

Kenedy Independent School District
Kenedy Elementary
2023-2024 Improvement Plan

Mission Statement

The mission of Kenedy I.S.D. is to inspire, prepare and educate students by personalizing the learning experience in order to achieve each student's vision for the future. Together as a team of students, parents, staff and community this mission is accomplished.

Vision

KISD promotes success in the classroom, on the “playing field”, and at home. Students, parents, staff, and community members collaborate to create a safe learning environment. Supported by relevant, state of the art resources and technology, we are a high performing district of choice. By implementing modern concepts of learning, KISD provides a place where our students' dreams become reality.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Goals	11
Goal 1: Student Growth: Students will show growth/progress in Reading on STAAR. Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 39 % to 60 % by August 2028 Target Baseline Aug.23 39% Aug.24 47% Aug.25 51% Aug.26 54% Aug.27 57% Aug.28 60%	12
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. Target Baseline Aug.23 18% Aug.24 47% Aug.25 51% Aug.26 54% Aug.27 57% Aug.28 60%	15
Goal 3: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.	18
Goal 4: KES student attendance goal is to increase from 93% to 97% by May 2024.	20
Goal 5: Increase overall campus STAAR performance perecentage of "Meets or Above" from 30% to 40%.	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kenedy Elementary School is grade PreK3-5 Title 1 campus in Kenedy, Texas. Total enrollment for the 2023-2024 school year is 371. This is a increase from the 2022-2023 (348). Student enrollment at KES fluctuates during the year due to family living arrangements and job availability in the oilfield industry. Ethnic Distribution as of August 2023: Hispanic-Latino 89%, Asian .6%, African American 1.2%, White 7.6% and Two or more races 1.2%. Ethnic distribution does not fluctuate much from year to year. Student Groups: Economically Disadvantaged 86%, English Language Learners 10.5%, Special Education 14.9%. When looking at data over the past 3 years, our SPED population has slightly increased each year.

Staff Data: KES has 52 total staff members with 30 teachers, 16 paraprofessionals, 2 health care professionals (an RN and LVN), 1 School Resoure Officer, 1 counselor, 1 assistant principal and 1 principal.

Parent/Community: Kenedy is a small South Texas town with a population of 3,626. Major professions/job opportunities are oilfield and prison jobs. English and Spanish are the languages spoken in the community.

Ethnic Distribution as of September 2022:

Hispanic-Latino 87%

Asian 1%

African American 1%

White 9%

Two or more races 1%

Student Groups

Economically Disadvantaged 86%

English Language Learners 8.16%

Special Education 18.37%

When looking at data over the past 3 years, our SPED population has slightly increased each year.

Staff Data

Teachers- 31 teachers

Paraprofessionals-13

Healthcare Professionals-2

School Resource Officer-1

Counselor-1

Assistant Principal-1

Principal-1

Student Learning

Student Learning Summary

2021-2022 school year we rated as a B.

Test		Approach	Meet	Masters
3rd Read		67%	39%	6%
3rd Math		56%	18%	2%
4th Read		82%	29%	11%
4th Math		58%	21%	5%
5th Read		85%	49%	26%
5th Math		91%	26%	2%
5th Science		57%	28%	9%

Student Learning Strengths

5th grade STAAR over showed growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: % of Meets and Masters levels STAAR is low. **Root Cause:** TEKS pacing and scope of sequence needs deeper understanding and implementation.

School Processes & Programs

School Processes & Programs Summary

Staff Recruitment/Hiring/placement:

Guidelines for staff recruitment, hiring and placement of staff have been established by Central Office Administration. School website post job vacancies. Policy and procedures are to be followed along with the completion of required documents. Documents are then turned in to Central Office where fingerprinting, background checks, certification checks are conducted. Once all is approved, the applicant is taken to the Superintendent for board approval to hire. At some levels, board approval is not required.

Professional development is determined based on student data and staff needs. Follow-up meetings and trainings are often provided/scheduled to ensure programs and processes are implemented at a high level.

Weekly Principal meetings with central administration staff are held at central office. Campus data and campus needs are focused on at this time along with multiple other areas. Student achievement is the focus of the weekly meetings.

Curriculum and instruction focuses on all students. Master schedule includes grade level Response to Intervention (RTI) times. Individual student data is used consistently to determine level of RTI and small grouping within core instruction. KES has a high percent of students identified for special education. Special education, general education, ESL teacher, ARD committee members, and Math/Reading Interventionists work together to develop individual plans to address the needs of each student so that he/she will be successful.

