

# Maypearl Independent School District

## Lorene Smith Kirkpatrick Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: C**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



**Board Approval Date:** October 24, 2019

**Public Presentation Date:** October 24, 2019

# Mission Statement

The Mission of Maypearl ISD, a tradition-rich community, is to cultivate the unique potential of all students through innovative education.

## Motto

Tradition - Pride - Purpose

## Vision

Lorene Smith Kirkpatrick Elementary is a safe learning community striving for personal growth, engaging all to become successful learners through self-reflection and effective instruction.

## Value Statement

Every student as our 1st priority  
Building relationships  
Safe, secure environments  
Collaboration & teamwork for all  
Commitment to excellence

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students:

Total Enrollment: 309

Grade Span: 02-05

Percent Economically Disadvantaged: 43.9%

Percent English Language Learners: 5.6%

Mobility Rate Percentage: 10.9%

The attendance rate for the 2018-2019 school year was 95.7%.

This demographic data is based on the 2013 Texas Education Agency Accountability Report and the Average Daily Attendance Report.

Staff:

Out of 18 certified teachers on staff, there were 3 that resigned. 15 of our 18 staff members returned for the 2019-2020 school year. There is a history of a high teacher retention rate on this campus.

Average years experience of teachers is 15. Average years experience of teachers in the district is 10.5.

Student/Teacher ratio averages 18 to 1 in the general education classrooms.

### Demographics Strengths

District growth is expected in upcoming years.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Number of teachers with 3-5 years of experience is low. **Root Cause:** Low turnover rate

**Problem Statement 2:** Cultural diversity is low among staff and students **Root Cause:** Demographics of surrounding area

# Student Academic Achievement

## Student Academic Achievement Summary

All schools in Texas must meet standards set in the A-F Accountability System. For the 2018-2019 school, Lorene Smith Kirkpatrick Elementary is designated as a comprehensive support and improvement progress school.

Domain 1 - Student Achievement-LSK Elementary Score: 77 of 100 (State Target Score = 60)

Domain 2 - Student Progress-LSK Elementary Score: 77 of 100 (State Target Score = 60)

Domain 3 - Closing Performance Gaps-LSK Elementary Score: 73 of 100 (State Target Score = 60)

These scores result in LSK Elementary receiving a 2019 Texas Accountability rating of a C. (76 of 100)

LSK earned a Distinction Designation in the area of Comparative Academic Growth-Top 25% (7th out of 40)

## Student Academic Achievement Strengths

Student Achievement: LSK Grade 3 Reading STAAR average of 78% was above the state average of 75%.

Student Achievement: LSK Grade 3 Math STAAR average of 86% was above the state average of 78%.

Student Achievement: LSK Grade 4 Reading STAAR average of 78% was above the state average of 73%.

Student Achievement: LSK Grade 4 Math STAAR average of 81% was above the state average of 74%.

Student Achievement: LSK Grade 4 Writing STAAR average of 70% was above the state average of 65%.

LSK earned a Distinction Designation in the area of Comparative Academic Growth-Top 25% (7th out of 40)

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Content across grade levels is not vertically aligned. **Root Cause:** Use of TRS was not mandated prior to the 18-19 school year.

**Problem Statement 2:** Instructional staff is not fully knowledgeable on all elements of new technology and curriculum resources. **Root Cause:** Instructional and technology resources were newly implemented in the 18-19 school year.

**Problem Statement 3:** Data is not used purposefully to drive instruction across all grade levels. **Root Cause:** Training has not been offered to staff on disaggregating data.

## **School Processes & Programs**

### **School Processes & Programs Summary**

The following resources and programs are implemented to support curriculum, instruction, and data driven decision making:

TEKS Resource System (TRS)

Texas Teacher Evaluation and Support System (T-TESS)

Texas Principal Evaluation and Support System (T-PESS)

Eduphoria:

Forethought- Curriculum and Lesson Planner

Strive- Professional Development Management System

Aware- Action Maps of Student Data

Professional Learning Communities (Campus, District, Region, etc.)

Student Assessment Data Resources:

STAAR

Unit Assessments

Benchmark Assessments for 3rd, 4th, and 5th Grade in Spring Semester

Student Learning Outcomes (SLO)

NWEA MAP

Edgenuity

### **School Processes & Programs Strengths**



Data tracking programs have been purchased that allow for student data tracking from Kindergarten through Eighth Grade. (NWEA MAP & Edgenuity)

Curriculum resources are in place to ensure that staff follows grade level requirements.

-TEKS Resource System, TEKS Guides

Technology integration is a priority.

-Interactive panels installed in 2019, Chromebook carts purchased for grade level use, high student to device ratio in classrooms

Safety drills are conducted on a monthly, bi-annual basis in compliance with state guidelines.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Profession Learning Committees and Vertical Team Meetings aren't used purposefully. **Root Cause:** Meetings have not previously been regularly scheduled and agendas were not provided.

**Problem Statement 2:** Instructional time is not used to it's full potential. **Root Cause:** Class down time and low teacher attendance rate effects instructional minutes.

