

# Karnes City Independent School District

## Roger E. Sides Elementary

2019-2020



# 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

Our current enrollment (October 1) is 285 students: 77 in 2nd grade, 80 in 3rd grade, 54 in 4th grade and 74 in 5th grade.

At the end of the 2018-2019 school year our demographics indicated we are serving:

- Hispanic 75.91%
- White 18.81%
- African American 4.62%
- 2 or more .66%
  
- ESL - 8.25%
- Free Lunch - 72.94%
- Reduced Lunch - 4.62%
- Gifted and Talented - 10.23%
- Special Education 13.53%
- Dyslexia - 2.64%
- At Risk 44.88%

### Demographics Strengths

#### Demographic Strengths:

There has been an increase in students identified as needing special education services:

- 2014-2015: 7.30%
- 2015-2016: 10.12%
- 2016-2017: 10.19%
- 2017-2018: 10.56%

- 2018-2019L 13.53%

# Student Academic Achievement

## Student Academic Achievement Summary

Aside from state accountability, students progress is monitored through MAP (NWEA) Testing, monthly ISIP (IStation) testing and classroom assessments.

MAP data reflects that growth from Fall 2018 to Spring 2019 is as follows:

Percent Met Projected Growth:

- 2nd Grade - Reading 51%, Math 38%
- 3rd Grade - Reading 34%, Math 69%
- 4th Grade - Reading 46%, Math 24%
- 5th Graded - Reading 49% Math 46%

## Student Academic Achievement Strengths

Many of our students are from homes where the value of education is not a priority. Given this there are successes that are celebrated. Students making small gains in classwork, reading levels, and behavior gains.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students are not motivated to perform well on MAP testing. Teachers often believe they are not putting forth their best effort. **Root Cause:** The testing is not valued by students because they don't understand its importance and they are not motivated to do well.

# School Processes & Programs

## School Processes & Programs Summary

RES Staff are using TEKS Resource System to address instructional and curriculum needs. They are using the Pacing Guides from Implementing TEKS Resource System to guide their instruction.

Social Emotional Learning is addressed through mostly counselor guidance lessons, implementation of PBIS, Capturing Kids Hearts and Early Act First Knight.

An open door policy is maintained for staff to voice their opinions and concerns. They are supported in their professional growth and goals.

## School Processes & Programs Strengths

Structures are in place to keep procedures smooth and streamlined. They are evaluated and resturctured when need be.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The RES staff needs to become more proficient in using TEKS Resource System and with using it with fidelity. **Root Cause:** Not previously held accountable.

# Perceptions

## Perceptions Summary

PBIS has continued to be implemented on campus. It has been intertwined with the practices of Capturing Kids Hearts. Both lend themselves to relationships. The Early Act First Knight character program continues to also be implemented on our campus.

Staff are celebrated through monthly recognition days. The campus coordinates monthly luncheons.

Staff meetings are held twice monthly and grade level planning occurs weekly.

Staff are invested in students and their learning.

## Perceptions Strengths

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Attendance is not addressed on a student/individual basis. **Root Cause:** The focus has been on a grade level attendance.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** 80% of RES students, second through fifth grades, will meet or exceed expected reading proficiency levels.

**Evaluation Data Source(s) 1:** MAP data - (BOY, MOY, EOY) AR Star reports, monthly ISIP (ISTATION) assessments, progress monitoring using running records, administrator walkthroughs, coaching visits, and TTESS observations.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Required daily independent reading practice at home.	2.4, 2.5, 2.6	Reading logs, parent conferences and communications, student planners	All students will make one year's growth in reading comprehension and fluency.				
2) Student Accelerated Reader participation, goal setting, reading, and assessment	2.4, 2.5, 2.6	AR Star reading assessments, student point totals	All students will make one year's growth in reading comprehension and fluency.				
3) Provide events that promote literacy for RES families.	2.4, 2.5, 2.6, 3.1, 3.2	District parent liaison, special programs director, sign in sheets, fliers, sharing events on social media, newsletters, newspaper publications	All students will make one year's growth in reading comprehension and fluency.				

