

Karnes City Independent School District

Karnes City Primary

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The end of year enrollment in 2022 at Karnes City Primary School was composed of 209 students who are offered instruction in ECSE, Pre-Kindergarten, Kindergarten and First Grade. The students are instructed by 15 full time teachers and 2 are shared with the elementary campus for music and PE. Our staff includes 11 paraprofessionals, 1 library paraprofessional, 1 technology/art paraprofessional, 1 PEIMS/secretary/receptionist, 1 counselor, 1 nurse, and one principal.

KCP proudly serves:

- 80.38% Hispanic-Latino, 15.79% White, 1.44% Black-African American, 1.4% Asian. 2% Two-or-More Races
- 50.72% Female, 49.28% Male
- 76.64% Economically Disadvantaged
- 0.0% Section 504
- 4.31% Emergent Bilingual
- 1.44% Homeless
- 0.48% Military Connected
- 74.64% At-Risk
- 16.27% Special Education

For the 2022 -2023 school year there are 16 full time teachers and 2 are shared with the elementary campus for music and PE. The staff includes 11 paraprofessionals, 1 library paraprofessional, 1 technology/art paraprofessional, 1 PEIMS/secretary/receptionist, 1 counselor, 1 nurse, 2 instructional coaches shared with elementary, and one principal. The average class size is 18:1. Pre-Kindergarten is a full day, and accepts ineligible students that live in the district, and transfer students.

Demographics Strengths

Enrollment at KCP has had no substantial fluctuation.

End of year enrollment:

2018 - 214

2019 - 233

2020 - 218

2021 - 239

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are not prepared for a school setting, academically or socially. **Root Cause:** There is a lack of resources for families of young children. Skills measured at kindergarten entry include both cognitive skills (reading and math) and non cognitive skills (self-control and approaches to learning).

Student Learning

Student Learning Summary

Karnes City Primary School uses MAP testing in Kindergarten and First Grades three times per year to track student growth as well as monthly Istation testing. Pre-Kindergarten students are tested three times per year through Circle Testing. Teachers also complete their own progress monitoring through the school year.

Students in Pre-Kindergarten and Kindergarten are measured each nine weeks with a Skills Checklist to determine progress and reported to parents. Students in First Grade receive number grades through Texas Gradebook, which is communicated to parents through a nine-week report card.

Kindergarten and First Grade students take a Dyslexia screener (1st Grade MOY and Kinder EOY) to screen for reading difficulties. Students reading is also measured using Istation, which provides data for tiers of instruction and Saxon assessments in Kindergarten and First Grade.

Student Learning Strengths

CIRCLE testing in Pre-Kindergarten also indicates almost all students mastered PreK guidelines.

MAP testing provides a great amount of data for teachers and families to work towards students academic goals. Last years EOY MAP data shows growth:

Kindergarten:

MATH - Beginning of Year RIT 142.7, End of Year RIT 157.1 (62% on Grade Level)

READING - Beginning of Year RIT 136.6, End of Year RIT 153.1 (57% on Grade Level)

First Grade:

MATH - Beginning of Year RIT 159.3, End of Year RIT 176.4 (64% on Grade Level)

READING - Beginning of Year RIT 155.9, End of Year RIT 171.4 (57% on Grade Level)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a staff, teachers require additional professional development and planning to support instructional gaps of students. **Root Cause:** Students are often below grade level which requires teachers to reassess and grow their knowledge of primary/basic academic skills across the content areas, and integrate those skills through the use of various learning components such as technology integration, small group instructional strategies, and hands-on/manipulative based learning.

Problem Statement 2: As a campus, KCP experiences low attendance rates, and low percentages of active parent involvement in academic support programs. **Root Cause:** Economic instability among families influences parent involvement and attendance rates of students.

