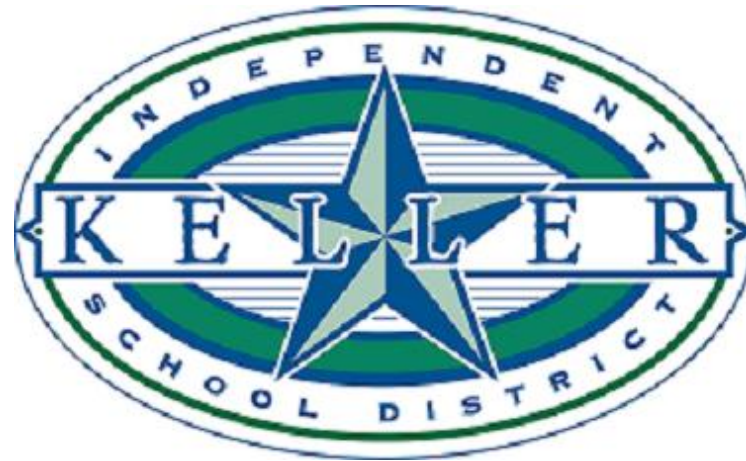


Keller Independent School District

Heritage Elementary School

Improvement Plan

2020-2021



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 HEROES are inspired to prevail.

Core Beliefs

*Heroes 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

Demographics Summary

Heritage Elementary School has a diverse student population with an enrollment of approximately 485 students in grades K-4. According to www.greatschools.org, our student population is composed of 39% White, 28% Hispanic, 18% African American and 10% Asian (school demographics addendum). Approximately 44% of our student population is economically disadvantaged. Our campus has 42 teachers with a student teacher ratio of 14:1. We currently have Resource, STARS, and STAAC special education programs on our campus. Heritage also provides dyslexia, ESL, GT, and RTI - Tier III interventions through comp-ed and Title I resources. We recognize a need for staff with diversity and the ability to use Title 1 funding for teachers and students.

Heritage received an accountability rating of **C**. **35.1%** of students were considered at risk of dropping out of school. **9.7%** of students were enrolled in bilingual and English language learning programs.

Demographics Strengths

- Student Attendance rate is an average of 96.4%
- 30.4 staff members with a Bachelor's degree (18-19)
- 7 staff members with a Master's degree (18-19)
- 1-5 years of experience 19.4 teachers
- 6-10 years of experience 6.5 teachers
- 11-20 years of experience 9 teachers
- 20+ years of experience 3 teachers
- Student mobility rate 11.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Eliminating barriers that prevents a culture of communication, problem solving and atonomy. **Root Cause:** Lack of cultural awareness and empathy.

Student Learning

Student Learning Summary

A survey campus wide survey was conducted to provide all stakeholders with an opportunity to share their perspectives in regards to our current progress and needs. The data revealed that we experienced growth in all grade levels utilizing LLI intervention program. Second and fourth grade exiting a substantial number of students which decreased the number of students participating in intervention groups.

Student Learning Strengths

Student gains and overall academic progress increased in reading comprehension and fluency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increasing rigor and relevance to impact tier 1 instruction for all content areas. **Root Cause:** Lack of planning and execution of district curriculum.

School Processes & Programs

School Processes & Programs Summary

In 2019-20 Heritage currently served students in grades K-4th. For the 202-21 school year, 5th grade will be added. All K-5th classrooms are departmentalized by content teachers (ELA/Writing, Math, Science/Social Studies). Each grade level follows the district curriculum and uses VESTED for instructional lesson planning/delivery. Keller ISD adopted Lucy Calkins as our district writing resource for grades K-5. Subsequently, our teachers have received training and support for integration of program strategies to support student progress and achievement.

We utilized online programs such as AIMS WEB, Raz Kids, Brainpop, 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. In addition, the campus has purchased additional iPad carts and Chromebook carts were purchased during the 2019-20 school year.

Campus implementation of Positive Behavioral Intervention Support (PBIS) has been introduced into the classroom through panther bucks and our panther pride house program which models Ron Clarks house system for positive student support and incentives.

