

Karnes City Independent School District

District Improvement Plan

2020-2021



Mission Statement

Karnes City ISD, maximizing opportunities for by building meaningful connections and an empowered learning community- every moment, every person, everyday.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2019-2020

District enrollment: 1085

Student Ethnicity and Program Demographics:

49.31% Female, 50.69 % Male

72.98% Hispanic, 23.73% White, 2.67% Black-African American, 0.65% Two or More, 0.09% Asian

72.35% Economically Disadvantaged

- 65.71% Free Lunch Participation
- 6.64% Reduced Lunch Participation

44.76% At-Risk

8.94% Gifted and Talented

14.65% Special Education

4.98% English as a Second Language

35.67% Career and Technical Education Participation

3.23% Dyslexia Identified

Teacher Demographics

73.4% Female, 26.4% Male

29.67% Hispanic, 1% Two or More, 69.23 % White, 1% Black-African American

Teacher Retention Rate: 83.5%

Teacher years of experience:

- Beginning Teacher 7.6%
- 0-5 Years 19.9%
- 6-10 Years 22.9%
- 11-20 Years 27.8 %
- 20 + Years 22%

Demographics Strengths

- KCISD enrollment has remained steady for the past several years with just a slight fluctuation.
- Over 70% of KCISD teachers have more than six years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Opportunity gaps exist for some students in our schools. **Root Cause:** A diverse and changing community population.

Student Learning

Student Learning Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		87	B
STAAR Performance	46	78	
College, Career and Military Readiness	61	90	
Graduation Rate	100	100	
School Progress		90	A
Academic Growth	68	76	C
Relative Performance (Eco Dis: 71.1%)	54	90	A
Closing the Gaps	58	78	C

2019 STAAR Performance Data Table

KARNES CITY ISD (128901)

	All Students	African American	Hispanic	White	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)
All Subjects										
Percent of Tests % at Approaches GL Standard or Above	75%	64%	70%	89%	83%	69%	58%	60%	46%	75%
% at Meets GL Standard or Above	45%	36%	36%	69%	83%	36%	26%	26%	19%	46%
% at Masters GL Standard	18%	9%	11%	36%	50%	12%	11%	9%	10%	20%
ELA/Reading										
Percent of Tests % at Approaches GL Standard or Above	73%	55%	68%	88%	*	67%	48%	53%	40%	73%

2019 STAAR Performance Data Table

% at Meets GL Standard or Above	43%	35%	35%	68%	*	34%	19%	22%	15%	50%
% at Masters GL Standard	14%	10%	9%	28%	*	10%	6%	6%	7%	23%
Mathematics										
Percent of Tests	81%	81%	77%	92%	*	76%	70%	71%	58%	83%
% at Approaches GL Standard or Above										
% at Meets GL Standard or Above	44%	50%	36%	67%	*	37%	37%	32%	22%	39%
% at Masters GL Standard	19%	13%	13%	39%	*	15%	11%	10%	15%	22%
Writing										
Percent of Tests										
% at Approaches GL Standard or Above	61%	*	56%	76%	*	55%	43%	44%	37%	*
% at Meets GL Standard or Above	36%	*	30%	50%	*	28%	14%	11%	16%	*
% at Masters GL Standard	10%	*	5%	21%	*	7%	14%	11%	11%	*
Science										
Percent of Tests										
% at Approaches GL Standard or Above	79%	67%	74%	92%	-	73%	67%	64%	51%	88%
% at Meets GL Standard or Above	53%	17%	45%	79%	-	44%	22%	27%	24%	75%
% at Masters GL Standard	23%	0%	14%	48%	-	14%	22%	18%	5%	13%
Social Studies										
Percent of Tests										
% at Approaches GL Standard or Above	73%	*	63%	90%	-	68%	*	*	32%	80%
% at Meets GL Standard or Above	48%	*	36%	72%	-	40%	*	*	27%	40%
% at Masters GL Standard	26%	*	16%	47%	-	16%	*	*	9%	20%

Due to COVID-19 the district will retain this rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 50% of KCISD students are scoring at the Meets or Masters level of the STAAR test. **Root Cause:** Students are leaving grade levels with gaps in learning.

Problem Statement 2: Academic gaps are evident in our subgroups of students. **Root Cause:** A lack of variance in instructional strategies.

Problem Statement 3: Instructional use of technology in classroom instruction has not been sustained. **Root Cause:** There are no set expectations for the use of technology as an instructional tool.