# Perceptions

## Perceptions Summary

### Student Engagement:

Student attendance is getting better due to new policy changes and incentives, but still not where we would like it to be.

Staff attendance is low.

Parent Involvement for night events needs to be changed to new ideas.

## Perceptions Strengths

### Student Engagement:

Relationship between staff members, students, and parents is positive.

During the 18-19 school year, student attendance has began to get better due to change in attendance policy.

### Staff Engagement:

Low turnover rate

Teachers are willing to help each other.

Teachers have buy-in to newly implemented changes and are working to adapt to changes.

### Parent Engagement:

Staff members work hard to build positive relationships with parents.

High parent participation on party days and field trips

Conferences are held with staff members consistently throughout the school year.

High parent volunteer rate

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Low parent/community attendance at school night functions. **Root Cause:** Events give repetitive information and have remained the same as in previous years.

**Problem Statement 2:** Parents are not held accountable for students with excessive absences. **Root Cause:** Student attendance, leaving early, and lack of consequences

# 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## 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

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Priorities

## Priority 1: Teaching and Learning Excellence


**Performance Objective 1:** LSK teachers will apply instructional strategies that align with mandated TEKS Resource curriculum.  
(See TIP Essential Action #1)





**Measures 1:** TEKS Resource System, Curriculum Based Assessments, Lesson Plans, RTI Data, STAAR scores, TELPAS Scores, PBMAS data, attendance reports, failure reports, TTESS Data, NWEA Map Data, IEP progress reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
<b>Comprehensive Support Strategy</b> 1) Teachers will use TEKS Resource program to plan based on grade level and content area.		Administration, Special Education Teachers, Dyslexia Teacher, ELL Teacher, Reading Intervention teacher, classroom teachers.	Progress Monitoring each grading period, RtI Data Meetings, Instructional minutes tracking, Vertical Team Meetings				
	<b>Funding Sources:</b> 199 - General Fund - 5000.00						
<b>Comprehensive Support Strategy</b> 2) Campus-wide Enrichment/RtI time is built into the school day for all students. "What I Need" Time will be used to implement individual and small group instruction that is taught by teachers and/or paraprofessionals to address specific academic needs.		Classroom Teachers, paraprofessionals.	Progress Monitoring each grading period, RtI Data Meetings, Edgenuity, NWEA MAP, CBA Data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
<b>Comprehensive Support Strategy</b> 3) Collaborate with special programs teachers and vertical collaboration between all 2nd-5th grade teachers.		Administrators, ESL Teacher, Special Education Teacher, Dyslexia Teacher, 504 Coordinator, Reading Intervention Teacher	Meeting minutes, follow-through update meetings				
4) Implement the use of hands-on, 21st century visual learning tools that will allow students and teachers more accessibility to their learning with engaging, hands-on lessons.	2.4, 2.5, 2.6	Curriculum Director, Technology Director, Classroom Teachers, Campus Administration	Increase engaging and collaborative learning.				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue




**Priority 1:** Teaching and Learning Excellence

**Performance Objective 2:** LSK staff will implement programs that are aligned with state expectations in order to ensure student data is used purposefully to drive instruction that fosters student academic growth.

(See TIP Essential Action #3)

**Measures 2:** Edgenuity, NWEA MAP, Vertical Team Meetings, Campus Data Room/Data Talks, Student Data Folders, Accountabili-Buddy Program, Vertical Team Meetings

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Teachers and administrators will continue use of TEKS Resource System, Eduphoria, NWEA Map Growth, and Edgenuity programs.		Campus Administration, Curriculum Director, Technology Director	Student data will be used purposefully to drive lesson planning and instruction.				
<b>Comprehensive Support Strategy</b> 2) Grade level planning will be organized and documented weekly. Teachers will collaborate within and across grade levels to ensure alignment of TEKS.		Administrators, classroom teachers	Goal setting, lesson planning, and instruction will be vertically aligned and student academic growth will be documented through data collection.				
							


**Priority 1: Teaching and Learning Excellence**


**Performance Objective 3:** LSK teachers will use objective-driven daily lesson plans with formative assessments.  
(See TIP Essential Action #2)


**Measures 3:** Weekly Lesson Plans, TRS YAG, TTESS Walkthroughs and Observations, Lesson Plan Rubric Feedback


**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
<b>Comprehensive Support Strategy</b> 1) Intervention Teachers will provide daily instruction that is targeted and individualized to student learning paths.	2.4, 2.5, 2.6	Classroom Teachers, Reading Intervention Specialist, Dyslexia Teacher, GT Teacher, ESL Teacher	Student academic growth will be seen through progress monitoring.				
2) ELAR Teachers in Grade 4 will work with contracted Writing Coach to streamline sound writing instructional techniques across the campus.	2.4, 2.5, 2.6	Writing Coach, Curriculum Director, Campus administrators	Quality writing instructional techniques will be used consistently and effectively across the grade levels.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

**Priority 1: Teaching and Learning Excellence**

**Performance Objective 4:** LSK will continue implementation of attendance policy and provide incentives to increase student attendance percentage to 97% or greater.

