

Maypearl Independent School District
Maypearl Primary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Maypearl Primary School is in its third year. Systems, procedures and culture are more established this year than they have been before. Statistics have remained somewhat steady but total enrollment is smaller this year than in the previous two years.

Total students enrolled: 174

Special Education: 14

Race and Ethnicity

Hispanic 28%

Multiple Races 3%

Black/African American 2%

White 68%

Attendance in the 2020-2021 school year averaged 96%.

Demographics Strengths

Highly skilled teaching staff with years of academic experience

Smaller student to staff ratio than state requirement

Head Start program to serve underserved early childhood students and families ages 3 and 4

High Quality PreK for students who are 4

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment is lower than it has been the previous two school years. **Root Cause:** Some parents may have chosen not to enroll students this year and the class of incoming kinder students is smaller than the past two years.

Problem Statement 2: Attendance was lower than expected last school year. **Root Cause:** The global pandemic affected student's ability to attend school regularly due to close

contact as well as illness.

Student Learning

Student Learning Summary

Students in Prekindergarten and Head Start will benefit this school year from a newly adopted, updated curriculum - Scholastic's PreK On My Way.

Kindergarten and 1st Grade English lanugage arts is served by a relatively new adoption - HMH.

The global pandemic has impacted learning even at the youngest grades. Based on the beginning of year assessments for kindergarten and prekindergarten, students are coming to school this year with less background knowledege and basic skills.

Student Learning Strengths

Based on end of year MAP testing 2020-2021:

- * 47% of Kindergarten students exceeded their growth target for the school year in Math.
- * 66% of 1st Grade students exceeded their growth target for the school year in Math.
- * 68% of Kindergarten students exceeded their growth target for Reading/Language Arts.
- * 49% of 1st grade students exceeded their growth target for Reading/Language Arts.

Based on Running Records Reading Data for the 2020-2021 school year:

- * 90% of Kindergarten students demonstrated the ability to read at the end of year reading level.
- * 93% of 1st grade students demonstrated the ability to read at the end of year reading level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is room for growth in student learning in both reading and math. **Root Cause:** Some students who were typically enrolled in private daycare and prek programs were not in the previous two years which has effected the prerequisite skills students typically bring to school.

School Processes & Programs

School Processes & Programs Summary

All returning teachers have benefitted from extensive Science of Teaching Reading training. They are implementing strategies and differentiated phonics instruction in class based on the strategies.

Reading instruction includes:

- tight alignment to the HMH curriculum and state standards
- thorough lesson planning including guided reading, independent work, group work, modeling, phonics and writing
- progress monitoring of reading levels through Running Records each grading period
- beginning, middle and end of year MAP evaluation for each student in 1st grade
- beginning and end of year progress using CLI TX-KEA for kindergarteners

Math instruction includes:

- tight alignment to TEKS Resource curriculum and to state standards
- allotted spiral review time each day using Mountain Math program
- use of manipulatives, drawings, and independent work
- beginning, middle and end of year assessment using MAP

Teachers at MPS are seasoned veteran teachers. All have specific instructional skills and have experience to aid them in helping students progress.

School Processes & Programs Strengths

Beginning of year data has shown teachers areas of growth for students, many of which are foundational skill-building needs.

Teachers have become more fluent in the use of the interactive panels.

Curriculum alignment is evidenced in lesson plans and walk through data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will be utilizing the TEKS-based grading system this year, which is new to them. **Root Cause:** Although there will be alignment between the TEKS and assessments, there is a learning curve to assessing students this way.

Perceptions

Perceptions Summary

Maypearl Primary School has worked from even before the school year began to build trust and quality relationships with its stakeholders. Communication is purposeful using both online, print, and teacher to parent communication. Collaboration is part of the culture with campus improvement meetings regularly, staff meetings monthly and parent meetings frequently. Teachers also seek to meet with parents in person or via phone regularly to strengthen the home to school connection.

Teachers have implemented processes to improve communication between the school and home.

Perceptions Strengths

The community and parents are very supportive of the school.

