Kenedy Independent School District

District Improvement Plan

2023-2024

Mission Statement

Together, we empower students with P.R.I.D.E.

Pursuing excellence in all we do.

Recognizing the contributions of all stakeholders.

Innovating in the classroom, on stage, in the barn, on the courts and on the field.

Designing instruction to meet the needs of ALL students.

Empowering students to excel in college, careers and/or military.

Vision

At KISD, we prepare all students to be future-ready by providing a safe and empowering environment for learning, and by designing personalized learning experiences for all students and staff.

Value Statement

KISD is Kenedy Proud!

We value P.A.W.S.

P - Passion: Driven for success in all we do

A - Accountability: Every student, staff and administrator matters

W - We: We are stronger, together

S - Student Success: Preparing our students to be future-ready

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics used in this plan are based on the 2021 - 2022 Registration data reported in PEIMS.

Kenedy ISD has 815 students spread across three campuses: Elementary (Early Childhood - 5th grade, 383 students); Middle School (6th grade - 8th grade with 182 students); and High School (9th - 12th grades, with 250 students). We have 402 Female students (49%) and 413 male students (51%). Our ethnic distribution is as follows: 720 Hispanic (88%); 80 white (10%); 9 Black/African American (1.0%); and 3 Asian. 99.6% of all students are Title I; 660 students (81%) are identified Economically Disadvantaged; 17% are At Risk; 5.7% are identified as English Learners (EL); 6.4% are Gifted; 4% are Dyslexic; 3% are Homeless. The district has identified 3 Immigrant students, 4 students from Military families, 1 Migrant student, and 1 student in a Foster Care setting. In Kenedy ISD, 12% of our students (98) are identified as needing Special Education services; 12% of these students are self contained; 88% of our special education students are mainstreamed with in-class supports (the inclusion model). 22% of all SpEd students receive Speech Therapy services. 30.8% of our students are enrolled in some form or Career and Technology Education (CATE) program.

Kenedy ISD has a total staff of 134: 60 full time teachers, 3 professional support personnel, 5 campus administrators, 5 central office administrators, 15 educational aides, 43 auxiliary staff, and 3 full-time counselors. 51.2% of the Kenedy ISD staff is minority, with 31.7% of the teaching staff being identified as minority (1 African American, 18.7 Hispanic, and 1 Asian). 73.0% of Kenedy ISD teaching staff is female (44) while the other 27.0% is male (16). Ten teachers hold Masters Degrees while 50 hold Bachelors Degrees. Teaching Experience in Kenedy ISD: 27% have less than 5 years teaching experience (16 teachers), while 13 teachers (22%) have 6-10 years experience, 17 teachers (28%) have 11-20 years, and 14 teachers (23%) have over 20 years of teaching experience. The average years of teaching for our teachers is 12.6 above the state average of 10.9; however, the average years of experience within the district is 4.0 which isn't very far off of the state average of 7.1, Kenedy ISD has an annual turnover rate of 28% for teachers.

Kenedy is a small South Texas town with a population of 3,337, located in Karnes County Texas. Kenedy has two grocery stores, six convenience stores, seven hotels, four auto parts stores, two tractor supply/feed stores, twenty one (21) restaurants, various oilfield/medical field services, a police department/jail and a prison. For students here in Kenedy, there are few recreational activities, and for those that are able to work, most jobs are in some form of hospitality.

Demographics Strengths

Roughly 1/3 of the teaching staff is minority, this is close to the state average. When you consider Hispanic teaching staff, Kenedy ISD (29.0%) is higher than the state average (27.2%). The average number of students per teacher in Kenedy ISD is 13.6, this allows for smaller class sizes and more one-on-one support between teacher and students. 88% of our special education students in Kenedy ISD participate in the inclusion model in the classroom, this puts the students with the greatest needs in the classrooms with the content experts with support from educational aides.

Problem Statements Identifying Demographics Needs

Problem Statement 1: An average turnover rate of 28% annually, makes it difficult to provide ongoing professional development that focuses on the growth of the teachers towards achieving district goals. **Root Cause:** As a small rural school district, Kenedy has little to offer (in incentives) to entice more experienced teacher applicants.

Problem Statement 2: Kenedy ISD has had some difficulty in recruiting experienced, certified/qualified teachers. Kenedy ISD began the 21 - 22 school year with 9 teachers that are

either in an alternative certification program or required emergency certification, and two positions were being filled by substitute teachers. **Root Cause:** As a small rural school district, Kenedy has little to offer (in incentives) to entice more experienced teacher applicants.

Student Learning

Student Learning Summary

Due to the Covid - 19 pandemic, while students did take the STAAR exams grades 3 - 8 and EOC exams for High School, there was no Academic Accountability for the school year.