School Processes & Programs 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 needs. Campus and 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, RTI, etc.). We will continue to provide lab site opportunities and program specific guidance.

Programs Strengths:

- iStation
- Imagine Math
- LLI
- MAP

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Delivering targeted intervention with fidelity to support student growth in all Math and ELA. **Root Cause:** Lack of differentiation knowledge to identify and address the specific needs of students.

Perceptions

Perceptions Summary

Our campus conducted a campus-wide survey, grade level chats and a title 1 parent survey to determine campus strengths and needs. Our parents identified family involvement and support as a campus strength. They identified communication as an area of growth for our campus. Per our staff survey results, communication was identified as an area of improvement. They identified campus/district 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.

Perceptions Strengths

- Staff meetings
- Calendar improvement
- Relationships have improved. We will continue as a priority.
- Communication process has been streamlined.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Creating a communication system that concise and timely. To improve the climate and culture of our campus. **Root Cause:** Lack of consistent access by all stakeholders.

Priority Problem Statements

Goals

Revised/Approved: June 1, 2021

Goal 1: Excellence in Student, Parent and Staff Communications

Performance Objective 1: By June 2021 Heritage Elementary will strengthen Student, Staff and Parent Communication.

Action Step 1: See Saw will be utilized to share student assignments, class updates and campus events.		
Measures: Program activity reports		Progress
Staff Responsible for Monitoring: Administration Instructional Coach Lead Teachers		Dec
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Apr
TEA Priorities: None	Funding Sources:	July
ESF Levers: None	None	Summative
		Aug
Action Step 2: The HES virtual site with links to weekly newsletters, and school calendar events will be used to keep parents informed of classroom and school wide happenings.		
Measures: Google tracking		Progress
Staff Responsible for Monitoring: Administration		Dec
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Apr
TEA Priorities: None	Funding Sources:	July
ESF Levers: Lever 3: Positive School Culture	None	Summative
		Aug

Action Step 3: Staff portal will be utilized to mainstream communication by providing communication protocols campus wide.

Measures: Teacher Survey PLC feedback Staff Responsible for Monitoring: Administration Instructional Coach Lead Teachers Title I Schoolwide Elements: 3.1, 3.2 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug

Action Step 4: Monthly review of campus calendar during PLC.

Measures: PLC Feedback Staff Responsible for Monitoring: Administration Instructional Coach Lead Teachers Title I Schoolwide Elements: 2.5, 2.6 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug

Action Step 5: All staff members will participate in restorative practices professional development to implement and support the transformation of our campus culture. School wide implemetation of the program will support the SEL needs of our students and improve discipline communication/resolution.

Measures: PLC and team meetings to discuss and implement practices to impact of learning and school culture. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Increase Student Achievement

Performance Objective 1: By Spring 2021, Heritage Elementary performance rating will increase from a C to a B as assessed by Reading and Math STAAR in third through fifth grades.

Targeted or ESF High Priority

Met/Did Not Meet Goals: None

Summative Evaluation: None

Action Step 1: Resources and classroom support will be provided to ELA teachers to increase Tier 1 instruction. Student workbooks (3rd/4th/5th Forde-Ferrier)	
Measures: Lesson plans Eduphoria: Strive walk through reports Common Assessment reports ELA	Progress
Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA.	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: Lever 5: Effective Instruction	Apr
Problem Statements: Student Achievement 1 School Culture and Climate 1	July
Funding Sources: 5th Forde-Ferrier 211 - Title I Pt A Impr BSC Prg \$6,652	Summative
	Aug
Action Step 2: 2) Utilization of PLC time to include grade level content collaboration and professional development opportunities for ELA and Math teachers (Tier 1 instruction, targeted intervention & monitoring student growth).	
Measures: Eduphoria Aware/Lead4ward Common Assessmenta	Progress
Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA. District Specialists Teachers	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Apr
Problem Statements: School Culture and Climate 1	July
Funding Sources: None	Summative
	Aug

Action Step 3: Increase Tier 1 instruction in Reading & Writing Units of Study to impact student growth and achievement.
 Support Resource: Forde-Ferrier (3rd/4th/5th Reading)

Measures: Eduphoria Aware/Lead4ward Common Assessment <hr/> Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA. Teachers <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
Problem Statements: Student Achievement 1 <hr/> Funding Sources: Workbooks 211 - Title I Pt A Impr BSC Prg \$6,456	Aug

Action Step 4: Increase Tier 2 and Tier 3 math/reading intervention instruction through targeted professional development to impact student growth and achievement.

