

**Irving Independent School District
Kinkeade Early Childhood School
2023-2024 Campus Improvement Plan**



Mission Statement

We guarantee high levels of learning for ALL students to become socially, emotionally, and academically successful while instilling a life-long love of learning.

Vision

Teachers show acceptance for all students and improve and adjust teaching practices through collaboration and data analysis. Teachers reflect, plan, and implement engaging activities and show student growth by creating and implementing common formative assessments.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kinkeade Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program) students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our population for the 2022-23 school year of students is distributed as outlined below:

Total Enrollment-324

African American - 9.52

Hispanic 71.09%

White - 9.18%

American Indian - 1.36%

Asian - 6.46%

Pacific Islander .2%

Two or More Races 2.38%

LEP - 71.6%

Economically Disadvantaged -87.7%

At Risk - 72.0%

Special Education 14.63%

Demographics Strengths

Stakeholders at Kinkeade include students, staff (teachers, instructional aides, and support staff), parents, and community members (neighbors and local businesses). Staff members, parents, business representatives, and community members are included in the planning process as authentic, valuable, contributing partners to the implementation of the Campus Improvement Plan.

English Learner programs and Special Education programs are a focus at Kinkeade. This aligns with the needs of students, as a growing population of students needs special education services. These focuses align with student, family, and community needs, as a large portion of the campus and community are ELLs. The teachers and administrators at Kinkeade believe in an inclusive learning environment that supports a diverse group of students in every classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates from the past five years reveal that campus attendance is steadily declining. **Root Cause:** Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten.

Problem Statement 2 (Prioritized): Student behaviors are rising and are occupying more time and attention by one or both of the classroom educators. Often, one of the classroom educators provides interventions to a small number of students struggling with behavior while the other classroom educator teaches and manages the rest of the class. **Root Cause:** Lack of focused training for early childhood educators in the area of behavior interventions.

Student Learning

Student Learning Summary

On the MOY CIRCLE Story Retell and Comprehension assessment, 83% (English) and 76% (Spanish) of PK3 students are on track in language development. Compared to previous oral language assessment, students have increased their oral language skills.

On the MOY Circle Rapid Vocabulary assessment, 59% (English) and 43% (Spanish) of PK4 students are on track. Compared to previous Rapid Vocabulary scores, students have increased their vocabulary.

On the MOY CIRCLE Math assessment, 90% (English) and 91% (Spanish) of PK4 students are on track. Compared to previous scores, students have increased in math skills.

On this year's Essential Standards, 78% of PK3 students can rote count to 10 (at the end of the 4th six weeks). This score is comparable to the end of year score from 2020-2021.

Student Learning Strengths

On the MOY CIRCLE Story Retell and Comprehension assessment, 83% (English) and 76% (Spanish) of PK3 students are on track in language development. Compared to previous oral language assessment, students have increased their oral language skills.

On the MOY CIRCLE Math assessment, 90% (English) and 91% (Spanish) of PK4 students are on track. Compared to previous scores, students have increased in math skills.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the MOY Circle Rapid Vocabulary assessment, 59% (English) and 43% (Spanish) of PK4 students are on track. **Root Cause:** Teachers were not teaching vocabulary in isolation.

School Processes & Programs

School Processes & Programs Summary

During the 2022-2023 school year, a focused improvement plan was created by instructional leaders based off of the previous year's data and adjusted through discussion with the Leadership Team (Team Leads, Counselor, Academic Specialist, Secretary).

Progress towards intended outcomes has been tracked through weekly Collaborative Team Time when teams follow a PLC agenda to discuss their data with one another. It is tracked each six weeks through the Essential Standards spreadsheet. The Academic Specialist creates a data board each six weeks, posting it in the room where teams meet to discuss data so student achievement data is always available and in the forefront of teachers' minds.

In the 2022-2023 school year, professional development was planned based off of "The Energy Bus" book study (a need seen in the previous year's climate survey), teacher needs (seen through classroom walkthroughs), and needs based off of Essential Standards data.

