

# **Allen Independent School District**

## **Kerr Elementary**

### **Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# 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 results 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.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	9
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1 : Allen ISD will cultivate a culture of excellence.	17
Goal 2 : Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.	18
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.	20
Campus Funding Summary	25
Addendums	26

# 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:

Race/Ethnicity	Enrollment
African American	8.7%
Hispanic	8.0%
White	36.4%
American Indian	0.30%
Asian	42.30%
Pacific Islander	0.1%
Two or More Races	4.3%

Enrollment by Student Group includes:

Student Group	Enrollment
Economically Disadvantage	5.5%
English Language Learners	6.7%
Special Education	10.7%

Class Size Averages include:

Grade Level	Average Size
Kindergarten	18.7
Grade 1	17.7
Grade 2	16.4
Grade 3	19.3
Grade 4	19.6
Grade 5	21.8

Grade Level	Average Size
Grade 6	21.1.4

### 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 draw 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 implented 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. Kerr Elementary exceeded the state STAAR Performance in all areas of testing for the 2018-2019 year. Based on the latest summative scores 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 summative scores we had at the time we were assessing our campus needs.

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's 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:** At Home Learning teachers have a different schedule than the In Person Learning teachers.

# 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 the 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

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, Comet Craze, 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 have experienced many changes within their environment throughout the summer and academic year.

# 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio



# 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.

**Summative Evaluation:** None

<b>Strategy 1:</b> Administration will collaborate with the Sunshine Committee and PTA to plan monthly themed celebrations	
<b>Strategy's Expected Result/Impact:</b> Positive campus culture and increase teacher morale	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Sunshine Committee	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Teachers that are new to Kerr will meet with the Lead Bell Mentor and Administration quarterly.	
<b>Strategy's Expected Result/Impact:</b> Retention of new teachers and support staff	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Bell Mentor and Admin	<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>May</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	





**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><b>Strategy's Expected Result/Impact:</b> Students will benefit from strategies that create a more engaging learning environment and academic growth with exceed current data.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coaches, Teachers</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None    <b>Funding Sources:</b></p> <hr/> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Dec</b>
	<b>Mar</b>
	<b>May</b>
	<b>Summative</b>
	<b>May</b>

 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.

<b>Strategy 1:</b> District Technology Instructional Specialists/LMS/Campus Tech will provide professional development opportunities for staff.	
<b>Strategy's Expected Result/Impact:</b> Teachers will be familiar with best practices in the area of technology. This will directly impact student learning and engagement in the learning process.	<b>Formative</b> <b>Dec</b> <b>Mar</b> <b>May</b> <b>Summative</b> <b>May</b>
<b>Staff Responsible for Monitoring:</b> District Technology IS, Librarian, Campus Teck	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

**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.

**Strategy's Expected Result/Impact:** Students will be more aware of the importance preparing for the future by learning about opportunities beyond high school.

**Staff Responsible for Monitoring:** Admin, Counselors, Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**


**Mar**


**May**

**Summative**

**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 2020-2021 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**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

**Strategy 1:** Provide supplemental learning experiences and services through before/after school tutoring for identified at-risk students promoting academic achievement progressing towards high school graduation.

**Strategy's Expected Result/Impact:** Closing the achievement gap between student groups

**Staff Responsible for Monitoring:** Classroom Teachers, SSI Teacher/Instructional Aides, Special Education Teachers/Instructional Aides, Dyslexia Therapy Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Dec**


**Mar**


**May**


**Summative**

**May**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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


**Summative Evaluation:** None

**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.

<b>Strategy's Expected Result/Impact:</b> Increase in % of 3rd grade students scoring Meets or above on STAAR Math		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom Teachers Special Education Teachers SSI Administration		<b>Dec</b>
		<b>Mar</b>
		<b>May</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>May</b>
<b>ESF Levers:</b> None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** The percent of Third Grade students that score at Meets Grade Level or above on STAAR Reading will increase from 71.43% to 74.5% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reading Assessment Data 2021-2024

**Summative Evaluation:** None

**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.

<b>Strategy's Expected Result/Impact:</b> Increase in % of 3rd grade students scoring Meets or above on STAAR Reading		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Classroom Teachers Special Education Teachers SSI		<b>Dec</b>
<b>Title I Schoolwide Elements:</b> None		<b>Mar</b>
<b>Problem Statements:</b> None		<b>May</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>May</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**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


**Summative Evaluation:** None

**Strategy 1:** Teachers will receive training on how to read MAP reports to create small groups that are data driven that allows students to receive individualized instructions at their level.

<b>Strategy's Expected Result/Impact:</b> Students will meet our exceed growth between the BOY, MOY, and EOY MAP assessments.	<b>Formative</b>  <b>Dec</b>  <b>Mar</b>  <b>May</b>  <b>Summative</b>  <b>May</b>
<b>Staff Responsible for Monitoring:</b> Campus Interventionist, SSI Teacher, and Classroom Teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



# Campus Funding Summary

# Addendums