All comparison data is from 2019 (the last year STAAR assessments were given) and 2021

District wide: STAAR performance dropped from a 41 to 32

      College, Career and Military Readiness increased from 36 to 56

      Graduation Rate decreased a little from 94.6% to 94.0%

      Relative Performance (our comparison to similar districts) we decreased from a 53 to 44

At the Campus Level

Elementary STAAR Performance dropped from 44 to 27 - Relative Performance decreased from 44 to 27

Middle School STAAR Performance dropped from 38 to 31 in 2021 - Relative Performance decreased from 38 to 31

High School STAAR/EOC Performance dropped from 40 to 39 in 2021 - Relative Performance decreased from 52 to 48

More Specific STAAR Data:

Grade Level Subject	% Approaches	% Meets	% Masters
3rd Reading	62	26	9
4th Reading	59	22	6
5th Reading	61	36	23
6th Reading	54	13	6
7th Reading	66	28	13
8th Reading	66	35	12
ELA 1	46	25	3
ELA 2	54	48	2
3rd Math	38	6	4
4th Math	31	12	2
5th Math	45	18	5
6th Math	50	19	8

Grade Level Subject	% Approaches	% Meets	% Masters
7th Math	62	28	9
8th Math	55	26	2
Algebra 1	91	49	12
5th Science	49	18	2
8th Science	63	28	8
Biology	73	27	6
8th Social Studies	46	14	2
US History	83	54	23

Student Learning Strengths

Algebra 1 had the highest number of students at Approaches grade level or above increased from 57% in 2019 to 91% in 2021

In English 2 the number of students who were at Meets grade level or above increased from 33% in 2019 to 48% in 2021

Also the number of students who earned College, Career and Military readiness recognigtion almost doubled from 30 in 2019 to 56 in 2021. This is a commendation towards our teachers and counselors in the planning and development of these programs for our students, especially our Career and Technology Education (CTE) courses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and Math Scores dropped significantly between 2019 and 2021. **Root Cause:** This could be a result of learning loss due to School closures at the end of the 2020 school year because of the Covid - 19 Pandemic

Problem Statement 2: Only 23.5% of Kenedy ISD 3-8 grade students were at meets standard (on grade - level) or higher for the 2020 - 2021 school year, a significant drop from the 2018 - 2019 school year. **Root Cause:** Learning loss due to COVID - 19 pandemic school closures at the end of 2020 school year, coupled with intermittent campus closures during the early part of the 2020 - 2021 school year resulted in students receiving inconsistent high quality instruction.

Problem Statement 3: With intermittent shifts to remote instruction in the 2020 - 2021 school year due to Covid - 19, teachers found it difficult to continue to provide high quality instruction. **Root Cause:** Lack of training on ways to provide high quality instruction during remote instruction settings.

District Processes & Programs

District Processes & Programs Summary

At Kenedy ISD, we use TEKS Resource System as our primary curricular source with a plethora of supportive programs both hardcopy and virtual.

Kenedy ISD does not do well with (recruit/support/retaining) classroom personnel (teachers). When positions become available, generally the postings are made on the school district website, and the Texas Association of School Administrators website, no job fairs are attended nor are colleges notified of possible positions. Often times applicants are hired because they are the only certified applicant to apply, or they are the only applicant to apply that has enough college hours in a required area that will allow for them to get into an alternative certification program. Once new personnel are in place, they are often left to sink or swim on their own with little support from administration (campus or central office). Once we have personnel in place, little effort is put forth for support or training of teachers; hence we have an approximate turnover rate of 28% every year.

As far as administration goes, the longest tenured administrator has been an administrator in the district for the past 14 years (10 as a principal 4 in central office) after that the next longest is 7 years, then 3 years. Kenedy ISD has had the same superintendent for the past 4 years.

The campuses will have new principals and assistant principals for the 2021 - 2022 school year. The elementary principal will be transitioning from the principal position at the secondary campus, while all of the other campus administrators will be filling these positions for their first time.

District Processes & Programs Strengths

As a district, one of our primary strengths is we provide staff with a multitude of training opportunities above and beyond the state mandated trainings.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Kenedy ISD has not adopted a district-wide instructional model **Root Cause:** Consistently changing leadership results in different instructional philosophies.

Problem Statement 2: With intermittent shifts to remote instruction in the 2020 - 2021 school year due to Covid - 19, teachers found it difficult to continue to provide high quality instruction. **Root Cause:** Lack of training on ways to provide high quality instruction during remote instruction settings.

Perceptions

Perceptions Summary

At Kenedy ISD we provide an education to all students grades preK - 12 without regard of "who they are" or "where they come from". We believe that all children can become successful provided the right opportunities and enriching learning environment. We work with both parents and the community to help find deliberate pathways to success for our students.

