

Karnes City Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: September 12, 2017

Mission Statement

Karnes City ISD shared, with parents and the business community, the responsibility of educating each student so his or her potential will be fulfilled.

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

District enrollment: 1073

Student Ethnicity and Program Demographics:

50.7% Female, 49.3 % Male

72% Hispanic, 26% White, 1.5% Black-African American, 0.19% Two or More

67% Economically Disadvantaged

- 60% Free Lunch Participation
- 7% Reduced Lunch Participation

43% At-Risk

11% Gifted and Talented

10.81% Special Education

4% English as a Second Language

24% Career and Technical Education Participation

3.8% Dyslexia Identified

Teacher Demographics

Based upon 2016-2017 Data

76% Female, 24% Male

20% Hispanic, 1% Two or More, 75.8 % White, 2% Black-African American

Demographics Strengths

- KCISD had a slight enrollment increase from 2015-2016 school year.
- Equitable representation of males and females
- African-American staff is comparative to the student population, 2% staff to 1.5 % student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The economically disadvantaged population continues to increase, from 65% to 67%

Problem Statement 2: The At-Risk population of our students continues to increase, 41% to 43.7%.

Problem Statement 3: The Special Education population of our students has increased slightly, 10% to 10.8%.

Student Achievement

Student Achievement Summary

KCISD Received Accountability Rating of "Met Standard" for the 2016-2017

KCISD exceeded the State Targets in each of the 4 Indexes within the State Accountability System

- Index 1- Student Achievement: **KCISD 73** vs. State Target of 60
- Index 2- Student Progress: **KCISD 38** vs. State Target of 22
- Index 3- Closing Performance Gaps: **KCISD 35** vs. State Target of 28
- Index 4- Post Secondary Readiness: **KCISD 80** vs. State Target of 60

STAAR 3-8 Passing Rate:

- Math 83.6%
- Reading 71.9%
- Science 59%
- Social Studies 48.8 %
- Writing 66.2 %

STAAR EOC Passing Rate:

- Math 90.9%
- Science 100%
- Social Studies 75%
- English Language Arts 67.1%

2015-2016 Graduation Rate 100%

Student Achievement Strengths

- Improvement in Math EOC scores
- Addition of MAP and TSI testing to identify student gaps for early intervention K-10.
- Professional Development opportunities are provided and encouraged for staff to attend. Focus on content and support for all student populations, ESL, GT, SPED, and At-Risk

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students performance on Reading assessments district wide are not meeting System Safeguards.

Problem Statement 2: Economically Disadvantages students performance on Reading, Science, and Social Studies are not meeting System Safeguards.

District Culture and Climate

District Culture and Climate Summary

Karnes City ISD has a strong culture and climate. Annual feedback from various surveys including the Employee Opinion Survey, Community and Student Engagement Survey, and the Pride Survey are analyzed by district leadership to monitor and support our district. The After School Centers Grant and the School Climate Transformation Grant have both been instrumental in helping to build this strong culture and climate for our students and families.

District Culture and Climate Strengths

- Attendance rate is 96.1%
- All campuses rated Recognized or Exemplary in all areas on Community and Student Engagement Survey
- District wide implementation of Positive Behavior Intervention and Supports (PBIS)
- Over 60% of students involved in extra-curricular activities at the secondary campuses.
- Character Education and Social-Emotional Curriculum have been implemented at all 4 campuses

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Karnes City ISD became a District of Innovation in April of 2017. This allowed the district to certify teachers in the areas of CTE and Spanish, locally to help with scheduling at the high school. Karnes City ISD has ensured that all staff are certified or currently working on certifications through alternative certification programs.

Staff Quality, Recruitment, and Retention Strengths

Teacher Retention Rate: 89.2%

Teacher years of experience:

- Less than 5 years: 33.7%
- 5-10 years: 23.7%
- 11-15 years: 13.7%
- 16+ years: 28.7%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Karnes City ISD utilizes the TEKS Resource System components for the four core subjects. iCEV curriculum is used for CTE courses at the high school. Supplemental resources are requested and purchased to enhance the scope and sequence of the TEKS Resources System and State Adopted Materials.

