

# **Pflugerville Independent School District**

## **Kelly Lane Middle School**

### **2018-2019 Kelly Lane Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date:** October 18, 2018  
**Public Presentation Date:** August 23, 2018

# Mission Statement

Mission: We will provide purposefully designed learning activities that:

Challenge all students to excel,  
Engage all students in service learning opportunities to emphasize the strength of the school community over individual gain,  
Value problem-solving and critical thinking over basic comprehension.

# Vision

Kelly Lane Middle School will produce life-long learners who have the capacity to be critical thinkers, are ready to accept challenges, and have the resilience to overcome adversity.

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# Comprehensive Needs Assessment

Revised/Approved: September 03, 2015

## Demographics

### Demographics Summary

KLMS has 1100+ students and 92 faculty/staff members, with approximately 1/3 of the students at each grade level. Our student enrollment continues to grow at a moderate rate, our current population is about 30 students more than projected, but only 15 students more than we had at the end of the 2017-18 school year. We have 396 who have attended school, at some point, outside of PfISD during their schooling careers.

Our students are 40% White, 35% Hispanic or Latino, 12% Black or African American, 7% Asian, and 7% Two or More Races. We serve 88 students in special education, 54 students identified as limited English Proficient, 149 students in 504, 125 students in the Gifted/Talented program, and 85 students in the ESL program. We serve 218 students who are identified as eligible for free or reduced lunches (20%). We serve students with 22 different home languages.

The demographic trend has shown little change in the previous nine years for the number of students served in special education and a decrease in the number of students eligible for free/reduced lunch. The trends in the ethnicity of the students shows little change in the student populations Asian (2% increase), Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and White (2% decrease). The largest shifts in ethnicity was a decrease by 7% of Black/African American students and a 4% increase of students with two or more races.

The disciplinary data from 2017-18 shows White students represented 50% of the referrals, Black/African American & White students represented 8% of the referrals and Black/African American represented 27% of the referrals. The largest percent of disproportional representation is that the school population is 12% Black/African American but only 27% of the referrals.

800 students, of 1109, are scheduled into at least one advanced core course (Pre-AP or Algebra). Of the students enrolled in an advanced academics class, 32% are White, 7% are Black/African American, 23% are Hispanic/Latino, 5% are Asian, 4% are Two or More Races, and less than 1% are American Indian/Alaska Native. The largest percent of disproportional representation is that the school population is 35% Hispanic but only 23% of the students in advanced academics are Hispanic.

### Demographics Strengths

Our demographics provide students with a diverse student population. Our population has stayed fairly similar and the low mobility rate means most

students are familiar with the campus expectations.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student discipline data disproportional student discipline outcomes for African American students. **Root Cause:** We have invisible cultural expectations that have not been made visible to students and staff.

## Student Achievement

### Student Achievement Summary

Met Standard (Highest Rating), No Distinctions				
STAAR Test	Approaches	Increase from 2017	Masters	Increase from 2017
Grade 6 Reading	86%	5%	29%	
Grade 6 Math	91%	4%	25%	
Grade 7 Reading	88%	3%	44%	13%
Grade 7 Math	77%	1%	6%	
Grade 7 Writing	83%	4%	20%	4%
Grade 8 Reading	92%		34%	3%
Grade 8 Math	95%		21%	
Grade 8 Science	92%	2%	52%	19%
Grade 8 Social Studies	84%	3%	41%	8%

43% of 7th grade students received a score of 5 or better on their writing test, a score of 5 means that at least of two raters scored the essay "satisfactory".

KLMS did not meet the achievements for the following tests and groups of students: ELA/Reading Growth for Two or More Races (our score was 66, the target was 68); Math Growth for All (our score was 70, the target was 71), Hispanic (our score was 67, the target was 69), White (our score was 71, the target was 74), Asian (our score was 83, the target was 86), Two or More Races (our score was 72, the target was 73), and Continuously Enrolled Students (our score was 69, the target was 71). We did the achievement targets for all 14 reporting categories in ELA and Math, and 15 of the 22 growth targets for except the reporting categories noted above. KLMS met the ELP target and all 12 Student Success targets. Overall, we met 48 of the 55 reporting categories. The reporting categories are: all students, African American, Hispanic, Asian, Pacific Islander, Two or More Races, economically disadvantaged, current/monitored English Language Learners, current special education, former special education, continuously enrolled, and non-continuously enrolled students.

