

Allen Independent School District
Kerr Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The Kerr Elementary community of students, staff, and parents will work together to create a nurturing, safe environment that promotes educating the whole child to become a life-long learner.

We will embrace diversity, model mutual respect, and meet individual needs so every child can learn.

Vision

Every Child...Every Heart..Every Day

Value Statement

At Kerr Elementary we believe...

To get into the mind of a child, you must first get into their heart.

Actively engaged students that are involved in meaningful and challenging work, will result in optimum learning success.

A teacher's passion to create a safe and rich learning environment creates opportunities for students to express their unique gifts and talents each and every day.

The path to change in the classroom lies within and through the participation in a collaborative professional learning community.

A partnership with our community is critical to achieving continuous improvement and enriching our learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kerr Elementary opened in the 2000-2001 school year in Allen, Texas. It is one of 18 elementary schools in Allen ISD. Below is the breakdown of Kerr's demographics as of 2019-20.

Race/Ethnicity	Enrollment
African American	13.1%
Hispanic	10.1%
White	35.4%
American Indian	0.3%
Asian	43.5%
Pacific Islander	0.1%
Two or More Races	7.5%

Enrollment by Student Group includes:

Student Group	Enrollment
Economically Disadvantage	16.5%
English Language Learners	11.0%
Special Education	11.0%

Class Size Averages include:

Grade Level	Average Size
Kindergarten	19.0
Grade 1	21.0
Grade 2	21.8
Grade 3	21.0
Grade 4	20.8
Grade 5	26.0
Grade 6	24.2

Demographics Strengths

The analysis of the demographics of Kerr Elementary indicates several areas of strength. The campus average class size is within the district and state average requirement. In addition, the attendance rate at Kerr continues to be high and has remained consistent since the school opened in 2000.

The families of Kerr students value education, therefore, we have supportive parents and students who are committed to success. Our diversity in our school community and the student population helps to create a rich learning environment. Staff and students at Kerr embrace our many cultures and take active measures to learn about each of them.

Kerr Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families research high performing schools prior to moving to the Kerr zoning. Kerr's successes continually draws new families to our school.
2. Kerr had been recognized among the highest ranked elementary schools in student achievement in the state of Texas.
3. Kerr has a very supportive and active PTA. In addition, Kerr is fortunate to have supportive parents and students who value educational success.
4. Kerr has a diverse student enrollment that is celebrated regularly on campus.
5. In addition to our Comet Time Intervention Block during the instructional hours, intervention opportunities are provided before and after

school for students identified as at-risk in Reading and/or Math. Additionally, teachers provide tutoring for their students as needs arise through out the school year.

6. Kerr Staff has applied and been awarded multiple Foundation for Allen Schools grants to enhance classroom engagement, instruction, and student learning.

7. Kerr's attendance rate is consistently above district and state percentages.

8. This year we implemented SEL(Social Emotional Learning). This improved our campus culture of high expectation and individual student accountability for behavior expectations.

The following highlights Kerr's strengths with staff quality, recruitment, and retention:

- Typical turnover at Kerr is due to teacher retirement
- Teachers are supported by administration teams and supporting staff
- Teachers have multiple certifications
- Majority of the teachers have experiences of 11+ years
- Continuing education is a priority for the teachers
- Consistent expectations to vertically align academically, socially, and procedural
- Professional development is differentiated for campus wide needs
- Staff believes in the staff motto of, to get in the mind of a child you must first get into their heart. This connects to campus vision of Every Child, Every Heart, Every Day!
- Attendance rate remains stable year to year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Assessment data and staff feedback identify the need for additional support for targeted sub population groups **Root Cause:** Overall instructional design and collaboration needs more support.

Student Learning

Student Learning Summary

Due to COVID-19 Pandemic during the Spring 2020 semester, our campus was closed to students and staff. During the 20-2021 our school did not receive an accountability rating. However, Kerr Elementary exceeded the state STAAR Performance in all areas of testing for the 2018-2019 year. Based on the latest accountability ratings available to us, we are academically strong and continue to close the gaps on students who are struggling, as well as provide academic enrichment to other students. We create a safe and rich learning environment that supports opportunities for our students to learn and grow. Our student achievement data continues to be a strength for our campus. Students who are struggling academically are identified, tracked, and monitored through the RTI process. Intervention is provided through small group or one-on-one instruction. A focus on rigor and problem solving, coupled with targeted staff development, has proven successful.

Student Learning Strengths

Due to schools being closed because of COVID-19, Governor Greg Abbott waived the State of Texas Assessments of Academic Readiness (STAAR) testing requirements for the 2019-2020 school year. The scores below reflect the most current distinctions designations.

Kerr Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

Earning all possible Distinction Designations:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25% Student Progress
- Top 25% Closing Performance Gaps
- Post Secondary Readiness

Meeting all of the federal System Safeguard:

- Performance Rates 20 out of 20 = 100%
- Participation Rates 14 out of 14 = 100%

Kerr Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention

opportunities which includes:

- School-wide Comet Time Intervention
- Regularly Scheduled Grade Level Comet Collaboration
- Before and After School Intervention
- State Approved Intervention Resources
- Homework Club
- Special Education Tutoring
- Focus on Early Intervention
- Social Emotional Learning

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students who met the "Masters Grade Level" in third, fourth and sixth grade reading showed a slight decrease from the previous year **Root Cause:** We often focus on getting our student groups to meet the passing standard and not as much on making growth as determined by progress measure.