Master schedule identifies exact times for instruction in each class along with an RTI class. Grade level teachers have the same planning time so that grade levels can plan together and have parent conferences together.

Grade 5 transitions students into grade 6 in the Spring of grade 5 by having 5th graders visit the sixth grade campus and having Middle School organizations (band) visit the elementary.

Campus counselor works with grade levels and provides lessons on student behavior, social behaviors, and emotional behaviors.

School Processes & Programs Strengths

*Region 3 support for PD and implementation of HQIM.

*Student interaction with campus counselor through group and grade level sessions

*Staff Professional Development on TEKS Resource System

*Reading/Math Interventionist positions

*After School Program: Academics Center on Education (ACE)

*Technology strengths for Kenedy Elementary:

- Increase in training of technology programs for staff and administration.
- Campus technology coordinator available on Kenedy Elementary Campus.
- Implementation of technology programs for maintenance, transportation, non-contract staff hours, purchase orders and documenting staff attendance.

- Implementation of several social media outlets to keep community and families informed of KISD information.

*HQIM Curriculum, Instruction and Assessment focus at Kenedy Elementary School is guided by the TEKS Resource System, scope and sequence and the results of campus based assessments. The TEKS Resource System promotes 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators.

- Grade level teams map out the specific skills and standards that will be taught for the upcoming year.
- Guiding questions used during the process include: "What are the key components? What is the standard of expectation? What is the vocabulary?"
- Teachers then determine 'how' they will accomplish these targets through math and reading support by ESC3 w/HQIM
- Assessment is a key factor in decision making.
- The campus is moving from using fill-in-the blank/multiple choice assessments to more authentic assessments that allow students to demonstrate the application of skills. Kenedy Elementary must ensure that grade level skills are taught and that students learn them.
- Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.
- Pre-Kindergarten focuses on CIRCLE assessment while Kindergarten through grade 5 will focus on a specific Reading and Math inventory along with campus benchmarks, nine-week assessments, STAAR and supplemental technology programs.
- Special courses and programs such as physical education, special education, dyslexia and ELL instruction use the same standard of assessments as the grade level of their students.
- Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.
- Campus assessments are tied to Eduphoria where individual student data is identified by individual students.
- Data is used to guide and fine-tune instructional needs. This is all based on "What do we want our students to learn? How will they learn it? How will we know when they have learned it?"
- Grade level/cross grade level meetings are held with principal and/or campus counselor. These grade level meetings target lesson planning, data review, strategic planning and professional learning. These meetings also analyze data and map out strategies. Paraprofessionals are included on specific staff development days. Grade levels have a daily common planning time.
- Student progress is consistently monitored and focuses on individual students' needs.
- The data from campus assessments are used to identify students that are not performing satisfactorily. Core intervention during the school day along with morning and after school tutorials are in place.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of depth of instruction and pacing TEKS **Root Cause:** Lack of HQIM and paced implementation of TEKS

Problem Statement 2: Teaching to cover material versus teaching to ensure mastery of learning objectives **Root Cause:** No campus - wide implementation of paced TEKS

Perceptions

Perceptions Summary

Ways to Reduce Conflict and increase Positive Culture/Climate:

- Morning message
- Counseling
- 7 Mindsets- weekly
- Attendance Initiative

One of the core beliefs at Kenedy Elementary School is that students learn best in an environment where teachers believe in and build relationships with students and students believe in themselves.

Staff Engagement:

- ES staff are positive leaders, and we will be transforming our district and campus into using PBIS Restorative Practices to build upon our positive leadership.
- Low staff turnover rate from year to year. (exception: Special Education Teachers)
- Staff new to campus or grade level are provided resources, training, and support.

Boost Staff Morale:

- Sunshine Committee
- Recharge Zone on Wednesday
- daily Staff Birthday announcements
- Professional Development
- Nine-week campus staff luncheons.
- Teacher appreciation week
- Nice facilities
- Door Prizes at campus level staff development

Student Morale/Climate

- Attendance Incentives
- AR Celebration
- AR Store
- Math Celebrations
- Cub of the Week
- Athletic Director sends athletes to meet and greet our KES students on Friday Mornings
- Safety Patrols for 5th graders to model

- Annual Grade Level Field Trips
- Ag in the Classroom
- All School Assembly- during progress report day and report card day do build community and rapport at KES
- UIL Academics

Perceptions Strengths

Positive School Climate with many systems in place to boost staff and student morale.