Measures: Eduphoria Aware/Lead4ward Common Assessment MAP <hr/> Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA. Teachers IST <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
Problem Statements: Student Achievement 1 School Culture and Climate 1 <hr/> Funding Sources: None	Aug

Action Step 5: Increase costa's level of thinking questioning to level 2 or 3 for all content. To improve student inquiring and discovery.

Measures: Walkthroughs AVID walks PLC PD and review Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA. District Specialists Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug
Problem Statements: None Funding Sources: None	

Action Step 6: Provide resources and classroom support to Math/Reading teachers to increase Tier 2 and Tier 3 intervention progress.

 Support Resource: Forde-Ferrier (3rd/5th), Mentoring Minds (5th)

Measures: Eduphoria Aware/Lead4ward Common Assessment MAP Dreambox Staff Responsible for Monitoring: District Math Coach, Principal, AP, AA & Math IST. Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug
Problem Statements: School Culture and Climate 1 Funding Sources: Provide resources and classroom support to Math/Reading teachers to increase Tier 2 and Tier 3 intervention progress. 211 - Title I Pt A Impr BSC Prg \$8,340	

Action Step 7: Lucy Calkins Virtual Units of Study will be used to support remote student learning. The site will provide direct teach of targeted skills, provided models of work, step by step directions and practice opportunities. Shared reading K-2 teacher resources for in-person support and digital units of study for remote learners will be purchased.

Measures: Review online progress reports Instructional coach will identify growth measures Data Meetings <hr/> Staff Responsible for Monitoring: Principal, AP, remote teachers & Instructional Coach. <hr/> Title I Schoolwide Elements: 2.4, 2.5, 2.6 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Progress
	Dec
	Apr
	July
	Summative
	Aug
Problem Statements: Student Achievement 1 School Culture and Climate 1 <hr/> Funding Sources: Shared reading K-2 teacher resources for in-person support and digital units of study for remote learners will be purchased. 211 - Title I Pt A Impr BSC Prg \$10,792	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Goal:Excellence in Processes and Systems

Performance Objective 1: Implementation of AVID folders for grades K-2 and binders for grades 3-4.

Action Step 1: Teachers will implement monthly AVID strategies identified by administration, instructional support coach and data team.		
Measures: Campus Walk through PLC Meetings		Progress
Staff Responsible for Monitoring: Instructional coach, Principal, AP, & AA. Teachers		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Apr
TEA Priorities: None	Funding Sources:	July
ESF Levers: None	None	Summative
		Aug
Action Step 2: Staff will participate in panther pride feeder campus walks throughout our feeder for observations, dialogue and feedback.		
Measures: How many teachers participated in the walk-throughs and how many walk-through opportunities were provided.		Progress
Staff Responsible for Monitoring: Campus AVID site committee and campus admin		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Apr
TEA Priorities: None	Funding Sources:	July
ESF Levers: None	None	Summative
		Aug

Action Step 3: Provide the necessary AVID program supplies and materials for teachers and students (Agendas, binders/folders, calendars, highlighters, paper, pens, dividers, etc.)

Measures: What was purchased over the year. What was useful and what was not useful.	Progress
Staff Responsible for Monitoring: Campus Secretary and campus admin	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Apr
	July
	Summative
	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	5			\$4,500.00
2	1	1	5th Forde-Ferrier		\$6,652.00
2	1	3	Workbooks		\$6,456.00
2	1	6	Provide resources and classroom support to Math/Reading teachers to increase Tier 2 and Tier 3 intervention progress.		\$8,340.00
2	1	7	Shared reading K-2 teacher resources for in-person support and digital units of study for remote learners will be purchased.		\$10,792.00
Sub-Total					\$36,740.00
Grand Total					\$36,740.00

Addendums