

# **Maypearl Independent School District**

## **Maypearl Primary School**

### **Improvement Plan**

**2020-2021**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Maypearl Primary School is in its second year of operation. Students in Head Start, PreKindergarten, Kindergarten and First Grades attend the campus. There is an active base of parents who are involved in the school activities. The building is a rich with history and has undergone quite a few upgrades over the past two years.

In the 2019-2020 school year, just as the rest of the country, the campus shut down and all students went to remote learning in March. The students and staff were unable to return to the campus for face to face instruction due to a global pandemic. Although students completed the school year with online instruction, a number of students have returned for the year with academic deficits.

### 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

# Priorities

## Priority 1: Teaching and Learning Excellence

**Performance Objective 1:** Teachers in kindergarten and 1st grade will utilize researched based instructional practices for ELAR instruction.

### Targeted or ESF High Priority

**Measures:** Reference to the HMH resources and plans will be referenced in each week's lesson plans and noted in classroom walks.

**Summative Evaluation:** None

<b>Strategy 1:</b> Kindergarten and 1st Grade teachers will attend Reading Academy to learn more about the Science of Teaching Reading.	
<b>Strategy's Expected Result/Impact:</b> students will benefit from researched based instructional practices	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Kathy DeGeest	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Feb</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>May</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
	<b>July</b>
<b>Strategy 2:</b> Keep track of TEKS taught by checking off those that have been addressed.	
<b>Strategy's Expected Result/Impact:</b> Ensure all TEKS have been addressed throughout the year	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Kinder/1st Grade Teachers, Principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Feb</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>May</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
	<b>July</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Performance Objective 2:** Focus on reaching expected growth measures for all students in Kindergarten and 1st Grade.

**Targeted or ESF High Priority**

**HB3 Priority**

**Measures:** At least 80% of kindergarten and 1st grade students will reach desired end of year reading level using running records

**Summative Evaluation:** None

<b>Strategy 1:</b> Monthly running record data analyzed as a team to monitor progress towards goal		
<b>Strategy's Expected Result/Impact:</b> plans will be created for students who may not be making adequate progress		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>May</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	None	<b>Summative</b>
		<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Priority 2: Growth and Leadership**

**Performance Objective 1:** Students will engage in extended day activities to improve academic readiness

**Targeted or ESF High Priority**

**Measures:** Teachers will meet with their after school tutoring groups weekly beginning on October 1.





**Summative Evaluation:** None

**Performance Objective 2:** Teachers will meet with the lowest 10% of students as determined by beginning of year MAP testing

**Targeted or ESF High Priority**

**Measures:** Students will engage in after school tutoring to build foundational skills

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers in kindergarten and 1st grade will re-evaluate data monthly to make changes to after school groups	
<b>Strategy's Expected Result/Impact:</b> The students who need the skill building will benefit from the instruction	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> kinder, 1st teachers and principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Feb</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>May</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>July</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	







**Priority 3:** MPS Staff will engage in effective 2 way communication with parents

**Performance Objective 1:** Teachers will engage in communication with parents of all students

**Targeted or ESF High Priority**

**Measures:** Parent Meetings, call logs, written communication tools

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will communicate with parents via email at least once per month		
<b>Strategy's Expected Result/Impact:</b> Engage parents in two way communication		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>May</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	None	<b>Summative</b>
		<b>July</b>
<b>Strategy 2:</b> Teachers will meet with parents of students who need academic or behavior support via online platform or in person		
<b>Strategy's Expected Result/Impact:</b> Create two way communication between school and home to benefit the student's achievement		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>May</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		





**Priority 4: Fiscal Responsibility**

**Performance Objective 1:** MPS will use budget to increase ELAR And Math resources

**Targeted or ESF High Priority**

**Measures:** budget expenditures

**Summative Evaluation:** None

<b>Strategy 1:</b> Purchase materials specifically for math spiral review		
<b>Strategy's Expected Result/Impact:</b> allow students to build math skills and fill gaps formed due to covid		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> kinder and 1st teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Funding Sources:</b>	<b>May</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum	None	<b>Summative</b>
		<b>July</b>
<b>Strategy 2:</b> Purchase phonics materials to enrich phonics instruction in k and 1		
<b>Strategy's Expected Result/Impact:</b> build more fluent readers by the end of the year		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> kinder and 1st grade teachers, principal		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Feb</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>May</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	None	<b>Summative</b>
		<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		





**Priority 5:** MPS Staff will teach students to respect the school environment using positive behavior intervention in the common areas.

**Performance Objective 1:** ROAR system of Ready Organized and Respectful behavior strategies will be used in the restrooms, hallways and cafeteria.

**Targeted or ESF High Priority**

**Measures:** Roar tickets being given out

**Summative Evaluation:** None

<b>Strategy 1:</b> Students will be rewarded weekly for ROAR tickets	
<b>Strategy's Expected Result/Impact:</b> Students will be motivated to earn ROAR tickets	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> PBIS Committee	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Feb</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>May</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

# Addendums