District Processes & Programs

District Processes & Programs Summary

KCISD follow TEKS Resouce as the foundation for the curriculum scope and sequence for grades K-12. Data Days are scheduled into the school calendar to provide staff the needed time to disaggregate the data to build data-driven instruction.

KCISD is working towards a 1:1 device goal and providing internet service to students who are in need. Technology is available on all campuses including the use of GSuite apps such as Google Classroom to prepare students for higher education learning management systems.

KCISD remains very competitive with their salary schedule and offers stipends to subject areas teachers at the secondary level in high need areas.

District Processes & Programs Strengths

Vertical alignment meetings are held annually to have teachers discuss alignment concerns. Department and grade level meetings are held regularly to share instructional practices, needs, and concerns. Student performance data is reviewed at regular intervals. Students are being taught ownership of their learning and achievement. Scheduled data days are built into the calendar to ensure all instructional content areas are able to participate.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Growth is not evident in all students based on district and state assessment progress measures. **Root Cause:** Achievement gaps in student learning are preventing students from growing, creating a need for designated Response to Intervention teachers for each campus.

Problem Statement 2 (Prioritized): The retention rate for KCISD teachers has decreased, and not all positions are currently filled by certified teachers. **Root Cause:** Despite the competitive salary schedule, the housing shortage appears to deter teachers who would move in to the district.

Perceptions

Perceptions Summary

KCISD prides itself on teaching the whole child. The focus on the socio-emotional well being of our students is as important to us as is the academic achievement. Programming has been implemented to meet the needs of all students, college, workforce, and military bound. KCISD values the importance of families and the role they play in supporting a successful education for students. The After School Centers Grant and the School Climate Transformation grant have been instrumental in helping to build a strong culture and climate for our students and families.

Perceptions Strengths

- Progressive
- Student-Centered
- Welcoming
- Proud

Priority Problem Statements

Problem Statement 1: Opportunity gaps exist for some students in our schools.

Root Cause 1: A diverse and changing community population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 50% of KCISD students are scoring at the Meets or Masters level of the STAAR test.

Root Cause 2: Students are leaving grade levels with gaps in learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Growth is not evident in all students based on district and state assessment progress measures.

Root Cause 5: Achievement gaps in student learning are preventing students from growing, creating a need for designated Response to Intervention teachers for each campus.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 7: The retention rate for KCISD teachers has decreased, and not all positions are currently filled by certified teachers.

Root Cause 7: Despite the competitive salary schedule, the housing shortage appears to deter teachers who would move in to the district.

Problem Statement 7 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Goals

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

Performance Objective 1: 100% of the KCISD campuses will incorporate multiple strategies that encourage enjoyable, purposeful reading.

Evaluation Data Sources: Campus Newsletters, Leadership meetings

<p>Strategy 1: KCISD will share resources and strategies for parents, students, and faculty to promote and encourage reading. Strategy's Expected Result/Impact: Literacy awareness will create and foster the attitude of the importance reading, for purpose and for enjoyment. Staff Responsible for Monitoring: Leadership team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Funding Sources: - 199 -- Local, - 211-Title I, Part A</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: The district will support Scholastic Book fairs are held on all campuses. Strategy's Expected Result/Impact: Increase student interest in books and opportunities to explore more reading genres. Staff Responsible for Monitoring: District Librarian, Campus Librarian, Campus Administration</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: The district will support opportunities for students to join a book club at the junior high and high school are available. Strategy's Expected Result/Impact: Increase student interest in books and an opportunity to discuss and share with their peers. Staff Responsible for Monitoring: Campus Librarians Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: The district will support the continued implementation of the Accelerated Reader Program on the elementary and primary campuses. Strategy's Expected Result/Impact: Increased comprehension based on individualized books for students. Staff Responsible for Monitoring: Teachers, Campus Principals Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 5: All students in the district will have access to the campus libraries and online access to subscription programs that supply books online. Strategy's Expected Result/Impact: Increased access for students to a variety of books. Staff Responsible for Monitoring: Campus Principals, District Media Specialist, Campus Librarians.</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 2: 100% of the KCISD students assessed will demonstrate growth or maintain the masters level in reading proficiency.





