Fort Worth Independent School District

049 Kirkpatrick Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster
Mission Statement

Inspire, in every student and staff member, the passion to learn through the KMS PAWS.

P- Pride for our School
A- Actions that are Responsible and Respectful
W- Wise Choices
S- Safety for Ourselves and Others

Vision

Igniting, in every student and staff member, a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

Kirkpatrick Middle School, where every student is Known, Valued, and Inspired.
Table of Contents

Comprehensive Needs Assessment 4
  Demographics 4
  Student Learning 6
  School Processes & Programs 12
  Perceptions 14
Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 18
Goals 20
  Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024. 21
  Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024. 22
  Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024. 24
  Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment. 26
Plan Notes 30
Campus Funding Summary 31
Comprehensive Needs Assessment

Revised/Approved: October 5, 2021

Demographics

Demographics Summary

At Kirkpatrick Middle School Campus there is a diverse population within our students and staff. Our students and staff are from various countries and communities within the city and district areas, and a total of eleven various languages spoken. The mass majority of our students are within walking distance to the school. The families are familiar with the area due to the fact that they grew up in the area.

Kirkpatrick Middle School is where every student is known, valued and inspired. This motto was implemented in 2009-2010 when the school became a model school. The school received numerous recognitions and presented workshops at the Texas School improvement conference on the topic of passion-purpose – persistence. Kirkpatrick achieved double digit gains in every content area and presented information on how easily your school can achieve excellent gains within one year. These gains were achieved through the implementation of building positive relationships, clustering, camps, creation of effective master scheduling, core camps to motivate and energize students. Stakeholders: churches, families, local business and community were vital sources for the schools’ family- oriented atmosphere.

Presently, Kirkpatrick Middle School has a mission statement: Inspire, in every student and staff member, the passion to learn through the KMS Paws: P- Pride for our school, A- Actions that are responsible, W – Wise Choices and S – Safety for ourselves and others. This mission aligns with the Kirkpatrick Vision, which is igniting, in every student and staff member, a mindset for continuous growth, self-improvement, and lifelong learning.

Our previous and current Stakeholders consist of the Kirkpatrick Alumni, local churches, Pastor for Children, Fort Worth Transportation, Fidelity, Tarrant County Food Bank, Food for the Soul, KB Homes, Walmart, and Home Depot.

At Kirkpatrick Middle School, during time of Pandemic, Kirkpatrick Alumni, local churches, food distributors and community have been active participants in our planning process and contributing factors.

Currently Kirkpatrick Middle School has 552 students: 195 sixth graders, 155 seventh graders and 202 eighth graders. The campus has a principal and vice principal, 36 teachers, 15 additional staff and 5 cafeteria workers to which 89% Hispanic, 6% black, 4% white and 1% other ethnicities, to which 52% are female and 48% are male students. Incoming fifth graders transition to our sixth-grade classrooms from Washington Heights and Kirkpatrick Elementary School. Eighth graders transition to North Side High School unless students are accepted into the School of Choice, to which they have the opportunity to attend various schools throughout the Fort Worth District.
Summary of Demographic Needs

- Focus on Listening/Speaking/Reading opportunities for ELL students in class to assist with TELPAS.
- Attendance first period and tardies throughout the day negatively affects achievement.
- Increasing the writing level of all students and increasing reading levels and vocabulary.

Demographics Strengths

The Strength of our campus at Kirkpatrick Middle School is our extreme diversity within our student population.

The campus is small in numbers within a tight knit community.

There is a low turnover rate among staff.

Kirkpatrick Middle School is where every student is known, valued and inspired. Our special programs align with the needs and desires of our Wildcat Community. Parents and community are given opportunities to be active participants in our school’s climate, which are advertised through school class outs, school Facebook media, twitter, website, fliers, marquee posts and Google sites. Students are able to be active participants in Fine Arts: art, music, orchestra, band, JCC, after-school programs and athletics. My Brother’s Keeper initiative is implemented to address gaps face by our young men of color and ensure that all young people can reach their full potential.

Our campus GO Center aspire to help our students see pathways to careers and college. Students can visit the GO Center, research career opportunities, get college scholarship information.

