

Abilene Independent School District
Purcell Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Purcell Elementary School is an outstanding kindergarten through fifth grade Title 1 elementary campus located in northwest Abilene. Its colors are blue and yellow and the mascot is the Jaguar. The enrollment is approximately 650 students with an average class size of 22 students. Purcell Elementary School has wonderfully diverse student population with 58.59% of students identified as Hispanic, 25.46% White, 11.66% Black/African American, .15% Asian, .15% Pacific Islander, .15% American Indian or Alaska Native, and 3.83% Two or more races. 78.3% of Purcell students are identified as Economically Disadvantaged, 14.3% receive Special Education services, 3.6% are identified as Gifted and Talented, 34% are considered At Risk, 6.5% are homeless and just 2.6% are English Language Learners. Approximately 18% of students are in the Response to Intervention program, 50.1% of students are female and 49.9% are male. Purcell's average daily attendance rate is 95.7% and its mobility rate is about 11%.

Demographics Strengths

Purcell Elementary's demographic strengths are:

- Diverse student population
- Steady attendance rate and relatively stable student population
- Student culture of school

Problem Statements Identifying Demographics Needs

Problem Statement 1: Purcell has a relatively large number of students coming to school tardy each day. **Root Cause:** Many parents work evening/night jobs or multiple shifts. Transportation is a struggle for some families because transportation is not available within the two mile walking radius. Parents do not feel it is safe for their child(ren) to walk through the neighborhoods and across busy streets east of the Purcell campus.

Problem Statement 2: Although parents are supportive of the school, direct parent involvement and engagements to support student learning needs improving. **Root Cause:** Many parents work evening/night jobs or multiple shifts making it difficult to come up to the school for conferences, activities, etc.

Student Learning

Student Learning Summary

According to the 2021 STAAR data, Purcell students scored:

Third Grade

- Reading - 51% Approached Grade Level (Passing); Of those, 25% Met Grade Level; 6% Mastered Grade Level
- Math - 52% Approached Grade Level (Passing); Of those, 27% Met Grade Level; 9% Mastered Grade Level

Fourth Grade

- Reading - 33% Approached Grade Level (Passing); Of those, 12% Met Grade Level; 2% Mastered Grade Level
- Math - 38% Approached Grade Level (Passing); Of those, 16% Met Grade Level; 6% Mastered Grade Level
- Writing - 32% Approached Grade Level (Passing); Of those, 10% Met Grade Level; 2% Mastered Grade Level

Fifth Grade

- Reading - 58% Approached Grade Level (Passing); Of those, 24% Met Grade Level; 10% Mastered Grade Level
- Math - 69% Approached Grade Level (Passing); Of those, 41% Met Grade Level; 16% Mastered Grade Level
- Science - 42% Approached Grade Level (Passing); Of those, 14% Met Grade Level; 3% Mastered Grade Level

Student Learning Strengths

Purcell Elementary engages students in many different areas - all of which have a significant impact on academics beyond test scores. Purcell Elementary is filled with students who work hard to achieve and endure their future success both in and out of school. We are proud of many different achievement strengths including:

- Being a Leader in Me school - Where students are leaders at school, at home, and in the community.
- MAP Growth showed that 2nd graders made 80% growth in Reading and 5th graders made 91% growth in Science.
- 2021 STAAR results for 5th grade math showed a growth of 37% from 2019 STAAR.
- 2021 STAAR results for 5th grade reading showed a growth of 19% from 2019 STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 2021 STAAR fourth grade reading scores dropped significantly by 30% from 2019 STAAR. **Root Cause:** Due to quarantine purposes, 4th grade had several periods where instruction was not consistent in the classroom with homeroom teachers. This is also the first time these students have taken the STAAR test since 2020 STAAR test was cancelled due to the pandemic.

Problem Statement 2: 2021 STAAR fourth grade writing scores dropped by 28% from 2019 STAAR. **Root Cause:** Due to quarantine purposes, 4th grade had several periods where instruction was not consistent in the classroom with homeroom teachers. This is also the first time these students have taken the STAAR test since 2020 STAAR test was cancelled due to the pandemic.