**Measures 4:** Daily Attendance Reports, Grading Period Attendance Tracking, Panther Pals, Incentives per grading period, Attendance Flags

**Summative Evaluation 4:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Students who have perfect attendance for the grading period will be recognized campus-wide. Incentives will be given throughout the year for students with perfect attendance.		Classroom teachers, Principal, Assistant Principal, PEIMS Coordinator	Attendance reports for each grading period.				
	<b>Funding Sources:</b> 199 - General Fund - 1000.00						
2) Track, monitor, and report student absences, tardies, and times students leave early.		Classroom teachers, attendance clerk, PEIMS	Parents and students will be more informed of instructional minutes that are lost due to absences and tardies.				
							

## Priority 2: Student Growth and Leadership

**Performance Objective 1:** LSK will work to promote an environment of kindness, compassion, and inclusion so that everyone knows that they matter and make a difference.

**Measures 1:** Project Wisdom, Guidance Lessons, Small Groups Counseling, Student surveys, Student Leadership Club

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) LSK Leadership Club and Panther Patrol will provide leadership opportunities for students.		Counselor, Principal, Assistant Principal, Classroom Teachers, Leadership Club Sponsor	Students will perform acts of kindness and act as servant leaders to make a difference in their school and community.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

## Priority 3: Service and Community

**Performance Objective 1:** LSK will provide open, two-way communication while maintaining positive parental/guardian, campus-wide, district-wide, and community collaboration in order to maintain effective relationships with all stakeholders.

**Measures 1:** Parent Survey Results

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Use weekly student folders, calendars, and planners as a tool for communicating with parents at all grade levels.	3.1, 3.2	Classroom teachers	Communication between school and home				
2) Use of district alert calls, group emails, Remind texts, Parent surveys, teacher and campus websites, and District Weekly Update, and campus marquee	3.1, 3.2	Staff and administration	Confirmation of communication by staff and stakeholders				
3) Appropriate use of social media such as Facebook to promote a positive image of campus and school district	3.1, 3.2	Staff and administration	Comments posted on social media sites				
4) Campus and district committees (SBDM, DCCM, DTC, PTO) and Parent Involvement Nights will be used to involve parents the decision making processes.	3.1, 3.2	Administrators, teachers, PTO, volunteers	Attendance at all meetings				
5) Watch D.O.G.S. Program-Male role models who volunteer at school to support students and teachers.  Red Ribbon Week-Drug Awareness Education Week  Fire Safety week-Education on fire prevention and safety.	2.4, 3.1	Counselor, Staff	Successful participation of all programs				
6) Guest Readers Program-Community members volunteer to read to students.	3.2	Administrators, Librarian, teachers	Reinforcement of the importance of reading and building strong community relationships				
<b>Funding Sources:</b> 199 - General Fund - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug

## Priority 4: Fiscal Responsibility

**Performance Objective 1:** LSK Staff evaluates supply, resource, and technology needs annually by assessing goals and objectives that support student success.

**Measures 1:** CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) 1) An annual needs assessment is completed by all grade level teams, special programs, and Specials staff so that we prioritize technology, supplies and resources that are needed to support student success.		All Staff	Elimination of programs, resources, or supplies not being used so that the budget is used for relevancy.				


## Priority 5: Future Ready Facilities and Resources

**Performance Objective 1:** LSK will maintain and improve facilities that promote physical wellness, safety, and security.


**Measures 1:** Drill and maintenance documentation

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Implement the district/campus crisis management plan. Participate in timely drills and District-Wide Safety Week.	2.4	Administrators, staff, MISD Chief of Police	Maintenance and safety protocol are followed to ensure the safety and well-being of all stakeholders.				
2) Use Pick-Up Signs for student car riders. Implement route change protocol and Smart Tag System.		All staff	Safety of all stakeholders				
3) Model keeping school clean, organized, and free of clutter.		All staff	Clean hallways, lawn, and classrooms				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



# Comprehensive Support Strategies

Priority	Objective	Strategy	Description
1	1	1	Teachers will use TEKS Resource program to plan based on grade level and content area.
1	1	2	Campus-wide Enrichment/RtI time is built into the school day for all students. "What I Need" Time will be used to implement individual and small group instruction that is taught by teachers and/or paraprofessionals to address specific academic needs.
1	1	3	Collaborate with special programs teachers and vertical collaboration between all 2nd-5th grade teachers.
1	2	2	Grade level planning will be organized and documented weekly. Teachers will collaborate within and across grade levels to ensure alignment of TEKS.
1	3	1	Intervention Teachers will provide daily instruction that is targeted and individualized to student learning paths.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Pantoja	ESL Teacher	English as a Second Language	
Melissa Schulter	Dyslexia Teacher	Pull-out	

# 2019-2020 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cristin Votaw	Principal
Administrator	Tatum Thorne	Assistant Principal
Administrator	Amanda Stinson	Counselor
District-level Professional	Leslie Pantoja	ESL Director
Parent	Angie Ford	Parent
Parent	Kim Wiemers	Parent
Paraprofessional	Cynthia Davis	Paraprofessional
Business Representative	Bree Carpenter	Business Representative