Curriculum, Instruction, and Assessment Strengths

- Vertical and Horizontal alignment meetings
- Use Year at a Glance and Instructional Focus Documents to maintain alignment
- DMAC, MAP, and TSI used to monitor progress
- Dual Credit Opportunities
- High School Credit Opportunities at 8th grade
- Implementation of AVID WICOR strategies and Costa's Level of Questioning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A decrease in test scores for subjects who are not tested every grade beginning at 3rd grade.

Problem Statement 2: Noticeable gaps in skills throughout all grades.

Family and Community Involvement

Family and Community Involvement Summary

Karnes City strives to make all parents and community members welcome in our schools. The campuses with the help of the ACE grant have strived to create events for students and their families to attend to become more involved with the school. The districts Parent Liaison is extremely instrumental in helping to form relationships with parents to build the bridge between home and school.

Family and Community Involvement Strengths

Parental Involvement Opportunities:

- PTO at KCP, RES, and KCJH
- Family Fun Nights
- Parent Volunteers during school day

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Low number of parent participation at secondary level in activities to support student achievement.

Technology

Technology Summary

Karnes City ISD has made significant strides in increasing the amount of technology for each campus. According to district numbers KCISD very close to being a 1:1 district with all student desktops, laptops, and chrome devices included on each campus. Karnes City ISD has upgraded the bandwidth to accommodate the rise in technology.

Technology Strengths

- Google School integration of GSuite apps
- Clever single sign on to allow for easier access to programs for students
- Learning Management Systems through Google Classroom
- Carts of Chrome devices for all campuses provided through the STARS grant

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

Goals







Goal 1: KCISD empowers students with the knowledge and skills necessary to be successfully employed in today's workforce.

Performance Objective 1: KCISD will provide teachers and staff the opportunities to attend professional development which are aligned to student needs, based upon district data.

Evaluation Data Source(s) 1: Sign in Sheets from District Provided Training, Certificates from trainings

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Staff will be provided dedicated vertical and horizontal curriculum alignment meeting days.</p> | 4, 8 | Campus Principals, Instructional Services Director, Superintendent | A coherent curriculum. | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Professional Development opportunities to assist faculty with curriculum, assessment, disaggregating data, and implementing transformational teaching strategies.</p> | 8 | Campus Principals, Instructional Services Director, Superintendent | The use of data will be used to drive classroom instruction. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Professional development will be provided for all classroom teachers to support students with Writing, Inquiry, Collaboration, Organization, and Reading.</p> | 4 | AVID Campus Site Team, Instructional Services Director, Campus Principals | All teachers will implement the WICOR strategies in their instruction. | | | | |
| <p>PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>4) Classroom teachers will attend training that is specific to their teaching assignments.</p> | 4 | Campus Principals, Instructional Services Director | Classroom instruction will reflect best teaching practices gained through training. | | | | |

| | | | | | | | |
|---|---|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 7</p> <p>5) Compensatory Staff Development Days will be continued to be required throughout the Summer months.</p> | 4 | Campus Principals, Instructional Services Director, Superintendent. | Staff will attend trainings or conferences they feel will further benefit their instruction, that might not be feasible during the school year. | | | | |
| <p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |







Goal 1: KCISD empowers students with the knowledge and skills necessary to be successfully employed in today's workforce.

Performance Objective 2: KCISD will increase the percentage of students who are on grade level as measured by Meets Grade Level, on state and local assessments to ensure that all system safeguards are met.

Evaluation Data Source(s) 2: Accountability Reports

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Academic support will be provided to GT, At- risk, Special Education, and ESL students through in class interventions, tutorials, enrichment, and academic extra-curricular activities.</p> | 9, 10 | Counselors, Campus Principals, Instructional Services Director, Special Programs Coordinator. | Student's will receive the supports they need to be successful and show growth in their academic needs. | | | | |
| <p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Campus grade level and department meetings will be held on each campus to allow for teacher input on instructional programming for students.</p> | 8 | Campus Principals | Individualized instruction will be a focus for each student who is in need. | | | | |
| <p>3) Continue the use of TEKS Resource System curriculum to implement the scope and sequence for the core subject areas.</p> | 4 | Instructional Services Director, Campus Principals, Teachers | An aligned curriculum from K-12 | | | | |


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: KCISD empowers students with the knowledge and skills necessary to be successfully employed in today's workforce.