PTO raised large amounts of donations last year to support students and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement is still rebuilding after last year's inability to bring parents to the school. **Root Cause:** Covid restrictions last year limited parent involvement and school activities.

Priority Problem Statements


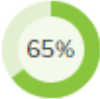








Priorities

Priority 1: Teaching and Learning Excellence

Performance Objective 1: MPS teachers will utilize research-based best practices when teaching English and Language Arts.

Targeted or ESF High Priority

Measures: MAP and CLI data



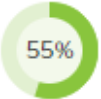




Strategy 1 Details	Reviews			
<p>Strategy 1: K and 1 teachers will utilize a differentiated phonics plan to meet individual needs.</p> <p>Strategy's Expected Result/Impact: Improved reading ability</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	May	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: PreK and Head Start teachers will utilize daily strategies to build students' vocabulary skills.</p>	Formative			Summative
	Nov	Feb	May	July
				
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Priority 1: Teaching and Learning Excellence

Performance Objective 2: Kindergarten and First grade teachers will utilize spiral review for math.

Targeted or ESF High Priority

Measures: Improved MAP data in Math from beginning of year to end of year








Strategy 1 Details	Reviews			
<p>Strategy 1: Each student will spend 10 minutes daily on targeted math spiral review.</p> <p>Strategy's Expected Result/Impact: Improved math data as evidenced by MAP scores for k and 1st students</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	May	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority 1: Teaching and Learning Excellence

Performance Objective 3: At least 80% of students in K and 1 will meet end of year expectations for reading.

Targeted or ESF High Priority

Measures: End of year reading level

Strategy 1 Details	Reviews			
<p>Strategy 1: 1st grade students will engage in goal setting for improved reading levels Strategy's Expected Result/Impact: Students will increase their reading level each grading period Staff Responsible for Monitoring: 1st Grade Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Feb	May	July
				
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Priority 2: Growth and Leadership

Performance Objective 1: After school groups for kinder and 1st grade students will meet weekly to address academic needs

Targeted or ESF High Priority

Measures: MAP data

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten and 1st Grade teachers will evaluate student classroom data each grading period to adjust after school group attendance and learning objectives</p> <p>Strategy's Expected Result/Impact: smaller group learning time will positively impact student data</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: RTI system will be utilized to help students close gaps in foundational reading and math skills.</p> <p>Strategy's Expected Result/Impact: At least 80% of students will be on grade level in both subjects by year's end</p> <p>Staff Responsible for Monitoring: RTI staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Feb	May	July
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Priority 3: Service and Community

Performance Objective 1: Teachers and families will engage in a 2 way communication.








Measures: student communicators and utilization of online system for texts and emails

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will utilize a written communicator daily to reflect on learning. Strategy's Expected Result/Impact: Engage parents in written communication with the school Staff Responsible for Monitoring: Dean of Students</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a campus-wide system of electronic communication with parents and families Strategy's Expected Result/Impact: parents will be engaged in electronic communication with teachers Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Engage families in parent night activities and PTO meetings Strategy's Expected Result/Impact: families will have opportunities to come to the school in person Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Priority 4: Fiscal Responsibility

Performance Objective 1: Teachers will utilize grade level budgets to support classroom instruction throughout the year.











Measures: budget requests for instructional supports

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level lead teachers will submit budget requests throughout the year for items that will support classroom instruction.</p> <p>Strategy's Expected Result/Impact: student learning will be enriched during the school year</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Feb	May	July
				
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Priority 5: Future Ready Facilities and Resources

Performance Objective 1: The ROAR Positive Behavior Intervention System will be utilized to support responsible use and care of the facility and grounds.

Measures: use of ROAR rewards

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be rewarded for maintaining acceptable care of the facility, common areas, and classrooms</p> <p>Strategy's Expected Result/Impact: students will display responsible choices throughout the facility</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Rewards will be given weekly to perpetuate the ROAR ticket system</p> <p>Strategy's Expected Result/Impact: students will want to earn positive rewards</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				