

Kemp Independent School District
Kemp Intermediate School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Board Approval Date: January 14, 2019
Public Presentation Date: January 14, 2019

Mission Statement

Kemp Independent School district will provide innovative educational opportunities so students achieve their potential.

Vision

Students are our first priority.

Value Statement

We Believe...

Students are our first priority.

All students will have a quality staff, and that staff will have their training needs met.

First rate facilities are essential to quality education.

Financial stewardship ensures a tomorrow for education.

All students learn when engaged in meaningful, challenging work, and Kemp ISD is committed to innovation and continued improvement.

In full engagement of our parents and community in the support of our students' education.

Accountability is attained through open dialogues, transparency and fiscal responsibility.

Meaningful relationships ensure learning. Therefore, we encourage partnerships between students, parents, community members, and staff which are

foundational to educational success.

A safe and caring environment is strengthened by embracing diversity and respecting self, others and the world around us.

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Comprehensive Needs Assessment

Revised/Approved: June 04, 2018

Needs Assessment Overview

The Kemp Intermediate School CAT Team met on May 22, 2018 to go over the data sources from 2017-2018. The campus advisory teams met in sub committees to analyzed data sources to complete a draft of the Campus Needs Assessment (CNA). The CAT Team committee met on 12/10/18 to review and revise the CNA and created strategies for the six campus goals for the 2018-2019 school year.

To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

Demographics

Demographics Summary

Summary of Needs:

- ELL student performance in Reading, Writing and Science for grades 3-8
- ELL student performance for ELAR for STAAR
- SPED student performance for Science and ELAR for STAAR
- SPED student performance in writing in grades 3-5
- ESSA student performance for writing in grades 3-5
- Bilingual staff
- Poverty Simulation

Priority of Needs:

- In-school intervention time designed to enhance student academic performance and real world experiences among identified subgroups
- Revise and Implement the district writing portfolio plan
- Special Programs designed to increase student achievement among subgroups
- ESL Reimbursement & Stipend
- SIOP/ELL Training for all staff
- Regularly scheduled special education training for district special education teachers
- Continually recruit for a bilingual teacher to meet state requirements

Demographics Strengths

- - District translator services available
 - SPED student performance on PBMAS improved from 1.5 to 1.2
 - ESSA student performance on PBMAS improved from 0.5 to 0.3
 - Blast Off Program for some populations
 - Student Attendance Stable
 - Enrollment up district wide
 - Enrollment Fair
 - Bilingual Translator
 - Lexia for dyslexic and ESL students

Problem Statements Identifying Demographics Needs

Problem Statement 1: KIS has growing ELL and Special Education student groups and our goal is to meet their needs as learners. **Root Cause:** KIS has growing ELL and Special Education student groups. We are continuing to need certified teachers for these areas and to provide teachers with professional development.

Student Achievement

Student Achievement Summary

Summary of Needs:

- 4th Grade Reading STAAR scores increased from 55% to 57% and Writing from 32% to 42%
- 5th Grade Science STAAR scores decreased from 70% to 64%
- Year 2 Writing Plan
- Increase Istation Usage
- Continue to monitor and provide training on Balanced Literacy
- Grammar resources for grade PK-5
- Implement Dreambox Math

Priorities:

- Provide Professional Development in the areas of TRS Curriculum Framework, Creation of Unit ESL strategies, SPED strategies, reading and writing.
- Provide educational materials
- Revise and implement the district RTI program and provide professional development
- Revise and Implement the district writing portfolio plan
- Provide research based writing professional development for ELAR teachers

Student Achievement Strengths

- 3rd Grade Reading STAAR scores increased from 50% to 64% and Math from 56% to 64%
- 4th Grade Math STAAR scores increased from 72% to 80%
- 5th Grade Reading STAAR scores increased from 62% to 72% and Math maintained at a high level
- NWEA MAPS data to monitor student progress
- Istation for progress monitoring and remediation purposes
- Reading A to Z provides resources to promote reading improvement
- Lexia program for Tier 3 elementary reading and dyslexia students
- Sharon Wells Math Curriculum for grade 2-5 provides appropriate rigor

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: KIS continues to struggle with ELAR across all grade levels. **Root Cause:** KIS struggles with Tier I/Whole Group instruction in the area of ELAR.