At Kirkpatrick Middle School, all children continue to learn and increase their achievement, to which grading and reporting focus on student growth and learning in a climate of high expectations. Instructional emphasis: virtual and in-person are placed on the accomplishment of defined district goals. Grading and reporting are both formative and summative in nature and should utilize both formal and informal processes. Our school is accountable for structuring learning experiences, teaching processes planning and evaluation, and utilization of materials, resources, and time to result in optimum student learning. The athletic and fine arts mission is to help develop and instill qualities of leadership, sportsmanship, excellence in competition and academics that transform student athletes, artists, musicians, cadets into positive members of their community.

Problem Statements Identifying Demographics Needs
Problem Statement 1 (Prioritized): The student attendance rate for 2019 is at 93% and does not meet the district goal of 95%. Root Cause: Families have not been given specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students.

Problem Statement 2 (Prioritized): According to our 2020-2021 panorama survey 26% of the staff feel that students are given opportunities to learn about people from different races, ethnicities, or cultures. Root Cause: There is a lack of understanding among staff concerning the various cultural makeups of our campus and how to implement that into their daily lesson plans.
Student Learning

Student Learning Summary

Student learning was challenging to assess during the 2020-2021 school year. Due to the pandemic and all virtual learning in 2019-2020 we did not have any STAAR, MAP or TELPAS data to assist us in gauging where students were. As the pandemic continued in the 2020-2021 school year we saw almost 50% of our students start the year virtual. This year we also implemented MAP reading for the first time. One challenge was making sure that as many students could take the BOY and MOY MAP test virtually as well as benchmark in December. Though we had about 70%-80% of our students virtually take the MAP and Benchmark tests we were concerned with the validity of their scores due to possible help and at home difficulties. As much as possible, information was dis-aggregated by student groups, including these: gifted/talented, ELs, at-risk, special education and homeless students. The summary data listed below includes information about STAAR comparisons from 2018 to our 2020 benchmark as well as MAP growth for Math and Reading.

The following group of students data compares 2018 STAAR, 2019 STAAR, our February 2020 benchmark and 2020 December benchmark.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Math 6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>App Meets Mast</td>
</tr>
<tr>
<td>2018 STAAR 71 38 16</td>
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<td>2019 STAAR 68 25 4</td>
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| Reading 6                | Reading 7               | Reading 8               |
|                          |                         |                         |
| App Meets Mast           | App Meets Mast          | App Meets Mast          |
| 2018 STAAR 47 21 8       | 2018 STAAR 64 33 11     | 2018 STAAR              |
| 2019 STAAR 46 17 5       | 2019 STAAR 58 33 16     | 2019 STAAR              |

<p>| Writing 7                | Science 8               | S.S 8                   |
|                          |                         |                         |
| App Meets Mast           | App Meets Mast          | App Meets Mast          |
| 2018 STAAR 56 24 4       | 2018 STAAR 70 45 22     | 2018 STAAR              |
| 2019 STAAR 50 26 4       | 2019 STAAR 61 23 5      | 2019 STAAR              |</p>
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## 2020 Benchmark Comp. with District

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16

11

6

--PDF Page Break--
See Addendum at end of plan for Math and Reading ELL MAP Student growth Summary
Summary of Student Needs

- Increase 6th and 8th ELA and as well as 7th Writing scores by 10%.
- 7th grade math meets and masters fell double digits.
- Our ELL TELPAS scores need to be @ 42% level increase and SPED data needs to increase in all subjects. We had 16% students show growth in 2018-2019.
- More effective WDM across all contents and school wide data implementation.

Student Learning Strengths

- 45% of our ELL students showed growth in Math and Reading MAP from Fall 2020 (BOY)- Winter 2020 (MOY)
- 7th grade Math in MAP was in the Observed Growth area
- On benchmark scores when compared to the district our students were higher than the district in:
  - 6th grade Math App, Met, Mast
  - 7th Math App
  - 8th Math Met & Mast
  - 8th Reading App & Met
  - 8th Sci & S.S App & Met
  - Alg1 & Bio App & Met
- Data compared to the Benchmark in February of 2020 to the Benchmark in December 2020 our students were higher or equal in scores in:
  - 7th and 8th Math
  - 8th Reading
  - 8th Sci & S.S
- Math MAP Data shows
- An increase of 3 RIT points for Math and Reading in all grade levels
- 7th grade Math has met the growth objective form Fall of 2020 to Winter of 2020
- 45% of our Math and Reading MAP cores showed growth from BOY-MOY