KLMS missed all distinctions. When looking at the minimum score for quartile 1, we missed quartile 1 in all tested subject areas despite better performance on 5 of tests.

Indicator	KLMS Score	Min Score for Q1	KLMS Quartile
6th grade Reading	30	37	3
6th grade Math	25	40	3

7th grade Reading	46	53	3
7th grade Math	6	46	4
7th grade Writing	21	38	4
8th grade Reading	35	51	4
8th grade Math	22	32	3
8th grade Science	52	59	2
8th grade Social Studies	41	44	2
Algebra I	46	52	2

All KLMS students take the Renaissance Learning STAR 360 universal screener for reading and math. The tests are taken three times per school year (more frequent for students in interventions). At the end of the year, the 8th grade students had an average instructional reading level of 7.7 (increase of .9 from the beginning of the year). The gap between the grade placement and IRL decrease by .2, meaning that the students had less of a gap at the end of the year between where they were in 8th grade (time of year) and their instructional reading levels. There is a gap of .9 between the grade placement and the instructional reading level for 7th grade students at the end of the school year. The beginning of the year STAR 360 shows the proficiency of most students, these results do not include scores from students served in the resource classrooms. Of the 336 6<sup>th</sup> graders tested, 57.3% have instructional reading levels of 6<sup>th</sup> grade or higher. Of the 334 7<sup>th</sup> graders tested, 43.8% have instructional reading levels of 7<sup>th</sup> grade or higher. Of the 362 8<sup>th</sup> graders tested, only 49.8% have an instructional reading level of 8<sup>th</sup> grade or higher.

### Student Achievement Strengths

KLMS administered 3,171 tests in the spring of 2018 (ELA/Reading, Math, Writing, Science, Social Studies). Of those test, 90% of the tests scored approaching grade level or better.

KLMS had 5 students take the AP Spanish tests. Due to the small group size, we are not reporting the success rate of the students.

KLMS had 14 students participate in the Duke TiP talent search with 9 State recognitions and 1 Grand recognition.

KLMS had 1 student qualify for Science Fair State contest.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** ELA/Reading and math academic growth from prior year demonstrates 344 tests (140 students) did not demonstrate progress. **Root Cause:** We need to increase the challenge for students who are already proficient with State standards.

**Problem Statement 2:** STAR 360 Reading scores demonstrate that over 50% of students do not have an instructional reading level equal to their grade level.

**Root Cause:** Students need more intervention for reading comprehension and fluency.

**Problem Statement 3:** KLMS missed quartile 1 for a distinction in science by 7%. **Root Cause:** The rigor of Pre-AP instruction is not consistently at high levels.

**Problem Statement 4:** KLMS missed quartile 1 for a distinction in social studies by 3%. **Root Cause:** The rigor of Pre-AP instruction is not consistently at high levels.

**Problem Statement 5:** STAAR Closing the Gap data shows that we did not meet the ELA/Reading targeted growth for students identified as Two or More Races. **Root Cause:** Interventions have not traditionally focused on students who are academically capable but under-performing.

**Problem Statement 6:** STAAR Closing the Gap data shows that we did not meet the math targeted growth for students identified as Hispanic, White, Asian, and Two or More Races as well as the All student category and continuously enrolled students. **Root Cause:** Interventions have not traditionally focused on students who are academically capable but under-performing.

**Problem Statement 7:** KLMS missed quartile 1 for our comparison group in writing by 17%. **Root Cause:** The rigor of Pre-AP instruction is not consistently at high levels.

**Problem Statement 8:** 43% of KLMS students (156 of 362) scored a 5 or better on their writing composition. **Root Cause:** Students are not including enough examples, imagery, or depth in their writing.



## School Culture and Climate

### School Culture and Climate Summary

The climate survey conducted by TASB in 2017-2018 indicates that teachers generally are enthusiastic about their job, believe teachers are held to high professional standards and their co-workers are committed to doing a good job. 98% of the respondents indicated that they like the work they do. A majority of respondents indicated that they would recommend KLMS to a friend, feel they have a good relationship with their supervisors, believe teachers are included in decisions about instruction, believe that students show respect for teachers and staff. The areas of growth (when less than 50% of respondents answered favorable) are needing adequate resources to meet the needs of students in special populations (special education, dyslexia, ELL), a more consistent enforcement of the student code of conduct, and staff development more aligned with their needs. Teachers indicated that they want professional development to be more aligned with their personal needs. Teachers also indicated dissatisfaction with administration, including decision-making, communication, and feedback.