School Culture and Climate

School Culture and Climate Summary

Summary of Needs:

- Teachers having input in the way campus money is spent
- Increase positive recognition for student and teacher attendance

Priorities:

- Increase opportunities for teacher- and student-led involvement in district/campus decision-making
- Provide a safe, positive learning environment where all students matter

School Culture and Climate Strengths

- Student enrollment continues to increase
- Extracurricular activities provided
- Professional development offerings are designed to promote a positive school climate and culture
- Kemp Incentive Pay Plan for teachers and paraprofessionals
- Community involvement
- Positive activities for students
- Communication through various methods such as website, Facebook, messenger, etc.
- Parents feel KIS is safe and secure
- Teacher/Staff of the month recognized

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: KIS students and staff seek opportunities to share input into district decisions and want to be recognized for strong attendance. **Root Cause:** KIS needs to provide more opportunities for students and staff to make decisions that impact them.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Summary of Needs:

- There are staff members who are not fully certified to teach their particular subject/grade level.
- Need for staff development in the area of engagement
- Staff development for discipline techniques for at-risk students
- Uniform teacher training on implementation of writing rubrics for all teachers
- Training for BAU staff

Priorities:

- Provide teacher support programs which are designed to promote staff retention
- District to provide staff recognition for good attendance and other achievements
- Use surveys and evaluation data to prioritize the types of professional development course offerings and training for relevancy
- Implement the Lead 4ward New Teacher/Mentor Induction Program

Staff Quality, Recruitment, and Retention Strengths

- Professional development planned and implemented that meets identified needs
- Formal New Teacher Induction Program
- Safe environment
- Teacher retention efforts

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: KIS seeks to improve retention of quality teachers. **Root Cause:** KIS is in a highly competitive area in regards to hiring and retaining teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Summary of Needs:

- Common language instructional strategies
- Fidelity to the curriculum
- Common lesson planning and creating assessments
- Professional development on breaking down the TEKS
- Professional development opportunities for vertical alignment
- Grammar resources

Priorities:

- Provide professional development on quality Marzano's 9 High Yield instructional strategies
- Professional development needed TRS Curriculum Framework
- Provide professional development in the use of Eduphoria/Aware and TEKS Resource
- Provide professional development on understanding the TEKS (TEKS Exploration Tool)

Curriculum, Instruction, and Assessment Strengths

- NWEA MAP Universal Screener to measure student growth in grades K-9
- Sharon Wells Math Curriculum for Grades 2-5
- Istation Reading intervention programs for elementary
- Student use of technology is increasing

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: KIS struggles with Tier I Instruction/Whole Group across all content areas. **Root Cause:** KIS teachers need support in the areas of TEKS and Instructional Strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Summary of Needs:

- Improve perception of school/parent communication in all areas
- Increase parental involvement in school activities
- Continue communication through a variety of methods

Priorities:

- Living Tree parent communication resource for campus administration and teachers for connecting with parents
- Increased opportunities for family engagement that specifically deal with student academic issues

Parent and Community Engagement Strengths

- Increase in participation and number of community events
- Parents feel comfortable and welcomed
- Wildflower festival
- After school socials

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: KIS families continue to seek improvement in communication as indicated on surveys. **Root Cause:** KIS provides information to families in multiple ways but for some families there is a communication gap.

School Context and Organization

School Context and Organization Summary

Summary of Needs:

- Increase student attendance
- More activities to make students want to come to school
- Programs/activities to address student apathy
- Add archery 4th/5th grades and junior high

Priorities:

- Incentives for attendance
- Archery class in master schedule

School Context and Organization Strengths

- Student attendance stable
- Mentor Program
- Parent/Volunteer check in at campuses

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: KIS strives to have strong attendance at all campuses and seeks to engage learners by providing a variety of opportunities for students. **Root Cause:** KIS is a small district so there are some programs/opportunities that are not available due to limited resources.