School Processes & Programs

School Processes & Programs Summary

Parents, teachers, and students at Kerr Elementary take pride in our school and reputation of success. The overall perception of Kerr Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character with an emphasis on social emotional learning strategies.

Kerr Elementary focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. When academic progress concerns arise, staff members meet with parents through conferences, SIT's, ARD's, and 504 meetings, to involve them in the development of strategic plans to enhance their child's success.

The curriculum, instruction, and assessment at Kerr Elementary is guided by the Texas Essential Knowledge and Skills (TEKS), district pacing calendar, and campus assessment data. The TEKS promote 21st Century skills including critical thinking, problem-solving, technology application, communication, collaboration, and creativity.

School Processes & Programs Strengths

The following highlights the Curriculum, Instruction, and Assessment strengths at Kerr Elementary:

- Strong systems for RtI procedures with early identification of at-risk students
- High level of teaching at performance standard
- ESL and Special Education inclusion support services are aligned with classroom instruction
- Collaboration meetings following data points to monitor student progress
- Effective, systematic intervention opportunities for students at all levels
- Structured and effective intervention time for all students at varying levels
- Analysis of instructional data to drive instruction
- Consistent use of formal and informal assessments to drive instructional practices
- Social Emotional Learning

The following highlights the School Context and Organization strengths at Kerr Elementary:

- Building diverse teams better meets the needs of students
- Systems, procedures and routines are consistent and reviewed frequently

- The master calendar provides large blocks of times that all students are receiving instruction in their classroom
- Intervention block provides all students with systematic, direct instruction at their current levels in math and reading
- Duty rosters are well planned, including substitutes that protect teachers' time to plan for the day
- Grade levels have a weekly planning time scheduled with meeting minutes shared with support teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have identified the need to formalize weekly PLC meetings to improve reflective practice on campus. **Root Cause:** Student BOY data indicates the need for a more differentiated approach to pedagogy

Perceptions

Perceptions Summary

To get into the mind of a child, you must first get into their heart. Kerr staff excels at building strong, trusting relationships with their students. Every student that comes to us is unique. Our Kerr staff is challenged to find those unique gifts and use them to strengthen each child's academic skills. One word that describes our work at Kerr is purposeful. Consistent systems, procedures, and routines provide teachers with optimal instructional time. Protecting the integrity of the learning environment is critical. Maximizing instruction time to accelerate learning is imperative. We also provide intervention based on relevant data for every student on campus regardless of their academic abilities. By doing so, all students are challenged which results in high levels of student achievement. Kerr is very fortunate to have a community of parents that support our efforts in so many ways that contribute to making Kerr exceptional! Social Emotional Learning has helped to deepen the culture and climate at Kerr.

Kerr Elementary has supportive parents who devote countless hours contributing to their child's education. The PTA regularly coordinates their efforts with the Kerr staff to increase parental involvement by providing high interest events that foster community engagement.

Perceptions Strengths

Kerr has many strengths. Student survey data indicates that some of the most notable school culture and climate strengths include:

- Students feel safe and supported
- Students know what to do in an emergency
- Students have an adult they trust at Kerr Elementary
- Staff is in a positive environment and enjoy working here
- Staff believes community support is high
- Staff believes community has high expectations
- Parents feel we have a caring friendly staff
- Parents and students enjoy Watch Dog program
- Parents believe they receive good communication from staff

- Parents feel welcome on campus

Kerr Elementary has many strengths as perceived by our community. The most notable Family and Community Involvement strengths include:

- Frequent opportunities for parental involvement
- Abundant communication via Thursday Folders, Parent Email Groups, Kerr Web Page, Peach Jar, and Galaxy Press
- Social media presence with up-to-date information for parents and the community
- Watch Dogs, Kindergarten Kick-off Meeting, Meet the Teacher Night, Open House, Culture Fair, Parent Conferences, Comet Shuffle, Fine Arts Night

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus and district input reflects the need for time to implement the district Social Emotional Learning (SEL) initiative. **Root Cause:** Students continued to endure many changes within their environment during the 21-2022 school year, so will need continue to need SEL support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 1: Kerr Elementary will maintain a culture of high standards for academic achievement by focusing on collaboration among staff, students, and parents while providing a safe, flexible environment.