School Processes & Programs Strengths

All students are given opportunities to meet challenging state academic standards through daily instruction and the implementation of a High Quality PK program. All teachers are highly trained and meet the qualifications of a High Quality PK.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In the 2022-2023 school year, 15.12% of our students received special education services, 41.67% of our students received bilingual services, 7.41% of our students received ESL services, and 0% of our students received 504 services. 9.26% of our students received alternative bilingual services, as our special education teachers and one of our bilingual teachers was not bilingual certified. 3.09% o **Root Cause:** The number of certified special education and bilingual teachers in the state of Texas is extremely low.

Perceptions

Perceptions Summary

In the 2021-2022 campus climate survey, community members were largely satisfied with district administrators, teachers. According to the data, parents feel there is a need for teachers to provide extra support when their child needs it. The 2022-2023 campus climate surveys have not been completed yet.

In 2022-2023, parents offer compliments at arrival and dismissal. Compliments include comments about how safe they feel with our increased security measures; comments about how fun the environment is; and comments about the relationships their children are forming with staff and peers.

Overall parent satisfaction seems to have increased, as seen during parent/employee interactions.

Perceptions Strengths

In the 2022-2023 school year, more students show involvement in campus events and the culture of the school. Students enjoy coming to school and share that their school is fun. The current processes and programs in place are helping them find success in the following school year; this can be seen as last year's PK3 students are working at higher than typical levels in this year's PK4 classes.

In 2022-2023, parents offer compliments at arrival and dismissal. Compliments include comments about how safe they feel with our increased security measures; comments about how fun the environment is; and comments about the relationships their children are forming with staff and peers.

Overall parent satisfaction seems to have increased, as seen during parent/employee interactions.

While a 2022-2023 campus climate survey has not been completed yet, teachers verbally state that the campus is a positive campus with high morale. PLC processes are in place and running successfully, as agendas have been provided to ensure clarity and administration attends most of these meetings. Staff members have formed great relationships with their peers and have a sense of belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): This year, Attendance rates for American Indian/Alaskan Natives increased, Asian attendance rates decreased, and White attendance rates decreased. **Root Cause:** Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten There are no effective consequences for poor attendance in Pre-Kindergarten.

Priority Problem Statements

Problem Statement 1: Attendance rates from the past five years reveal that campus attendance is steadily declining.

Root Cause 1: Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student behaviors are rising and are occupying more time and attention by one or both of the classroom educators. Often, one of the classroom educators provides interventions to a small number of students struggling with behavior while the other classroom educator teaches and manages the rest of the class.

Root Cause 2: Lack of focused training for early childhood educators in the area of behavior interventions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: On the MOY Circle Rapid Vocabulary assessment, 59% (English) and 43% (Spanish) of PK4 students are on track.

Root Cause 3: Teachers were not teaching vocabulary in isolation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: This year, Attendance rates for American Indian/Alaskan Natives increased, Asian attendance rates decreased, and White attendance rates decreased.

Root Cause 4: Lack of parent/guardian education regarding the importance of attendance in Pre-Kindergarten There are no effective consequences for poor attendance in Pre-Kindergarten.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 1: PK4 students at Kinkeade Early Childhood school will reach their highest potential and be Kindergarten ready by performing at or above 85% on the EOY Circle assessment in the area of Rapid Vocabulary, Phonological Awareness and Rapid Letter Naming.

High Priority

HB3 Goal

Evaluation Data Sources: PK4 Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing the PLC process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week.</p> <p>Strategy's Expected Result/Impact: Students will improve in the areas of rapid vocabulary, phonological awareness and rapid letter naming.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 199 - General Funds - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will closely monitor students in the areas of vocabulary, phonological awareness and rapid letter naming to improve student understanding.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance in the area of vocabulary, phonological awareness and rapid letter naming.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
<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 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 2: PK3 students at Kinkeade Early Childhood school will reach their highest potential and be PK4 ready by performing at or above 85% on the Circle Assessment in the area Retelling and Comprehension by May of 2024

High Priority

HB3 Goal

Evaluation Data Sources: PK3 Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing the PLC process and skills learned during PK/Early Childhood Education professional learning trainings, teachers will collaborate in Collaborative Team Time to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance in the area of retelling stories and comprehension.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 199 - General Funds - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will closely monitor students in the areas of retelling and comprehension to improve student understanding.</p> <p>Strategy's Expected Result/Impact: Students will improve their performance in the area of retelling stories and comprehension.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Librarian Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: PK3 and PK4 students at Kinkeade Early Childhood school will reach their highest potential and be Kindergarten ready by performing at or above 80% in the area of rote counting goals as stated in the essential standards (PK3: rote count to 10; PK4 rote count to 30) by May of 2024.