Problem Statement 3: 2021 STAAR fourth grade math scores dropped by 29% from 2019 STAAR. **Root Cause:** Due to quarantine purposes, 4th grade had several periods where instruction was not consistent in the classroom with homeroom teachers. This is also the first time these students have taken the STAAR test since 2020 STAAR test was cancelled due to the pandemic.

School Processes & Programs

School Processes & Programs Summary

All faculty and staff at Purcell Elementary meet the federal and state highly qualified requirements allowing for students to be instructed and supported by teachers and staff who strive to meet the needs of all of our students. Teachers new to Purcell attend a district-wide orientation that introduces them to the goals and procedures of Abilene Independent School District. Orientation is followed up with a campus orientation and an assignment of a highly-skilled teacher mentor. At least one professional development session is offered each month at Purcell Elementary for all staff. The professional development sessions are based upon the needs identified by performance data and teacher input and will be provided by our teacher leaders, instructional coordinator, campus administrators and district coordinators. Purcell Elementary believes everyone is a life-long learner and strives to provide ongoing, targeted, job-embedded professional learning.

Student progress is at the heart of all that is done at Purcell. The curriculum, instruction, and assessment focus at Purcell Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. Each week, every grade level team will review the District Designated Curriculum Documents and discuss the specific skills and standards that will be taught for the upcoming week. Then the teachers determine how they will accomplish these targets. Assessment plays a major role in decision making and takes on many different forms at Purcell Elementary. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used regularly to monitor student progress. Instruction in the classroom is also focused on the needs of each individual student, including the use of small groups in order for the teachers to continually monitor student progress. Interventions in the classroom, as well as specified RTI programs like LLI, are used to individualize, provide support and track student progress in areas of weakness. Texas English Language Proficiency Assessment System (TELPAS) is a valuable assessment for ELL students. Additionally, students use technology-based programs on an ongoing basis to enhance their learning in all areas as well as provide interventions as needed.

Through Leader in Me program implementation throughout the campus involving teachers, staff, students and parents, Purcell takes pride in improving the performance of students by addressing character, behavior, work ethic, attendance and safety. The Leader in Me program has also provided students with leadership opportunities by being part of various student groups on campus. Likewise, the implementation of CHAMPS and Foundations campus procedures has allowed individual classrooms and the campus as a whole to have a common set of expectations everywhere on campus.

School Processes & Programs Strengths

- A common planning period is provided for each grade level.
- Music, Art, Computer Literacy and Physical Education comprise "specials" and are valued as contributors to academic success.
- Designated intervention time is included during the instructional school day.
- Continued professional development of our staff is expected.
- Grade level leaders are responsible for team planning, and horizontal and vertical alignment.
- Technology is available and used extensively throughout the campus. Instructional technology, training, and on-going support are provided through Title 1 and the campus budgets.
- Additional technology support is provided through a campus technology liaison.
- Faculty meetings are used to communicate with the staff, provide team-building, and training updates.
- In addition to faculty meetings, the principal communicates with faculty/staff through a weekly newsletter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A significant decline in STAAR scores for the 2021 school year compared to the 2019 STAAR. **Root Cause:** A declined focus of phonics instruction and tracking running records through small group interventions as well as utilizing MAP Growth data to make instruction and intervention changes to better meet the needs of the students.

Perceptions

Perceptions Summary

Purcell Elementary believes in being student-centered and family-friendly. Purcell Elementary works hard to provide the very best in academic and social skills instruction. The expectation is that every student will be equipped with the tools necessary for future successes in both continuing education and the work force. Purcell is a Leader in Me campus and emphasizes/models the 7 Habits of Highly Successful People. Every child that attends Purcell Elementary is met with the high expectations for learning in a safe environment where self-discipline, creativity and responsibility are interwoven in to the rigorous academics of the classroom and school activities.

