

Karnes City Independent School District

Roger E. Sides Elementary

2022-2023 Campus Improvement Plan



Vision

Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 8
- Priority Problem Statements 9
- Goals 10
 - Goal 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading. 10
 - Goal 2: KCISD will nurture students to be empathetic, productive citizens. 13
 - Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student. 16

Comprehensive Needs Assessment

Demographics

Demographics Summary

The enrollment at the end of 2020-2021 school year was 324 students.

The demographics indicated we were serving:

- Hispanic - 67.6%
- White - 23.5%
- African American - 6.5%
- 2 or more - 2.5%

- Emergent Bilingual - 6.5%
- Economically Disadvantaged - 76.2%
- Special Education - 13.3%

Demographics Strengths

We have a number of students receiving services to help meet their educational needs that give them accommodations that they need to be successful.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students requiring extra support continues to increase. **Root Cause:** Strengthening foundational programs and Tier 1 instruction along with intervention is needed.

Student Learning

Student Learning Summary

The campus continues to use NWEA MAP data as well as state accountability, classroom assessments, monthly ISIP (IStation), district CFAs and STAAR Interim to measure student growth.

MAP data reflects that performance from the Fall 2021 to the Fall of 2022 is as follows:

GRADE	Fall 2021	Fall 2022
2nd Reading	26%	31%
2nd Math	32%	35%
3rd Reading	47%	54%
3rd Math	41%	42%
4th Reading	32%	24%
4th Math	25%	31%
5th Reading	22%	16%
5th Math	18%	11%

Student Learning Strengths

Comparing the student groups in MAP Growth from 20-21 and 21-22, percentage points increased in the following:

2nd Reading: +5

2nd Math: +3

3rd Reading: +7

3rd Math: +1

4th Math: +6

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus needs a systematic process for using data to drive instruction. **Root Cause:** Changes in administration have hindered the process.

School Processes & Programs

School Processes & Programs Summary

RES Staff are using TEKS Resource System to address curriculum and instructional needs. They are using Pacing Guides from Implementing TEKS Resource System to guide their instruction. Teachers are using Eduphoria for desegregating data. The campus is in year two of implementing observations and feedback from an ICLE consultant. Teachers are observed 1-2 times per month and given feedback and tools to improve their instruction, this is done constructively and not tied to their TTESS. RES Staff are also receiving support from a Literacy Instructional Coach and Dean of Math. They offer support in the classroom, planning, and working with students.

Social emotional learning is addressed through monthly counselor guidance lessons and the district wide implementation of Capturing Kids Hearts.

School Processes & Programs Strengths

Structures are in place to keep procedures streamlined. They are evaluated and restructured when needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all staff are fully implementing Capturing Kids Hearts to its fullest potential. **Root Cause:** Staff may not truly understand the benefits and outcomes.

Perceptions

Perceptions Summary

Capturing Kids Hearts traction visit indicated that campus is at year 2, but is performing at year 1 due to change in administration.

RES continues to partner with ACE to serve students before school and after school as well as monthly family events.

RES Staff are celebrated monthly. Teachers and staff are expected to serve on a variety of committees. Monthly luncheons are coordinated by the social committee.

Staff meetings are held once per month, and PLCs occur 2 times per month. Grade level planning occurs weekly.

Families are welcomed in a variety of ways: conferences with teachers, parent volunteer groups, field trip chaperoning and an open door policy with campus administration.

Perceptions Strengths

There is a strong relationship between the campus and ACE. ACE assists with after school tutoring and HB4545 requirements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is not a clear vision or mission for the campus. **Root Cause:** Change in leadership.

Priority Problem Statements









Goals

Goal 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 1: 80% of RES Students will meet or exceed expected grade level proficiency levels.

High Priority

Evaluation Data Sources: Progress monitoring through TPRI (2nd grade), Lexia, CFAs, MAP data, Istation (ISIP), campus fluency checks.









Strategy 1 Details	Reviews			
<p>Strategy 1: Saxon Phonics will continue to be implemented in second grade to provide foundational reading skills.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency.</p> <p>Staff Responsible for Monitoring: Administrator, Literacy Coach, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: High Impact Tutoring will be provided to meet HB 4545 requirements in collaboration with ACE and TCLAS using Amplify.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency, TCLAS and HB4545 requirements.</p> <p>Staff Responsible for Monitoring: Administrator, ACE Director, TCLAS Coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide events that promote literacy to RES families such as Literacy Night, Science Fair, Grandparents Reading Event, School Book Fair, My Home Library Book Distribution.</p> <p>Strategy's Expected Result/Impact: increased reading proficiency and increase family engagement.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Special Programs Director, Administrator, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide daily RTI for at risk students and students not showing academic growth.</p> <p>Strategy's Expected Result/Impact: Growth in reading comprehension and fluency resulting in increased grades and test scores.</p> <p>Staff Responsible for Monitoring: Administration, Literacy Coach, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide services to students diagnosed with dyslexia through the Scottish Rite Program.</p> <p>Strategy's Expected Result/Impact: Students will make gains to fill gaps and reach grade level proficiency.</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Administrator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 2: All RES Students will have the opportunity to access quality literature through the school library, class libraries, and through teacher read alouds.









Evaluation Data Sources: Library reports, class observations and walk throughs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduled library time will be required in teacher's weekly schedules. Students will hear a read aloud in the library and have time select appropriate books based on their reading and interest level.</p> <p>Strategy's Expected Result/Impact: Students are exposed to quality reading materials to promote the love of reading.</p> <p>Staff Responsible for Monitoring: Administrator, library staff, teachers.</p> <p>Title I: 2.4, 2.5</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: KCISD will nurture students to be empathetic, productive citizens.