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 55% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2020. Root Cause: The ELA and Math teachers have not effectively differentiated instruction to meet the needs of ELL students in Math and Reading.
Problem Statement 2 (Prioritized): MAP data shows a 20% gap between the Fall 2020 and Winter 2021 in 6th grade reading. **Root Cause:** Current support for ELA teachers addressing alignment, rigor and relevance of classroom activities is not sufficient.
School Processes & Programs

School Processes & Programs Summary

Our campus' major area of need is quality tier 1 instruction: lesson structure and alignment. To ensure our students are receiving the best instruction possible, we must select, retain, and support the best teachers possible which starts with the interview process. With Covid's impact on the year, the interview process was different - zoom, only the principal, or content teachers. This year, we will be instituting an interview committee that is a consistent group for all interviews (principal, assistant principal, instructional coaches, department heads, elective teacher - Garcia). Teachers will continue to be provided with instructional coaching, mentors, embedded professional development, and a friendly/welcoming/community feel on campus to ensure retention of teachers.

When creating the master schedule, the content knowledge, amount of preps, comfort level with the grade level, and teacher preference will be considered when determining where to place teachers. The principal, assistant principal, and instructional coaches will discuss the purposeful placement of all teachers. There is more possibility for spreading out classes with the revamped master schedule. PLC period will be grade level focused to better align instruction. This will also help alleviate the "department meeting" feel of PLC and make it more beneficial to all the teachers. The teachers will utilize PLC to create quality tier 1 lessons that align to the state standards and district curriculum through collaboration and looking at data to inform instructional choices. Also, an intervention period has been added to the schedule to ensure that tested subjects (6th-8th Math and Reading, 8th Science and Social Studies) can pull small groups that need intervention through additional practice, reteach, or a smaller instructional setting.

Summary of School Processes & Programs needs

- Teachers need to include SE in lesson plans daily.
- Teachers need to discuss student work and data in PLCs.
- Lesson planning focus on high - leverage SE's.
- Teachers need to include defined I do, You do, We do sections in lesson plans daily.
- Lesson planning focus on alignment and focused formative assessments.

School Processes & Programs Strengths

Kirkpatrick Middle School has identified the following strengths:

- 97% of teachers feel that the work environment is inviting.
- 100% feel the leadership team is friendly towards staff and understanding when personal challenges arise.
- Most teachers feel that they can continue to learn and grow in their content and teaching strategies.
- With a minimal turnover rate, most teachers have been on this campus for an average of 5+ years.
- 70% of teachers have over 5 years of teaching experience
- PLC period built into the master schedule
- Two campus-based instructional coaches
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC (Professional Learning Communities - meet by core content) is not consistently being utilized for creating quality tier 1 instruction - aligned/rigorous/accessible lessons with embedded formative assessments to guide daily instruction. Root Cause: Consistent structure and expectations for PLC’s have not been established on the campus, thus the current PLC time is perceived to be an additional conference period for the teacher.

Problem Statement 2 (Prioritized): Instructional time is being interrupted by student behavior causing the lesson cycle not to be fully completed during a class period. Root Cause: Consistent campus wide procedures and expectations are not in place which leads to inconsistent classroom management.
Perceptions

Perceptions Summary

The faculty and staff at Kirkpatrick Middle School create a welcoming and accepting environment by acknowledging and greeting one another during encounters throughout the day. Students are welcomed and feel more accepted because all faculty and staff strive to be more accepting of each student's diversity which includes: culture, lifestyle, and background. Currently, all our students have access to various donations by community stakeholders. Every student is valued by having equitable access to important resources such as school supplies, lunches, athletic, JCC, and fine arts activities. The goal for our faculty and staff is to work to ensure each child is known, valued, and inspired.

Summary of Perceptions needs

- Greater focus on PBIS Focus on positive reinforcement with students.
- Student voice in leading attendance and discipline.
- Student Apathy Effective teacher lead conversations with students about their own data to enhance student understanding.

Perceptions Strengths

Smaller school environment/staff to student ratio, community involvement and support, experienced, dedicated, and generous faculty and staff, camaraderie, empathy, nurturing and supportive relationships which encourage mutual respect, experienced counselors and interventionists are readily available to all students, and student/staff and parent/staff relationships are often extended after school hours.