Performance Objective 3: KCISD will increase awareness and participation in courses and curriculum that promote college, career, and military readiness.

Evaluation Data Source(s) 3: Master Schedules, College and Career Fair participation

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Expand enrollment and course offerings in Early College High School | | Counselors, High School Principal, Early College High School Principal | Increase of students who are on track to obtain an associates degree or college hours. | | | | |
| 2) AVID Elective Class will be implemented in grade 6 and beyond. | | Campus principals, AVID Site Coordinator, Instruction Services Director, Superintendent | Create a path for students in AVID to achieve success in school and apply for college. | | | | |
| 3) Each of the campus content areas will incorporate communication, collaboration, critical thinking, and creativity into daily objectives for student learning. | 4 | District Administrators | Students will build a solid work ethic and skills needed to be employable. | | | | |
| 4) Course offerings will reflect required core courses and electives to meet student needs for graduation plans and career readiness. | | High School Principals | All students will have a personal graduation plan upon entrance to high school. | | | | |
| 5) Continue funding coursework for teachers pursuing Master's Degrees to teach dual credit courses. | 4 | District Administrators. | The ability to offer more dual-credit courses to students locally on campus. | | | | |
| 6) Career Cruising will be implemented in grades 6-12. | 10 | Campus Principals, Instructional Services Director. | Provide data on student's interest and a platform to store and track interests. | | | | |
| 7) KCISD will consult with an outside source to increase CTE offerings and program evaluations. | | Special Programs Coordinator, Superintendent, Campus Principals | An increase in CTE coherent sequences offering. | | | | |
|  | | | | | | | |







Goal 2: KCISD provides opportunities for students through personalized learning using a variety of effective practices.

Performance Objective 1: The KCISD learning community will use individual student data to drive instruction for individualized learning and promote student growth.

Evaluation Data Source(s) 1: DMAC, MAP, TSI reports , OnData Suite

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) MAP testing and TSI testing will be used to show individual student growth in Reading and Math for grades K-10th grade and Science for 2nd-8th grade and CIRCLE will be used for PK students.</p> | 8 | Instructional Services Director, Campus Principals, | Individual student growth will be documented and provide opportunities for personalized instruction. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Lexia will be used to support students with Dyslexia.</p> | 9 | Campus Principals, Instructional Services Director, Special Programs Coordinator | Close gaps and reinforce skills that are needed. | | | | |







 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: KCISD provides opportunities for students through personalized learning using a variety of effective practices.

Performance Objective 2: KCISD will promote individualized learning through effective instructional strategies and methodologies.

Evaluation Data Source(s) 2: Documentation in Lesson plans, T-TESS Evaluations and Walk-Throughs

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Classroom instruction will continue a shift from teacher-centered to learner-centered instruction.</p> | 4 | Campus Principals, Superintendent | Increased engagement from students. | | | | |
| <p>Critical Success Factors CSF 4</p> <p>2) Online curriculums will be utilized through Sapling Math, iCEV for CTE programs, Learning.com for technology, and Google Classroom.</p> | 9 | Campus Principals, Instructional Services Director, Special Programs Coordinator | | | | | |
| <p>3) Support ELL students with additional supports and technology as needed.</p> | 10 | Special Programs Coordinator | Increased academic achievement on TELPAS. | | | | |
| <p>4) Continue discussion and possible implementation of a district wide writing plan.</p> | 2 | Instructional Services Director, ELA/Reading Teachers, Campus Principals | Writing will be implemented at all grade levels to boost writing performance.l | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 3: KCISD supports the social-emotional needs of students and teachers.

Performance Objective 1: The KCISD learning community will promote a positive climate and culture for all staff and students.