Regardless of intentions and beliefs, execution is the key to success. Therefore, Purcell Elementary not only reviews state accountability and student performance data, but it also surveys teachers/staff, students and families to determine the perceptions of Purcell in meeting expectations.

Perceptions Strengths

According to the results of the 2018-2019 Panorama Perception Survey, Purcell has several strengths to be very proud of...

Student Feedback Survey:

Student-Teacher Relationships, Valuing School, School Belonging, and School Safety exceeded both the District and AISD elementary school results. Valuing of School and School Safety improved over the 2018-2019 school year.

Family Survey:

Barriers to Engagement, School Safety, and School Climate were recognized as the top three areas of success.

Staff Survey:

School Leadership and Staff-Leadership Relationships exceeded both the District and AISD elementary school results.

Teacher Survey:

All five surveyed areas (Staff-Leadership Relationships, Educating All Students, School Leadership, Staff-Family Relationships, and School Climate) improved over the 2018-2019 school year and exceeded the District Results.

Four surveyed areas (Staff-Leadership Relationships, Educating All Students, School Leadership, and School Climate) had double-digit gains over the 2018-2019 school year.

Staff-Leadership Relationships and Staff-Family Relationships exceeded both the District and AISD Elementary school results.

School Leadership met the elementary school results and exceeded the District results.

Due to the corona-virus/COVID-19, the perception surveys were not conducted in the 2019-2020 school year.

Priority Problem Statements







Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: By June of 2022, 90% of Purcell's Kindergarten - 2nd grade students will improve their reading levels according to MAP Growth.

Targeted or ESF High Priority

Evaluation Data Sources: Staff development records; sign-in sheets; staffing











Strategy 1 Details	Reviews			
<p>Strategy 1: Provide strategic targeted literacy instruction through small groups to all students in kindergarten, first and second grades.</p> <p>Strategy's Expected Result/Impact: Increased individualized attention to students and addressing their individual academic needs.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Staffing - Title I, Part A, Staffing - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide experienced, certified teachers to work with students and provide reading intervention in grades K-5 through Leveled Literacy Intervention.</p> <p>Strategy's Expected Result/Impact: Increased individualized attention to students and addressing their individual academic needs in reading.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Staffing - Title I, Part A, Staffing - General Fund, Staffing/Tutor - State Comp Ed</p>	Formative			Summative
	Oct	Jan	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: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: By June of 2022, 70% of Purcell students in grades 3-5 will be reading on grade level and successfully meeting the state "approaching standard" in Reading.

Targeted or ESF High Priority






Evaluation Data Sources: STAAR Data; Benchmark Data; MAP Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an additional Leveled Literacy Interventionist to serve 4th and 5th grade students.</p> <p>Strategy's Expected Result/Impact: This teacher will assist students in small groups to reach their grade's reading level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Temporary Teacher - Title I, Part A - \$12,500, Temporary Teacher - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a daily intervention and extension time in the master schedule to address academic needs for every student.</p> <p>Strategy's Expected Result/Impact: Increase targeted instruction</p> <p>Staff Responsible for Monitoring: Principal; Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Flexible Seating, Acoustic Dividers - Title I, Part A - \$12,500, - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: By June of 2022, Purcell will improve math scores by 30 percentage points in grades 3rd-5th.







Evaluation Data Sources: Pre & Post Assessments; benchmarks; STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize district created pre and post assessments from each unit and track individual student progress. Strategy's Expected Result/Impact: Increase Math STAAR performance. Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: 100% of teachers at Purcell will integrate the Leader in Me principles within their classroom curriculum to advance character development and foster a safe, responsible and respectful school environment.