Perceptions Strengths

One of our greatest strengths is our ability to keep the public informed about events at Kenedy ISD. We use traditional methods (phone calls, mail, newspaper, radio etc), as well as 22nd century methods (blast messaging, district website, social media, etc), to get the message out to keep the community informed.

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 goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Goals

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 60% by August 2028

Performance Objective 1: Teacher professional development to show how reading is connected to all subject areas and that improving reading skills with help students become more successful in all areas of academics.

HB3 Goal

Strategy 1 Details			Reviews			
Strategy 1: Professional development for all teachers to ensure our teachers see and understand how reading TEKS can be addressed in other subjects.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will learn and develop strategies from current trends in research that will help students make the connections between reading and other subjects. **Staff Responsible for Monitoring:** Campus Principals **Results Driven Accountability - Equity Plan** **Funding Sources:** - 211 - Title I, - 255 - Title II, - 270 - Title V Rural and Low Income Schools						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 60% by August 2028

Performance Objective 2: Take advantage of Contracted Services for professional development focusing on improving teacher instructional practices, strategies, and lesson planning

    HB3 Goal

    Evaluation Data Sources: Lesson plans, unit assessments, benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: Review available professional development at Region Center with campus principals and Executive Director of Instructional services to determine useful professional development for staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: More content focused professional development for staff will allow for staff to receive training specifically for their subject areas instead of a one size fits all approach.
    Staff Responsible for Monitoring: Principals and Executive Director of Instructional Services
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: - 255 - Title II				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 60% by August 2028

Performance Objective 3: Use Reading Interventionists to provide additional support for students identified as needing Tier 2 or Tier 3 supports from either previous STAAR assessments or through year assessments.

HB3 Goal

Evaluation Data Sources: BOY - MOY and EOY assessments in Amplify and on STAAR.

Strategy 1 Details			Reviews			
Strategy 1: Hire a Reading interventionist for grades K - 2 and a Reading Interventionist for grades 3 - 5 for students identified as needing Tier 2 or Tier 3 support at Elementary.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Reading scores for all students at Elementary. **Staff Responsible for Monitoring:** Campus Administrators, Interventionists, Classroom teacher **Funding Sources:** - 211 - Title I			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Use Reading material identified by TEA as High Quality Instructional Materials (for tutoring) to provide additional support for students identified as Tier 2 or Tier 3 students.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading capabilities for our lowest students. **Staff Responsible for Monitoring:** Teacher, Interventionist, campus principals. **Results Driven Accountability - Equity Plan** **Funding Sources:** - 255 - Title II, - 270 - Title V Rural and Low Income Schools			**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details			Reviews			
Strategy 3: Contracted Services with an ELAR specialist to provide additional supports to MS/HS students in the areas of ELAR			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved ELAR scores 6 - 10 **Staff Responsible for Monitoring:** Campus Principals, classroom teachers, **Funding Sources:** - 255 - Title II			**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39% to 60% by August 2028

Performance Objective 4: Contracted Services to provide special education support to review current practices, make suggestions, and provide professional development on current best practices.

> **HB3 Goal**

> **Evaluation Data Sources:** Improve scores for special education students on: daily work: unit assessments; benchmark data and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Contracted services for Special Educational services to evaluate current practices and provide training and support for current practices, and best practices for inclusion in the special education setting	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special Education students will be more successful in the classroom and on state assessments. **Staff Responsible for Monitoring:** Principals and teachers	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 18% to 60% by August 2028

Performance Objective 1: Teacher professional development to show how math is connected to all subject areas and that improving math skills will help students become more successful in all areas of academics.

HB3 Goal

Evaluation Data Sources: BOY - MOY - EOY data from Renaissance Star and Actual STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Content specific professional development will allow math teachers to work with other teachers to show students how some math TEKS can be addressed in other subjects.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will make connections between math and other subjects **Staff Responsible for Monitoring:** Math teachers, campus principals, Instructional Services. **Funding Sources:** - 255 - Title II		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 18% to 60% by August 2028

Performance Objective 2: Take advantage of Contracted Services for professional development focusing on improving teacher instructional practices, strategies, and lesson planning

    HB3 Goal

    Evaluation Data Sources: Lesson plans, unit assessments, benchmark assessments

Strategy 1 Details	Reviews			
Strategy 1: Content specific contracted services will allow for a focus on math as it relates to other subjects as will.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students see the benefits and uses of math in all content areas.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, campus principals **Results Driven Accountability - Equity Plan**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 18% to 60% by August 2028

Performance Objective 3: Use Math Interventionists to provide additional support for students identified as needing Tier 2 or Tier 3 supports from either previous STAAR assessments or through year assessments.