Attendance initiative using PBIS incentive based strategies being implemented to increase attendance rate. This initiative is going to not only increase positive school climate, but it can also increase student success. If students are in school more, we will be able to further meet their learning needs, close learning gaps, and see positive growth in their academics.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students lack empathy at times and do not regularly treat others as they want to be treated. **Root Cause:** Students need more opportunities to learn how to better regulate their emotions and understand their impact on others and to develop more appropriate coping strategies when faced with problems.

Priority Problem Statements

Goals

Goal 1: Student Growth: Students will show growth/progress in Reading on STAAR.

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

Target Baseline

Aug.23 39%

Aug.24 47%

Aug.25 51%





Aug.26 54%

Aug.27 57%

Aug.28 60%

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.

Evaluation Data Sources: Lesson plans, Unit Assessments, Benchmark Assessments

Strategy 1 Details	Reviews			
Strategy 1: Data will be maintained to gauge progress for each individual child through BOY, MOY, and EOY. Strategy's Expected Result/Impact: Improved instructional practices, student engagement Staff Responsible for Monitoring: Admin & Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: review student data through unit tests Strategy's Expected Result/Impact: Improved instructional practices, growth on assessments Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Target Baseline

Aug.23 39%

Aug.24 47%

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Aug.26 54%

Aug.27 57%

Aug.28 60%

Performance Objective 2: Take advantage of ESC3 Contracted Services for professional development focusing on improving teacher instructional practices, strategies and lesson planning.

Evaluation Data Sources: Eduphoria Data, Amplify and Eurika Unit assessments (HQIM Instructional resources)

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor the progress of all Tier 2 and Tier 3 students by analyzing formative and summative assessments measuring critical content in reading and math. Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Region 3 weekly support w/Reading teachers in 3rd, 4th, and 5th grade. Strategy's Expected Result/Impact: Improved instructional practices, student growth Staff Responsible for Monitoring: Admin, teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will add designated times for RTI in the master schedule for Kinder through 5th grade in order to better serve students in SPED, ELL and economically disadvantaged students. Strategy's Expected Result/Impact: Teachers will engage in targeted intervention with students within Tier 3. Staff Responsible for Monitoring: Teachers & Admin	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Aug.27 57%

Aug.28 60%

Performance Objective 3: Teachers will use RTI embedded time to provide additional support for students identified as needing Tier2 and Tier3 supports from either previous STAAR assessments or through year assessments.

Evaluation Data Sources: BOY-MOY and EOY, assessments in Amplify and teacher created assessments on Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: ESC3 services will provide meaningful, specific weekly planning for differentiation and intervention strategies. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: Admin, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Growth: Students will show growth/progress in Reading on STAAR.

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

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Aug.25 51%





Aug.26 54%

Aug.27 57%

Aug.28 60%

Performance Objective 4: Special education teachers collaborate with teachers to push in to classrooms and provide instructional support for SPED students.

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: Create 9week planning time for teachers Strategy's Expected Result/Impact: Improve targeted instruction in the classroom	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Target Baseline

Aug.23 18%

Aug.24 47%

Aug.25 51%





Aug.26 54%

Aug.27 57%

Aug.28 60%

Performance Objective 1: All grades will participate in a weekly PLC to plan and create lessons paced strategically with the TEKS.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be supported weekly by ESC3 math specialist. Strategy's Expected Result/Impact: Teachers will be more intentional in their math planning and the quality of instruction will improve. Students foundational skills will be strengthened and the percentage of students will show growth in various assessment data points. Staff Responsible for Monitoring: Teachers, admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Unit tests will provide data based progress for each individual child for targeted interventions. Strategy's Expected Result/Impact: Improve instructional practices, student engagement Staff Responsible for Monitoring: Admin and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Target Baseline

Aug.23 18%

Aug.24 47%

Aug.25 51%





Aug.26 54%

Aug.27 57%

Aug.28 60%

Performance Objective 2: 9weeks planning to review TEKS pacing to focus on improving teacher instructional practices, strategies, and lesson planning

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor the progress of all Tier 2 and Tier 3 students by analyzing formative and summative unit assessments. Staff Responsible for Monitoring: Teacher, admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: ESC3 will observe teachers during math time and provide specific feedback/PD to teachers. Strategy's Expected Result/Impact: Improved instructional practices, student growth Staff Responsible for Monitoring: Admin, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Target Baseline

Aug.23 18%

Aug.24 47%

Aug.25 51%





Aug.26 54%

Aug.27 57%

Aug.28 60%

Performance Objective 3: Use Math RTI time to provide additional support for students identified as needing Tier 2 or Tier 3 supports using unit assessment data.