A sample survey of 6th grade students about why they come to school indicated that most respondents felt safe at school, believe coming to school is important to meet life goals (including college), they had a strong relationship with a particular teacher/enjoyed classes. Participating students indicated they would like more incentives, different food options in the cafeteria, a shorter school day, and more class options.

In the 2017-18 school year, the KLMS administration/PfISD made the following changes: added a weekly communication newsletter, bi-monthly faculty meetings, added an ELA Instructional Coach, increased school-wide SSR, specified a lesson planning format, changed the bell schedule to 3 lunches, moved announcements and clubs to different times/day, and added a 10 minute "recess"/free time for all students after lunch. Surveys of the school staff indicated that they felt the SSR, weekly communication, and recess positively impacted student learning; the change of announcements and clubs, the bell schedule, and recess positively impacted student behavior; the weekly communication increased their effectiveness as an educator; faculty meetings and the weekly communication increased their awareness of campus activities and expectations; the weekly campus communication, faculty meetings, SSR, and the announcements positively impacted the school culture; and the SSR and intervention structures were moving in the right direction but needed tweaks.

In the 2017-18 school year we trained an additional 40 students as Safe School Ambassadors; these students made anonymous reports to counselors and administrators about safety concerns. We had 15 different reports made through Anonymous Alerts (not all reports were separate instances). In order to help the students understand the behavior expectations, we made 5 videos to help educate students about the dangers of spreading social media threats, handling people trying to enter the building, being physically safe in the hallways, appropriate bus etiquette and dress code expectations.

During our Catapult, every student participated in a club on Monday afternoons during school. We also have a Student Council club and a National Junior Honor Society. We have over 350 students in band, and over 300 students in athletics and about 300 students in theatre arts. Our theatre department produced a musical that included approximately 100 students. We had 469 students participate in The Big Event (city-wide community service) and we raised over \$3000 in donations for Rockport-Fulton MS (devastated by Hurricane Harvey), the Williamson County and Pflugerville animal shelters, the American Heart Association, and the Susan G. Komen Foundation. Additionally, our students filled the food pantry for Dessau Middle School.

Throughout the year, we had four student dances (6th grade only, Winter, Valentine, and 8th grade only), four pep rallies that included student achievement

awards, and we started Armor Awards for 7th grade in the Spring Semester. We held our annual Veteran's Day Assembly that all students attended where we were able to honor over 20 Veteran's. In spring 2018, we started the first all-inclusive middle school dance team in PfISD. The team includes 36 students with a variety of experiences in dance. Our Kickstart Karate program served over 200 students.

We have the following athletic teams for 7th and 8th grade students (teams are separated by gender and grade unless specified): Football (A & B), Volleyball (A & B), Cross Country, Basketball (A & B), Track/Field, Golf (all grades/genders), Soccer (two teams per gender), Cheerleading, and Dance. There are three co-ed Kickstart demo teams, one for each grade.

We have the following teams/competitions for academics: UIL Academics, Robotics, Destination Imagination, and Science Fair.

We have the following teams/competitions for fine arts: district and regional band/choir contests, district and regional band/choir auditions, One Act Play, Junior VASE.

### **School Culture and Climate Strengths**

Our students have the opportunity to participate in community service events, school spirit events, and social gatherings. These options are available to all students; only a select few athletic and fine arts events have inclusion requirements (try outs). Our students and staff generally indicate they enjoy being here, they feel safe and included.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Less than 50% of KLMS respondents are satisfied with the instructional resources to meet the needs of students in special populations. **Root Cause:** We need to identify gaps in instructional resources for teachers.

**Problem Statement 2:** KLMS teachers indicate a desire for more personalized professional growth. **Root Cause:** Professional development options for teachers have been uniform across the campus.

**Problem Statement 3:** More than 5% of KLMS teachers do not demonstrate proficiency on the T-TESS rubric in classroom management. **Root Cause:** We need uniform campus behavior expectations communicated to all staff and students.

**Problem Statement 4:** KLMS teachers indicate a desire for more feedback and decision-making with administrators. **Root Cause:** Our feedback and communications systems do not provide equitable access for all teachers and/or are used inconsistently.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

We have 93 faculty and staff members for the 2018-19 school year; a decrease of nine positions from the 2017-2018 school year. 94% of the 2018-2019 teachers were on this campus for the 2017-18 school year.

For the 2018-19 school year, we have one teacher that is a first year teacher and four additional teachers that are new to KLMS. Of the four new teachers, two teachers are returning HHS teachers that now teach also teach at KLMS this year. We have three returning administrators and four returning counselors. We start the school year with one teacher vacancy. We have added positions of a security officer and a crossing guard. Of the returning teachers, one is in their second year of teaching. All but two teachers at KLMS this year have at least 2 years of teaching experience.

An analysis of the T-TESS observations for 2017-2018 show that 50% of more of the teachers scored Accomplished or Distinguished in the following dimensions: knowledge of students, classroom environment/routines/procedures, and classroom culture. The top three dimensions (by highest percent) of reinforcement are: classroom environment/routines/procedures, content knowledge/expertise, and communication. The dimensions with at least 5% of teachers scoring Developing or Improvement Needed are: differentiation, monitor/adjust, and managing student behavior. The top three dimensions (by highest percent) of refinement are: data/assessment, differentiation, and content knowledge/expertise.

### Staff Quality, Recruitment, and Retention Strengths

The staff and teachers at Kelly Lane remain at KLMS, increasing our consistency of culture and practices. This is also evident in the TASB survey where the responding teachers indicated they were satisfied with their job and their co-workers. The T-TESS data indicates that teachers are strongest in the areas of student relationships (classroom culture and knowledge of students).

We have three instructional coaches (Math, ELA, and Science) to support the teachers. We have two assistant principals and three counselors to support the teachers and the students.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** T-TESS analysis shows need for refinement in dimension of data analysis and assessment. **Root Cause:** We need a protocol for analyzing data consistent with campus instruction expectations.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

The district provides on-level and PAP curriculum documents to assist the teachers in planning for instruction. We currently have 565 students enrolled in Pre-AP English Language Arts, 614 students enrolled in Pre-AP social studies, 605 students enrolled in Pre-AP math (including Algebra I, Geometry, and Algebra II), and 645 students enrolled in Pre-AP Science. For each core subject, over 50% of the school is enrolled in advanced courses. We have a hyper-accelerated pathway for math that allows students to take Pre-AP math 7 as 6th grade students, which places them in Geometry by 8th grade. There are currently 29 students enrolled in Geometry and we are in our third year of the hyper-accelerated math class. The specialized courses, meaning they have enrollment requirements, we offer for students include the elective PFLEX (talented and gifted), Literacy Workshop (ESL), AP Spanish (native Spanish speakers), resource math and English (special education), Social Skills/Thinking (special education), and BLS (dyslexia and dysgraphia).

Teachers currently plan for instruction during PLC meetings. All English Language Arts and math teachers have their PLC during the school day. 8th grade science and social studies teachers also have PLC during the school day; the 6th and 7th grade science and social studies teachers have their PLCs before or after school. Each PLC is required to meet twice a week. The PLC time has been reduced for the 2018-2019 school year due to staffing changes, so teachers are using new protocols for PLC conversations. An additional change for the 2018-19 school year is that English Language Arts, math, and science have teachers teaching multiple grade levels- those teachers have two PLCs to attend. There are three instructional coaches at KLMS, one each for English Language Arts, Math, and Science.

The instructional model for Kelly Lane Middle School is the Fundamental 5 framework. This framework is new for teachers and they will need training on implementing the elements of Fundamental 5.

During the AVID certification process for 2017-18, our scoring document revealed needs in three areas to be addressed this year. The first is that one third of the Leadership Team should also be on the AVID site team. The second is to document that at least 50-% of the KLMS teachers are regularly using AVID strategies. The third need is to share college financial planning with all families, not just parents of AVID students.

### Curriculum, Instruction, and Assessment Strengths

Teachers are familiar with the PLC model and questions; additionally, there were few changes to the PLCs from the previous year. The district provides a wealth of data mining options for teachers- Eduphoria provides multiple ways to examine student level data.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Science and Social Studies teachers in the 6th and 7th grade have reduced PLC time (from 150 min/week to 60 min/week). **Root**

**Cause:** Teaching 6 of 7 periods requires PLCs to move to before/after school within contract time.

**Problem Statement 2:** KLMS teachers have not received training on the Fundamental 5 framework and implementation. **Root Cause:** KLMS teachers did not use the Fundamental 5 instructional model in previous years.

**Problem Statement 3:** KLMS AVID site team certification documents reveal deficiencies in documenting regular use of AVID strategies, increasing SLT membership on site team, and provide financial planning for college to all families. **Root Cause:** There is no system for collecting documents in a efficient manner.

**Problem Statement 4:** 13 of 16 ELA and Math teachers have more than one PLC to attend per week. **Root Cause:** The master schedule requires most ELA and math teachers to teach 2 preps and/or grade levels.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

KLMS communicates with parents and the community through the website, list serv (subscription based email), school emails (from emails on file), Instagram, Facebook, principal blog, school marquee, and Peachjar flyers. Between August 1, 2017 and June 30, 2018 there were 58,500 total visits to the website, 71,241 total page views, and 35,258 total targeted visits. There were 13 principal blog postings, with a total of 3,398 views (an average of 261 views per post). There were 54 posts to the Instagram with 686 followers. During August 2018, there were 7,749 total visits to the website, 11,393 total page views, and 4,955 total targeted visits. In August 2017, the staff walked to the house of each student to welcome them to the school year and presented students with a spirit pennant. In August 2018, the staff walked to the house of each new 6th grade student to welcome them to the school year and presented students with a spirit pennant.

The KLMS PTO sponsors the 6th grade transition camp and sells spirit wear. With the funds that are raised primarily from those activities, the PTO funds teacher grants to support innovation classroom ideas or they help increase the available technology. Some grants have included Wii games for PE, art display panels, teacher resources, field trips for ESL students, iPads for various classrooms, class sets of novels, and sports equipment for recess.

Parents are invited to all athletic/fine arts events, Open House, Mad City Money, dances, PTO meetings, lunch, pep rallies/student awards, Veteran's Day Assembly, Pet Art Show, NJHS Induction, Kickstart Belt Ceremonies, and 8th grade parent meetings for HS registration. For large school events (Open House, NJHS Induction, and Belt Ceremonies, band concerts, musical theatre production), an estimated 500-600 parents attend minimum. We have parents attend all of the school events listed. Parents also attend ARD meetings for students in special education, 504 meetings for students served through 504, and parent conferences on a regular basis. During the 8th grade parent conferences for high school registration, we will meet with 80% or more of the parents in a three day time frame.

KLMS has partnered with the Falcon Pointe HOA for use of the clubhouse to house social events, Home Depot for donated supplies, local restaurants for spirit fundraisers (Zaxby's, Chick Fil A, Marco's Pizza), A+ Federal Credit Union (Mad City Money), and Typhoon Texas (8th grade celebration). We received approximately \$1000 per year in donations from companies through employee share programs, Target Red Card, and Office Depot rewards.

### **Parent and Community Engagement Strengths**

The parents are involved at KLMS and are responsive to school needs and requests.

## School Context and Organization

### School Context and Organization Summary

In the 2017-18 school year, all core subject area Professional Learning Communities (PLCs) had one 51 minute period during the school day that was dedicated to planning for instruction. The PLCs were expected to meet three days per week. All teachers had one conference period to meet their individual professional responsibilities. In the 2018-19 school year, all STARR tested core subjects have a 50 minute period during the school day dedicated to planning for instruction (all 8th grade core, 6th and 7th grade math and English). The 6th and 7th grade PLCs now meet two mornings or two afternoons per week.

In the 2017-18 school year, we had nine teachers for each core subject and teachers only taught one grade level (on-level and advanced). In the 2018-19 school year, we have eight teachers for each core subject. This school year, multiple teachers are teaching more than one grade level (math, English, science). This year, some teachers are specializing in advanced academics, inclusion services, or on-level students depending on the scheduling needs and the strengths of the teacher. We have four dedicated inclusion staff members (two teachers, two paraprofessionals) that special in one content area. Our resource math and ELA teachers help to maximize inclusion coverage where needed.

In the 2017-18 school year, the students were assigned to academic teams to address the social/emotional needs of the students; teachers met in their academic teams the remaining two days per week. This time frame was used for team meetings, parent conferences, 504 meetings, and PSST meetings. The students are no longer assigned to academic teams, as such there are no team meetings for this school year. Parent meetings and 504 committee meetings will have one teacher representative and be held mostly outside of the school day. The PSST process will move to outside of the school day and occur once or twice per month; additional meetings can be called as needed.

In the 2017-18 school year, school was from 8:05-3:35 which allowed for seven 51 minute classes, a 4 minute passing period, a 30 minute intervention/advisory period, and a 30 minute lunch. In the 2018-19 school year, school is from 8:20-3:35 which allowed for seven 52 minute classes, a 4 minute passing period, and a 30 minute lunch. The bell schedule will be changed in the fall semester to allow for seven 50 minute classes, a 4 minute passing period, a 25 minute intervention/advisory period, and a 30 minute lunch. The reinstatement of an intervention/advisory is desired to help meet the academic, social, and emotional needs of the students.

In the master schedule, there are seven classes that offer high school credit: Spanish (various levels), Health/Speech (added back in 2018-19), Algebra, Geometry, Gateway to Technology I and II, and Fundamentals of Computer Science (new in 2018-19). The fine arts electives include: Band (four levels), and two levels each for Theatre Arts, Art, and Choir. The technology electives include: Technology Applications (6th grade), Technology in Action (7th and 8th grade), Gateway to Technology I (7th and 8th grade), Gateway to Technology II (8th grade), and Fundamentals of Computer Science (7th and 8th grade). The elective classes that have prerequisites/required specific identification are: CARE (reading intervention for students not successful on STAAR), GAME (math intervention for students not successful on STAAR), Literacy Workshop (ELL), AVID (application based), PFLEX (gifted and talented), BLS (Dyslexia). The physical education choices are: PE, Kickstart I-III, Athletics (7th and 9th grade). The other electives include: Broadcasting, Journalism, and Succeed/Achieve.

In 2018-19 we have two students that need Algebra II; those students must go to Hendrickson High School during the day. There are two sections of Geometry offered on campus. The incoming 6th and 7th grade students received a choice sheet with recommended core courses; those recommendations were based on previous STAAR performance, classroom performance, and reading and math levels from STAR 360. This school year is the start of the 3rd cohort for the hyper accelerated math program. This program requires students to test out of 6th grade map and start with Pre-AP 7th grade math. They take the math STAAR 8 in the 6th grade, Algebra in 7th grade, and Geometry in 8th grade.

We have the following athletic teams for 7th and 8th grade students (teams are separated by gender and grade unless specified): Football (A & B), Volleyball (A & B), Cross Country, Basketball (A & B), Track/Field, Golf (all grades/genders), Soccer (two teams per gender), Cheerleading, and Dance. There are three co-ed Kickstart demo teams, one for each grade.

We have the following teams/competitions for academics: UIL Academics, Robotics, Destination Imagination, and Science Fair.

We have the following teams/competitions for fine arts: district and regional band/choir contests, district and regional band/choir auditions, One Act Play, Junior VASE.

### **School Context and Organization Strengths**

KLMS has identified and protected time for teachers to meet in PLCs; the administrators and instructional coaches are available to support PLCs. Students have a variety of classes to select from- both in their core classes and in electives. The hyper accelerated math program has been successful. About one dozen students have been identified in 2018-19 for the hyper accelerated math program which allows students to take Geometry during their 8th grade year.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** KLMS does not an advisory period in the school day, limiting tier 1 instructional support. **Root Cause:** KLMS has traditionally used the advisory period for tier 1 support, tier 2 intervention, and reading programs.



# Technology

## Technology Summary

There are three computer labs at KLMS; two labs are dedicated to classrooms and one lab is open for other classes to utilize. There are 4 laptop carts per grade (one for each core subject) and a laptop cart for Spanish. There are about 20 desktop computers available for students in the library. We have one teacher on staff that is the designated Digital Literacy Lead; that teacher supports the staff to include technology as part of their instruction. Multiple teachers are using Google classrooms (all classes are set up), most teachers utilize a website for communication, and many teachers have other technology programs they use regularly (Instagram, Quizzlet, Kahoot, Charms). Multiple classrooms have iPads for student use, including AVID and the ELL classroom (for use with Rosetta Stone).

All classrooms are equipped with a desktop computer, ceiling mounted projector, and a document camera. Teachers do allow students to use their own devices and all students have a district assigned email address. Students and parents are expected to monitor student grades through FOCUS, an internet based grade book. Less than 1% of students have restrictions for web or social media. Most students have permission for Google Apps and the internet, less than 1% of students have restrictions for social media although social media has the most parent requested restrictions.

Teachers were provided with technology training at the end of 2017-18 and the beginning of 2018-19 to locate resources and access specific accounts. Some teachers were part of a Google classroom pilot program last year.

## Technology Strengths

Students demonstrate proficiency with a variety of technology platforms and applications. Technology is readily available for teachers and students, although it is not ubiquitous for students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## 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 End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

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

- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

# Goals

**Revised/Approved: September 22, 2018**

## **Goal 1: PfISD will recruit, support, and retain teachers and principals.**

**Performance Objective 1:** Teachers will have two or more opportunities to personalize their professional development by May 2019.

**Performance Objective 2:** Teachers will demonstrate proficiency with the Fundamental 5 elements that meet the following targets: the use of lesson framing (85%), power zone (60%), small group purposeful talk (20%), recognition & reinforcement (60%), and critical writing (15%) as measured by PowerWalk data by May.

**Performance Objective 3:** On June 1, we will have 95% of our teachers who had the discretion to move campuses/districts returning to Kelly Lane for 2019-2020.

**Performance Objective 4:** KLMS will recruit highly effective teachers for teacher vacancies.

## **Goal 2: PfISD will build a foundation of reading and math.**

**Performance Objective 1:** Each grade will increase their passing percent at the meets and masters level on the reading STAAR by 2%; the goals will be 60 meets/31 masters for 6th grade, 66 meets/ 46 masters for 7th grade, and 66 meets/ 36 masters for the 8th grade.

**Performance Objective 2:** Each grade will increase their passing percent at the meets and masters level on the math STAAR by 2%; the goals will be 67 meets/27 masters for 6th grade, 35 meets/ 8 masters for 7th grade, and 67 meets/ 21 masters for the 8th grade.

**Performance Objective 3:** 7th grade will increase their passing percent at the meets and masters level on the writing STAAR by 2%; the goals will be 62 meets/22 masters.

**Performance Objective 4:** 8th grade will increase their passing percent at the meets and masters level on the science STAAR by 2%; the goals will be 77 meets/54 masters.

**Performance Objective 5:** 8th grade will increase their passing percent at the meets and masters level on the social studies STAAR by 2%; the goals will be 60 meets/43 masters.

## **Goal 3: PfISD will connect high school to career and college.**

**Performance Objective 1:** All 8th grade students will complete the Bridges inventory during the fall semester and have a parent conference to submit their 4-year plan by March.

**Performance Objective 2:** KLMS students will participate in training, services, and service opportunities for social-emotional health to increase tolerance among students, reduce peer conflict, and provide equitable learning environments for all students.

**Performance Objective 3:** KLMS students will engage in moderate to vigorous activity daily during the school day.

**Performance Objective 4:** KLMS attendance rates will be 97.2% or higher for each 6-weeks reporting cycle.

**Performance Objective 5:** KLMS will achieve AVID certification for the 2018-19 school year; certification is determined in the spring semester.

#### **Goal 4: PfISD will improve low performing schools.**

**Performance Objective 1:** Provide resources to build academic vocabulary and language acquisition for students in special education, students with documented disabilities, and English language learners so that students in Special Education or ESL programs (active or monitor) will make the growth targets on the STAAR reading test.

**Performance Objective 2:** KLMS will develop a reading intervention program for students with instructional reading levels (IRL) with more than .5 differentials between IRL and GP (current placement in the grade level).

**Performance Objective 3:** KLMS will recruit parent volunteers to participate in a variety of school events and needs such as celebrations, social gathering, academic classes and needs.

**Performance Objective 4:** Provide resources to build basic math skills for at-risk students, students in special education, students with documented disabilities, and English language learners so that students in special programs will make the growth targets on the STAAR math test.