

Kountze Independent School District
Kountze Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The Mission of Kountze Elementary School will be to develop a student with outstanding character who is a confident, ethical, decision maker. The KES student will be responsible, well rounded and possess problem solving abilities. The student will have communication skills, research skills and be a team player. The student will have knowledge of basic skills, be self-motivating and have a good understanding of technology. This will be achieved by providing a capable staff with a focused well-rounded curriculum and a positive safe environment.

Vision

Kountze Elementary will be a leading campus in the state of Texas through high educational standards.

Value Statement

Kountze Elementary will:

Prepare and challenge students
Equip children with positive beliefs and values
Respect individual initiative and personal growth

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Comprehensive Needs Assessment

Revised/Approved: November 27, 2015

Needs Assessment Overview

The overall performance rating of the Elementary campus is Met Standard, but we can improve our students' learning and academic growth. Our goals are to increase the percentage of students passing the STAAR tests at the "Meets" standard and at the "Masters" standard. We will not settle for students simply achieving "Approaches" on the STAAR tests. We have chosen to raise the bar in order to improve academic integrity. We are also ready to earn additional TEA recognition through improved student performance and elevated scores.

Demographics

Demographics Summary

Our diverse student population is at a total enrollment of approximately 375 students. The largest student population group is White at 78.9%. The next largest student group is African American at 11.7%, followed by the Hispanic student group at 5.6%. The remaining % of students are Two-or-More-Races, Asian, American Indian and Pacific Islander. Each of these final subpopulation groups are less than 2.5% per ethnic group. Enrollment at Kountze Elementary School has increased slightly from 2015-2016 baseline figures.

Demographics Strengths

100% of our faculty is Highly Qualified and the elementary has maintained an extremely low teacher turnover for several school years. KES is a Met Standard campus on STAAR reading and math results. This includes 73% of the tested students at the Approaches level in Reading and 80% of the tested students achieving the Approaches level for Math. Our overall attendance rate has been approximately 95% for the past several school years. Our families and community value education, so we have many supportive parents and students committed to success the success of our children.

Student Achievement

Student Achievement Summary

Tea has credited Kountze Elementary School as a Met Standard campus in accordance with the Texas Education Agency Accountability Rating Systems and Overall Summary. The overall rating of a 67 (Met Standard) was posted for the elementary campus. Our Accountability Ratings as reported for 3rd grade STAAR, states our Student Achievement scaled score is a 72 (Met Standard). Within the following section, Student Progress, our campus scored a 72 (Met Standard). For the final formulated section, Closing Performance Gaps, Kountze Elementary earned a score of 56 (Improvement Required).

Student Achievement Strengths

Based off of the 2018 Reading is an overall area of strength. Our math growth rate is also an area of strength. Economically disadvantaged students performed quite successfully in both subjects. In reading, 72% of Economically Disadvantaged students met the passing standard with 39% of them scoring 'Meets'. In Mathematics, 74% of the Economically Disadvantaged students met the passing standard, whereas 30% were scored at the "Meets" level. This is indicative of a general academic improvement for our Economically Disadvantaged subgroup.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students needed to increase their ability to pass the STAAR tests at the "Meets" level score. **Root Cause:** Setting our student goals for STAAR results as "Approaches".

School Culture and Climate

School Culture and Climate Summary

Kountze Elementary School is a safe, secure, and nurturing environment conducive to learning, an environment which enables students to think critically and exhibit responsible behavior. This type of school climate ensures sustained growth in student achievement in all academic areas. Our campus supports all students learning through a variety of instructional methods and learning opportunities which meet their individual needs. All stakeholders in our school community are regarded with respect and valued as integral partners in overall student progress and success.

School Culture and Climate Strengths

Kountze Elementary School has consistent core values school-wide, and an annual theme is integrated throughout the campus. KES is welcoming to the school community; parent involvement is encouraged and valued. The Pride Paw Pledge is recited daily, following the pledges to the American and Texas flags. that highlights the focus of student expectations: Be safe, be respectful, be responsible, be a learner. Red Ribbon Week is celebrated, and bully intervention lessons are conducted by the school counselor. Student success -- academic and behavioral -- is recognized and celebrated.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Kountze Elementary could provide the community with more campus news and student accomplishments. **Root Cause:** The need to be visual and open through electronic media.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

KES faculty meets the state standard of 100% Highly Qualified personnel. All teachers are certified educators in their respective teaching assignments. This includes all general education and special education teachers, including the speech therapist. Related service providers who serve students with special needs are also licensed in their respective areas, i.e. occupational therapist, physical therapist, and vision therapist. 100% of paraprofessionals are certified members of our staff.