HB3 Goal

Evaluation Data Sources: BOY - MOY - EOY from Renaissance Star and Actual STAAR Performance data

Strategy 1 Details	Reviews			
Strategy 1: Hire a Math interventionist for grades K - 2 and a Reading Interventionist for grades 3 - 5 for students identified as needing Tier 2 or Tier 3 support at Elementary	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Help students catch up to their grade level and improve scores on State Assessments **Staff Responsible for Monitoring:** Campus Administrators, Interventionist, classroom teachers **Results Driven Accountability - Equity Plan** **Funding Sources:** - 211 - Title I				

Strategy 2 Details	Reviews			
Strategy 2: Use Math material identified by TEA as High Quality Instructional Materials (for tutoring) to provide additional support for students identified as Tier 2 or Tier 3 students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will provide students an opportunity to learn different approaches to math that will help them make connections to improve on state assessments. **Staff Responsible for Monitoring:** Campus Administrators, Interventionist, classroom teachers. **Funding Sources:** - 211 - Title I, - 270 - Title V Rural and Low Income Schools				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 18% to 60% by August 2028

Performance Objective 4: Contracted Services to provide special education support to review current practices, make suggestions, and provide professional development on current best practices.

HB3 Goal

Evaluation Data Sources: Improve scores for special education students on: daily work: unit assessments; benchmark data and state assessments

Strategy 1 Details			Reviews		
Strategy 1: Extra training and support strategies will help all students not just special needs students.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved support for all students		**Nov**	**Jan**	**Mar**	**June**
Results Driven Accountability - Equity Plan					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 56% to 95% by August 2028

Performance Objective 1: Continue to allow students grades 10 - 12 to participate in Dual Credit program

    Evaluation Data Sources: Monitor and compare dual enrollment each semester

Strategy 1 Details			Reviews		
Strategy 1: By allowing more students the opportunity to enroll in dual credit, students have the opportunity to earn more college credits before graduation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students could earn certifications through dual enrollment, or possibly even associates degrees. **Results Driven Accountability**	**Nov**	**Jan**	**Mar**		**June**
0% No Progress		100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 56% to 95% by August 2028

Performance Objective 2: Offer more Career and Technology Courses that lead to an Industry Based Certification

    HB3 Goal

    Evaluation Data Sources: Number of courses that are offered at the High School that will lead to an industry based certification.

Strategy 1 Details	Reviews			
Strategy 1: Offering more CTE courses will allow more students an opportunity to earn an industry based certification	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will graduate with an industry based certification. **Staff Responsible for Monitoring:** CTE coordinator, HS counselor, HS principal, and Instructional Services. **Results Driven Accountability**	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 56% to 95% by August 2028

Performance Objective 3: Contracted Services with a CTE director to review current programs and pathways to help determine modifications (if any) that can be done to increase the number of CTE programs that will lead to an industry based certification.

HB3 Goal

Evaluation Data Sources: Number of courses that are offered that lead to industry based certification.

Strategy 1 Details		Reviews			
Strategy 1: CTE specialist to review our programs will help our district get our students to reach their greatest potential.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More Industry Based Certifications.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE coordinator, HS principal, Instructional Services					
Results Driven Accountability					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 56% to 95% by August 2028

Performance Objective 4: Hire a second counselor at the High School to help guide students/parents through various CCMR programs at Kenedy HS.

    HB3 Goal

    Evaluation Data Sources: Phone and contact logs.

Strategy 1 Details		Reviews			
Strategy 1: A CCMR counselor allows for special guidance for our 8-12 grade students to plan and prepare for a career path- work - college - career - military		**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will begin and stay on selected pathways from 9-12
     Staff Responsible for Monitoring: CTE coordinator, counselor, principal
 	
     Results Driven Accountability
		Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 45% to 60% by August 2028.

Performance Objective 1: Teacher professional development to show how reading is connected to all subject areas and that improving reading skills will help students become more successful in all areas of academics.

> **HB3 Goal**

> **Evaluation Data Sources:** BOY - MOY - EOY, Unit Assessments, STAAR

Strategy 1 Details				Reviews			
Strategy 1: Professional development for all reading teachers.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will show how reading affects all other content areas. **Staff Responsible for Monitoring:** Campus Principals **Results Driven Accountability - Equity Plan**				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue				

Goal 4: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 45% to 60% by August 2028.