School Processes & Programs

School Processes & Programs Summary

Pre-Kindergarten at Karnes City Primary (KCP) uses the Texas Pre-Kindergarten Guidelines to guide their instruction as well as the state approved curriculum Scholastic Big Day For Pre-K curriculum. Pre-Kindergarten students are tested three times per year through Circle to track their progress throughout the school year. Kindergarten and First Grade at KCP use the TEKS Resource System to guide instruction. We will use TX-KEA testing in Kindergarten and TPRI testing in First Grade three times per year to track student reading growth as well as monthly Istation testing and Saxon Phonics. The Capturing Kids Hearts program has been implemented to address social and emotional learning at KCP. Additionally, the school counselor provides classroom lessons targeting various needs for students. The campus has aligned Capturing Kids Hearts and PBIS to address behaviors in a positive manner. Students with disabilities are served by a certified Special Education teacher, speech therapist, occupational therapist, physical therapist, and many paraprofessionals. Emergent bilingual (EB) students are served through a content-rich program in the classroom provided by a certified ESL teacher. Kindergarten students are screened for the Gifted and Talented program each year. In 2020 the attendance rate at KCP was 98.8%

School Processes & Programs Strengths

Weekly Professional Learning Community (PLC) meetings occur weekly at KCP to collaborate and discuss student progress and current academic levels. Response to Intervention meetings happen monthly for each grade level to discuss struggling students and provide recommendations with the RTI teacher. Capturing Kids Hearts and PBIS have been implemented at KCP with fidelity and enthusiasm; the committee has taken both programs and aligned them to campus goals. All staff are implementing Capturing Kids Hearts and PBIS across the campus, including custodians and food service. Intervention services are provided to struggling students to provide small group or one-to-one instruction to help them maintain progress. The campus has embraced the ACE program and the ADSY Summer Program to help tutor and enrich students. The campus staff work as a team to put the welfare of students first and present a unified, nurturing atmosphere to help children grow.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: TEKS Resource System is not used for its maximum benefit. **Root Cause:** The system does not always correlate to state-adopted curriculum, which makes it difficult to use efficiently and with fidelity.

Problem Statement 2: Teachers do not take advantage of available professional development. **Root Cause:** At the Primary level, teachers are uncomfortable being out of the classroom more than absolutely necessary.

Perceptions

Perceptions Summary

It can be difficult to gather data from young children regarding their school experience, overall students are smiling and eager when they are walking into school. In an end of year survey provided to families in 2019 the following data was gathered:

- 95% of the families polled, felt that the school implements procedures that ensure staff and student safety.
- 100% of the families polled felt that the school's communication system – send home notes, text messages and website updates, kept them up to date with things happening at KCP.
- 81.4% of the families polled felt that KCP invited families to enough events to make them feel welcomed and part of their students' education (for example, Meet the Teacher Night, class parties, Thanksgiving meal, field day, Earth Day, Veteran's Day).
- 93% of the families polled were satisfied with volunteer opportunities provided to the families of KCP. For example, Thursday morning Parent Volunteer Group and Cupcake Club.

Among staff, there is a shared value and belief system. Generally morale is high. Gradelevels work together for planning and collaboration.

Perceptions Strengths

KCP offers a positive experience for new, young learners and teachers and staff are happy to be at KCP. All staff are friendly and respectful to students, parents, and other staff. The campus works hard to build positive relationships to make the campus inviting.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement at Karnes City Primary is marginal. **Root Cause:** Parents, who are generally young, are busy with work and family and limited on time.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices









Goals









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

Performance Objective 1: 80% of all Prekindergarten, Kindergarten and First grade students will meet or exceed expected reading proficiency levels

Evaluation Data Sources: MAP Growth, CIRCLE, TX-KEA, TPRI, MAP Growth, Campus Progress Monitoring, Teacher Progress Monitoring, Reading Levels, Monthly ISIP (Istation) Assessments, Administrator Walkthroughs and Observations (TTESS).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily small group reading instruction used in Pre-Kindergarten, Kindergarten and First grade classrooms.</p> <p>Strategy's Expected Result/Impact: Decreased number of students in need of intervention; one year growth on reading assessment; build strong foundation in independent reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers, intervention teacher, administrator.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Saxon Phonics program to provide foundational phonics reading skills. Saxon Phonics will increase specific instruction in phonics to strengthen basic reading skills and be proactive in addressing possible dyslexia issues.</p> <p>Strategy's Expected Result/Impact: Decreased number of students on dyslexia screener; one year growth on reading assessments; build strong foundational skills in reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers, intervention teacher, administrator</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Wilson Reading Foundations curriculum - 211-Title I, Part A - \$5,000</p>	Formative			Summative
	Jan	Mar	May	May
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Utilizing technology to supplement reading instruction such as iStation, Lexia Reading, Read Naturally, Starfall, BrainPop, Tumblebooks etc.</p> <p>Strategy's Expected Result/Impact: Decreased number of students in need of intervention; one year growth on reading assessment; build strong foundation in independent reading.</p> <p>Staff Responsible for Monitoring: Classroom teachers, intervention teacher, administrator. Istation reports, Lexia reports; progress monitoring (RtI), grades/skills checklists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: 100% of all Karnes City Primary students will have the opportunity to engage in character education and social-emotional learning weekly.