Staff Quality, Recruitment, and Retention Strengths

All teachers meet requirements as Highly Qualified personnel. Teacher retention is higher when compared to campuses within the district. It should be noted that only 2 teachers who taught at KES last year did not return in 2018-2019. In addition, 100% of the certified staff as well as 100% of the paraprofessional staff have participated in multiple professional development opportunities this school year. Grade levels and departments are provided a planning time each semester, which strengthens lesson planning, the pacing calendar, and vertical alignment of the curriculum.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our 3rd grade ELA scores have decreased over the last few years. Our scores have not increased and we would like to see progress.

Root Cause: Our students are not passing at a level "Meets" that is acceptable and our teachers should attend more Title I professional development.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum management system utilized at KES is the Texas Essential Knowledge and Skills Resource System (TEKS RS). This system includes a curriculum framework for grades K-12 (K-3 at KES) in all foundation academic subject areas. Students receive quality instruction in all academic areas from our highly qualified teachers. All class sizes meet the state mandate of no more than 22:1 student-to-teacher ratio, helping ensure optimal student achievement. Ongoing assessments of all students is completed on a scheduled basis, and data is disaggregated to closely monitor student progress. This allows for accurate provision of remediation as needed for all students. Response to Intervention (RtI) is provided to students whose assessment results indicate a need for Tier I, II, or III interventions in reading and/or math.

Curriculum, Instruction, and Assessment Strengths

Textbook adoptions and other instructional materials are aligned with TEKS RS. Curriculum-based assessments are ongoing (several times throughout the school year), and data disaggregation is conducted on the results via DMAC. Teachers utilize this data to direct overall classroom instruction and to guide them to the most appropriate provision of student remediation. Student data is kept up-to-date and utilized to set goals as well as drive instructional decisions. IStation is implemented for RtI reading in all grades, AimsWeb is utilized for RtI math for kindergartners, and Renaissance math is implemented for RtI math in grades 1-3. Tutoring is provided by students' classroom teachers before and after school following the first six weeks reporting period. Our ROBOTICS program is an extracurricular program for our gifted/talented students. Second and third graders participate in annual academic UIL events: storytelling, music memory, spelling, and math. Department chairpersons are responsible for vertical alignment among grade levels. KISD's curriculum director provides strong leadership and guidance in the areas of instructional materials, curriculum-based assessment, and the state Performance-Based Monitoring Analysis System (PBMAS).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: District curriculum must align and build from grades K-12. **Root Cause:** At times, there appears to be disconnect in the district curriculum growth and conversation from campus to campus.

Parent and Community Engagement

Parent and Community Engagement Summary

The faculty and staff at KES believe a child's education is a responsibility shared by all stakeholders in the school community -- students, parents, school employees, and community members; all are vital to the current and future success of each student. All stakeholders must work collaboratively in a committed partnership to ensure student progress and achievement. Family members of our students, therefore, play an integral role in student success.

Parent and Community Engagement Strengths

Kountze Elementary School has a very active, involved Parent Teacher Organization (PTO). This organization holds numerous fundraisers to provide educational materials for our pupils. Families are welcomed to our campus on a daily basis, but several annual schoolwide events are scheduled. Meet the Teacher is held the week before students begin their first day of school each August. Open House is held in an evening in September, with dinner offered to families via PTO. Grandparents are welcomed to campus by each grade level as Grandparents' Day is celebrated. Community Reader Week is held the first week of November, and leaders in our community read to students in their classrooms. Members of First Methodist Church of Kountze offer an after school tutoring program for KES students as well as provide a meal for them. An annual survey is provided to parents welcoming their suggestions and/or comments on our Title I, II, and III federally funded programs. (These programs encompass the teaching of all core subjects and technology.) Our campus communicates quite efficiently with our parents and community through KES homepage website updates, notes home to parents, marquee announcements, phone calls through our automated system, and a newsletter. The local food bank/ministry, Christian Loving Care Center, provides weekend snacks to our students in need.