High Priority

Evaluation Data Sources: Circle Assessment data
Essential Standards Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate in PLC's to focus on what students are learning and what to do if they do not learn it by analyzing common assessment data each week.</p> <p>Strategy's Expected Result/Impact: Students will improve performance in the areas of numeracy and operations.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Students at Kinkeade Early Childhood School will reach their highest potential and be Kindergarten ready by meeting the attendance goal of 85% during the 2023-2024 school year.

High Priority

Evaluation Data Sources: District Attendance Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Perform and maintain parental contact through phone calls, letters and conferences. Conduct parents conferences and meetings for students with excessive absences.</p> <p>Strategy's Expected Result/Impact: Attendance will increase for students with excessive absences.</p> <p>Staff Responsible for Monitoring: Attendance Clerk DP Clerk Administrators Counselors Teachers School Nurse</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host special events and activities on traditionally low-absence days (ex. Fall Festival, Winter Pajama Day, Country Critters, Field Day, End of the Year Ceremonies).</p> <p>Strategy's Expected Result/Impact: Increase attendance on traditionally low-absence days (the days before and after a holiday, etc.)</p> <p>Staff Responsible for Monitoring: Teachers Administrators Librarian Counselor Academic Specialist</p> <p>Funding Sources: Materials for Special Events - 199 - General Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: PK3 and PK4 students at Kinkeade Early Childhood school will reach their highest potential and be Kindergarten ready by performing at or above 80% in the area of following one step directions and safe hands and feet by May of 2024.

High Priority

Evaluation Data Sources: Teacher Essential Behavior Data collection

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will teach and utilize Conscious Discipline, Capturing Kids Hearts and 5 Love Languages of Children strategies.</p> <p>Strategy's Expected Result/Impact: Students will learn to self-regulate.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrators Support Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Staff Book Study Books and Materials: 5 Love Languages of Children; Staff Professional Learning Trainings (Momentous Institute, Conscious Discipline, Now4Forever Conference) - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.


Performance Objective 1: During the 2023-2024 school year, Kinkeade Early Childhood School will increase parent and community engagement in school sponsored events from 41% (during the 2022-2023 school year) to 70% by hosting monthly events such as Parent Orientation, Meet The Teacher, PTO meetings, Pro-Dad events, Family Night at the Library, Literacy Night, Spring Fling and Open House.


High Priority


Evaluation Data Sources: Campus event calendars
Sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and host monthly parent and community engagement activities and encourage parent involvement through multiple modes of communication.</p> <p>Strategy's Expected Result/Impact: Increase parent and community engagement.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Counselor Librarian Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Materials for Family Events - 199 - General Funds - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: During the 2023-2024 school year, Kinkeade Early Childhood School will attract, develop and maintain 80% of campus educators.

High Priority

Evaluation Data Sources: Campus staffing reports
District staffing reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Establishes a clear culture of systemic support strategies that are consistently used to provide timely, targeted, and personalized support.</p> <p>Strategy's Expected Result/Impact: Attract, develop and maintain 80% of campus educators</p> <p>Staff Responsible for Monitoring: Administrators Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use administrator and teacher leader/peer feedback and leadership opportunities to consistently support retention of effective educators.</p> <p>Strategy's Expected Result/Impact: Attract, develop and maintain 80% of campus educators</p> <p>Staff Responsible for Monitoring: Administrators Academic Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$9,000.00
1	2	1	Professional Development		\$9,000.00
1	4	2	Materials for Special Events		\$4,000.00
1	5	1	Staff Book Study Books and Materials: 5 Love Languages of Children; Staff Professional Learning Trainings (Momentous Institute, Conscious Discipline, Now4Forever Conference)		\$5,000.00
2	1	1	Materials for Family Events		\$4,000.00
Sub-Total					\$31,000.00