Performance Objective 2: Take advantage of Contracted Services for professional development focusing on improving teacher instructional practices, strategies, and lesson planning

HB3 Goal

Evaluation Data Sources: Lesson plans, unit assessments, benchmark assessments

Strategy 1 Details		Reviews			

Strategy 1: Review available professional development at Region Center and other sources with campus principals and Executive Director of Instructional services to determine useful professional development for staff.
    Strategy's Expected Result/Impact: More content focused professional development for staff will help ensure teachers remain focused during professional development.
    Staff Responsible for Monitoring: Principals and Executive Director of Instructional Services
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: - 255 - Title II, - 270 - Title V Rural and Low Income Schools
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue	

Goal 4: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 45% to 60% by August 2028.

Performance Objective 3: Use Reading Interventionist to provide additional support for students identified as needing Tier 2 or Tier 3 supports from either previous STAAR assessments or through year assessments.

HB3 Goal

Evaluation Data Sources: BOY - MOY - EOY data as well as previous STAAR and Interim STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Hire a Reading interventionist to provide additional support for Tier 2 and Tier 3 students at the MS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Reading scores for all students at MS.	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 211 - Title I				

Strategy 2 Details	Reviews			
Strategy 2: The use of a Reading Interventionist will increase the number of support minutes for the students with the greatest needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved reading capabilities for our lowest students. **Staff Responsible for Monitoring:** Teacher, Interventionist, campus principals. **Results Driven Accountability - Equity Plan**				

Strategy 3 Details	Reviews			
Strategy 3: Contracted Services with an ELAR specialist to provide additional supports to MS/HS students in the areas of ELAR	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved ELAR scores 6 - 10	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 255 - Title II, - 270 - Title V Rural and Low Income Schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 45% to 60% by August 2028.

Performance Objective 4: Contracted Services to provide special education support to review current practices, make suggestions, and provide professional development on current best practices.

HB3 Goal

Evaluation Data Sources: Improve scores for special education students on: daily work: unit assessments; benchmark data and state assessments

Strategy 1 Details			Reviews			

Strategy 1: Contracted services for Special Educational services to evaluate current practices and provide training and support for current practices, and best practices for inclusion in the special education setting
    Strategy's Expected Result/Impact: Special Education students will be more successful in the classroom and on state assessments.
    Staff Responsible for Monitoring: Principals and teachers
			Formative			**Summative**

			Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by August 2028.

Performance Objective 1: Teacher professional development to show how math is connected to all subject areas and that improving math skills with help students become more successful in all areas of academics

Strategy 1 Details	Reviews			
Strategy 1: Content specific professional development will allow math teachers to work with other teachers to show students how math is a part of all subjects	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will make connections between math and other subjects which will improve student outcomes in math and other subjects. **Staff Responsible for Monitoring:** Math teachers, campus principals, Instructional Services. **Funding Sources:** - 255 - Title II, - 270 - Title V Rural and Low Income Schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by August 2028.

Performance Objective 2: Take advantage of Contracted Services for professional development focusing on improving teacher instructional practices, strategies, and lesson planning

    Evaluation Data Sources: Lesson plans, unit assessments, benchmark assessments

Strategy 1 Details				Reviews			
Strategy 1: Content specific contracted services will allow for a focus on math as it relates to other subjects as will.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students see the benefits and uses of math in all content areas. **Staff Responsible for Monitoring:** Teachers, campus principals **Results Driven Accountability - Equity Plan** **Funding Sources:** - 211 - Title I, - 255 - Title II, - 289 - Title IV				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 5: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by August 2028.

Performance Objective 3: Contracted Services to provide special education support to review current practices, make suggestions, and provide professional development on current best practices.

Evaluation Data Sources: Improve scores for special education students on: daily work: unit assessments; benchmark data and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Extra training and support strategies will help all students not just special needs students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved support for all students	**Nov**	**Jan**	**Mar**	**June**
Results Driven Accountability - Equity Plan				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by August 2028.

Performance Objective 4: Use a Math Interventionist to help provide additional support to students identified as Tier 2 or Tier 3.

Evaluation Data Sources: BOY- MOY - EOY testing data, previous year STAAR and current year Interim Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Hire a math interventionist for grades 6 - 8 to provide additional support to students identified as Tier 2 and/or Tier 3	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Keep students from falling behind **Staff Responsible for Monitoring:** Campus Principals, Interventionists, and classroom teachers **Results Driven Accountability - Equity Plan** **Funding Sources:** - 211 - Title I				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: Reduce teacher turnover rate from 28% to 16.5% (state average)

Performance Objective 1: Post available positions to more educational job sites, attend more job fairs (colleges and esc's) to meet with prospective applicants either face to face or zoom.

    Evaluation Data Sources: Logs of Job fairs attended and job site postings.