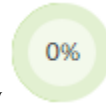
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
4) Provide daily RTI (response to intervention) for at-risk students, and students not showing academic growth.	2.4, 2.5, 2.6	Lesson plans, student data, student data binders, walkthrough, observations	All students will make one year's growth in reading comprehension and fluency.				
5) Utilizing researched based computer programs such as ISTATION, Accelerated Reader, and Lexia to provide additional individualized reading practice.	2.4, 2.5, 2.6	Data reports	All students will make one year's growth in reading comprehension and fluency.				



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

**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 teacher read alouds.

**Evaluation Data Source(s) 2:** Library reports, class observations and walk throughs.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Weekly visits to school library. Visits will include a class read aloud and time for students to self select appropriate books for the student.	2.4	Administrators	Students will be exposed to quality reading materials that they can select to promote the love of reading.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

## 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. Lessons will be aligned with virtues that were selected by campus staff.

**Evaluation Data Source(s) 1:** Counselor monthly schedule.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Counselor Guidance Lessons aligned with campus virtues that were selected by staff.	2.4, 2.5, 2.6	Counselor, Administrator, all students, staff	Campus focus on positive, restorative behavior practices. Decreased office referrals.				


**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 Source(s) 2:** discipline data, walk throughs and observations.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) All teachers and staff trained with PBIS behavior expectations and implementation.	2.4, 2.5, 2.6	Data collection of referrals, PBIS committee meetings, planning, and training	Fair and consistent behavior management techniques.				
2) All staff will use strategies learned in Capturing Kids Hearts training held in August.	2.5	Administrator, Counselor, All staff	Student academic and behavior growth.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



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

**Performance Objective 3:** All classroom teachers will use a curriculum to address student social emotional learning.

**Evaluation Data Source(s) 3:** Classroom observations and walkthroughs, lesson plans.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Teachers will have easy access to The Code Curriculum. Training will be provided by the staff of Early Act First Knight.	2.5, 2.6						


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

**Performance Objective 1:** RES curriculum will follow the TEKS Resource System. Teachers will use the Pacing Guide From Implementing TEKS Resource System.


**Evaluation Data Source(s) 1:** Lesson plans, walkthroughs, observations.

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Weekly grade level team meetings focused on instructional practices.	2.4, 2.5, 2.6	Administrator attend meetings, walk throughs and observations and collection and review of lesson plans.	Teacher's improved instructional practices will improve student achievement.				
2) Utilization of TEKS Resource system , the pacing guide and TEKS guide for academic planning.	2.4, 2.5, 2.6	Lesson plans, grade level team meetings, walkthroughs, examples of student learning	Teacher's improved instructional practices will improve student achievement.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

**Performance Objective 2:** Teachers will disaggregate student academic data.


**Evaluation Data Source(s) 2:** DMAC reports

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) All major assessments will be entered into DMAC for data disaggregation.	2.4, 2.6	Administrator	Increased academic performance.				
2) All major assessments will be uploaded into DMAC software for data disaggregation.	2.4, 2.5, 2.6	Administrator and Counselor	Increased academic performance.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 3:** Students will be exposed to the WICOR strategies of AVID.

**Evaluation Data Source(s) 3:** Agendas and sign ins.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Jan	Mar	May	May
1) Staff will receive learning opportunities for learning WICOR strategies 4 times per year.		AVID Site Team and Administrator.	Increased academic performance.				

# 2019-2020 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Foster	Principal
Counselor	Michelle Scheffler	Counselor
Classroom Teacher	Amelda Salinas	Second Grade Teacher
Classroom Teacher	Bridgit Hernandez	ESL Teacher
Classroom Teacher	Jean Gonzales	Third Grade Teacher
Classroom Teacher	Nicole Moczygemba	Dyslexia Teacher
Classroom Teacher	Melissa Antuna	Fourth Grade Teacher
Classroom Teacher	Esmeralda Perales	Fifth Grade Teacher
Parent	Katy Gonzales	Parent
Community Representative	Debbie Witte	Community member