

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



Mission Statement

Keller ISD will *educate* students to achieve, *inspire* them to dream, and *challenge* them to grow, so that they are prepared to be productive members of the community in which they learn, live, and work.

Vision

Cultivating Learners. Inspiring Leaders. Building a Community of Excellence.

Value Statement

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

Shady Grove Elementary first opened in the fall of 1991, and has a current enrollment of approximately 380 students in Kindergarten through Fourth Grade. Special programs on campus include full-year music and physical education, half-year art and theater, and special education programs serving students in STACC III and LIFE III.

The overall student attendance rate at Shady Grove was 96.12% in 2023-2024, and the most recent mobility rate was 8.1%. The student demographics provided below are based on data from Shady Grove Elementary's 2022-2023 Texas Academic Performance Report (TAPR).

Ethnic Distribution

- White 67.1%
- Hispanic 15.2%
- Asian 10.2%
- 2 or More Races 4.8%
- African American 2.6%

The three largest ethnic groups at Shady Grove Elementary have remained the same for many years; however, in the last 5 years, the percentage of Hispanic students has almost doubled from 7.7% to 15.2%, and the percentage of White students has declined from 82.3% to 67.1%. The population of Asian students has grown 3% in the last two years, from 7.2% to 10.2%.

Economically Disadvantaged

- 9.5% - The percentage of economically disadvantaged students is at its highest level in five years.

At-Risk

- 13.1% - The percentage of at-risk students is at the highest level it has been since 2018-2019, when it was at 16.8%.

Emergent Bilingual Students

- 5.0% - The percentage of Bilingual Emergent students is at its highest level in five years.

As a general rule, teacher experience and retention is high at Shady Grove Elementary. Teachers on campus have an average of 12.9 years of overall teaching experience, with an average of 7.8 years in Keller ISD. More than 28% of Shady Grove teachers hold a Masters Degree.

Demographics Strengths

- Daily student attendance rate above 96%.
- Student mobility rate below 10%.
- Average teacher experience greater than 12 years, with almost 30 percent holding a Masters Degree.
- High teacher retention rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students identified as Economically Disadvantaged is the highest it has been in more than five years. **Root Cause:** Inflation, stagnant wages, and similar economic hardships have resulted in students living in multi-generational homes with limited financial resources.

Student Learning

Student Learning Summary

Spring 2024 STAAR Performance by Student Sub-group

Math

Reading

3rd Grade

4th Grade

A well-resourced student population with high levels of background knowledge, combined with a staff of veteran educators who maintain high expectations for student achievement and growth, have resulted in a learning environment where students thrive and succeed. More than 90% of third and fourth grade students routinely pass the RLA and Math STAAR.

At Shady Grove, our teachers assess the needs of students by analyzing STAAR data, MAP data, Unit Assessment data, DreamBox data, iStation data, giving formal/informal classroom assessments, and observing their students. They determine within the first few weeks of school which students require additional supports, and work continuously to monitor student progress over time. Our teacher teams collaborate with one another, with our interventionist, and with our administrators, to determine if any students require tiered interventions via MTSS and/or accelerated instruction in accordance with House Bill 1416. Our Student Intervention Team (SIT) consists of our assistant principal, counselor, classroom teachers, and our intervention support teacher. The team meets periodically to discuss student needs, review progress, and determine what interventions are appropriate for specific students. Special Education and 504 students receive accommodations as necessary to address their needs.

Due to legal action against the Texas Education Agency (TEA), Shady Grove does not have a current campus accountability rating. The campus last received a rating in 2022, and was assigned a letter grade of "A."

Student Learning Strengths

- Strong student achievement as measured by the STAAR assessment
- Resources to help track student growth and identify opportunities to intervene or provide enrichment
- Ability to provide tutoring opportunities to students

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in our Economically Disadvantaged and SPED population are not consistent with our overall student achievement. **Root Cause:** Significant academic delays and smaller student numbers identified in these categories.

School Processes & Programs

School Processes & Programs Summary

Shady Grove Elementary strives to have processes and programs in place that benefit overall student learning and welfare. We consistently utilize the District Scope & Sequence as an on-line guide to help teachers plan the order and depth in which standards are taught throughout the school year. The Scope & Sequence also provides model lessons and suggested resources to aid in classroom instruction. This school year new resources and the development of a new ELA Scope & Sequence offer additional opportunities for our teachers to collaborate while planning for student needs. Along with our new resources, extensive district training was conducted soon after our teachers returned to campus this summer.