Technology

Technology Summary

Summary of Needs:

- Computer program for math in grades K-5
- Purchase additional chrome carts and chrome boxes
- Professional development on Google
- Eduphoria training and expectations

Priorities:

- Increase opportunities for technology integration which positively affects student achievement
- Google professional development for all teachers and students at the Intermediate
- Dreambox math program for grades 3-5

Technology Strengths

- All teachers are issued a Chromebook
- Wifi access
- Tech department is supportive
- Increasing devices available to students on each campus
- Updating infrastructure

Problem Statements Identifying Technology Needs

Problem Statement 1: KIS strives to provide opportunities for technology integration that improves student achievement. **Root Cause:** KIS technology needs to be upgraded on a regular basis due to wear and tear, and staff/student needs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals




Goal 1: Learning Standards: KIS will demonstrate instructional methods, which increase student achievement in all content areas.

Performance Objective 1: Provide a rigorous and aligned curriculum and instruction for all students.

Evaluation Data Source(s) 1: State and District Assessment Data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Kemp IS will monitor and provide professional development on the use of the TEKS Resource System Curriculum Framework.</p> | 2.4, 2.5 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations IFD Planning Templates Lesson Plans Eduphoria Certificates | | | |
| Funding Sources: 211 Title I, Part A - 11150.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Kemp IS will provide students a viable math curriculum grades 2-5 with professional development for teachers. (Sharon Wells)</p> | 2.4, 2.5 | Director of I/A/A Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Lesson Plans | | | |
| Funding Sources: 211 Title I, Part A - 15302.46 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Kemp IS will increase the availability and use of research-based educational materials including Sharon Wells Math, iStation, Learning A to Z, IXL, Lexia, MAP, Mentoring Minds, and Dreambox.</p> | 2.4, 2.6 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Lesson Plans | | | |
| Funding Sources: 211 Title I, Part A - 22111.30, 199 General Fund - 15525.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Kemp IS will monitor and implement writing across the curriculum throughout the district.</p> | 2.4, 2.5 | Director of Curriculum Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |

| | | | | | | |
|---|----------|--|--|--|--|--|
| Critical Success Factors CSF 1 CSF 2 CSF 7 5) Kemp IS will review and revise RTI program K-12. (IStation, Learning A to Z, IXL, Lexia, , MAP) | 2.6 | Director or Curriculum FP/SP Coordinator RTI Committees, RTI Teachers | Student Achievement TTESS Walkthroughs/ Evaluations RTI Student List RT Monitoring Documentation | | | |
| Critical Success Factors CSF 1 CSF 2 CSF 7 6) Kemp IS will provide professional development to improve instructional strategies in writing, math, reading, RTI, SPED and ESL. (Marazano, SIOP) | 2.5, 2.6 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Eduphoria Certifications | | | |
| Funding Sources: 270 Title V, Part A Rural - 3600.00 | | | | | | |
| Critical Success Factors CSF 2 7) Kemp IS will purchase screening, diagnosis and progress monitoring programs for the RTI process such as IStation, Learning A to Z, IXL, Lexia, Edgenuity, and MAP. | 2.6 | Director or Curriculum FP/SP Coordinator RTI Committees, RTI Teachers | Student Achievement TTESS Walkthroughs/ Evaluations | | | |
| Critical Success Factors CSF 2 CSF 3 CSF 7 8) Kemp IS will monitor the use of Eduphoria. | 2.4 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Lesson Plans Eduphoria Certificates | | | |
| Funding Sources: 211 Title I, Part A - 8200.00 | | | | | | |
| Critical Success Factors CSF 1 CSF 3 CSF 7 9) Kemp IS will provide formal New Teacher Induction Program through the (Lead 4ward) resources. | 2.4 | District Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Eduphoria Certificates | | | |
| Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 10) Kemp IS will use two days in June to work on curriculum/ assessment planning for the 2019-2020 school year. | 2.4, 2.5 | District Administrators Campus Administrators Region 10 | Student Achievement TTESS Walkthroughs and Evaluations IFD Planning Template Lesson Plans | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

