

Kaufman Independent School District

Monday Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Mission Statement

Monday Elementary

Vision

At Monday Elementary we strive to provide a strong academic, social and emotional foundation where all students value themselves and others.

Mission Statement

To support our vision, we will:

- Provide a positive environment where all students feel safe, welcomed and respected
- Expect academic success and growth for all students
- Encourage teamwork and open communication
- Create engaging learning experiences which require critical thinking
- Work cooperatively with each other and the community to establish a trusting partnership
- Develop authentic relationships which support family, home and school
- Celebrate diversity
- Allow students to make choices and decisions building leaders and life-long learners

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2020

Demographics

Demographics Summary

Monday Elementary houses approximately 450 1st-5th graders. This is our third year to be a community school. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Our Title 1 campus is 76.7% Economically Disadvantaged. The ethnicity of our campus is 58% Hispanic, 36% White, 4% African American. 25% of our children are Limited English Proficient (LEP) students based on IPT testing driven by the Home Language Survey forms. We have 6% Gifted and Talented students and 15% are identified as Special Education. The children with disabilities are served in our Resource or Inclusion classrooms. We also house the district's STEPS class for severe behavior students and the district's Life Skills class.

Demographics Strengths

- Low number of migrant students
- Class sizes are at or below state ratio

Student Learning

Student Learning Summary

Monday Elementary uses Lexia, DRA, District Common Assessments, IXL and STAAR data to monitor academic progress. Below is a table depicting our 2019 STAAR data. We do not have EOY data from 2020 due to Covid-19. The current BOY data from reading indicates that approx. 30% of our students returned in August on or above grade level in reading. Currently, 20% of students are at or above grade level in math. Beginning of the year diagnostics are still in progress. Below is the table showing our 2019 STAAR data.

2019 Studjenj	Approaches	Meets	Masters
3rd Reading	75	30	19
3rd Math	75	36	11
4th Reading	72	27	12
4th Math	69	40	24
4th Writing	53	14	0
5th Reading	86	46	22
5th Math	96	62	46
5th Science	81	62	20

Student Learning Strengths

- Smaller class sizes
- IXL learning program in ELAR, Math & Science
- Continuation of Lexia

School Processes & Programs

School Processes & Programs Summary

In the school year 2020-21 we will be using the Fountas and Pinnel reading adoption for first and second grade. Third thru fifth grade will use Pearson. District quarterly assessments are given to assess TEKS taught. This year we will have one benchmark assessment in April to assess strengths and weaknesses. However, we will have two interim assessments (Nov. & Feb.) for grades 3-5. We will continue to use the Lucy Calkins Writing Units of Study program for 1st and 2nd grade. Each student will have a writing portfolio with beginning, middle and end of the year writing samples. This portfolio will follow the student each year. Concentration will be in the area of writing in the 2020-21 school year for all students. Fourth grade teachers will continue to implement the Empowering Writers curriculum.

We currently have 4 first grade classrooms that are self contained, 1 online class and 1 bilingual class that serves in class as well as face to face students. We house 4 second grade classrooms which are self-contained. We have 1 bilingual class which serves online and face to face as well as 1 online teacher. Third grade is also self-contained this year with 5 classroom teachers and 1 serving online students. Fourth grade has two teams of an ELAR/Social Studies teacher and a math/science teacher. Also, one online teacher. Fifth grade has one Science, Social Studies, Math, ELAR and 1 online teacher. Teachers have weekly planning PLCs with the campus instructional facilitators. Monday Elementary has a Google Drive folder where all procedures and routines are kept. A weekly newsletter goes out to the campus and district administration for constant communication.

Teachers have a flat screen TV in their classroom. We have 1 Ipad cart that is available for weekly check out by the teachers. First grade classrooms each have a touchscreen recordx. Grades 1-5 are equipt with 10 chrome books in each classroom.

Monday Elementary has 3 administrators, 1 counselor, 23 classroom teachers, 3 special education teachers, 1 Dyslexia teacher, 3 reading interventionists, 1 P.E. teacher, 20 paraprofessionals/clerical, 1 nurse. We house the behavior unit as well as the life skills unit.

School Processes & Programs Strengths

- Teachers work with instructional facilitators to create assessments that correlate with the appropriate student reading levels and adopted scope and sequence.
- Intervention teachers have begun a process for communicating student progress with the classroom teacher
- Math/Science facilitator has taken charge of providing opportunities for our students such as the 5th grade Sky Ranch trip.
- Recordx TV has been installed in all 1st grade classrooms
- Weekly PLCs with instructional facilitators and principal
- Our district currently has a math/science and an ELAR instructional facilitator.
- Special Education teacher is included in professional development provided for classroom teachers
- Lexia computer program has been implemented
- IXL computer program has been implemented
- District has adopted the F&P reading program

- District has adopted the Pearson reading series

Perceptions

Perceptions Summary

Monday Elementary is embarking upon its third year as a 1-5 campus. We have included a school creed with our mission statement and vision.