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

Strategy 1 Details	Reviews			
Strategy 1: ESC3 support for disaggregation of data, differentiation and intervention strategies. Strategy's Expected Result/Impact: Close learning gaps Staff Responsible for Monitoring: admin, teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 1: Create a clear communication process for students, parents and staff.

Evaluation Data Sources: Staff, Students and Parents surveys

Strategy 1 Details	Reviews			
Strategy 1: School Messenger will be used to convey campus and district information to parents. Strategy's Expected Result/Impact: Parents will be quickly informed of any campus or district news. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parent Involvement committee will implement monthly events for families. KES will partner with ACE to provide programs throughout the school year.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Develop a program that ensures a safe, supportive, and positive school climate for students and staff.

Performance Objective 2: Campus will implement a variety communication systems through different platforms.

Evaluation Data Sources: Surveys feedback, Returned checklist mailed out and Phone calls

Goal 4: KES student attendance goal is to increase from 93% to 97% by May 2024.

Performance Objective 1: Create a culture in which all teachers and staff purposefully develop relationships with students.

Evaluation Data Sources: Run attendance records

Strategy 1 Details	Reviews			
Strategy 1: Weekly Grade level attendance competition Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Teachers, admin	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: KES student attendance goal is to increase from 93% to 97% by May 2024.

Performance Objective 2: The campus will engage students and families through after school programs.

Evaluation Data Sources: Monitor attendance reports

Strategy 1 Details	Reviews			
Strategy 1: After school ACE participation with transportation provided. Strategy's Expected Result/Impact: increased attendance	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: KES student attendance goal is to increase from 93% to 97% by May 2024.

Performance Objective 3: Establish roles and responsibilities through an Attendance Leadership Team to create a shared Vision and common Values to understand root causes of chronic absenteeism.

Evaluation Data Sources: increase student attendance

Goal 4: KES student attendance goal is to increase from 93% to 97% by May 2024.

Performance Objective 4: To improve communication between home and school attendance expectations. To support family involvement and to collaborate with families to address needs (barriers, aversions, disengagement) that make it hard for students to be at school

Evaluation Data Sources: Tier 2 & Tier 3 Interventions, attendance data

Strategy 1 Details		Reviews			
Strategy 1: Monthly Attendance committee meeting to review data and adjust plans. Strategy's Expected Result/Impact: Increased student attendance.		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➔</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

Goal 5: Increase overall campus STAAR performance perecentage of "Meets or Above" from 30% to 40%.

Performance Objective 1: Create a 4th grade teacher position for the purpose of reducing class size.

Evaluation Data Sources: Increase in STAAR Math and Reading percentage from 30% to 40%

Strategy 1 Details		Reviews			
Strategy 1: Make smaller class size and support teacher with HQIM implementation Strategy's Expected Result/Impact: Increased STAAR data		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 5: Increase overall campus STAAR performance perecentage of "Meets or Above" from 30% to 40%.

Performance Objective 2: In our efforts to improve academic achievement, we have elected to implement TEA recommended High Quality Instructional Materials in Reading and Mathematics.

Evaluation Data Sources: Increase in STAAR Math and Reading percentage from 30% to 40%

Strategy 1 Details	Reviews			
Strategy 1: ESC3 instructional specialist meet weekly and support the new HQIM instructional materials with proper pacing of TEKS Strategy's Expected Result/Impact: Increased student STAAR performance	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Increase overall campus STAAR performance perecentage of "Meets or Above" from 30% to 40%.

Performance Objective 3: Have two Instructional Interventionist Teaching positions support students in Mathematics and Reading academic needs.

Evaluation Data Sources: Increase in STAAR Math and Reading percentage from 30% to 40%

Strategy 1 Details	Reviews			
Strategy 1: Smaller targeted instructional settings for student instruction Strategy's Expected Result/Impact: Increased student STAAR performance	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				