Strategy 1 Details		Reviews			
Strategy 1: Posting in more places than the district website and TASA will get more people to see what positions we have available.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hire more qualified teachers. **Staff Responsible for Monitoring:** Superintendent					
Strategy 2 Details		**Reviews**			
Strategy 2: Attending Job fairs allows for meeting prospective candidates face to face and allows for us to "sell" Kenedy ISD		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hire more qualified personnel. **Staff Responsible for Monitoring:** Superintendent					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

**Goal 6:** Reduce teacher turnover rate from 28% to 16.5% (state average)

Performance Objective 2: Consider possible incentives that could be used to recruit/retain teachers. Ex. Recognition as Teacher Leaders; Housing; Paid family insurance; stipends for high need subject areas; sign-on/ retention bonuses; tuition assistance for continuing education.

Strategy 1 Details		Reviews			
Strategy 1: Financial Incentives can be a big deal to bring in more qualified applicants.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Hire/retain more qualified personnel. **Staff Responsible for Monitoring:** Superintendent **Results Driven Accountability**		**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide stipends for teachers willing to teach in STAAR tested areas, $1,000 for grades 3 - 8.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The intent of the stipend is to help recruit more highly qualified teachers in these positions **Staff Responsible for Monitoring:** Campus Principals, Business Manager, Director of Instructional Services. **Funding Sources:** - 211 - Title I - $15,000		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide stipend (up to $10,500) to secondary certified ELA, Math, Science and Foreign Language teachers as an incentive to retain teachers we already have and		**Formative**			**Summative**
Strategy's Expected Result/Impact: This additional stipend is an incentive to bring certified teachers into the district, and keep them here once they arrive. **Staff Responsible for Monitoring:** Campus Principals, Business Manager, Director of Instructional Services **Funding Sources:** - 211 - Title I - $84,000		**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 7: Increase the number of Seniors graduating with a state recognized Industry Based Certification from 20% to 30%.

Performance Objective 1: Offer more courses that will lead to an industry based certification.

HB3 Goal

Strategy 1 Details		Reviews		
Strategy 1: Offering more CTE courses will allow more students an opportunity to earn an industry based certification		**Formative**		**Summative**
Strategy's Expected Result/Impact: More students will graduate with an industry based certification. **Staff Responsible for Monitoring:** Campus Principal, CCMR counselor, CTE teachers		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 7: Increase the number of Seniors graduating with a state recognized Industry Based Certification from 20% to 30%.

Performance Objective 2: Hire a consultant to review the programs Kenedy ISD currently has in place to see if we can add courses that will lead to an industry based certification without having to add to staff.

   HB3 Goal

Strategy 1 Details			Reviews		
Strategy 1: Contract with a CTE specialist to review our programs will help our district get our students to reach their greatest potential		**Formative**			**Summative**
greatest potential	**Nov**	**Jan**	**Mar**		**June**
Strategy's Expected Result/Impact: More students will graduate with Industry Based Certifications.					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 8: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 1: Campuses will work with students, parents and staff to find methods to resolve student conflict.

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide training to students regarding bullying awareness, to include cyberbullying and prevention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Awareness, prevention and knowing they are safe to report, will allow students to feel safer at school. **Staff Responsible for Monitoring:** Campus Counselors and Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Campuses will provide training to parents regarding awareness and prevention of bullying (both online and face to face).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents are often the ones that notify the campus of a bullying issue. By providing training, parents will be better prepared to provide specific details when reporting a bullying incident involving theirs, or others, child.				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 8: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 2: Provide staff with training identifying signs of bullying: physical, emotional and cyber.

Strategy 1 Details		Reviews			
Strategy 1: All staff will receive training to identify signs of bullying.		**Formative**			**Summative**
Strategy's Expected Result/Impact: An awareness of bullying allows for quicker interventions and supports for both the aggressor and the victim.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: All **Funding Sources:** - 289 - Title IV					

Strategy 2 Details		Reviews			
Strategy 2: Counselors and campus administrators will receive training on how to discuss bullying with aggressor, victim and parents.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: For the aggressor - recognize what is being done is wrong and possibly help find the root cause of being a bully For the victim - inner strength to overcome the effects (long and short term). **Staff Responsible for Monitoring:** Central Office Administration and Campus Administration					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 8: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 3: Provide suicide awareness , prevention, intervention, and postvention training to staff.

Strategy 1 Details				Reviews			
Strategy 1: Using one of the approved programs from TEA, our staff will be have a better feel for mental health awareness of others.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will be the first line of defense in helping students in crisis. If there is an attempted suicide or a suicide, staff will have been trained in strategies to help provide student supports. **Staff Responsible for Monitoring:** Counselors and Administration **Funding Sources:** - 289 - Title IV							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 8: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 4: Provide suicide awareness and prevention training to students and parents

Strategy 1 Details					Reviews			

Strategy 1: By providing awareness and prevention training, friends and family will be able to identify and report when they feel a student is in need of more support than they can provide.
 	