80% of students feel supported through their relationships with friends, family, and adults at school.

81% of students feel they have a teacher or other adult from school who they can count on to help them, no matter what.

61% of students have a strong the social connection between teachers and themselves within and beyond the classroom.

39% of students (9 points higher than the FWISD average) feel they are attentive and invested students are in class, where 43% are excited are you about going to their classes.

Problem Statements Identifying Perceptions Needs
**Problem Statement 1 (Prioritized):** 53% of Black/African American/African, Latino, White, and Muslim students do not feel that they are valued members of the school community throughout the school day. **Root Cause:** School stakeholders do not have sufficient equity and sensitivity training, and are not familiar with the cultural norms of the school demographics.

**Problem Statement 2 (Prioritized):** 64% of Black/African American/African, Latino, White, and Muslim students feel that they can not clearly describe their feelings due to a lack of considering the perceptions of others and empathizing with them. **Root Cause:** Teachers need training on how to implement student voice and mindfulness practices to support students emotional needs in the classroom.
Priority Problem Statements

**Problem Statement 1**: PLC (Professional Learning Communities - meet by core content) is not consistently being utilized for creating quality tier 1 instruction - aligned/rigorous/accessible lessons with embedded formative assessments to guide daily instruction.

**Root Cause 1**: Consistent structure and expectations for PLC's have not been established on the campus, thus the current PLC time is perceived to be an additional conference period for the teacher.

**Problem Statement 1 Areas**: School Processes & Programs

**Problem Statement 2**: Instructional time is being interrupted by student behavior causing the lesson cycle not to be fully completed during a class period.

**Root Cause 2**: Consistent campus wide procedures and expectations are not in place which leads to inconsistent classroom management.

**Problem Statement 2 Areas**: School Processes & Programs

**Problem Statement 3**: The student attendance rate for 2019 is at 93% and does not meet the district goal of 95%.

**Root Cause 3**: Families have not been given specific information concerning the effects of poor attendance on grades, discipline and lost instructional time for their students.

**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: According to our 2020-2021 panorama survey 26% of the staff feel that students are given opportunities to learn about people from different races, ethnicities, or cultures.

**Root Cause 4**: There is a lack of understanding among staff concerning the various cultural makeups of our campus and how to implement that into their daily lesson plans.

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: 53% of Black/African American/African, Latino, White, and Muslim students do not feel that they are valued members of the school community throughout the school day.

**Root Cause 5**: School stakeholders do not have sufficient equity and sensitivity training, and are not familiar with the cultural norms of the school demographics.

**Problem Statement 5 Areas**: Perceptions

**Problem Statement 6**: 64% of Black/African American/African, Latino, White, and Muslim students feel that they can not clearly describe their feelings due to a lack of considering the perceptions of others and empathizing with them.

**Root Cause 6**: Teachers need training on how to implement student voice and mindfulness practices to support students emotional needs in the classroom.

**Problem Statement 6 Areas**: Perceptions

**Problem Statement 7**: 55% of ELL students did not meet the expected projected growth on the MAP Math and Reading assessment in Winter of 2020.

**Root Cause 7**: The ELA and Math teachers have not effectively differentiated instruction to meet the needs of ELL students in Math and Reading.

**Problem Statement 7 Areas**: Student Learning
**Problem Statement 8**: MAP data shows a 20% gap between the Fall 2020 and Winter 2021 in 6th grade reading.

**Root Cause 8**: Current support for ELA teachers addressing alignment, rigor and relevance of classroom activities is not sufficient.

**Problem Statement 8 Areas**: Student Learning
Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**
- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

**Accountability Data**
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**
- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data
• Gifted and talented data
• Dyslexia Data
• Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

• Attendance data
• Mobility rate, including longitudinal data
• Discipline records
• Violence and/or violence prevention records
• Tobacco, alcohol, and other drug-use data
• Student surveys and/or other feedback
• Class size averages by grade and subject
• School safety data
• Enrollment trends

**Employee Data**

• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• Equity data
• TTESS data
• T-PESS data

**Parent/Community Data**

• Parent surveys and/or other feedback
• Parent engagement rate
• Community surveys and/or other feedback
**Goals**

**Revised/Approved: October 5, 2021**

**Goal 1: Early Literacy**
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 1:** Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from 45.3% to 55% by May 2022.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 56% by May 2022.

