Keller Independent School District

Heritage Elementary School

Accountability Rating: D

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 13, 2026 at 10:46 AM

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.

Value Statement

*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.

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Comprehensive Needs Assessment

Demographics

Summary

Heritage Elementary School serves students in grades Prekindergarten-5. It is located in Fort Worth, TX, in the Keller ISD school district. As of the 2025-2026 school year, it had 508 students. 36.6% of students were considered at risk of dropping out of school. 10.5% 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	Economically disadvantaged	Limited English proficiency
36.6 %	62.3 %	12.6 %
Keller ISD: 36.8%	Keller ISD: 32.7%	Keller ISD: 12.6%
Statewide: 53.5%	Statewide: 60.5%	Statewide: 24.3%

Strengths

- The student-teacher ratio is 19.5.
- The student population is made up of 48.5% female students and 51.5% male students.
- The school enrolls 62.3% economically disadvantaged students.
- There are 40 equivalent full-time teachers and 1 full-time school counselor.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Family engagement and participation in school-sponsored academic activities remain inconsistent, limiting opportunities for strong home-school partnerships that support student achievement.	Families experience varying work schedules, transportation challenges, and communication preferences, resulting in inconsistent participation in school events and academic support opportunities.

★ = Priority

Student Learning

Summary

- Grades 3-5 did not show adequate achievement as measured by 2026 STAAR.
- Students, K-5, Read 180 and Waggle for Reading and Dreambox for support during the 2025-2026 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 (3rd - 5th Grade). We added Science to 3rd and 4th Grade to monitor the vertical alignment and identify areas of need.

Strengths

- We have seen growth in students 3-5 Reading and Math Growth based on MAP Growth Assessments and the 2026 STAAR tests.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student performance data indicate a need to strengthen Tier 1 instruction through increased rigor, alignment to grade-level standards, and consistent implementation of high-quality instructional practices across all content areas.	Teachers require additional support in lesson internalization, planning for rigorous student tasks, and implementing effective checks for understanding aligned to grade-level standards.
2 ★	Student behavior incidents reduce instructional time and impact academic engagement for all learners.	Inconsistent implementation of schoolwide behavior expectations, proactive classroom management strategies, and student self-regulation supports contributes to disciplinary incidents.

★ = Priority

School Processes & Programs

Summary

In the 2025-2026 school year, Heritage will serve students in grades PreK-5th. Kindergarten through third-grade classrooms will be self-contained and grades 4 through 5 will be departmentalized. Heritage will utilize provided district curriculum and resources. All teachers will receive small group instruction support and implement small groups daily in their classroom instruction. We utilize online programs such as Reading Horizons, Read 180, Waggle, 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.

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 and behavioral needs and to complete unit and lesson internalization. Data will be reviewed following each unit summative and BOY, MOY, and EOY MAP. 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, MTSS, etc.). We will continue to provide demo lesson opportunities and program-specific guidance.

Programs Strengths:

- Dreambox
- Read 180
- Waggle
- Reading Horizons
- MAP

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students requiring intervention are not consistently demonstrating expected growth in reading and mathematics.	Data analysis, progress monitoring, and intervention planning practices are not consistently implemented across grade levels to ensure timely instructional adjustments.

★ = Priority

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, support, and communication as a campus strength. Per our staff survey results, communication was identified as an area of strength. They identified campus 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.

Strengths

- Relationships have improved through community nights. We will continue implementing practices that strengthen relationships between school and community. The communication process includes newsletters and flyers to promote school functions.
- Staff involvement in Title 1 activities: Math/Reading/Science Nights

Problem Statements Identifying Perceptions Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student performance data indicate a need to strengthen Tier 1 instruction through increased rigor, alignment to grade-level standards, and consistent implementation of high-quality instructional practices across all content areas.	Teachers require additional support in lesson internalization, planning for rigorous student tasks, and implementing effective checks for understanding aligned to grade-level standards.
2 ★	Students requiring intervention are not consistently demonstrating expected growth in reading and mathematics.	Data analysis, progress monitoring, and intervention planning practices are not consistently implemented across grade levels to ensure timely instructional adjustments.
3 ★	Student behavior incidents reduce instructional time and impact academic engagement for all learners.	Inconsistent implementation of schoolwide behavior expectations, proactive classroom management strategies, and student self-regulation supports contributes to disciplinary incidents.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase student achievement.

Performance Objective 1

At the conclusion of the 2026-2027 school year, Heritage will increase student achievement in STAAR Math from 43% to 50% meets grade level for 3rd, 4th, and 5th Grade students as measured by STAAR.

Action Step 1

Administrators will conduct walkthroughs with all staff using the Get Better Faster model to ensure alignment across all content areas with the KISD scope and sequence.

Measures: Walkthrough Form Response Spreadsheet
Feedback Meetings
KISD Curriculum Documents

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Progress Reviews

December	February	June

Performance Objective 2

At the conclusion of the 2026-2027 school year, Heritage will increase student achievement in STAAR Reading from 37% to 52% meets grade level for 3rd, 4th, and 5th Grade students as measured by STAAR.

Action Step 1

Administrators will conduct walkthroughs with all staff using the Get Better Faster model to ensure alignment across all content areas with the KISD scope and sequence.

Measures: Walkthrough Form Response Spreadsheet
Feedback Meetings
KISD Curriculum Documents

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Progress Reviews

December	February	June

Performance Objective 3

Throughout the 2026-2027 school year, all Heritage teachers will utilize high-yield instructional strategies to drive further student growth and achievement.

Action Step 1

AVID team will create 9-week binder check dates to ensure students are following the AVID organizational structure.

Measures: Quarterly AVID Binder Checks

Staff Responsible for Monitoring: Classroom teachers, AVID Site Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

December	February	June

Action Step 2

The AVID site team will teach a new teaching/learning strategy each nine weeks for implementation across the campus.

Measures: Walkthrough data

Staff Responsible for Monitoring: AVID Site Team, Leadership Team, Principal, AP

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

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

Performance Objective 1

By the end of the 2026-2027 school year, Heritage Elementary will cultivate strong family-school partnerships by providing opportunities for families to actively support student learning and engage in their child's educational journey. Through ongoing communication, family engagement events, and collaborative learning opportunities, Heritage will promote shared ownership of student success.

Action Step 1

Committees will set up to plan and host family nights that support the family-school partnership and learning. We will host Candy Cavern (math), Literacy with Loved Ones (reading), and Open House (S.T.E.M).

Measures: Event Sign-In sheets; Parent surveys

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Event Committee members

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Campus staff will communicate opportunities to be involved through multiple platforms such as Parent Square, newsletters, Facebook, and the school website to ensure accessibility and high participation.

Measures: Event Sign-in sheets; Parent surveys

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Event Committees

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, at least 95% of Heritage Elementary staff will indicate on the end-of-year staff survey that HES is a positive place to work and grow.

Action Step 1

Utilizes the HES Leadership team for collaboration and enhancement of campus operations and procedures.

Measures: Monthly feedback through Leadership meetings
Staff feedback surveys

Staff Responsible for Monitoring: Principal, Assistant Principal, HES Leadership team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Implement staff check-ins, celebrate successes through regular shout-outs in newsletters and meetings, Hump Day Hero, Sunshine Committee activities

Measures: Staff Survey
HES Leadership feedback

Staff Responsible for Monitoring: Principal
Assistant Principal
HES Leadership team
Sunshine committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026