    Strategy's Expected Result/Impact: Stop a suicide before it happens.
 	
    Funding Sources: - 289 - Title IV
					Formative			**Summative**

					Nov	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		Continue/Modify		Discontinue		

Title I

1.1: Comprehensive Needs Assessment

- Demographics -

Kenedy is a small South Texas town with a population of 3,337, located in Karnes County Texas. Kenedy has two grocery stores, six convenience stores, seven hotels, four auto parts stores, two tractor supply/feed stores, twenty one (21) restaurants, various oilfield/medical field services, a police department/jail and two prisons. For students here in Kenedy, there are few recreational activities, and for those that are able to work, most jobs are in some form of hospitality.

Kenedy ISD has 725 students spread across three campuses: Elementary (Early Childhood - 5th grade, 343 students); Middle School (6th grade - 8th grade with 174 students); and High School (9th - 12th grades, with 208 students). We have 361 Female students (49%) and 364 male students (51%). Our ethnic distribution is as follows: 659 Hispanic (91%); 49 White (6.75%); 6 Black/African American (0.8%); and 4 Asian (0.6%). 99.7% of all students are Title I; 576 students (79.4%) are identified Economically Disadvantaged; 345 students (47.6%) are identified as At Risk; 5.9% are identified as English Learners (EL); 6.2% are Gifted; 7.7% are Dyslexic; 0.3% are Homeless. The district has identified 6 students from Military families, and no Immigrant students, Migrant students, or students in a Foster Care setting. In Kenedy ISD, 16% of our students (115) are identified as needing Special Education services; 12% of these students are self contained; 88% of our special education students are mainstreamed with in-class supports (the inclusion model). 16.2% of the students who attend Kenedy ISD are considered highly mobile students. 55.6% of our graduates leave school having completed some form of Career and Technology Education (CATE) program. Also, about 14% of our students graduate with a state recognized Industry Based Certification.

- Curriculum, Instruction and Assessment

At Kenedy ISD we use:

TEKS Resource System as our curriculum framework in core subjects to provide instruction to our students.

Specifically - In English Language Arts we use Reading Wonders and Amplify Reading at the elementary level, StudySync and IXL for students 6 - 12.

In Mathematics - We use Go Math and Stemscopes at the elementary, Go Math at the Middle School and our High School teachers have been creating their own curriculum from a variety of resources, including: TEKS Resource System, Prentice Hall, McGraw Hill, McDougal Littel.

In Science - our elementary and middle school uses Science Fusion and Stemscopes. Our High School uses Pearson for Biology and Chemistry and McGraw Hill for Physics

In Social Studies - our elementary campus uses Studies Weekly while our middle and high schools use Social Studies textbooks provided by McGraw Hill.

For Assessment - we use a variety of methods/materials including: State Staar Released questions, teacher created assessments, local assessments, benchmark assessments, and state assessments.

For progress monitoring - at the elementary level we use Amplify for reading, and STAR Renaissance for math, and STAR Renaissance for Reading and Math at the Secondary.

- School Culture and Climate

- Family and Community Involvement

In our district, we generally have a good turnout of family and community for extracurricular activities: athletic events, band concerts, one-act play performances. Activities where students are able to demonstrate their particular talents. For other, non-extracurricular events - about 15% of our parents/families attend with the exception of open-house/meet-the-teacher/parent's night at the beginning of the year.

Some of our community (business members) are fairly active in meeting with our CTE programs/committees. They provide valuable information to help us guide our programs in a manner that will help us support our community.

- Student Achievement

All comparison data is from 2019 (the last year STAAR assessments were given) and 2021

District wide: STAAR performance dropped from a 41 to 32

     College, Career and Military Readiness increased from 36 to 56

     Graduation Rate decreased from 94.6% to 94.0%

     Relative Performance, the comparison of Economically Disadvantaged students to districts with a similar population, we decreased from a 53 to 44

At the Campus Level

The Elementary:

STAAR Performance dropped from 44 to 27

Relative Performance decreased from 44 to 27

Middle School:

STAAR Performance dropped from 38 to 31 in 2021

Relative Performance decreased from 38 to 31

High School:

STAAR/EOC Performance dropped from 40 to 39 in 2021

Relative Performance decreased from 52 to 48

CCMR Performance: 56% of our students graduated in 2021 with at least one CCMR indicator.