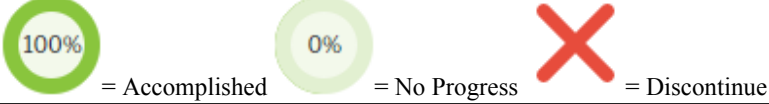
Goal 2: Learning Standards: KIS will have effective student programs.

Performance Objective 1: Offer a variety of appropriate programs to address the needs of all students.

Evaluation Data Source(s) 1: State and District Assessment Data; Participation in student programs

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Kemp IS will provide professional development on quality instruction, PLC protocols, data review, rigor and engagement.</p> | 2.4 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Eduphoria Certificates | | | |
| <p>Critical Success Factors CSF 2</p> <p>2) Kemp IS students in special populations will make a years academic growth in mathematics and reading in grades 3-5 as measured by NWEA MAP testing as a result of the district providing appropriate services.</p> | 2.6 | District Administrators FP/SP Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |
| <p>Critical Success Factors CSF 3 CSF 4</p> <p>3) Kemp IS will identify (Child Find) and provide services which meets the reading academic needs of students who are served in Special Education or Section 504.</p> | 2.6 | District Administrators FP/SP Coordinator Special Education Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Eduphoria Documentation ESPED Program | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Kemp IS will provide Transition Services, which maximize student academic and emotional growth.</p> | 2.6, 3.1 | District Administrators Special Education Coordinator Campus Administrators | Student Achievement ESPED Program | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Kemp IS will provide professional development on dyslexia testing in order to identify students in need of support.</p> | 2.6 | Director of Curriculum FP/SP Coordinator | Student Achievement Eduphoria Certificates | | | |

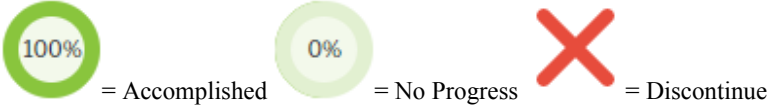
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|--|-----|---|---|--|--|--|
| <p>Critical Success Factors CSF 7</p> <p>6) Kemp IS will provide professional development in advanced academics & Gifted/Talented.</p> | 2.6 | Director of Curriculum FP/SP Coordinator | Student Achievement Eduphoria Certificates | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>7) Kemp IS will provide teachers professional development on ESL; research-based, instructional strategies including SIOP.</p> | 2.6 | Director of I/A/A FP/SP Coordinator ESL Coordinator | Student Achievement TTESS Walkthroughs/ Evaluations Eduphoria Certificates | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Kemp IS will provide an ESL Reimbursement for assessment/ certification for certified teachers.</p> | 2.6 | Director of I/A/A FP/SP Coordinator ESL Coordinator | ESL Certification List | | | |
| <p>Critical Success Factors CSF 6</p> <p>9) Kemp IS will provide a variety of extracurricular activities, which meet student needs and interests .</p> | 2.5 | District Administrators Campus Administrators | Student participation, Student Surveys | | | |
|  | | | | | | |

Goal 3: Digital Learning: KIS will enhance digital learning experiences for all stakeholders.

Performance Objective 1: Increase the digital literacy for all students and staff by implementing technology in the classroom.

Evaluation Data Source(s) 1: State and District Assessment Data; Stakeholder feedback

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Kemp IS will develop and provide innovative courses, which enhance student technology skills.</p> | 2.4 | Director of I/A/A FP/SP Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Student Surveys | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Kemp IS will equip classrooms with latest presentation technologies designed to enhance student achievement.</p> | 2.4 | District Administrators Director of Technology IT Coordinator | Student Achievement TTESS Walkthroughs/ Evaluations Student Surveys | | | |
|  | | | | | | |

Goal 4: Assessment: KIS will implement appropriate and varied types of assessments that effectively measure student progress and success.