Evaluation Data Sources: STAAR, IStation, CIRCLE, TSI

<p>Strategy 1: STAAR, LEXIA, Istation, and TSI reports will be analyzed to show individual student growth in Reading for grades K-10. CIRCLE will be used for PK students.</p> <p>Strategy's Expected Result/Impact: Individual student growth will be documented and will provide opportunities for personalized instruction. Growth should be seen in all students.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Principals, RtI teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: All content K-3 teachers, SPED, Intervention teachers, and Campus Principals will participate in the Texas Reading Academies.</p> <p>Strategy's Expected Result/Impact: Implementation of an instructional approach to develop skilled readers.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: KCISD will continue to use Reading by Design as their dyslexia intervention program. Procedures for entering and exiting dyslexia are maintained at the district level.</p> <p>Strategy's Expected Result/Impact: Student reading fluency will increase and students will be provided individualized instruction based upon their needs.</p> <p>Staff Responsible for Monitoring: Campus principals, Curriculum and Instruction Department, Special Programs Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: 100% of all primary, elementary, junior high, and high school students will have the opportunity to engage in character education and social -emotional learning.





<p>Strategy 1: Continue implementation of all tiers of PBIS on all KCISD campuses. Strategy's Expected Result/Impact: Decrease in discipline referrals for all students. Staff Responsible for Monitoring: SCT grant staff, PBIS campus teams, campus staff Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: Suicide Awareness and prevention Protocols will be implemented at each campus Strategy's Expected Result/Impact: Staff preparedness to confidently manage a potential situation. Staff Responsible for Monitoring: School Climate Transformation Grant Staff, Campus Principals, Campus Counselors Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: Continue to require all new staff to attend Mental Health and First Aid Training. Strategy's Expected Result/Impact: Increased awareness among staff of the mental health issues possibly affecting students on our campuses. Staff Responsible for Monitoring: SCT grant staff, Instructional Services Director Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: Weekly lessons will be provided to primary students through lessons from the campus counselor and Zones of Regulation. Elementary students will be provided Guidance Counselor Activities and Character Education through Early Act First Knight program. Strategy's Expected Result/Impact: Increase student awareness towards positive character traits and motivate them to practice these traits. Staff Responsible for Monitoring: Campus principals, and campus counselors Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 5: Junior high students will engage in character education lessons through Second Step Curriculum. They will also participate in career exploration with the counselor through Xello. Strategy's Expected Result/Impact: Increase student awareness towards building positive relationships, making good decisions, and handling emotions. Staff Responsible for Monitoring: Campus Principal and Campus Counselor Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May

<p>Strategy 6: ACE Family Engagement sessions will continue to be offered for elementary and JH parents through a variety of activities.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the need for families to be involved in their student's education.</p> <p>Staff Responsible for Monitoring: ACE Family Engagement Staff</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 7: All KICSD campuses will collaborate with the Comal County Crisis Center through the School Climate and Transformation Grant. Sessions will be provided to parents and students on a variety of topics.</p> <p>Strategy's Expected Result/Impact: Increased awareness for students and parents on topics affecting students.</p> <p>Staff Responsible for Monitoring: SCTG staff and campus principals</p> <p>Title I Schoolwide Elements: 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 8: High school teachers will utilize the School Connect Curriculum for instruction in soft skills and social emotional learning</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge and skills needed to build healthy relationships, resolve conflicts, and prepare for college and workforce.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: All KCISD campuses will maintain a 96% or higher attendance rate.





Evaluation Data Sources: Campus attendance reports

<p>Strategy 1: The district will continue to support the campuses to contact parents when students are absent or tardy either through personal phone calls or Blackboard Mass Notification System. Strategy's Expected Result/Impact: Increased attendance from previous year, also a reflection of increased success of students. Staff Responsible for Monitoring: Campus Principals, attendance clerks Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: Incentives that are tied to attendance rates will be provided by each campus. Strategy's Expected Result/Impact: Increased attendance from previous year, also a reflection of increased success of students. Staff Responsible for Monitoring: Campus Principals, attendance clerks Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: KCISD will continue to increase parent and family involvement at all campuses.





Evaluation Data Sources: Surveys, sign in sheets

<p>Strategy 1: Offer EL parent meetings with an interpreter to provide information about testing, curriculum, activities, and opportunities at each campus.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement for all students.</p> <p>Staff Responsible for Monitoring: Campus Principal, Campus Counselor, Parent Liaison, Special Programs Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title III-ESL/Bilingual</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: District staff will support campuses to provide opportunities for parents to be informed of the curriculum, assessments, and activities their students will be participating in throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in all areas of the district.</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Parent Liaison, Special Programs Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 199 -- Local, - 211-Title I, Part A</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: Participants throughout the district will participate in Ambassador Academy Year 1 and Year 2 in conjunction with the Friends of Texas Public School.</p> <p>Strategy's Expected Result/Impact: Participants will exemplify leadership qualities to increase the positive perception of the public schools in our community.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: Parents will be encouraged to attend Title I Parent and Family Engagement sessions and conferences, within the district and regionally.</p> <p>Strategy's Expected Result/Impact: Increase involvement from parents within the district.</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Parent Liaison, Special Programs Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - 211-Title I, Part A</p>	Reviews			
	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 1: All KCISD campuses will provide Response-to-Intervention (RtI) instruction to assist in closing gaps for 100% of students who are in need.