Performance Objective 1: All students will receive monthly guidance lessons from the campus counselor.













Evaluation Data Sources: Counselor schedule, disciplines referrals, counselor referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Guidance lessons are aligned with national or state initiatives, campus needs based on discipline referrals or teacher concerns.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals, and a positive school culture.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Staff.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Jan	Mar	May	May
				
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Goal 2: KCISD will nurture students to be empathetic, productive citizens.

Performance Objective 2: All RES staff members will use relationship building strategies to increase student achievement.












Evaluation Data Sources: discipline data, walk throughs and observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will use strategies learned from Capturing Kids Hearts training that occurred in 2021 and in 2022 to build relationships with staff and students.</p> <p>Strategy's Expected Result/Impact: Student academic and behavior growth.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, All Staff.</p> <p>Title I: 2.5</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Incentive program will be developed to reward positive behavior and decrease negative behavior.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to participate in class activities with fewer disruptions and/or discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Staff.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: KCISD will nurture students to be empathetic, productive citizens.

Performance Objective 3: Parent Involvement will increase by 10% at RES Elementary.

Evaluation Data Sources: Sign in sheets, fliers, newspaper articles, Blackboard Communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be invited to attend and participate in many campus activities such as Grandparent's Day, Veterans Day, Thanksgiving Feast, class parties, Field Day, Field Trips, etc.</p> <p>Strategy's Expected Result/Impact: Increased positive relationships with parents and the community.</p> <p>Staff Responsible for Monitoring: District Parent Liaison, Special Programs Coordinator, Administrator.</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be invited to meet with Teachers for conferences twice per year where they will receive the Student - Parent - Teacher Compact and the Parent Involvement Policy. Parents will also be invited to participate in campus committees and Title I planning meetings.</p> <p>Strategy's Expected Result/Impact: A strong parent -school relationship helps students learn and grow.</p> <p>Staff Responsible for Monitoring: District Parent Liaison, Administrator, Special Programs Director.</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative			Summative
	Jan	Mar	May	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 1: RES Teachers will use TEKS Resource System with fidelity.













Evaluation Data Sources: Lesson plans, walkthroughs, observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly grade level team meetings will be held that focus on instructional practices. Strategy's Expected Result/Impact: Improved instructional practices will improve student performance. Staff Responsible for Monitoring: Administrator, Literacy Coach, Dean of Math.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attend professional development that is geared around TEKS Resource System. Strategy's Expected Result/Impact: Teachers will be knowledgeable with using TEKS Resource System and the various components Staff Responsible for Monitoring: Administrator, Assistant Superintendent.</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 2: Teachers will desegregate student academic data using Eduphoria.













Evaluation Data Sources: Data reports from Eduphoria, TPRI, NWEA MAP, Istation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All major assessments will be entered in Eduphoria for data desegregation, Strategy's Expected Result/Impact: Increased academic performance. Staff Responsible for Monitoring: Administrator, Teachers, Literacy Coach, Dean of Math.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will have designated PLC meetings and data meetings. Strategy's Expected Result/Impact: Determining areas of strength and struggle in regard to instruction provided. Staff Responsible for Monitoring: Administrator, Teachers, Dean of Math, Literacy Coach, Assistant Superintendent.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 3: Professional development and learning from district and state initiatives will be implemented to target instructional services.













Evaluation Data Sources: Sign in sheets, PD certificates.









Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will attend Reading Academies required by the state provided by Region 20.</p> <p>Strategy's Expected Result/Impact: Teacher's instructional skills will increase in reading.</p> <p>Staff Responsible for Monitoring: Administrator, Teachers, Assistant Superintendent.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaboration with ICLE consultant will continue with Cohort two, four new teachers, will continue with 1-2 visits per month with constructive feedback and suggestions.</p> <p>Strategy's Expected Result/Impact: Teacher's instructional skills will increase student performance and engagement.</p> <p>Staff Responsible for Monitoring: Administrator. Assistant Superintendent.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 4: Students, or potential students, in special populations such as GT, dyslexia, ESL, or special education will receive the appropriate support and/or testing.

Evaluation Data Sources: RTI data, ARD records, GT records, LPAC records, dyslexia records, 504 records.









Strategy 1 Details	Reviews			
<p>Strategy 1: The KCISD District GT plan will be carried out with fidelity.</p> <p>Strategy's Expected Result/Impact: GT Students will be identified and receive appropriate services.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, District Special Programs Coordinator.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The KCISD District Dyslexia Plan will be carried out with fidelity.</p> <p>Strategy's Expected Result/Impact: Dyslexia students will be identified and receive appropriate services.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Special Programs Director.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The KCISD District LPAC Guidelines will be carried out with fidelity.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual students will be identified and receive appropriate services.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Special Programs Director.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Special Education students will be identified and served following ARD requirements as mandated by TEA.</p> <p>Strategy's Expected Result/Impact: Students in need of special education services will be identified and receive appropriate services.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Teacher.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 5: A Mentorship Program will be implemented and used with fidelity in collaboration with Region 20.

Evaluation Data Sources: Mentorship Program Outline.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the KCISD Mentorship Program, 2 teachers will carryout the extra duties required to fulfill the program. Each teacher will be assigned 3-4 teachers to support throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased support for teachers will increase student performance.</p> <p>Staff Responsible for Monitoring: Administrator. Mentors, Mentees, Assistant Superintendent.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				