Evaluation Data Source(s) 1: Annual Surveys

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 6</p> <p>1) KCISD will dedicate days of recognition for all non-teaching staff</p> | | District Administrators | Improved district morale | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) Student drug testing for participants in extra-curricular activities and campus parking.</p> | | KCJH and KCHS principals | Reduced number of positive results and 100% ability to participate | | | | |
| <p>3) Continue to practice safety drills including, but not limited to fire drills, school evacuation, bus evacuation, intruder/lock down drills.</p> | | Campus Principals, Counselors, District Administration, Maintenance Department, Transportation Department | A clear understanding of procedures and routes if needed for true emergency | | | | |
| <p>4) Conducting Dating Violence Awareness Program and counselors will be available for students who see support with dating violence issues or concerns.</p> | | Nurse, KCJH and KCHS Campus Principals | Increase student awareness | | | | |
| <p>5) Recognize a "Teacher of the Year" at each campus</p> | | Superintendent | Increase in teacher morale | | | | |
| <p>6) Campuses will provide activities for students and staff that promote healthy lifestyles.</p> | | District Nurse, SHAC Committee, Campus Principals. | | | | | |
| <p>7) Suicide Awareness and Prevention Protocols will be implemented at each campus.</p> | | SCT Grant Staff, Campus Counselors, Campus Principals | | | | | |
| <p>8) Continue use of positive behavior supports to decrease the number of special education students placed in ISS, OSS, and DAEP</p> | | Campus Principals | Decrease in discipline referrals | | | | |

| | | | | | | | |
|--|--|---|---|--|--|--|--|
| 9) Conduct Cyber-bullying and the Law Presentations. | | Campus Principals, Technology Department | An increased awareness of the effects of cyber-bullying, decrease of instances | | | | |
| 10) KCISD will continue to require all new staff to attend Mental Health First Aid training. | | Instructional Services Director, Campus Principals, Superintendent | All staff at all times will be trained. | | | | |
| 11) All staff will be trained annually in Blood Borne Pathogens, Child Abuse Responsibilities, and Digital Citizenship | | Instructional Services Director, Campus Principals, Superintendent | | | | | |

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: KCISD supports the social-emotional needs of students and teachers.

Performance Objective 2: KCISD will provide opportunities for family and community engagement.

Evaluation Data Source(s) 2: Annual surveys

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Continue to support and facilitate the KC Education Foundation Senior Celebration for students to honor previous educators. | 6 | Counselors, High School Principals, Karnes City Education Foundation | | | | | |
| 2) KCISD will provide timely student academic progress data to parents/guardians via txConnect. | 6 | Counselors, Campus Principals, Teachers | Increased awareness and responsibility for student's academics. | | | | |
| <p>Critical Success Factors CSF 5</p> 3) Campus meetings for Title I and Parent/Student/Teacher Compacts and Parent Involvement Policies. | 6 | Special Programs Coordinator, Campus Principals, Parent Liaison | Increased parental awareness of Title I school | | | | |
| | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 2 | Professional Development opportunities to assist faculty with curriculum, assessment, disaggregating data, and implementing transformational teaching strategies. |
| 1 | 2 | 2 | Campus grade level and department meetings will be held on each campus to allow for teacher input on instructional programming for students. |
| 2 | 1 | 1 | MAP testing and TSI testing will be used to show individual student growth in Reading and Math for grades K-10th grade and Science for 2nd-8th grade and CIRCLE will be used for PK students. |

District Site-Based Team

| Committee Role | Name | Position |
|----------------------------|-------------------|---------------------------------|
| Administrator | Jeanette Winn | Superintendent |
| Administrator | Jo Ann | Instructional Services Director |
| Administrator | Lisa Moczygemba | Special Programs Coordinator |
| Classroom Teacher | Genna Alexander | |
| Parent | Stephenie Johnson | |
| Classroom Teacher | Nancy Huser | |
| Parent | Gabriel Pacheco | |
| Classroom Teacher | Molly Puckett | |
| Business Representative | Amy Seal | |
| Community Representative | Staci Slayden | |
| Non-classroom Professional | Anthony Annis | |
| Classroom Teacher | Jayma Wood | |
| Classroom Teacher | Carol Kelley | |
| Classroom Teacher | Anna Martin | |

Addendums

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*