Evaluation Data Sources: iStation, LEXIA and STAAR reports

<p>Strategy 1: Master schedules for each campus will include dedicated RtI time for students who are identified to need interventions. Strategy's Expected Result/Impact: Students will show growth towards performing on grade level. Staff Responsible for Monitoring: Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: Teachers will have dedicated days for curriculum alignment in campus and grade level meetings. Strategy's Expected Result/Impact: An aligned curriculum will help close achievement gaps. Staff Responsible for Monitoring: Assistant Superintendent of C&I, Campus principals Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: Lexia, TSI, and Istation will be utilized to show student growth in Math and Reading. Strategy's Expected Result/Impact: Data will be used to individualize learning for students to help grow and close achievement gaps. Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Special Programs Coordinator, Campus Principals. Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: Teachers will have access to all necessary supplies and materials needed to provide instruction to students based on data. Strategy's Expected Result/Impact: Growth in students and a smaller achievement gap. Staff Responsible for Monitoring: Campus principals Funding Sources: - 211-Title I, Part A</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 5: State Comp Ed funds will be used to fund a credit recovery and flexible year program using GradPoint. Students will have the opportunity to recover credits and complete their foundation high school courses. Strategy's Expected Result/Impact: Drop out rate will remain 0% Staff Responsible for Monitoring: HS campus principal, Credit Recover Teacher Title I Schoolwide Elements: 2.6</p>	Reviews			
	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 2: 100% of students will be accepted into the workforce, military, trade school, or Institution of Higher Education upon graduation.

Evaluation Data Sources: PEIMS reports





<p>Strategy 1: AVID elective class will continue to be offered for 6th -8th grade students who meet the selection criteria. Strategy's Expected Result/Impact: Create a path for students in AVID to achieve success in school and apply for college. Staff Responsible for Monitoring: Instructional Service Director, Campus Principals Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: Increase of CTE course offerings with a dedicated industry certification opportunity attached to the program of study. Strategy's Expected Result/Impact: Students will graduate from high school with a certification that will allow them to become employed in the field or further their education in the field. Staff Responsible for Monitoring: Special Programs Coordinator, HS campus principal Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: Continue to pay for dual credit and early college high school courses for students. Strategy's Expected Result/Impact: An increase in students taking college courses for credit during high school. Staff Responsible for Monitoring: Superintendent, HS campus principal, ECHS principal, HS and ECHS counselor Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: Students and parents will be encouraged to complete the FAFSA, with multiple opportunities provided by the school for assistance, including FAFSA Night and College Visits. Strategy's Expected Result/Impact: All graduating seniors will fill out the FAFSA form. Staff Responsible for Monitoring: HS Counselor, ECHS Counselor Title I Schoolwide Elements: 3.2</p>	Reviews			
	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 3: 100% of all KICSD students will maintain masters level or show growth on state administered assessments.

Evaluation Data Sources: STAAR, TELPAS reports





<p>Strategy 1: English Language Arts teachers in grades PK-12 will become ESL certified to better meet the need of our English Learners.</p> <p>Strategy's Expected Result/Impact: All English Learners will be taught by certified ESL teachers in their Language Arts Classes.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Special Programs Coordinator.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: All teachers in KCISD will go through either ELPS or Sheltered Instruction Training on Gateway, provided through TEA.</p> <p>Strategy's Expected Result/Impact: The strategies learned through these trainings will be implemented through all content areas to support English Learners.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of C&I, Special Programs Coordinator, Campus Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 3: Continue to train teachers who have their initial 30 hours of GT training will maintain with a 6 hour update annually. Also, training more teachers in the initial 30 hours of GT.</p> <p>Strategy's Expected Result/Impact: All identified GT students will be served through a dedicated GT period or through a class period with a GT certified teacher.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of C&I, Special Programs Coordinator, Campus Principals</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 4: After School Centers for Education Grant (ACE) will provide dedicated tutorial time to students in need before and after school.</p> <p>Strategy's Expected Result/Impact: Improved performance in classwork and on state administered assessments.</p> <p>Staff Responsible for Monitoring: ACE staff, Campus Principals</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May