Professional Development is ongoing as teachers learn to utilize the new programs. Teachers have been scheduled a half day per grade level to help with planning. Our campus consistently utilizes District content coaches in both Language Arts and Mathematics. Coaches have been able to support planning, scoring district rubrics, and provide response to individual teacher needs. All grade level teachers have common, sixty-minute planning periods to facilitate team collaboration. In addition, all teams have a coaching period which allows for students to be pulled for special programming without missing new instruction. This classroom time may also be used for re-teaching and intervention as appropriate based on individual student need. Campus teachers and administrators participate in committees (PLCs) which work to identify and address growth opportunities that impact the campus as a whole. As a means to continue to grow and understand the common needs and trends across the district, administrators conduct Team Walks as a way to collaborate and highlight instructional practices, needs, and celebrations.

Since the 2020-2021 school year, each student is issued an ipad to utilize as a tool for learning. Over the course of the last few years, it has become apparent that we have work to do on our campus when dealing with digital citizenship and finding a balance between digital content vs. traditional learning resources and/or practices.

In the 2022-2023 school year, Shady Grove Elementary received a grant for Project Lead the Way to provide STEM training to all teachers on campus. A core group of teachers were able to attend face-to-face training during the spring of 2023 which allows us to introduce our student modules this fall. Additional teachers will be trained by the end of the school year which will ensure that all students participate in at least one PLTW module this school year.

In addition to our academic programs and curriculum, we are very proud that Shady Grove is able to offer opportunities for cocurricular activities. Through our normal school schedule, we are able to offer: Art, Theater, Music and Physical Education. Each of these classes also offers a before or after school club and provides special programs and high interest field trips throughout the school year. Our library is also included as a member of our Co-Curricular team, but maintains a different weekly classroom scheduled coupled with open check-out for students. Our Library also offers before and after school opportunities for students. The addition of Family Engagement Backpacks and volunteer opportunities in the library also supports our goals in building positive relationships with our stakeholders.

School Processes & Programs Strengths

- Availability and use of Scope & Sequence
- Strong Co-Curricular programming
- Commitment to continuous improvement
- Common planning time

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need more time during the school day to get all planning and general tasks completed. **Root Cause:** Additional planning requirements associated with new resources.

Perceptions

Perceptions Summary

Shady Grove Elementary has a strong tradition of partnership and support with our campus-based PTA and our community. We partner with our PTA to provide enrichment and educational programs for parents, teachers and students. The PTA supports our campus both with volunteer time and by targeting projects that are supported by parents, the community and the school. We promote family engagement by offering various family nights throughout the year such as: Back to School Night, Math Science Night, Literacy Night, Grandparents Day, Grade Level Theater/Music Programs, and Spring Fling. Our Co-Curricular clubs and Family Engagement Backpacks also support our strong relationships with our SGE families and community. This school year we are on track to meet our PTA membership goal of having 100% staff participation and a 1:1 student to PTA member ratio. In an effort to provide positive male role models and enhance campus security, we work with fathers and grandfathers through our Watch D.O.G.S. program (Dads of Great Students.) These positive male role models are often a daily presence Shady Grove as they help with classroom and campus duties throughout the day.

Annually, we form our Campus Educational Improvement Committee which consists of teachers, staff, parents, business, and community members. New committee members were solicited and seated during September. Our first committee meeting was held on October 2, 2023. We continue to look for interested business and community members to round out our committee.

When we met as a staff in August, we began to reflect on ways we could enhance collaboration and communication between ourselves as peers and with our community. We began our discussion early in the summer with our grade level leadership representatives. We discussed as a smaller group how we would deal with some of curricular changes that we knew were coming in August. As we worked through our process, the commitment to tackle new challenges, collaborate and communicate began to reveal themselves as themes. We expect consistent communication with our stakeholders and our teammates to fully support students and our campus. We also strongly feel that we need to solicit feedback from parents, teachers and students to better serve and understand our campus needs. During the 2022-2023 school year, we plan to collect feedback from stakeholder groups utilizing small focused surveys throughout the school year as warranted.

Perceptions Strengths

- Strong parent involvement
- Value communication
- Multiple events to promote family and community engagement
- Focus on collaboration

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to build consistent feedback pathways for stakeholders. **Root Cause:** The belief which is held that a survey has to be 'all encompassing' rather than topic based.

Priority Problem Statements

Problem Statement 1: Student achievement in our Economically Disadvantaged and SPED population are not consistent with our overall student achievement.

Root Cause 1: Significant academic delays and smaller student numbers identified in these categories.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers need more time during the school day to get all planning and general tasks completed.