**Summative Evaluation:** No progress made toward meeting Objective

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<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create/deliver high quality, culturally responsive, standards aligned lessons.</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By the EOY an additional teacher will provide focused Tier I instruction in a smaller class size for our ELL and ED students that will lead to an increase in reading STAAR scores by 5%.</td>
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049 Kirkpatrick Middle School
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21 of 32
### Strategy 2 Details

**Strategy 2:** Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create/deliver high quality, culturally responsive, standards aligned lessons.

**Strategy's Expected Result/Impact:** 85% of the core content lesson plans submitted will contain standard-aligned lesson, objectives, activities, assessments and explicit culturally responsive practices by May 2022. 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.

**Staff Responsible for Monitoring:** Core teachers, Principal, AP and Instructional Coaches

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

### Strategy 3 Details

**Strategy 3:** Campus leadership will ensure that instructional materials, resources, and decisions address the instructional needs of all students and individual student groups.

**Strategy's Expected Result/Impact:** We will purchase a variety of library books to increase our genre selection in the library. This will help with giving students a wider selection to choose from. To create a wider variety of books to help with our Power up program and campus wide lit. plan. This will help in increasing our 6th grade reading scores in all performance levels 5%

**Staff Responsible for Monitoring:** Principal, Librarian

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

**Funding Sources:** Purchase Library Books - Title I (211) - 211-12-6329-04N-049-30-510-000000-22F10 - $1,000

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

### Performance Objective 1 Problem Statements:

**Student Learning**

**Problem Statement 2:** MAP data shows a 20% gap between the Fall 2020 and Winter 2021 in 6th grade reading. **Root Cause:** Current support for ELA teachers addressing alignment, rigor and relevance of classroom activities is not sufficient.
Goal 2: Early Math
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Mathematics from 45% to 55% by May 2022.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 54% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Improve tier 1 instruction in PLCs by analyzing qualitative and</td>
<td></td>
</tr>
<tr>
<td>quantitative data to create/deliver high quality, culturally responsive, standards</td>
<td></td>
</tr>
<tr>
<td>aligned lessons.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: 85% of the core content lesson plans</td>
<td></td>
</tr>
<tr>
<td>submitted will contain standard-aligned lesson, objectives, activities, assessments</td>
<td></td>
</tr>
<tr>
<td>and explicit culturally responsive practices by May 2022.</td>
<td></td>
</tr>
<tr>
<td>80% of the lessons observed are executed to the appropriate level of the rigor of</td>
<td></td>
</tr>
<tr>
<td>the standard by May 2022.</td>
<td></td>
</tr>
<tr>
<td>50% of the lessons observed demonstrate culturally responsive teaching practices</td>
<td></td>
</tr>
<tr>
<td>by May 2022.</td>
<td></td>
</tr>
<tr>
<td>80% of coaching and feedback documented in STRIVE will focus on standard alignment</td>
<td></td>
</tr>
<tr>
<td>and culturally responsive pedagogy by May 2022.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Core Teachers, Principal, AP and Instructional</td>
<td></td>
</tr>
<tr>
<td>Coaches</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - <strong>TEA Priorities</strong>: Build a foundation of</td>
<td></td>
</tr>
<tr>
<td>reading and math - <strong>ESF</strong></td>
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</tr>
<tr>
<td><strong>Lever</strong>: Lever 1: Strong School Leadership and Planning, Lever 2: Effective,</td>
<td></td>
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<tr>
<td>Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective</td>
<td></td>
</tr>
<tr>
<td>Instruction - <strong>Comprehensive Support Strategy</strong> - <strong>Targeted Support Strategy</strong> -</td>
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</tr>
<tr>
<td><strong>Additional Targeted Support Strategy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Supplemental materials - Title I (211) - 211-13-6399-04N-049-</td>
<td></td>
</tr>
<tr>
<td>30-510-000000-22F10 - $1,000, Tutoring - Title I (211) - 211-11-6127-04N-049-30-</td>
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</tr>
<tr>
<td>510-000000-22F10 - $4,774</td>
<td></td>
</tr>
</tbody>
</table>