Monday Elementary will strive to promote a safe, engaging, supportive, positive environment with quality instruction that will enable students to become successful, responsible citizens. We will strive to create a sense of belonging, value, and importance for each of our students. We work to ensure the best educational experience we can provide to promote the health and welfare of each student. We teach the whole child.

The Monday Elementary "ROAR" school wide behavior program is utilized to promote Responsible, Respectful and Ready to learn behaviors. Good behavior is recognized school wide at the beginning of each month. Those students are rewarded with a certificate, painting their hand print on the wall, a picture, a treasure tower toy and a positive call home to parents.

Perceptions Strengths

- Teachers have avenues to share ideas through committees, PLC and administrator's open door policy
- Students are happily greeted daily by staff
- Teachers work with their teams and the instructional facilitators weekly to plan and share ideas
- Teachers are beginning to start after school programs
- Teachers participate in monthly vertical alignment meetings
- Teachers take learning walks in different grade levels and debrief with their own grade level
- Monday is implementing Learning Targets to focus instruction and student ownership

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia Data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Goals

Revised/Approved: October 1, 2020

Goal 1: Improve Student Achievement

Performance Objective 1: All students will make at least one year's growth from the beginning DRA assessment to the EOY DRA assessment.

Evaluation Data Sources: Lexia
DRA
Common Assessments
Formative Assessments

Strategy 1: All ELAR teachers will participate in weekly planning meetings with the campus ELAR facilitator.

Strategy's Expected Result/Impact: Students will continually increase their reading level and reach the end of the year expected target for each grade level through intentional planning and instructional execution.

Staff Responsible for Monitoring: Classroom Teacher
ELAR Facilitator
Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**

Strategy 2: Small group intervention will be used on all struggling learners grades 1-5.

Strategy's Expected Result/Impact: Teachers will meet with students daily using targeted and explicit intervention which will result in consistent reading level gains throughout the year. Each student will make at least one year's growth.

Staff Responsible for Monitoring: Classroom Teacher
Assistant Principal Lamb
Allen

Title I Schoolwide Elements: 2.4, 2.6 - **Comprehensive Support Strategy**

Strategy 3: First and second grade bilingual classrooms will be assigned a paraprofessional specifically to work with Bilingual students to assist in classroom reading instruction.

Strategy's Expected Result/Impact: Bilingual students will have specific times to work on the basics of the English language. This will further language development and reading ability. Bilingual students in grades 1-2 will make at least a year's growth.

Staff Responsible for Monitoring: Classroom Teachers
Margarita Garcia
LPAC Committee

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 4: The campus will continue to monitor a data tracking system specifically to track reading progress of our LEP and SPED students.

Strategy's Expected Result/Impact: Tracking data will promote targeted instruction for our ELL and special education students.

Staff Responsible for Monitoring: Principal
Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 5: Teachers will participate in data analysis monthly with the campus principal and the ELAR facilitator.

Strategy's Expected Result/Impact: Students are placed in the appropriate group for maximum growth and support.

Staff Responsible for Monitoring: Reading Facilitator
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Strategy 6: Team leaders will meet once a month for a vertical alignment PLC.

Strategy's Expected Result/Impact: Monday Elementary will be vertically aligned academically in all subjects. This will provide the necessary building blocks to prepare students for each upcoming grade level and to fill in existing gaps.

Staff Responsible for Monitoring: Administration
Team Leaders

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 7: All second grade classrooms will be furnished a Record-X panel to use for interactive instruction.

Strategy's Expected Result/Impact: Students will achieve one year's growth in DRA levels and math Common Assessments in May.

Staff Responsible for Monitoring: Second Grade Classroom Teachers
Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 70% of students are not on grade level in reading. **Root Cause:** Lack of instruction.

Problem Statement 2: Most ELL students are reading below grade level. **Root Cause:** The ELL students are not getting the additional support necessary.

Problem Statement 3: Gaps in math for grades 1-5. 20% or less are at or above grade level. **Root Cause:** Lack of instruction.

Problem Statement 4: Traditionally STAAR writing scores have been consistently low. **Root Cause:** Lack of training and a consistent schoolwide approach to writing.