School Context and Organization

School Context and Organization Summary

KES's site-based committee collaborates to provide integral input in the campus decision-making process. It is composed of grade level chairpersons, representatives from each department, and community leader representatives. Grade level meetings are regularly scheduled as well as faculty meetings. Our campus emergency plan is reviewed annually.

School Context and Organization Strengths

The site-based team allows faculty and staff as well as members of the community to have a voice in the decision-making process at the campus level. Our campus emergency plan, is in place and was reviewed with our faculty; detailed data is recorded during medical emergencies. Regular emergency drills are conducted including monthly fire drills and semi-annual lockdown, evacuation, reverse evacuation, weather, and shelter-in-place drills. Bullying prevention is addressed schoolwide during the last week of October as well as through counseling sessions.

Technology

Technology Summary

Renaissance Learning, IStation, Galaxy Math / Lift Off, Waterford Early Learning and TxEIS are the primary software programs utilized at KES. Student grades are computerized and accessible online via the Parent Portal software. DMAC Solutions is a web-based applications tool used by our campus for assessments, especially curriculum-based assessments, to disaggregate the data obtained from these assessments. We also use DMAC to aide in the delivery of T-TESS (Teacher evaluation).

Technology Strengths

Each classroom is equipped with a SmartBoard and an Elmo. All students have access to Chromebooks and software like IStation and Renaissance Learning, not only for reading benchmark testing but for remediation as well. Our School Messenger system allows personalized messages to be sent to parents at a selected date and time frame to notify them of pertinent, school-related information for their children. Parents can monitor their children's grades at any time through the Parent Portal software. Our campus website as well as teacher web pages are kept up-to-date. Important links are available on KES's homepage, such as our handbook, school supply lists, and newsletters.

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 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

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

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
- Action research results
- Other additional data

Goals

Goal 1: STUDENT: Kountze ISD will embrace the opportunities that students are afforded under House Bill 5 by offering as many of the endorsement pathways as possible. Local student employability will be evaluated along with current staffing and facilities to develop course offerings that are feasible and of the greatest benefit to our students.


Kountze ISD will focus on STAAR (State Assessment of Academic Readiness) and EOC (End of course) preparation by assuring that curriculum, instruction, and benchmark tests are aligned. KISD will work to close achievement gaps with greater than 10% disparity as well as increase the district completion rate. All campuses will meet standards in each subject area. The District will utilize the student-issued Chromebooks to enhance instruction and technology integration skills for all students.

Kountze ISD will strive to assure that 100% of eligible seniors will graduate under current standards.

Performance Objective 1: All student groups will meet or exceed the required state passing standard in STAAR reading and math. KES will successfully meet all accountability indexes.

Evaluation Data Source(s) 1: STAAR results/scores will be disaggregated and reviewed.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 1) Improving and Maintaining STARR accountability rates.		Teachers, principal and Counselor	Expected increase in 3rd grade math/reading scores with at least one distinction.			
	Funding Sources: 211 Title I Part A - 5000.00					
						

Goal 1: STUDENT: Kountze ISD will embrace the opportunities that students are afforded under House Bill 5 by offering as many of the endorsement pathways as possible. Local student employability will be evaluated along with current staffing and facilities to develop course offerings that are feasible and of the greatest benefit to our students.


Kountze ISD will focus on STAAR (State Assessment of Academic Readiness) and EOC (End of course) preparation by assuring that curriculum, instruction, and benchmark tests are aligned. KISD will work to close achievement gaps with greater than 10% disparity as well as increase the district completion rate. All campuses will meet standards in each subject area. The District will utilize the student-issued Chromebooks to enhance instruction and technology integration skills for all students.

Kountze ISD will strive to assure that 100% of eligible seniors will graduate under current standards.