Evaluation Data Sources: Campus, district and state surveys and assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will collaborate with the Sunshine Committee and PTA to plan monthly themed celebrations</p> <p>Strategy's Expected Result/Impact: Positive campus culture and increase teacher morale</p> <p>Staff Responsible for Monitoring: Administration, Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Dec	Mar	May
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers that are new to Kerr will meet with the ALLEN ISD Mentor and Administration quarterly.</p> <p>Strategy's Expected Result/Impact: Retention of new teachers and support staff</p> <p>Staff Responsible for Monitoring: Lead Mentor and Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Dec	Mar	May
	0%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities that focus on strategies to support students with attention and focus concerns, and additional strategies for working with students who are not exceeding their growth measures.</p> <p>Strategy's Expected Result/Impact: Students will benefit from strategies that create a more engaging learning environment and academic growth with exceed current data.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
	0%			

Strategy 4 Details	Reviews			
Strategy 4: Kerr Elementary will implement inclusivity and diversity during morning announcements. Strategy's Expected Result/Impact: Students will learn from each of our students' culture Staff Responsible for Monitoring: LMS Administration	Formative			Summative
	Sept	Dec	Mar	May
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: Kerr Elementary will empower campus leaders to provide professional development designed to leverage technology that inspires collaboration, and problem solving, and innovation.

Strategy 1 Details	Reviews			
<p>Strategy 1: District Technology Instructional Specialists/LMS/Campus Tech will provide professional development opportunities for staff.</p> <p>Strategy's Expected Result/Impact: Teachers will be familiar with best practices in the area of technology. This will directly impact student learning and engagement in the learning process.</p> <p>Staff Responsible for Monitoring: District Technology IS, Librarian, Campus Tech</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Gifted learners will learn future ready skills.</p> <p>Staff Responsible for Monitoring: GT Teachers, Instructional Coaches, Administrators</p> <p>Funding Sources: - GT Allotment - \$79,677</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.






Performance Objective 2: Kerr Elementary will emphasize the importance of continuing education (military, college, trade school, etc.), post graduation.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus Counselor will plan and facilitate Spirit Days, morning announcements during College and Career Week to increase student engagement and encourage ongoing discussion of post graduate education.</p> <p>Strategy's Expected Result/Impact: Students will be more aware of the importance preparing for the future by learning about opportunities beyond high school.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2021-2022 school year Kerr Elementary will establish, implement, monitor, and evaluate our at risk students so we can provide instruction based on individual needs to help reach their expected growth on STAAR.

HB3 Goal






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental learning experiences and services through before/after school tutoring, as well as during the school day for identified at-risk students, including Special Education, English Language Learners, Dyslexic, and general education students, promoting academic achievement progressing towards high school graduation.</p> <p>Strategy's Expected Result/Impact: Closing the achievement gap between student groups</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SSI Teacher/Instructional Aides, Special Education Teachers/Instructional Aides, Dyslexia Therapy Teachers</p> <p>Funding Sources: - Special Education: State Special Allotment - \$469,969, - Comp Ed: State Special Allotment - \$79,482, - Dyslexia: State Allotment - \$50,743, - Bilingual/ESL: State Special Allotment - \$100</p>	Formative			Summative
	Sept	Dec	Mar	May
	 5%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Math will increase from 70.17% to 73% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment Data 2021-2024







Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will collaborate in Professional Learning Communities (along with the Math Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.</p> <p>Strategy's Expected Result/Impact: Increase in % of 3rd grade students scoring Meets or above on STAAR Math</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers SSI Administration</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 3: The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 78.5% to 81.5% by June 2024.

HB3 Goal






Evaluation Data Sources: STAAR Reading Assessment Data 2021-2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will collaborate in Professional Learning Communities (along with the Reading Instructional Coach and/or District Instructional Specialist) to plan intervention/enrichment lessons and effective small group instruction to support best practices and student growth.</p> <p>Strategy's Expected Result/Impact: Increase in % of 3rd grade students scoring Meets or above on STAAR Reading</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers SSI</p>	Formative			Summative
	Sept	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen instructional approaches around identifying gaps in literacy foundational skills and provide intervention to close gaps so that students have a strong foundation in the early grades.</p> <p>Strategy's Expected Result/Impact: Increase K-2 foundation skills in literacy. Increase Third Grade STAAR reading scores.</p> <p>Staff Responsible for Monitoring: Kindergarten, First, and Second Grade Teachers, SSI Teachers, Administrators</p> <p>Funding Sources: - Early Education: State Allotment - \$186,731</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 4: Kerr Elementary will show progress on MAP assessments by focusing on small group instruction, intentional planning and enrichment, and individualized pathways for intervention.

Evaluation Data Sources: Map MOY, EOY data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training on how to read MAP reports to create small groups that are data driven that allow students to receive individualized instructions at their level.</p> <p>Strategy's Expected Result/Impact: Students will meet our exceed growth between the BOY, MOY, and EOY MAP assessments.</p> <p>Staff Responsible for Monitoring: Campus Interventionist, SSI Teacher, and Classroom Teachers</p>	Formative			Summative
	Sept	Dec	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

Early Education: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$186,731.00
Sub-Total					\$186,731.00
Dyslexia: State Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$50,743.00
Sub-Total					\$50,743.00
Bilingual/ESL: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$100.00
Sub-Total					\$100.00
Comp Ed: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$79,482.00
Sub-Total					\$79,482.00
Special Education: State Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$469,969.00
Sub-Total					\$469,969.00
GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$79,677.00
Sub-Total					\$79,677.00