0% No Progress  100% Accomplished  Continue/Modify  Discontinue
Goal 2: Early Math
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 84% to 94% by May 2022.
Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 84% to 94% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create/deliver high quality, culturally responsive, standards aligned lessons.</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 85% of the core content lesson plans submitted will contain standard-aligned lesson, objectives, activities, assessments and explicit culturally responsive practices by May 2022.</td>
</tr>
<tr>
<td>80% of the lessons observed are executed at the appropriate level of the rigor of the standard by May 2022.</td>
</tr>
<tr>
<td>50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022.</td>
</tr>
<tr>
<td>80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Core Teachers, Principal, AP and Instructional Coaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td>Formative</td>
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<tr>
<td>Nov</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No Progress</th>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
</tr>
</thead>
</table>
**Goal 3: CCMR**
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 1:** Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from 23% to 33% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 12% to 27% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create/deliver high quality, culturally responsive, standards aligned lessons.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 85% of the core content lesson plans submitted will contain standard-aligned lesson, objectives, activities, assessments and explicit culturally responsive practices by May 2022. 80% of the lessons observed are executed to the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Core Teachers, Principal, AP and Instructional Coaches</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Title 1 Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Comprehensive Support Strategy:</strong> - <strong>Targeted Support Strategy:</strong> - <strong>Additional Targeted Support Strategy:</strong></td>
<td><strong>Funding Sources:</strong> Subs for professional learning - SCE (199 PIC 24) - 199-11-6112-001-049-24-273-000000- $2,000, Teachers for tutoring - SCE (199 PIC 24) - 199-11-6116-001-049-24-273-000000- $2,246, Subs for teacher planning - Title I (211) - 211-11-6112-04N-049-30-510-000000-22F10 - $4,773, supplementary materials, to help with instruction as well as in tutoring. - SCE (199 PIC 24) - 199-11-6399-001-049-24-273-000000- $2,000</td>
</tr>
</tbody>
</table>

0% No Progress 100% Accomplished Continue/Modify Discontinue
Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from 32% to 42% by May 2022. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 35% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Improve tier 1 instruction in PLCs by analyzing qualitative and quantitative data to create/deliver high quality, culturally responsive, standards aligned lessons. <strong>Strategy's Expected Result/Impact:</strong> 85% of the core content lesson plans submitted will contain standard-aligned lesson, objectives, activities, assessments and explicit culturally responsive practices by May 2022. 80% of the lessons observed are executed at the appropriate level of the rigor of the standard by May 2022. 50% of the lessons observed demonstrate culturally responsive teaching practices by May 2022. 80% of coaching and feedback documented in STRIVE will focus on standard alignment and culturally responsive pedagogy by May 2022. <strong>Staff Responsible for Monitoring:</strong> Core Teachers, Principal, AP and Instructional Coaches.</td>
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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td></td>
<td>Formative</td>
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<td></td>
<td>Nov</td>
</tr>
<tr>
<td>0%</td>
<td>100%</td>
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</tbody>
</table>
**Goal 4:** Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 1:** Decrease the percentage of students who are chronically absent from 27% to 22% by May 2022.
Decrease the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 18% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Parents and students will be educated on the importance of attendance and its impact on instruction and behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Student attendance at KMS will improve by 4% as measured by focus reports resulting in students increase in assignments turned in, quality of work and assessment scores.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Instructional Leadership Team and teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <strong>Comprehensive Support Strategy</strong> - <strong>Targeted Support Strategy</strong> - <strong>Additional Targeted Support Strategy</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Nov</td>
<td>Jan</td>
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</tbody>
</table>

![Progress Levels]

- 0% No Progress
- 100% Accomplished
- Continue/Modify
- X Discontinue
Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 57% to 71% by May 2022.
Increase positive response by ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 57% to 71% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Creating a learning environment that is inviting.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: By May of 2022 students responses to the school is an inviting place to be where you feel valued, will increase form 36%-56% as measured by Panorama Survey.</td>
<td>Nov</td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Teachers and Instructional Leadership Team.</td>
<td></td>
</tr>
<tr>
<td>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF</td>
<td></td>
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</tbody>
</table>

