Fort Worth Independent School District

049 Kirkpatrick Middle School

2023-2024 Improvement Plan

Accountability Rating: B

Mission Statement

Inspire, in every student and
staff member, the passion to
learn through the KMS **PAWS.**

P- Pride for our School
A- Actions that are Responsible and Respectful
W- Wise Choices
S- Safety for Ourselves and Others

Vision

Igniting, in every student and staff member, a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

Kirkpatrick Middle School,
where every student is
Known, Valued, and **Inspired.**

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2023

Demographics

Demographics Summary

Kirkpatrick Middle School is an urban Middle school in the Northside area of Fort Worth, Texas. It was originally founded in 1923 and named after ML Kirkpatrick. KMS educates approximately 480 students in grades 6-8. Many of our students come from multigeneraltional families who speak a variety of languages, a total of eleven various languages spoken.

Student Learning

Student Learning Summary

Kirkpatrick Middle School is a Texas Education Agency B rated campus because of its extraordinary student growth in math and reading. The campus grew 18 points from its previous D campus rating prior to COVID. To help address learning gaps and to accelerate students, Kirkpatrick Middle School offers before and after school tutoring as well as our

For the past 2 years at KMS we have implemented our CONNECT time. This is a 1 hour block of time in the middle of the day where students are pulled for 3 weeks at a time for intensive tutoring. We are able to fulfill HB4545 through this time. Students not being pulled will work on IXL for Math, Lexia Power up for Reading and Summit K-12 for TELPAS practice in listening and speaking.

- 53% of our ELL students showed growth in Math and Reading MAP from Fall 2022 (BOY)- Winter 2022 (MOY)
- 7th grade Math in MAP was in the Observed Growth area
- 2021-2022 STARR scores when compared to the district our students were higher than the district in:

  6th grade Math App,Met,Mast
  7th Math App
  8th Math Met & Mast

  8th Reading App & Met
  8th Sci & S.S App& Met
  Alg1 & Bio App & Met

- Math MAP Data shows
- An increase of 3 RIT points for Math and Reading in all grade levels
- 7th grade Math has met the growth objective form Fall of 2022 to Winter of 2022
- 53% of our Math and Reading MAP cores showed growth from BOY-MOY

School Processes & Programs

School Processes & Programs Summary

Our campus' has been focusing on the improvement of high quality tier 1 instruction with the focus on alignment and following the lesson structure using high quality instructional

- Teachers feel that the work environment is inviting.
- Staff feel the leadership team is friendly towards staff and understanding when personal challenges arise.
- Most teachers feel that they can continue to learn and grow in their content and teaching strategies.
- With a minimal turnover rate, most teachers have been on this campus for an average of 5+ years.
- 60%% of teachers have over 5 years of teaching experience.
- PLC period built into the master schedule for all tested areas.
- Two campus-based instructional coaches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time. **Root Cause:** The campus must provide clear, written procedures and expectations that just be followed by all in order to provide clear consistent classroom management. Professional learning on Active Classroom management must be provided in order to ensure all expectations are clear.

Problem Statement 2 (Prioritized): PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation. **Root Cause:** Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Perceptions

Perceptions Summary

The faculty and staff at Kirkpatrick Middle School have a focus for professional learning on PBIS to ensure there is a use of positive reinforcement with students. A focus on incentives for PBIS, Professional learning on TBRI and student voice. at KMS we create a welcoming and accepting environment by acknowledging and greeting one another during encounters throughout the day. Students are welcomed and feel more accepted because all faculty and staff strive to be more accepting of each student's diversity which includes: culture, lifestyle, and background. Currently, all our students have access to various donations by community stakeholders. Every student is valued by having equitable access to important resources such as school supplies, lunches, athletic, JCC, and fine arts activities. The goal for our faculty and staff is to work to ensure each child is known, valued, and inspired.

Campus Climate and Culture House System:

Parents, students, and staff are excited to belong to our House System. The four houses are modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system. All students 6-8 and all campus staff are inducted into one of the houses which they will be a part of their entire time at KMS. Students are able to earn points for their house through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus by receiving point tickets. The points update weekly and are displayed for students to see easily in a power point during CONNECT time. Each six weeks, the house with the most points will receive a house party! These parties have included: laser tag,, hamsterball races, glow in the dark dance parties, movie parties, and more! This has been a positive addition to our campus to build campus spirit and to create smaller communities across the campus. It also allows 8th graders opportunities for leadership in their respective houses. Campus Committees: All staff sign up to be part of at least two committees each year. These committees might be attendance, Positive Behavior Intervention Support, LPAC, Grade Level Leads, House Leads, or monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate.