Evaluation Data Sources: Leader in Me surveys to staff, parents and students and classroom walkthroughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will set professional goals and students will set academic goals to track their progress throughout the school year.</p> <p>Strategy's Expected Result/Impact: Staff and students will be more aware of individual progress on their goals and promoting a higher success rate.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coordinator; Lighthouse team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will integrate the Leader in Me lessons into their instructional day with routines and activities along with a monthly focus related to the 7 habits.</p> <p>Strategy's Expected Result/Impact: Increased utilization of the 7 Habits; improved, self-directed behavior; improved relationships.</p> <p>Staff Responsible for Monitoring: Principal; Asst. Principal; Instructional Coordinator; Instructional Coordinator; Lighthouse Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: 100% of Purcell teachers will utilize the Foundations and CHAMPS program in their classrooms to teach students campus and classroom expectations.






Evaluation Data Sources: Reduced discipline office referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review daily classroom expectations and procedures for behavior. Strategy's Expected Result/Impact: Reduced discipline office referrals Staff Responsible for Monitoring: Principal; Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: CHAMPS support will be provided to teachers through campus administration and the district CHAMPS Coach. Strategy's Expected Result/Impact: Expectations will be met Staff Responsible for Monitoring: Principal; Asst. Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	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 3: Build partnerships with local business and organizations.

Performance Objective 1: Purcell will promote community and school relationships through parent involvement and community adopters.




Evaluation Data Sources: Event log and volunteer data






Strategy 1 Details	Reviews			
<p>Strategy 1: Increase participation in the parent teacher organization to provide and promote campus support and help distribute information to stakeholders.</p> <p>Strategy's Expected Result/Impact: Increase in community involvement</p> <p>Staff Responsible for Monitoring: Principal; Parent Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Purcell will communicate stories of achievement, success, and opportunities with parents and stake holders.






Evaluation Data Sources: Perception survey of students, parents, and faculty/staff; Calendars

Strategy 1 Details	Reviews			
<p>Strategy 1: A newsletter will be sent out to faculty/staff on a weekly basis to offer reminders, directives, and encouragement.</p> <p>Strategy's Expected Result/Impact: Teachers will be well-informed and become an integral, active part of the Purcell campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus and classroom newsletters, calendars, and menus will be sent out monthly to keep parents and students informed of educational opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed of school activities.</p> <p>Staff Responsible for Monitoring: Principal; Secretary; Parent Involvement Coordinator; Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Remind at Purcell Elementary to inform parents of upcoming activities and school progress at least once a six weeks.</p> <p>Strategy's Expected Result/Impact: Parents will be well-informed of school activities.</p> <p>Staff Responsible for Monitoring: Principal; Asst. Principal; Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All classroom teachers will call and touch base with ALL of their students' parents at least once a semester. (e.g. To introduce themselves, welcome the student, inform them of initiatives, answer questions, etc.)</p> <p>Strategy's Expected Result/Impact: Improved, informed relationships between the school and home.</p> <p>Staff Responsible for Monitoring: Principal; Asst. Principal; Parent Involvement Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Supplies/Materials - Campus Budget</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: All Purcell teachers will meet Highly Qualified state standards and will be involved and engaged in the professional development goals of the district and the campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Purcell staff are provided with ongoing opportunities for professional learning in the following areas: content delivery, RTI, and differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Highly qualified staff</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$0.00
1	1	2	Staffing		\$0.00
Sub-Total					\$0.00
Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
2	1	1	Supplies/Materials		\$0.00
2	1	2	Supplies/Materials		\$0.00
2	2	1	Supplies/Materials		\$0.00
2	2	2	Supplies/Materials		\$0.00
4	1	1	Supplies/Materials		\$0.00
4	1	2	Supplies/Materials		\$0.00
4	1	3	Supplies/Materials		\$0.00
4	1	4	Supplies/Materials		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing		\$0.00
1	1	2	Staffing		\$0.00
1	2	1	Temporary Teacher		\$12,500.00
1	2	2	Flexible Seating, Acoustic Dividers		\$12,500.00
Sub-Total					\$25,000.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staffing/Tutor		\$0.00
1	2	1	Temporary Teacher		\$0.00
Sub-Total					\$0.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$25,000.00

Addendums