Evaluation Data Sources: Master schedules, surveys, discipline referrals, Capturing Kids' Hearts reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The school counselor will provide bi-weekly guidance lessons while pushing into classrooms.</p> <p>Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to enrich the learning environment; fewer classroom disruptions; decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrator, school counselor</p>	Formative			Summative
	Jan	Mar	May	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: 100% of campus staff will Implement behavior management techniques used within the PBIS and Capturing Kids' Hearts program.

Evaluation Data Sources: Data collection of behavior referrals, walkthroughs and observations. safety drills

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Ensure all teachers and staff are trained in expectations; implement the Boomer's Best Buddy program on campus. Strategy's Expected Result/Impact: Fair and consistent behavior management techniques will be used to provide a safe, secure and healthy learning environment. Staff Responsible for Monitoring: PBIS Team, Campus Principal</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Ensure all teachers and staff are trained in the Capturing Kid's Heart Program. Strategy's Expected Result/Impact: Teachers and staff increase relational capacity with students; students will be actively engaged in learning through a safe, secure environment. Staff Responsible for Monitoring: Central Office staff, Campus Principal</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Students will receive incentives for behavior and attendance throughout the year based on prescribed expectations. Strategy's Expected Result/Impact: Positive behavior will minimize disruptions in the classroom and provide a positive learning environment; student attendance rates will increase. Staff Responsible for Monitoring: Campus Principal, PEIMS, School Counselor</p>	Formative			Summative
	Jan	Mar	May	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 3: Karnes City Primary will increase parent and family engagement by 20% throughout the school year.

Evaluation Data Sources: Sign-in sheets, communication (newspaper, announcements, flyers, notes.), surveys

Summative Evaluation: Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 1: Parents and families will be invited to attend campus activities such as Meet the Teacher, Grandparents Day, Open House, Academic Night, Veterans Day program, Thanksgiving Feast, Christmas program, Field Day, Game Night, etc.</p> <p>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.</p> <p>Staff Responsible for Monitoring: All campus staff.</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 2 Details	Reviews			
<p>Strategy 2: KCP will implement a multi-faceted volunteer program designed to meet the needs of parent/family volunteers.</p> <p>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.</p>	Formative			Summative
	Jan	Mar	May	May
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus teachers will hold conferences with parents or guardians face-to-face at least once in the Fall semester and once in the Spring semester as needed. The School Compact and Parent and Family Engagement policy will be distributed at this time. Parents will be invited to Title I planning meetings and invited to participate on campus committees.</p> <p>Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Jan	Mar	May	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 1: Karnes City Primary will improve instruction through implementation of effective instructional practices and methodologies.

Evaluation Data Sources: Lesson Plans, Walkthroughs and Observations (TTESS), ICLE Walkthroughs, Instructional Rounds, grade level planning, student learning outcomes and examples, progress monitoring, grades, skills checklist, reading progress.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Grade level, PLC meetings, Data Dives and Unit Planning days will be held to focus on the implementation of TEKS Resource System and research-based instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.</p> <p>Staff Responsible for Monitoring: Administrators; all teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2) Targeted instruction will be provided to special populations such as Gifted & Talented, Special Education, Dyslexia, ESL, At-Risk, and RTI students.</p> <p>Strategy's Expected Result/Impact: Students will receive appropriate support and services as needed per student. Students will perform at or above grade level, or per IEP/504 plan.</p> <p>Staff Responsible for Monitoring: Administrator, counselor, teachers, district admin.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 3) Tutorials, homework assistance, and enrichment provided by the ACE grant and teacher tutorials.</p> <p>Strategy's Expected Result/Impact: Students will make significant progress to reach grade level or above expectations.</p> <p>Staff Responsible for Monitoring: Administration, teachers, ACE Site-Coordinator, ACE staff</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Jan	Mar	May	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Funding Summary

211-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Wilson Reading Foundations curriculum		\$5,000.00
Sub-Total					\$5,000.00