CCMR Indicator	Number of Students	Percentage of Students
Met all TSI Criteria in ELA and Math	8	22%
Met at least 1 indicator on TSI in ELA	11	31%
Met at least 1 indicator on TSI in Math	8	22%
Earned Dual Credit At Least 3 credits in ELA or Math or At least 9 credits in any subjects	6	17%
Earned an Industry Based Certification (IBC)	5	14%
Graduated with a Completed IEP and Workforce Readiness	7	19%

More Specific STAAR Data:

District Wide	Approaches	Meets	Masters
All Subjects	59%	28%	8%
Reading/ELA	59%	30%	9%
Math	56%	25%	7%
Science	64%	28%	9%
Social Studies	66%	34%	12%
Elementary Campus	Approaches	Meets	Masters
All Subjects	50%	22%	8%
Reading/ELA	62%	31%	12%
Math	40%	15%	6%
Science	54%	26%	9%
Middle School	Approaches	Meets	Masters
All Subjects	61%	25%	7%
Reading/ELA	63%	27%	11%
Math	58%	26%	6%
Science	65%	30%	10%

District Wide	Approaches	Meets	Masters
Social Studies	50%	17%	2%
High School	Approaches	Meets	Masters
All Subjects	68%	40%	10%
Reading/ELA	50%	35%	4%
Math	90%	50%	13%
Science	71%	27%	7%
Social Studies	85%	54%	23%

- School Context and Organization

Our district is divided into three campuses (Elementary Campus, Secondary Campus and Central Office). Our Secondary Campus houses the middle school (6 - 8) and the high school (9 - 12). No students currently attend classes at Central Office; however, classrooms are available if needed.

Each of our campuses has a principal and an assistant principal. The Elementary Campus has one guidance counselor for social emotional learning and academic guidance, while the Secondary Campus has two guidance counselors one for academic and social emotional support and one for college, career, military readiness guidance along with academic and social emotional support. We have added a district-wide THRIVE Counselor to help serve the social, emotional and mental health needs of students and staff.

Our Technology Director and Athletic Director are also housed at our Secondary Campus.

At Central Office, we have the Superintendent, Director of Instructional Services, and the Business Manager.

- Staff Quality Recruitment and Retention -

Kenedy ISD has a total staff of 129: 61 full time teachers, 5 professional support personnel, 5 campus administrators, 4 central office administrators, 19 educational aides, 36 auxiliary staff, and 3 full-time counselors. 53.7% of the Kenedy ISD staff is minority, with 36.1% of the teaching staff being identified as minority (2 African American and 22Hispanic). 73.8% of Kenedy ISD teaching staff is female (45) while the other 26.2.0% is male (16). Thirteen teachers hold Master's Degrees while 47 hold Bachelor's Degrees, and One teacher

does not have a degree. Teaching Experience in Kenedy ISD: 32.8% have less than 5 years teaching experience (20 teachers), while 12 teachers (19.7%) have 6-10 years experience, 18 teachers (29.5%) have 11-20 years, and 11 teachers (18.1%) have over 20 years of teaching experience. The average years of teaching for our teachers is 10.7 below the state average of 11.2; however, the average years of experience within the district is 3.6 which isn't very far off of the state average of 7.2, The average Annual Salaries for teachers (regular duties only) is $50,558, campus administrators is $72,259, and central office administrators is $98,863, all below the state averages of: $57,641; $83,424; and $109,662 respectively.

Kenedy ISD has some difficulty with (recruit/support/retaining) classroom personnel (teachers). Our annual turnover rate of 26.8% is above the state average of 14.3%. When positions become available, generally the postings are made on the school district website, and the Texas Association of School Administrators website. Due to Covid-19, no job fairs had been attended for the past 2 years. We were able to attend two different job fairs to meet potential applicants in 2021 - 2022. Oftentimes applicants are hired because they are the only certified applicant, or they are the only applicant to apply that has enough college hours in a required area that will allow for them to get into an alternative certification program. We do provide teacher support in the forms of: mentor teachers, professional development, team teaching with special education teachers, and in Reading and Math in grades K - 8 we have teacher interventionists that provide additional support and guidance. Retention is our biggest concern, as noted by the high turnover rate. While Kenedy ISD offers small class sizes, a relaxed atmosphere of instruction, wide platitude for professional growth and development, and Kenedy's proximity to major cities San Antonio, Corpus Christi, Houston and Victoria are all within a short drive from Kenedy, the town itself does not offer much in the way of entertainment for younger teachers, and the cost of living is rather high due to the recent oil/gas boom. These little things have an impact on keeping teachers in our school district.

As far as administration goes, the longest tenured administrator has been an administrator in the district 8 years, the next administrator 4 years. Kenedy ISD has had the same superintendent for the past 5 years. All campus administrators will be returning for the 2022 - 2023 school year.

- Technology

Kenedy ISD is on the leading edge of technology. Our campuses enjoy a 1:1 program with chromebooks, teachers are provided up to date technological materials (computers, big screen monitors (televisions), and software updates) for classroom use. We are missing training on how to implement these materials in the classroom.