Goal 1: Improve Student Achievement

Performance Objective 2: Comparison of BOY-EOY 1st-5th grade writing samples will reflect at least a year's growth in writing abilities.

Evaluation Data Sources: Writing Samples (BOY, MOY, EOY)
Writing Assessments
STAAR Aligned Writing Rubric

<p>Strategy 1: Teachers will provide writing instruction using the Writer's Workshop Model in grades 1-2. Strategy's Expected Result/Impact: Teachers will use the Lucy Calkins curriculum as a resource for the Writer's Workshop model. Staff Responsible for Monitoring: Principal ELAR Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>
<p>Strategy 2: The instructional facilitator will provide writing support and guidance through classroom observation and PLC to all classroom teachers. Strategy's Expected Result/Impact: Teachers will have immediate feedback and direction on all components of Writer's Workshop improving instruction. Staff Responsible for Monitoring: Reading Instructional Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>
<p>Strategy 3: Campus will implement the Empowering Writers curriculum. Strategy's Expected Result/Impact: Students will increase their writing skills which will be evident in the BOY, MOY, and EOY writing sample data. Staff Responsible for Monitoring: Principal ELAR Facilitator Classroom Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 70% of students are not on grade level in reading. Root Cause: Lack of instruction.

Goal 1: Improve Student Achievement

Performance Objective 3: All students will make at least a year's growth in math calculated from September to May. We are currently approx. 20% at grade level or above.

Evaluation Data Sources: Common Assessments
Formative Assessments
Module Assessments
IXL Data

Strategy 1: Third, fourth and fifth grade teachers are assigned a paraprofessional for math intervention time.
Strategy's Expected Result/Impact: Teachers will target instruction to specifically address learning objectives and fill in gaps instruction. IXL data will show 75% of students at or above grade level in May.
Staff Responsible for Monitoring: Math Facilitator
Administration
Teacher
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**

Strategy 2: The campus will implement the IXL math program.
Strategy's Expected Result/Impact: Gaps in student learning will be identified and appropriate intervention applied.
Staff Responsible for Monitoring: Classroom Teachers
Math Facilitator
Principal
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Gaps in math for grades 1-5. 20% or less are at or above grade level. **Root Cause:** Lack of instruction.

Goal 1: Improve Student Achievement

Performance Objective 4: Continue to implement the Learning Targets methodology to instruct students and teachers how to break down TEKS into small chunks and strategically focus on the day's learning.

Evaluation Data Sources: Lesson Plans
Student Data Folders
Walkthroughs
Common Assessments
Formative Assessments
STAAR Assessments

Strategy 1: Teachers will receive outside training from Kelly Harmon on Learning Targets. Learning Targets are addressed in evaluations, PLC meetings and in lesson plans.

Strategy's Expected Result/Impact: Instruction will be specific, explicit and targeted. This will increase academic achievement evident in district Common Assessments, Benchmarks and STAAR tests.

Staff Responsible for Monitoring: Administration
Facilitators

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: 70% of students are not on grade level in reading. **Root Cause:** Lack of instruction.

Problem Statement 2: Most ELL students are reading below grade level. **Root Cause:** The ELL students are not getting the additional support necessary.

Problem Statement 3: Gaps in math for grades 1-5. 20% or less are at or above grade level. **Root Cause:** Lack of instruction.

Goal 1: Improve Student Achievement

Performance Objective 5: Students will become proficient in Google Classroom resulting in at least 50% of assignments completed online.

Evaluation Data Sources: Google Classroom
Classroom Teacher

Strategy 1: Google Classroom leads will conduct monthly training in Google Classroom/Docs.

Strategy's Expected Result/Impact: Students and teachers will become familiar with accessing curriculum through the Google Classroom.

Staff Responsible for Monitoring: Classroom teacher
Assistant Principal McMahan

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Last year's attendance rate was 96.1 **Root Cause:** Lack of motivation and understanding of the impact attendance has on instruction.

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Monday Elementary will encourage and motivate high attendance rates, identify at risk students in need of intervention and strengthen home-school relationships.

Evaluation Data Sources: PEIMS reports for attendance
At risk data
SST data

Strategy 1: Students are encouraged to attend school on a regular basis through recognition and earned rewards, increasing instructional time.

Strategy's Expected Result/Impact: Sustain at least a 97% Campus Wide Attendance Rate.

Staff Responsible for Monitoring: Assistant Principal
Attendance Clerk

Strategy 2: ROAR winners are selected for positive behavior monthly.

Strategy's Expected Result/Impact: Students will embrace the school wide behavior system.