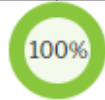
Performance Objective 1: Implement progress monitoring for all grade levels and content areas.

Evaluation Data Source(s) 1: State and District Assessment Data

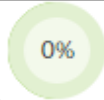
Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Kemp IS will use all available data resources to identify student strengths and areas of growth.</p> | 2.6 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Kemp IS will use all available content area data to identify student strengths and areas of growth within each grade level. (Ex: Vertical alignment between feeder campuses)</p> | 2.4 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Kemp IS will develop and implement cycle assessments in all classes. (TEKS Resource STAAR Item Bank, iStation, Mentoring Minds, Kamico)</p> | 2.4 | District Administrators Campus Administrators | Student Achievement | | | |
| Funding Sources: 270 Title V, Part A Rural - 6994.00 | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>4) Kemp IS will develop and increase courses, which directly match career opportunities.</p> | 2.4 | Director of I/A/A FP/SP Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Surveys | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Kemp IS will increase college and Career readiness levels as described in A-F Accountability.</p> | 2.4 | Director of I/A/A FP/SP Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |

| | | | | | | |
|--|---------------|---|---|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Kemp IS SPED and 504 students will be monitored by their case managers and will have an annual meeting to review their plan and services.</p> | 2.6 | Director of Curriculum FP/SP Coordinator Special Education Coordinator Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations ESPED Documentation PBMAS SPP Indicators | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Kemp IS will increase community partnerships with local colleges and businesses, which increase student opportunities.</p> | 2.5 | Director of I/A/A FP/SP Coordinator Campus Administrators | Student Achievement Student Participation | | | |
| <p>PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>8) Kemp IS will create a system that embraces MAP data to create an action plan in order to support our teachers at the BOY, MOY and EOY.</p> | 2.4, 2.5, 2.6 | Director I/A/A Campus Administrator | NWEA MAP Data STAAR Data | | | |



= Accomplished



= No Progress



= Discontinue

Goal 5: Accountability: KIS will have a comprehensive accountability system that is designed to sustain excellent performance, which maximizes student achievement.

Performance Objective 1: Increased student achievement and gain a year’s growth in all grade levels and content areas.

Evaluation Data Source(s) 1: State and District Assessment Data; Alternate assessments such as portfolios and projects

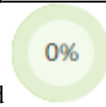
Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Kemp IS will meet or exceed the state percentages on STAAR Assessments in grades 3-EOC. (NWEA Map, Dreambox, Istation, Reading A to Z, Lexia, Balanced Literacy, Writing Plan)</p> | 2.4, 2.6 | District Administrators Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Kemp IS writing achievement will increase through a locally developed plan, which includes student portfolios. (Balanced Literacy, District Writing Portfolio Plan, May the Fours Be With You Training.)</p> | 2.4, 2.5, 2.6 | Director of Curriculum Campus Administrators | Student Achievement TTESS Walkthroughs/ Evaluations Writing Audits | | | |
| Funding Sources: 270 Title V, Part A Rural - 8370.00 | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Kemp IS ELL and Special Education students' academic performance will increase in all subject areas as measured by STAAR and NWEA MAP. (Edugence, ESPED, and Stevenson)</p> | 2.4, 2.5, 2.6 | Director of I/A/A FP/SP Coordinator ESL Coordinator Special Education Coordinator | Student Achievement TTESS Walkthroughs/ Evaluations TELPAS PBMAS SPP Indicators | | | |

| | | | | | | |
|--|----------|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 6</p> <p>4) Kemp IS will continue to provide a safe student environment with the following emphasis: -Playground safety checks -Review and consider updating camera system throughout the district -Providing equipment designed to enhance student safety -Updated Emergency operation plan -Positive behavior techniques</p> | 2.6 | District Administrators Campus Administrators Maintenance, Technology and Transportation Staff | District Surveys of Students, Parents and Staff Safety Audit Recommendations | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>5) Kemp IS will implement a discipline management plan that is effective and equitable focusing on the prevention of and education concerning unwanted aggression, sexual harassment, and other forms of bullying and provide parent training. (TXEIS, Student Code of Conduct, Student Handbook, Crisis Go app, Anti-Bullying Program)</p> | 2.6 | District Administrators Campus Administrators | Eduphoria Certificates District Surveys of Students, Parents and Staff PEIMS discipline referrals | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>6) Kemp IS will provide special programs to address the needs of students to include a suicide prevention program, conflict resolution program, violence and dating violence prevention programs, and an anti-bullying program. (Crisis Go app, Anti-Bullying Program, Conscious Discipline, PBIS strategies)</p> | 2.6 | District Administrators Campus Administrators | Eduphoria Certificates District Surveys of Students, Parents and Staff PEIMS discipline referrals | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>7) Kemp IS will provide a Drug Education and Awareness Program. (Red Ribbon Week)</p> | 2.6 | Campus Administrators Campus Counselors | Eduphoria Certificates District Surveys of Students, Parents and Staff PEIMS discipline referrals | | | |
| <p align="center">Critical Success Factors CSF 2 CSF 6</p> <p>8) Kemp IS will increase student attendance through positive reinforcement opportunities.</p> | 2.6 | Campus Administrators | District Surveys of Students, Parents Student attendance rate | | | |
| <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Kemp IS will host Academic Parent Nights provided at the campuses to collaborate with parents in order to help their child to be successful.</p> | 3.1, 3.2 | Campus Administrators Campus Counselors | Parent Involvement Documentation District Surveys of Students, Parents and Staff | | | |



= Accomplished



= No Progress



= Discontinue




Goal 6: Transformation: KIS will be a 21st century learning organization, which meets the needs of all stakeholders.

Performance Objective 1: Implement and maintain classrooms that are engaging and innovative.

Evaluation Data Source(s) 1: Locally-developed assessments, stakeholder feedback

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Kemp IS will provide the following activities that will involve teaching staff in District decision-making processes. -District EIC -Leadership on campus site-based committees</p> | 3.1, 3.2 | District Administrators Campus Administrators | Committee Documentation District Staff Surveys | | | |
| <p>2) Kemp IS will create a District Calendar designed to accommodate the following strategies: -Blast Off to School Program for At-Risk Students -Campus Instructional Planning days -Family Communication Days</p> | 3.1, 3.2 | District Administrators Director of Curriculum DEIC Committee | Student Achievement District Surveys | | | |
| <p>Critical Success Factors CSF 3 CSF 5</p> <p>3) Kemp IS will promote school events through the following methods: -District Website -District Social Media -Living Tree -Local Print Media -Partnership with local businesses</p> | 3.1 | District Administrators Campus Administrators Director of Technology | District Students, Parent and Staff Surveys | | | |
| <p>Critical Success Factors CSF 5</p> <p>4) Kemp IS will develop and distribute parents/family members a written parent and family engagement policy through a flexible number of meetings.</p> | 3.1, 3.2 | Director of Curriculum FP/SP Coordinator Campus Administration | Parent Involvement Documentation District Surveys of Students, Parents and Staff | | | |

| | | | | | | |
|---|-----|--|---|--|--|--|
| <p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Kemp IS will use current research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers to participation by parents in school planning, review, and improvement.</p> | 3.1 | Director of Curriculum FP/SP Coordinator Campus Administration | Parent Involvement Documentation District Surveys of Students, Parents and Staff | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Kemp IS will improve Teacher Retention through: -New Teacher Induction Program (Lead4ward) -Teacher Mentoring Program -Monitoring teacher growth through the TTESS evaluation process</p> | 2.4 | District Administrators Campus Administrators HR Coordinator | TTESS Walkthrough and Evaluation Data District Staff Surveys New Teacher and Mentor Induction Documentation | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Kemp IS will provide engaging and easy to use technology resources.</p> | 2.4 | District Administrators Director of Technology IT Coordinator | District Student, Parent and Staff Surveys Master Technology List of Resources | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>8) Kemp IS will provide instructional technology training provided to district staff through differentiated instructional methods.</p> | 2.4 | District Administrators Director of Technology IT Coordinator | Eduphoria Certificates Training Materials | | | |
| <p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Kemp IS will host a New Student Enrollment Fair.</p> | 3.1 | Director of I/A/A FP/SP Coordinator PEIMS Coordinator Campus PEIMS Specialists and Counselors | Participation, District Student, Parent, and Staff Surveys | | | |
| <p>Critical Success Factors CSF 5</p> <p>10) Kemp IS will partner with the City of Kemp to host the Wildflower Festival.</p> | | District Administrators Campus Administrators | District Students, Parents, and Staff Surveys | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

KIS assures that we conducted a comprehensive needs assessment, prepared a district-wide plan, and that we will review the district-wide plan annually.

KIS uses a per pupil allocation in order to distribute funding equitably.

To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, and in accordance with Kemp ISD's comprehensive needs assessment, and CFR-200 (Sec.200.459), the district will contract for professional and consultant services with SAFE Services LLC to provide technical assistance related to specific federal programs in order to maintain efficiency and compliance.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed in collaboration with the DEIC Committee on 12/10/18.

THE CIP was approved by the KISD School Board on 12/17/18. (pending approval)

The CIP was made available in English on the KISD Website and KIS School Office.

2.2: Regular monitoring and revision

KIS assures that we conducted a comprehensive need assessment, prepared a campus-wide plan, and that we will review the campus-wide plan annually.

2.3: Available to parents and community in an understandable format and language

The CIP was made available in English on the KISD Website and at the KIS School Office.

2.4: Opportunities for all children to meet State standards

The CIP contains campus-wide reform strategies that address the campus needs, including a description of how such strategies would provide opportunities for all children.

2.5: Increased learning time and well-rounded education

The CIP contains instructional strategies that strengthen academics, increased learning time, and provide an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

The CIP addresses the needs of all students, particularly at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

KIS develops and distributes the Parent and Family Engagement Policy annually.

3.2: Offer flexible number of parent involvement meetings

KIS offers flexible parent involvement meetings annually.

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------|----------------|------------|
| Aimee Shaw | RTI Math Teacher | Title I | 1 |
| Felicia Gentzler | RTI Math Aide | Title I | 1 |
| Julie Wakeland | RTI Reading Teacher | Title I | 1 |
| Toni McSpedden | RTI Reading Aide | Title 1 | 1 |

Campus Funding Summary

| 199 General Fund | | | | | |
|----------------------------------|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | NWEA MAP Grades K-EOC | | \$15,525.00 |
| Sub-Total | | | | | \$15,525.00 |
| 211 Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | TEKS Resource System | | \$11,150.00 |
| 1 | 1 | 2 | Sharon Wells Math Curriculum (grades 2-5) | | \$15,302.46 |
| 1 | 1 | 3 | Istation Reading Grades PK-5 | | \$12,638.00 |
| 1 | 1 | 3 | Learning A to Z | | \$1,399.30 |
| 1 | 1 | 3 | Dreambox Math Resource Grades K-5 | | \$8,074.00 |
| 1 | 1 | 8 | Eduphoria/AWARE | | \$8,200.00 |
| Sub-Total | | | | | \$56,763.76 |
| 270 Title V, Part A Rural | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 6 | May the Fours Be With You Training by Bill MacDonald | | \$3,600.00 |
| 4 | 1 | 3 | TEKS Resource STAAR Bank | | \$6,994.00 |
| 5 | 1 | 2 | Writing Training and Materials | | \$8,370.00 |
| Sub-Total | | | | | \$18,964.00 |
| Grand Total | | | | | \$91,252.76 |