No Progress 100% Accomplished Continue/Modify Discontinue
**Goal 4:** Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for Hispanic students or the student group that is most marginalized on our campus (gender, race, program, other) from 495 to 300 by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> To reduce the number of campus suspensions and OCI placements as well as making sure students are not falling behind with their instruction, we will implement SEL strategies to help students with their behavior.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Reducing the amount of our Hispanic and AA student OCI/ISS and OSS placements during the school year by 5% from the previous year 2020-2021 where we had- OCI 65/ISS-100/ OSS-40. Creating a system to maintain student instruction by monitoring their work in google classroom.</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> School Processes &amp; Programs 2</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> TA III position - Title I (211) - 211-11-6129-04N-049-30-510-000000-22F10 - $28,000</td>
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</tbody>
</table>

**Performance Objective 3 Problem Statements:**

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> Instructional time is being interrupted by student behavior causing the lesson cycle not to be fully completed during a class period. <strong>Root Cause:</strong> Consistent campus wide procedures and expectations are not in place which leads to inconsistent classroom management.</td>
</tr>
</tbody>
</table>
**Goal 4:** Learning Environment (based on the BOE constraints)  
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 87% to 92% by May 2022. Increase the positive perception of parents of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 87% to 92% by May 2022.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th></th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Increase Family Engagement with Virtual and in-person events available each 6 weeks in the areas of Social Emotional Wellness, campus instructional practices, academics and student attendance.</td>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By May of 2021 parent involvement in campus activities will be at 50% participation. Parent responses to campus activity surveys will show 90% positive response rate.</td>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Parent Liaison and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Family Engagement - Title I (211) - 211-61-6499-04L-049-30-510-000000-22F10 - $2,867</td>
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</tr>
</tbody>
</table>

0% No Progress 100% Accomplished Continue/Modify Discontinue
Plan Notes

Good morning.

One last sweep of the CIP as of 10/10.

- $4,500 should be updated in the CIP to cover the salaries. $1,000 to the TA position and 3,500 to cover the TCHR positions. Please email me a copy of your updated CIP.

<table>
<thead>
<tr>
<th></th>
<th>ACTUAL SALARY</th>
<th>Budgeted CIP</th>
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<tbody>
<tr>
<td>TCHER</td>
<td>$119,545.00</td>
<td>$125,063.00</td>
</tr>
<tr>
<td>TA</td>
<td>$28,994.52</td>
<td>$28,000.00</td>
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</table>

$148,539.00  $153,063.00  $4,524.00

- 1 more SBDM member is required.
# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Additional ELA teacher</td>
<td>Title I Teacher</td>
<td>211-11-6119-04N-049-30-510-000000-22F10</td>
<td>$125,063.00</td>
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<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>Purchase Library Books</td>
<td>Reading materials for library use</td>
<td>211-12-6329-04N-049-30-510-000000-22F10</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Supplemental materials</td>
<td>Supplies and materials for professional development</td>
<td>211-13-6399-04N-049-30-510-000000-22F10</td>
<td>$1,000.00</td>
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<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Tutoring</td>
<td>Tutors without degree</td>
<td>211-11-6127-04N-049-30-510-000000-22F10</td>
<td>$4,774.00</td>
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<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Subs for teacher planning</td>
<td>Subs for supplemental instruction</td>
<td>211-11-6112-04N-049-30-510-000000-22F10</td>
<td>$4,773.00</td>
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<tr>
<td>4</td>
<td>3</td>
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<td>TA III position</td>
<td>Teacher Assistant</td>
<td>211-11-6129-04N-049-30-510-000000-22F10</td>
<td>$28,000.00</td>
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<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>Family Engagement</td>
<td>Snacks for parents to promote participation</td>
<td>211-61-6499-04L-049-30-510-000000-22F10</td>
<td>$2,867.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $167,477.00

**Budgeted Fund Source Amount** $167,477.00

**+/− Difference** $0.00

## SCE (199 PIC 24)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
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<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Subs for professional learning</td>
<td>Subs for supplemental instruction</td>
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<td>Extra duty pay for tutoring after hours (Teacher)</td>
<td>199-11-6116-001-049-24-273-000000-22F10</td>
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</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>supplementary materials, to help with instruction as well as in tutoring.</td>
<td>Supplies and materials for instructional use</td>
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</table>

**Sub-Total** $6,246.00

**Budgeted Fund Source Amount** $6,246.00

**+/− Difference** $0.00

**Grand Total** $173,723.00