Summary of Perceptions needs

- Greater focus on Restorative practices to Focus on positive reinforcement with students.
- Student voice in leading attendance and discipline.
  Student Apathy Effective teacher lead conversations with students about their own data to enhance student understanding.

86% of students feel they have a teacher or other adult from school who they can count on to help them, no matter what.

55% of students have a strong the social connection between teachers and themselves within and beyond the classroom.

43% of students (9 points higher than the FWISD average) feel they are attentive and invested students are in class, where 43% are excited are you about going to their classes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized):

Root Cause 7:

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)
- Campus/District improvement plans (current and prior years)
  Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

District Goals

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Increase the percentage of Grade 6-8 students who meet or exceed projected growth on MAP Growth Reading from __57_% to _67__% by May 2023.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Hire 2 ELA teachers to help support structured literacy in 6th grade as well as reduce class size for more targeted Tier I instruction. **Intended Audience:** ELA **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August-June **Collaborating Departments:** Literacy **Delivery Method:** In Person **Funding Sources:** Title I teachers - Title I (211) - 211-11-6119-04N-049-30-510-000000-24F10 - $126,814				

Action Step 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who failed STAAR. **Intended Audience:** Teachers/Students **Provider / Presenter / Person Responsible:** Teachers/ILT **Date(s) / Timeframe:** August-June **Collaborating Departments:** ILT **Delivery Method:** In-Person **Funding Sources:** Classroom Materials - SPED (199 PIC 23) - - $5,421, Classroom Supplies - Gifted & Talented (199 PIC 21) - - $937				

Action Step 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4: Provide student's who failed Math and RLA STAAR with HIT **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT/Teachers **Date(s) / Timeframe:** Every 6 weeks **Collaborating Departments:** ELA **Delivery Method:** In person **Funding Sources:** Subs for PD - Title I (211) - 211-11-6116-04N-049-30-510-000000-24F10 - $1,393.21, HIT Tutoring - CTE (199 PIC 22) - - $2,129				

No Progress Accomplished Continue/Modify Discontinue

Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with 6-8 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	
Action Step 1: Instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. **Intended Audience:** ILT/Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly throughout the year **Collaborating Departments:** Literacy **Delivery Method:** In person, on lesson plans				

Problem Statement 2: MAP data shows a 4% incrrr

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Instructional leadership team will review daily lesson plans on a weekly basis and provide teachers with feedback in a timely manner to allow for lesson adjustments. **Intended Audience:** ILT and Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly throughout the year **Collaborating Departments:** Math **Delivery Method:** In person, on lesson plans				

Action Step 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3: Provide planning days for teachers to go over data as well as lesson planning **Intended Audience:** ILT and Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Throughout the year **Collaborating Departments:** Math **Delivery Method:** In person **Funding Sources:** Subs for planning days - CTE (199 PIC 22) - - $3,000, Classroom Materials - CTE (199 PIC 22) - - $3,000				

No Progress Accomplished Continue/Modify Discontinue

Problem Statement 2: PLC (Professional Learning Communities) framework has not been consistently followed. The time is not being utilized for formative assessments to guide daily instruction as well as Data collection and interpretation. **Root Cause**: Systems for creating a consistent Data structure and expectations for PLC's have not been created.

Action Step 2 Details	Reviews
Action Step 2: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations **Intended Audience:** ILT **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Weekly throughout the year	

Provider / Presenter / Person Responsible: ILT/Teachers
Date(s) / Timeframe: every 6 weeks
Collaborating Departments: Math
Delivery Method: In person

Funding Sources: Subs for PD - Title I (211) - 211-11-6112-0PD-049-30-510-000000-24F10

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Reading from _33_% to _43 % by May 2023.

Increase the percentage of ELL students or or $ ᵀ ᵐ ᵠ ɇ l ɔ Ǯ M ȳ M M ᴰ MMM ɒ ᵐ ɥ ʊ ʾ ʾ ξ ή ᵐ M ℵ ɒ ᴰ ȳ ʊ ɔ ɒ ̣ ʊ ᴺ l ɇ M ƙ ᶠ M ʊ ɔ ᵀ ⁿ __33_% to __43_% by May 2023.