<p>Strategy 5: Participation in the Migrant shared service agreement to better facilitate the transition of our migrant student population.</p> <p>See Priority For Services Action Plan in Addendum.</p> <p>Strategy's Expected Result/Impact: Migrant students will be offered services through the migrant shared services, migrant students will have a seamless transition.</p> <p>Staff Responsible for Monitoring: Special Programs Coordinator Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 6: Determine research-based instructional strategies to be used in instruction, which have been identified to increase success in our SPED and Economically Disadvantaged students</p> <p>Strategy's Expected Result/Impact: Increase in scores for our SPED and Economically Disadvantaged populations.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan</p>	Reviews			
	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 4: KCISD will provide 100% of the staff professional development to meet the needs of the district.

Evaluation Data Sources: Completed surveys and feedback, also observation of strategies used in classroom.

<p>Strategy 1: KCISD staff will implement professional development in areas of data analysis and instructional strategies through Lead4ward.</p> <p>Strategy's Expected Result/Impact: All student groups will show growth throughout the year on all assessments.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability - Equity Plan</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: KCISD will implement professional development in the use of the TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will understand and utilize the TEKS Resource System for planning instruction.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals</p>	Reviews			
	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: 100% of KCISD teachers will utilize technology in their instruction.

<p>Strategy 1: Provide Kajeet hotspots for checkout at campuses for student use at home. Strategy's Expected Result/Impact: Provide students with CIPA approved internet access when they are at home working on assignments Staff Responsible for Monitoring: Campus Principals, District Media Specialist, Campus librarians, Technology Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 270-Rural and Low Income</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
<p>Strategy 2: KCISD technology continues to purchase devices and software for each campus, within the renewal cycle. Strategy's Expected Result/Impact: KCISD students will continue to have needed access to levels of technology that will allow them to be successful in the global society. Staff Responsible for Monitoring: Technology Director, Campus Principals</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: KCISD will stay up to date and current on the systems in place for district organization.

Performance Objective 1: Policy and procedures will be implemented to remain compliant with laws regarding the administration and funding of federal programs.

Strategy 1: Plan4Learning will be used to create the District Improvement Plan. Strategy's Expected Result/Impact: An organized and concise plan for the campus and district. Staff Responsible for Monitoring: Special Programs Coordinator, Campus Principals Funding Sources: - 211-Title I, Part A - \$1,500, - 199 -- Local - \$500	Reviews			
	Formative			Summative
	Jan	Mar	May	May
Strategy 2: Federal Programs Director will attend all applicable training to adhere to all federal compliance. Strategy's Expected Result/Impact: KCISD will remain compliant with all federal grants and awards. Staff Responsible for Monitoring: Superintendent Funding Sources: - 211-Title I, Part A	Reviews			
	Formative			Summative
	Jan	Mar	May	May
Strategy 3: District will support campus counselors in programming and compliance with statute and federal programs Strategy's Expected Result/Impact: Streamline procedures for programs for continuity across campuses. Staff Responsible for Monitoring: Assistant Superintendent of C&I Special Programs Coordinator	Reviews			
	Formative			Summative
	Jan	Mar	May	May
Strategy 4: Continue to train staff annually in ALICE active shooter training and the use of CopSync to alert authorities to intruders or situations in district buildings. Strategy's Expected Result/Impact: Staff will be prepared to handle situations should the need arise. Staff Responsible for Monitoring: Crisis Management Team	Reviews			
	Formative			Summative
	Jan	Mar	May	May
Strategy 5: District will participate in Critical Incident Crisis Cluster training. Strategy's Expected Result/Impact: District will be prepared with a Google Drive specific for their them with critical procedures should the need arise. Staff Responsible for Monitoring: Superintendent	Reviews			
	Formative			Summative
	Jan	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Funding Summary

199 -- Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	3	2			\$0.00
4	1	1			\$500.00
Sub-Total					\$500.00
211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	3	2			\$0.00
2	3	4			\$0.00
3	1	4			\$0.00
4	1	1			\$1,500.00
4	1	2			\$0.00
Sub-Total					\$1,500.00
270-Rural and Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$0.00
Sub-Total					\$0.00
Title III-ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$2,000.00

Addendums

2020-2021 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 09/16/20

School Year: 2020 - 2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state content and student performance standards expected of all children.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority for Service Action Plan

Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs

Provide services to PFS migrant students.

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor Logs Recruiter Logs Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature

Date Completed

ESC Signature

Date Received