

Keller Independent School District



Keller-Harvel Elementary School

2025-2026 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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Goals

Goal 1 Increase student academic achievement

Performance Objective 1

By June 2026 at least 80% of all third and fourth grade students will earn a Meets distinction or higher on the Math and Reading STAAR.

Action Step 1

Provide staff with professional development, research, and materials on best practices for math and reading instruction, interventions, and assessments.

Measures: T-TESS, lesson plans, observation, PD, T-TESS, calendars

Staff Responsible for Monitoring: Campus Administrators

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

Considerable Progress

April

July

August

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 with the use of KISD Curriculum resources.

Measures: Lesson plans, observations, feedback, student data, etc.

Staff Responsible for Monitoring: Campus administrators

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 3

Create an environment that expects instructional planning, celebrates student growth, and promotes success through a variety of activities, motivators, communication, etc.

Measures: Calendar, academic plans, student data, etc.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Strategic Staffing, Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

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.

Measures: NWEA data, calendars, running records, district and state assessments

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Level 1: Strong School Leadership and Planning, Level 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

Performance Objective 2

By June 2026, 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

Provide opportunities for KHES staff to plan STEAM lessons and activities.

Measures: Calendars, lesson plans, notes, etc.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

Considerable Progress

April

July

August

Action Step 2

All KHES staff will be knowledgeable in STEAM lessons and KHES Design Process.

Measures: Lesson Plans, KHES handbook, training sessions, calendars, notes, observations, etc.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, 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

Moderate Progress

December

Considerable Progress

April

July

August

Action Step 3

Post KHES design process in each classroom for students to be familiar with process.

Measures: Observation, checklists, informal questioning

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Connect high school to career and college, 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



Accomplished

December



Accomplished

April



Accomplished

July



Accomplished

August

Action Step 4

Provide STEAM experiences for all students and families through additional events, assemblies, & evening events

Measures: Flyers, social media, calendar, programs, notes, survey, etc.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Level 1: Strong School Leadership and Planning, Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Considerable Progress

April

July

August

Performance Objective 3

By June 2026, the overall campus growth percentile will increase by 10% in comparison to the 24-25 school year's growth percentile performance as measured by NWEA MAPS math and reading assessments.

Action Step 1

Provide staff with professional development, research, and materials on best practices for reading and math instruction, interventions, and assessments.

Measures: Agendas, calendars, T-TESS, observations, data, etc.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Strategic Staffing, Level 3: Positive School Culture, Level 4: High-Quality Instructional Materials and Assessments, Level 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

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 with the use of KISD Curriculum resources.

Measures: Lesson plans, calendars, schedules, T-TESS, observations, student data, assessments, etc.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 3

Create an environment that celebrates student growth and promotes success through a variety of activities, motivators, communication, etc.

Measures: emails, newsletters, calendars, campus activities, observations, feedback, etc.

Staff Responsible for Monitoring: Campus Administrators

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

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Considerable Progress

April

July

August

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.

Measures: Assessment data, calendars, emails, etc.

Staff Responsible for Monitoring: Campus Administrators

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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 1

By May 2026, 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.

Met/Did Not Meet Goal: Newsletters, social media, flyers, calendar, observation, feedback, etc.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2026 KHES systems and processes will have resulted in effective instruction, positive collaboration, professional growth, leadership, and excellence.