High Priority

Daily instruction iEE ʿ ⌐ ʿ ʿ ἤ " rade level and ab class ↔om activities, assign-ents, formative and summative assess ents from or $ ɥ ᵠ ᴰ ᴰ ʊ ɣ ᵠ ̣ ᵠ ℵ M ̀ ᴰ ɒ ℵ l ɓ ᴀ ᴰ ̀ M ʊ ɔ M ɒ ̣ ̣ M ɣ ᴀ ᵠ

Strategy's Expected Result/Impact: Students receiving instruction atD r above porir$ ȳ ᴰ ɒ ɇ l M ̣ l ʀ l ̣ M ξ ʾ ̣ ή Ŏ

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teacorrs and principals, Build a foundation of reading and math, Improve low-performing # chools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Additional Targeted Support Strategy**

P ↔blem State ents: Student Learning 1 -

Action Step 2 Details	Reviews
Action Step 2:	

Lever 5: Effective Instruction

- ~~**Additional Targeted Support Strategy**~~

Problem Statements: School Processes & Programs 1, 2 - Perceptions 2

Action Step 1 Details		Reviews		
Action Step 1: Back-to-school professional development will emphasize the importance of a data-informed culture to foster student ownership of learning outcomes and goal setting. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August **Collaborating Departments:** none **Delivery Method:** In person		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details		Reviews		
Action Step 2: ILT creates data for the campus instructional leadership team and teachers for analysis as well as data displays for the data room and hallways **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** on going **Collaborating Departments:** ADQ **Delivery Method:** In person		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**

Action Step 3 Details		Reviews		
Action Step 3: During PLCs and individual planning time, teachers and staff analyze student data for the purpose of: identifying student learning gaps, adjusting instruction to close the identified gaps, and creating assessments to ensure the **Collaborating Departments:** none		**Formative**		**Summative**

No Progress

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Increase the percentage of 6-8 grade students scoring at MEETS or above on STAAR Math from _23_% to _33_% by May 2023.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from _23__% to __33_% by May 2023.

High Priority

Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan		
Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August-October **Collaborating Departments:** Math **Delivery Method:** In person				

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Provide 60 minuets of targeted daily instruction through CONNECT using data to identify students who failed STAAR. **Intended Audience:** Teachers/Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On going **Collaborating Departments:** none **Delivery Method:** In person				

Action Step 3 Details	Reviews
Action Step 3: Each Math/ELA teacher will observe selected teachers each month beginning in September, focusing on the INSTRUCT portion of the FWISD IF: Aligned Instruction, Engagement, and Student Voice and the corresponding Indicators to help build collective efficacy. Observational data will be captured using a Google Form. **Intended Audience:** Math/ELA teachers **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** September-May **Collaborating Departments:** Math/Literacy **Delivery Method:**	

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from _24_% to _19_% by May 2023.

Action Step 2 Details	Reviews
Action Step 2: Professional development will be offered to new staff members for documenting parent contacts, student behaviors, and interventions in Branching Minds. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** Start of the school year **Collaborating Departments:** District Student Support **Delivery Method:**	

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: The campus principal will follow district policies to create the campus SBDM and will determine and communicate to relevant stakeholders the dates for meetings at the start of the school year **Intended Audience:** Stakeholders to participate on the SBDM **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** At the start of the year **Collaborating Departments:** none **Delivery Method:** In person				

Action Step 2 Details	Reviews
Action Step 2: : The campus Family Engagement Specialist in consultation with campus leadership, and the PTA will create	

Problem Statement 1: Student misbehavior is interrupting the completion of the lesson cycle resulting in the loss of instructional time. **Root Cause**: The campus must provide

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Decrease the overall number of discipline referrals by school personnel from _784__ to _584__ by May 2023.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from _784__ to __584_ by May 2023.

Action Step 2 Details	Reviews
Action Step 2: : Professional development will be offered to new staff members for documenting parent contacts, student	

Date(s) / Timeframe: 2 times a week
Collaborating Departments: none
Delivery Method: In person

 No Progress Accomplished Continue/Modify Discontinue

Convene with Leadership Team and review ADQ Cycle Report Data and Focus Discipline Data to determine student groups most impacted and in need of support.

Strategy's Expected Result/Impact: Decrease the number of student disruptions in the classroom and increase Tier I instruction.

Staff Responsible for Monitoring: ILT

Title I:
2.4, 2.6
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Action Step 2 Details	Reviews
Action Step 2:	

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from __8_ to __12_ by May 2023.

Communicate with parents our event calendar, ways to volunteer on the campus and the importance of family participation.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours.

Staff Responsible for Monitoring: FES, front office staff, ILT

Title I:
4.1
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture
- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1

Action Step 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3: After each event, gather stakeholder and family feedback for assessment and future planning. **Intended Audience:** KMS families/Staff **Provider / Presenter / Person Responsible:** Principal and Campus Staff **Date(s) / Timeframe:** Monthly **Collaborating Departments:** ILT **Delivery Method:** In person				

No Progress Accomplished Continue/Modify Discontinue

Problem Statement 1:

Campus Funding Summary

Title I (211)	
District Goal	

Gifted & Talented (199 PIC 21)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	3	Classroom Supplies	GENERAL SUPPLIES		$937.00
						Sub-Total	