Staff Responsible for Monitoring: ROAR Committee
Assistant Principal

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Last year's attendance rate was 96.1 **Root Cause:** Lack of motivation and understanding of the impact attendance has on instruction.

Goal 3: Improve Student Programs & Services

Performance Objective 1: Students will be included in the decision making process and lead campus based activities such as Yearbook Club, Safety Patrol, and Student Council.

Evaluation Data Sources: EOY surveys completed by staff and the student body.

<p>Strategy 1: Students in grade 5 will participate in a school wide Student Council organization which makes decisions for the student body. Strategy's Expected Result/Impact: Students will take ownership in the approved activities and school guidelines promoting student leadership. Staff Responsible for Monitoring: 5th Grade Teachers Administration Title I Schoolwide Elements: 2.5, 2.6</p>
<p>Strategy 2: Campus to create a Year Book Committee with student participation. Strategy's Expected Result/Impact: Sense of student leadership on campus. Staff Responsible for Monitoring: Teacher Assistant Principal</p>
<p>Strategy 3: Students will form a Robotics team which will prepare to compete in the 2021-22 school year. Strategy's Expected Result/Impact: Preparation for success will be evaluated using a task list that is created and monitored by the Assistant Principal. EOY surveys completed by staff and the 4th graders. Staff Responsible for Monitoring: Assistant Principal McMahan Title I Schoolwide Elements: 2.4</p>

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Last year's attendance rate was 96.1 Root Cause: Lack of motivation and understanding of the impact attendance has on instruction.
Student Learning
Problem Statement 3: Gaps in math for grades 1-5. 20% or less are at or above grade level. Root Cause: Lack of instruction.

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: Monday Elementary will provide incentives, training, and working conditions conducive to recruiting and retaining a Highly Qualified staff.

Evaluation Data Sources: Monday Elementary will increase student achievement as teachers and paraprofessionals gain skills in effective teaching.

<p>Strategy 1: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service on committees of choice, curriculum and assessment input, and other campus related leadership opportunities.</p> <p>Strategy's Expected Result/Impact: Climate in the building will reflect collaboration and community.</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
<p>Strategy 2: Virtual professional development/collaboration opportunities will be provided for staff based on T-TESS goals.</p> <p>Strategy's Expected Result/Impact: Higher student achievement based on teacher growth.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p>
<p>Strategy 3: Continue to recruit and retain Highly Qualified teachers and staff to meet a 100% campus goal. We will work closely with the Personnel Department and Special Education Director to ensure this hiring practice.</p> <p>Strategy's Expected Result/Impact: Successful teachers.</p> <p>Staff Responsible for Monitoring: Administration Personnel Office Staff</p>
<p>Strategy 4: Provide new employees a campus mentor.</p> <p>Strategy's Expected Result/Impact: Teachers will feel welcomed and supported and want to become a permanent part of the staff. This will be evident in our staff retention rate.</p> <p>Staff Responsible for Monitoring: Administration</p>
<p>Strategy 5: Provide incentives and rewards for teachers.</p> <p>Strategy's Expected Result/Impact: Teachers feel appreciated and respected.</p> <p>Staff Responsible for Monitoring: Administration</p>
<p>Strategy 6: Teachers will meet as a content team of various grade levels to promote bonding and vertical alignment on the campus.</p> <p>Strategy's Expected Result/Impact: Instruction will be vertically aligned to maximize instruction for all students in the district.</p> <p>Staff Responsible for Monitoring: Team Leaders Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p>

Performance Objective 1 Problem Statements:

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Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: Administration and staff will support and encourage each other by recognizing individual achievements and increase staff moral and building culture.

Evaluation Data Sources: Survey

Strategy 1: Implement MVP of the Week to recognize staff members.

Strategy's Expected Result/Impact: Survey

Staff Responsible for Monitoring: Administration
Office Staff

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 3: Teachers and administration will be trained in online learning tools and how to monitor achievement.

Evaluation Data Sources: Google Classrooms
Training Documentation

Strategy 1: Google Leadership team will provide monthly trainings for faculty.

Goal 5: Provide a safe and orderly learning environment.

Performance Objective 1: Students will practice safety procedures throughout the campus.

Evaluation Data Sources: Teachers
Administration

Strategy 1: Students are trained by staff on appropriate procedures regarding Covid-19 and building procedures.

Strategy's Expected Result/Impact: Less injuries and illness.

Staff Responsible for Monitoring: Nurse
Administration

State Compensatory

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

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To support our vision, we will:

- Provide a positive environment where all students feel safe, welcomed and respected
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Campus Funding Summary

Addendums