Root Cause 2: Additional planning requirements associated with new resources.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The percentage of students identified as Economically Disadvantaged is the highest it has been in more than five years.

Root Cause 3: Inflation, stagnant wages, and similar economic hardships have resulted in students living in multi-generational homes with limited financial resources.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We need to build consistent feedback pathways for stakeholders.

Root Cause 4: The belief which is held that a survey has to be 'all encompassing' rather than topic based.

Problem Statement 4 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)
- 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
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure 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 third grade students will score "Meets Standard" or above in reading, and in math, as measured by the 2025 RLA STAAR, and the 2025 Math STAAR, respectively.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Administer BOY, MOY, EOY reading growth assessments through NWEA.</p> <p>Measures: NWEA/MAP Growth assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers</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: Utilize NWEA/MAP Growth assessment data to identify and provide appropriate intervention and/or enrichment to students.</p> <p>Measures: Student intervention and enrichment plans</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, IST</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: Review all applicable data with grade level teachers.</p> <p>Measures: Meeting agendas and grade level meeting notes</p> <p>Staff Responsible for Monitoring: Campus Administration, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide appropriate intervention through multi-level system of support to include IST where appropriate.</p> <p>Measures: Program rosters and data sheets</p> <p>Staff Responsible for Monitoring: Classroom Teachers, 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 5 Details	Progress Reviews		
<p>Action Step 5: Develop and execute activities to promote campus-wide Reading and Math focus skills and/or objectives.</p> <p>Measures: Calendar of activities and/or processes</p> <p>Staff Responsible for Monitoring: Literacy and Math/Science PLCs/Committee, Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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 Achievement

Performance Objective 2: By June 2025, third and fourth grade student performance will increase by 2% in the specific area of representing and solving one- and two-step problems involving addition, subtraction, multiplication, and/or division, as measured by the 2025 Math STAAR.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Administer BOY, MOY, EOY reading growth assessments through NWEA. Measures: NWEA/MAP Growth assessments Staff Responsible for Monitoring: Campus Administration, IST, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Utilize NWEA/MAP Growth assessment data to identify and provide appropriate intervention and/or enrichment to students. Measures: Student intervention and enrichment plans Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, IST</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Review all applicable data with grade level teachers. Measures: Meeting agendas and grade level meeting notes Staff Responsible for Monitoring: Campus Administration, classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide appropriate intervention through multi-level system of support to include IST where appropriate.</p> <p>Measures: Program rosters and data sheets</p> <p>Staff Responsible for Monitoring: Classroom Teachers, 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 5 Details	Progress Reviews		
<p>Action Step 5: Develop and execute activities to promote campus-wide Reading and Math focus skills and/or objectives.</p> <p>Measures: Calendar of activities and/or processes</p> <p>Staff Responsible for Monitoring: Literacy and Math/Science PLCs/Committee, Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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 Achievement

Performance Objective 3: By June 2025, third and fourth 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 items, as measured by the 2025 RLA STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Review constructed response skills data with grade level teachers. Measures: Meeting agendas, Grade level meeting notes Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide training for grade level teachers on utilizing the scoring rubric and assessment expectations as it pertains to Response Skills. Measures: Common rubric, monthly response items/suggestions Staff Responsible for Monitoring: Campus Administration, Continuous Improvement Committee</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Ensure that students qualifying for additional instruction as required by HB1416 are receiving their required hours. Measures: Tutoring logs Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Include Constructed Response "Showcase" times during staff meetings.</p> <p>Measures: Staff Meeting Agendas</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By May 2025, Shady Grove will host at least three parent engagement opportunities during the school day, allowing parents to celebrate the success of their student, learn about public education, and/or witness the important work our educators accomplish every day.

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Paraprofessional	Roxane Galassini	Paraprofessional/Committee Member
Parent	Amy Navarre	Parent
Community Representative	Britny Mapp	Community Representative
Administrator	Erica Wood	Asst. Principal
Community Representative	Phillip Parr	Community
Parent	Sarah Connors	Parent
Classroom Teacher	Sarina Jolliff	3rd Grade Teacher
Parent	Jacquelyn Oldham	Parent
Classroom Teacher	Katie Madrid	4th Grade Teacher
Classroom Teacher	Shanda Stair	3rd Grade Teacher
Classroom Teacher	Madison Hebert	Instruction Support Teacher
Non-classroom Professional	Kristi Sikes	Counselor
Administrator	Anna Renfro	Principal