsible for Monitoring: Principal, Vice Principal, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue