

Pflugerville Independent School District

Kelly Lane Middle School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 15, 2020
Public Presentation Date: September 30, 2020

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

fewer Kelly Lane has 1,136 students for the PEIMS snapshot as reported in OnDataSuite. These are the students that were enrolled in KLMS at the end of October. The number of students are evenly distributed across the three different levels. The student diversity has not changed significantly from the 2015-16 to the 2019-20 school year, although there have been fluctuations. The breakdown of students enrolled in special programs is listed in the chart below. There are fewer than 20 students classified as homeless and fewer than 20 students classified as immigrant students. Of the 1,136 students, 20.07% are classified as economically disadvantaged. The listed reasons for students leaving include: death, homeschool, private school, and school outside of Texas. The majority of students left for schools outside of Texas.

| At Risk | Career/ Tech | Gifted/ Talented | ESL | Dyslexia | Section 504 | Special Education |
|---------|--------------|------------------|-------|----------|-------------|-------------------|
| 28.08% | 23.24% | 9.68% | 4.23% | 5.72% | 14.52% | 8.27% |

When compared to district wide data, the percent of students at KLMS enrolled in the following programs is lower than the percent across the district: at-risk, ESL, special education, and economically disadvantaged, homeless, and immigrant students.

The teacher data demonstrates a large staff over between the 2018-19 and the 2019-20 school year. There are 73 teaching faculty at KLMS according to the OnDataSuite report. The retention rate for 2019-20 was 76.36%, which was lower than the 2018-19 retention rate. In evaluating the demographics of the teaching faculty, there is not proportionate representation with the student demographics.

| | Asian | Black / African-American | Hispanic | Two or More Races | White | Native Hawaiian/ Pacific Islander |
|---------|-------|--------------------------|----------|-------------------|-------|-----------------------------------|
| Student | 6% | 13% | 33% | 7% | 41% | >1% |
| Staff | >1% | 12% | 14% | >1% | 71% | -- |

When looking at the recruitment of teachers, we reviewed the website and the Upbeat data survey. Based on the Upbeat survey data, the average engagement score was 67%, that was 2% higher than the district engagement score. There is low participation from staff on interest and satisfaction surveys. The Upbeat survey was completed by 65% of the staff, the KLMS generated survey “Call for Campus Support” (asking for professional development requests) had 24 total responses and the KLMS generated survey “Teacher Feedback” (overall satisfaction with new structures and collaboration) had 42 responses.

The committee noted that the KLMS website did not include demographic data of the student population. Additionally, the physical appearance of KLMS

at the entrance does not suggest the campus is diverse. These factors were proposed as possible influencers on whether quality minority staff apply to Kelly Lane Middle School.

Demographics Strengths

The Upbeat survey data indicated that teachers generally felt they had the support needed to be effective with students in the classroom and overall were satisfied with being at KLMS. The student population is diverse nearly a quarter of the students are enrolled in Career & Technology Education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to OnDataSuite, the race/ethnic distribution of the teachers does not match the race/ethnic distribution of the students.

Root Cause: The focus of the campus has not been promoting the campus diversity; the focus has been on academic achievement and scoring

Problem Statement 2: According to OnDataSuite, the turnover rate for teachers in 2019 was 76.38%, higher than the district turnover rate. **Root Cause:** The structure of the PLC/support team is not designed to encourage/require/value/expect participation from all members.

Student Learning

Student Learning Summary

Kelly Lane was rated a “B: Recognized Performance” campus, with an overall score of 89, for the 2019-20 school year based on the performance from the spring of 2019. The individual domain scores for Kelly Lane are: 91 for Student Achievement (A), 77 for School Progress (C), and 84 for Closing the Gaps (B). KLMS did not receive any distinctions; in 10 of the 16 distinction indicators KLMS was ranked in the bottom two quartiles of their comparison group. Kelly Lane was ranked in the first quartile for participation in Algebra by the 8th grade. The performance rate at the approaches level for all subjects and all grades was 89%. Due to the cancellation of STAAR testing for Spring 2020, there will be no new STAAR achievement data for the 2019-2020 school year.

According to the 2018-2019 TAPR report, there are larger achievement gaps between 1) the reading scores of the Hispanic and Black/ African-American student group when compared to White students; and 2) the math scores of the Black/ African-American student group when compared to the White student group. While there were still achievement gaps in the other subject and grades, they were smaller. There was a disproportionate representation of students at the masters level.

Kelly Lane also uses Renaissance Learning STAR 360 as a universal screener for reading and math. All students take the STAR 360 assessment three times per year (beginning, middle, and end). Students are classified for intervention based on their percentile rank (PR) score. Students with a PR score less than 10 require progress monitoring at a rate of once every two weeks, students with a PR score between 10 and 25 require progress monitoring at a rate of once every three weeks, and students with a PR score between 26 and 40 require progress monitoring at a rate of once every four weeks.

STAR 360 Middle of the Year (MOY) Reading results for 6th grade: According to the STAR 360 data, 70% of the students were at or above benchmark. A review of the PR scores shows 6% of students had a PR of less than 10, 10% had a PR between 11 and 25, and 14% of students had a PR between 26 and 40, for a total of 111 6th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 91% with 21% at approaches level, 25% at meets standard, and 45% at the masters level. Additionally, a distribution of the instructional reading level of students indicated that 22% had instructional reading levels of lower than 5th grade; this is a reduction from 33% below 5th grade at the beginning of the year.

STAR 360 Middle of the Year (MOY) Reading results for 7th grade: According to the STAR 360 data, 61% of the students were at or above benchmark. A review of the PR scores shows 8% of students had a PR of less than 10, 13% had a PR between 11 and 25, and 17% of students had a PR between 26 and 40, for a total of 125 7th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 90% with 30% at approaches level, 30% at meets standard, and 30% at the masters level. Additionally, a distribution of the instructional reading level of students indicated that 31% had instructional reading levels of lower than 6th grade; this is a reduction from 37% below 6th grade at the beginning of the year.

STAR 360 Middle of the Year (MOY) Reading results for 8th grade: According to the STAR 360 data, 64% of the students were at or above benchmark. A review of the PR scores shows 11% of students had a PR of less than 10, 10% had a PR between 11 and 25, and 15% of students had a PR between 26 and 40, for a total of 112 8th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 88% with 20% at approaches level, 28% at meets standard, and 40% at the masters level. Additionally, a distribution of the instructional reading level of

students indicated that 43% had instructional reading levels of lower than 7th grade; this is a reduction from 50% below 7th grade at the beginning of the year.

The overall trend of students requiring reading intervention was positive, with more students scoring “at/above benchmark” and less students scoring “urgent intervention”.

STAR 360 Middle of the Year (MOY) Math results for 6th grade: According to the STAR 360 data, 70% of the students were at or above benchmark. A review of the PR scores shows 3% of students had a PR of less than 10, 6% had a PR between 11 and 25, and 9% of students had a PR between 26 and 40, for a total of 62 6th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 88% with 26% at approaches level, 29% at meets standard, and 34% at the masters level.

STAR 360 Middle of the Year (MOY) Math results for 7th grade: According to the STAR 360 data, 79% of the students were at or above benchmark. A review of the PR scores shows 7% of students had a PR of less than 10, 6% had a PR between 11 and 25, and 8% of students had a PR between 26 and 40, for a total of 69 7th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 81% but the data holds no predictive value because all 7th grade students took the 7th grade STAR 360 assessment but not all 7th grade students would take the 7th grade STAAR test.

STAR 360 Middle of the Year (MOY) Math results for 8th grade: According to the STAR 360 data, 71% of the students were at or above benchmark. A review of the PR scores shows 6% of students had a PR of less than 10, 13% had a PR between 11 and 25, and 9% of students had a PR between 26 and 40, for a total of 92 8th grade students needing additional progress monitoring. The MOY scores projected an overall pass rate on the STAAR test of 73% but the data holds no predictive value because all 8th grade students took the 8th grade STAR 360 assessment but not all 8th grade students would take the 8th grade STAAR test.

The overall trend of students requiring math intervention was inconclusive as each grade had a different data trend.

A systems review of the intervention system adopted in the 2019-20 school year shows some promising results in reading based on the number of students reading closer to, at, or above grade level. However, the strategies appeared inconsistent and not systematic. Teachers started using EasyCBM for progress monitoring with a variety of intervention strategies.

Reading is promoted at KLMS through Catapult advisory period by implementing the Read to Them One Grade, One Book program in the fall semester and the metacognition journals throughout the school year. Students are given two advisory periods per week to read.

Student Learning Strengths

Kelly Lane has a systematic and regular use of the STAR 360 data and has designed an intervention system for middle school students. While there are gaps in performance, the overall academic performance of the school is satisfactory. Reading is emphasized at the school through grade-wide reading programs with plans to increase the books.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the 2019 STAAR 7th grade math performance data, 59% of the African-American student group performed at the Meets level and 79% of the White student group performed at the Meets level. **Root Cause:** The campus has not established common vocabulary for cultural competence or campus expectations for implementation of culturally competent instruction.

Problem Statement 2: Progress-monitoring and STAAR growth for at-risk students and students in special education shows that campus-wide intervention system is not implemented with fidelity. **Root Cause:** There is not a standard of evaluating data to change from Tier 1 to Tier 2 strategies and provide intervention.

Problem Statement 3: According to the Federal Report Card, the percentage of Children with Disabilities demonstrating growth in reading is 56% and for all students is 70%. **Root Cause:** Teachers do not have enough strategies for educating students with disabilities and/or instructional strategies specific for disabilities.

Problem Statement 4: According to 2019 STAAR data for social studies and writing, students do not perform at the masters level for inferencing and drawing conclusions. **Root Cause:** Student background process skills are rarely monitored separate from content and therefore they might not be developed or practiced.

School Processes & Programs

School Processes & Programs Summary

Kelly Lane adopted new meeting structures for the 2019-20 school year; every Wednesday there was a meeting for faculty. The order of the meetings were: all faculty meetings, megateams, PSST, and then campus support. All faculty meetings consisted of information for the staff, mini professional development or required trainings, and presentation of data. Megateams refers to an assigned team by grade level. Every teacher has a catapult (advisory) that is grade pure, so teachers were assigned to the Megateam grade of their Catapult. Then, staff members were assigned to megateams so that all faculty/staff had a megateam. We used these as grade-level meetings to discuss needs and concerns specific to the grade level; each Assistant Principal led their own megateam meeting. At the megateam meeting, student concerns were gathered so we could establish an agenda and schedule of students for the PSST meetings on the third Wednesday. Finally, campus support meetings were designed to provide teachers with self-selected professional development. On the campus support meeting days there were 3-5 options for teachers with at least one session being led by a teacher. There were times that particular groups were assigned to a particular session (such as inclusion teachers).

Teachers were asked to provide feedback about the meeting structure put in place, 42 staff members responded. Generally, teacher responses indicate the meeting structures did provide collaboration and learn from peers.

Teachers were asked to provide input about the topics that they wanted for campus support meetings. That survey yielded 24 responses, less than one third of teachers responded. However, the survey did reveal that often what teachers felt they needed to improve job performance was not what they wanted. Generally, teachers felt they needed more training in the programs such as Skyward or Eduphoria, but they wanted a variety of training about instructional strategies and classroom specific ideas.

Pflugerville ISD adopted the Lead Your School Power Walk system in the 2018-19 school year. The Power Walk primarily provides feedback to administrators about the implementation of the Fundamental Five (Power Zone, Lesson Framing, Frequent Small Group Purposeful Talk, Critical Writing, and Recognition and Reinforcement). In the 2019-20 school year, there were 3,240 unique observations as of March 12 (the last day of instruction in the building). In total, there were 3439 observations recorded; the difference is due to calibration observations. When analyzing the data, 60% of the teachers receiving Power Walk observations demonstrated at least 3 of the 5 practices at a rate higher than the "good" target; 97% of the teachers demonstrated at least 1 of the 5 practices at a rate higher than the "good" target. The Power Walk system does not provide feedback to teachers after each observation; teachers receive notes if several Fundamental Five practices were noticed or a personal note was left by the observer. Teachers received individual coaching conferences about their personal Power Walk data in the fall semester and they received an updated chart unique to their observations in the spring semester.

A review of communication systems at the school indicates teachers primarily receive information via: email, online handbook, shared Google drive, shared network drive, and the Weekly Campus Communication. Teachers did not receive a printed handbook for the 2019-20 school year. There were more meetings for new teachers in the fall semester than in the spring semester. Teachers who are new to the profession were assigned mentor teachers and teachers new to the campus (not new to teaching) were assigned buddy teachers.

School Processes & Programs Strengths

Teachers were provided the opportunity to give feedback about meeting structures and request specific professional development. Teachers were provided the opportunity to lead some of the campus support meetings.

The number of Power Walks exceeded the minimum requirements and teachers were provided with information about their personal performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to teacher feedback surveys, teachers do not receive reports or regular feedback from the PowerWalk observations. **Root Cause:** There is not a mutually designed observation tool to meet teacher and administrator needs.

Problem Statement 2: According to a campus communications audit, there are several systems of communication and information storage. **Root Cause:** There is not a communication strategy for how the campus will share information

Perceptions

Perceptions Summary

The steering committee reviewed attendance, discipline, teacher survey feedback, parent feedback, and a copy of the campus behavior plan. The process for parents to be involved on various committees, including the Campus Academic Advisory Committee, has been to ask parents to volunteer; parents have not been personally invited. When reviewing the discipline data, it was not clear the extent to which bullying is a concern. The discipline data reports the final behavior, if the behavior was discipline, but does not indicate if the behavior was linked to a pattern of mistreatment between the students.

When reviewing attendance data from Skyward, 1st and 2nd period are the lowest attended periods at 92.2% and 92.74% respectively. While the lowest in the day, the other class periods ranged between 93% and 94%. According to the Skyward “Attendance Totals by Type” report, the most common reason students miss school is a teacher absence (teacher has marked the student absent) followed by doctor note (all day). There were significant absences for testing or present/not in class; however, that data matches with instruction lost due to interim testing and PSAT testing. Over 400 absences per period are coded as field trips, except for 1st and 7th period; field trips are coded separate from school-related absences which ranges from 135-455, depending on the period. Overall, students are missing the morning classes more than afternoon classes. According to the PEIMS data from OnDataSuite, attendance follows the same pattern for the previous 4 years where attendance declines throughout the fall semester, are the lowest in the 4th 6 weeks and then improve slightly. The 2019-2020 data appears to be following the same trendline.

A review of the Upbeat survey data indicates that the category “teacher hiring and onboarding” scored lower than most with an overall score of 68 (1.9 points below the district average). The individual questions are listed below with the percent of positive responses (agree and strongly agree).

1. Additional support my school provides to new teachers helps them succeed: 63%
2. *New teachers are made to feel welcome at my school: 90%
3. *Expectations for the role that I was hired for were made clear during the interview and hiring process: 90%
4. Onboarding process at my school prepares new teachers well: 59%
5. Only really good teachers get hired to work at my school: 57%

According to the data, 33% of the teachers were hired within one month of the beginning of school. Questions 2 and 3 are noted with an asterisk because those responses were more positive than the district average, the other responses were less positive than the district average.

A discussion of discipline data, as reported by Skyward indicates that most referrals are for physically aggressive behavior(34), disrespect/rude comments (31), Insubordination/Failure to Comply (28), disruptive classroom behavior (27), and roughhousing/horseplay (27). The majority of incidents occur in the classroom, followed by the bus, then hallways and school grounds. More males receive referrals than females and more 8th graders than the other grades. The number of referrals by race/ethnicity are near equal (Hispanic = 24, White = 23, and Black = 21), the rates are not proportionate with student

enrollment.

According to Skyward, in school suspension was the most used action at 29% (of actions that remove students from a setting), followed by before/after school detention at 18%, then Saturday detention at 14%. The OnDataSuite PEIMS reported action codes of expulsion, out of school suspension, in school suspension, and placement at a DAEP were less in 2019-20 than in previous years except for placements at the DAEP which was less than 2018-19 but more than 2017-18.

When analyzing the KLMS data, there are two main categories of behavior infractions and two main locations. It appears that classroom teachers are facing behavior they deem to be disrespectful, rude, insubordinate, or disruptive and unstructured areas (hallway, bus, school grounds) are areas of physical interaction between students (horseplay, roughhousing, aggressive behavior). This suggests that the majority of issues can be considered 1) relationships and communication patterns between teachers and students and 2) expectations for physical interaction when teachers/staff are not present.

In the spring of 2020 students took the Panorama survey regarding their opinions in the following categories: pedagogical effectiveness, classroom climate, classroom teacher-student relationships, classroom belonging, and classroom engagement. We had an 82.8% response rate, which is equivalent to 2,809 responses of 3,393 surveys. The number of surveys by grade that were completed are 1,051 6th graders, 925 7th graders, and 833 8th graders. According to the survey data, 50% of students report that they feel they are valued members of the classroom community. While this is a 2% increase from the spring of 2019, we are 1% below the district average of 51%. The following are the questions in this category and the percent of students responding favorably:

- How well do people in your class understand you as a person - 49%
- How connected do you feel to the teacher in this class - 47%
- How much respect do students in this class show you - 54%
- How much do you matter to others in this class - 41%
- Overall, how much do you feel like you belong in this class - 61%

A related question in another category is how much does the behavior of other students hurt or help your learning; 42% indicate student behavior helps their learning in the classroom.

Our PBIS system is founded in best practices that have been successful for KLMS. Our PBIS committee this year will devise a protocol to teach, model, and practice school wide expectations and reinforce the principles of being safe, respectful and responsible.

Perceptions Strengths

New teachers are feeling welcome and prepared at Kelly Lane, and there are multiple ways that information is shared with staff.

Overall, when the number of referrals and discipline placements are compared to the overall student enrollment, students are generally compliant and there

are not many behavior concerns at Kelly Lane. There has been improvement made in the number of times students are removed from class for discipline over the last several years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Upbeat survey data, 68% of teachers answer positively about the hiring and onboarding procedures. **Root Cause:** Information has been presented in a variety of ways/places/times and there is not a concise/clear list of expectations.

Problem Statement 2: According to campus documents, there were two meetings in the fall to support new teachers. **Root Cause:** There is not a comprehensive program/infrastructure to support new teachers.

Problem Statement 3: According to the Spring 2020 Panorama Survey Data, 50% of students reported positively about being a valued member of the classroom.. **Root Cause:** Students do not feel connected to the teacher or valued by peers.

Pflugerville Independent School District

Kelly Lane Middle School

Performance Objectives

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Public Presentation Date: September 30, 2020

Goals

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

Performance Objective 1: Teachers will demonstrate proficiency with the Fundamental Five elements to meet the following targets as a campus: Lesson Framing will be at least 85% and Small Group, Purposeful Talk will be at least 20% by March 11, 2021.

Performance Objective 2: By June 1, 2021 we will have 90% of Kelly Lane staff members return to KLMS unless they move out of area, retire, or are promoted.

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

Performance Objective 1: The passing percent at the Meets and Masters level on the math and reading STAAR tests (all grades) will increase by 2%; the goals for 6th grade reading are 53% at Meets and 27% at Masters, 6th grade math are 68% at Meets and 37% at Masters, 7th grade reading are 68% at Meets and 45% at Masters, 7th grade math are 31% at Meets and 4% at Masters, 8th grade reading are 75% at Meets and 45% at Masters, and 8th grade math are 67% at Meets and 29% at Masters

Performance Objective 2: Student performance on inferencing and citing evidence TEKS in 8th grade Social Studies & Science and 7th grade writing will increase at least 5%; Specifically - Social Studies 8.29 (B) will be 75%; Science 8.2 (E) will be 72%; and Writing 7.5 (F) will be 75%.

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

Performance Objective 1: Kelly Lane students will participate in physical activity throughout the school year.

Performance Objective 2: Kelly Lane will address student social-emotional needs so that students report feeling safe at school and 100% of students can identify available support systems.

Performance Objective 3: Kelly Lane will provide students with academic planning lessons/activities so that 80% of students reporting feeling informed and comfortable making academic decisions.

Performance Objective 4: Kelly Lane will educate students on violence, including dating violence, prevention so that students can identify potentially violent situations and identify at least one alternative action.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: At least 60% of students with disabilities will demonstrate Expected or Exceeded Growth standards in STAAR reading scores.

Performance Objective 2: At least 60% of students identified as at-risk or as English Language Learners will demonstrate Expected or Exceeded Growth standards in STAAR reading scores.

Performance Objective 3: Kelly Lane Middle will maintain a 95% attendance rate for the 2020-21 school year.