Performance Objective 2: Kountze Eleentary will seek to increase the learing goals and objectives so that students are better equipped to score at the Meets level of the STAAR tests

Evaluation Data Source(s) 2: Student STAAR scores and pretests that indicate students are at the Meets or Masters level

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Increased rigor and focus on math and reading goals/objectives so that students are better equipped to score at the Meets level of the STAAR tests.</p>	2.4, 2.5, 2.6	Teachers, principal and Counselor	Expected increase in 3rd grade math/reading scores recorded as "Meets".			
Funding Sources: 199 General Fund - 1300.00						
						

Goal 2: LEADERSHIP: KISD will strive to recruit and retain highly qualified personnel. Prescriptive staff development will be provided as appropriate.

Performance Objective 1: All teachers at KES will meet Texas Highly Qualified status, and will all have an overall average of "Proficient" rating during their T-Tess Appraisals.

Evaluation Data Source(s) 1: SBEC records and TEA requirements indicate 100% of teachers and paraprofessionals at KES meet the Highly Qualified status. Also, the Principal will review T-TESS ratings and to make sure every teacher has an overall rating of proficient.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) 1) Review data from Texas Education Agency to ensure all teachers' certifications are current and meet Highly Qualified status. Review T-TESS ratings to assure that all teachers rate proficient overall.</p>		Administration	SBEC, TTESS, DMAC			
<p>Funding Sources: 211 Title I Part A - 200.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: LEADERSHIP: KISD will strive to recruit and retain highly qualified personnel. Prescriptive staff development will be provided as appropriate.

Performance Objective 2: Retain Highly Qualified, experienced teaching personnel at KES.

Evaluation Data Source(s) 2: T-TESS reports, classroom walk-throughs, principal observations and contract submissions

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>1) 1) Review professional development annually to keep teachers up-to-date in best practices for instruction and assessment.</p>		Administration	Review of Professional Development Certifications			
Funding Sources: 255 Title II Part A TPTR - 2000.00						
						


Goal 3: OPERATIONS:

Budget - Kountze ISD will keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence, without cutting vital programs. Staffing levels and student enrollment will be closely monitored to ensure payroll mirrors average daily attendance (ADA). Facilities - Kountze ISD will have facilities, equipment, and grounds that are clean, well kept, safe and promote community and school pride. Special attention will be given to the upkeep and appearance of all facilities, while stressing preventive maintenance in all facilities.

Performance Objective 1: Attendance rates in each grade level will increase at KES.

Evaluation Data Source(s) 1: Attendance records will be monitored weekly.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Offer rewards for students that have perfect attendance during a six weeks grading period</p>		Teachers and administrators	Surveys, parent-student feedback, attendance reports run weekly.			
Funding Sources: 211 Title I Part A - 1750.00						
						

Goal 3: OPERATIONS:

Budget - Kountze ISD will keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence, without cutting vital programs. Staffing levels and student enrollment will be closely monitored to ensure payroll mirrors average daily attendance (ADA).

Facilities - Kountze ISD will have facilities, equipment, and grounds that are clean, well kept, safe and promote community and school pride. Special attention will be given to the upkeep and appearance of all facilities, while stressing preventive maintenance in all facilities.

Performance Objective 2: KES facilities will be kept clean and repairs completed as needed to ensure safety of students and school employees.

Evaluation Data Source(s) 2: Facility walk-throughs to monitor building and grounds needs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) 1) Long-range facility needs will be monitored; monthly facility walkthroughs will be conducted.</p>		Administration and Maintenance Director	Review of maintenance request completions			
Funding Sources: 199 General Fund - 250.00						

Goal 3: OPERATIONS:

Budget - Kountze ISD will keep budgeted expenditures as close to revenue projections as possible, while utilizing fund balance only to the extent needed to maintain current levels of educational excellence, without cutting vital programs. Staffing levels and student enrollment will be closely monitored to ensure payroll mirrors average daily attendance (ADA).

Facilities - Kountze ISD will have facilities, equipment, and grounds that are clean, well kept, safe and promote community and school pride. Special attention will be given to the upkeep and appearance of all facilities, while stressing preventive maintenance in all facilities.

Performance Objective 3: Classrooms that are not being used for educational processes will be reallocated for teaching and educational purposes.

Evaluation Data Source(s) 3: Increased number of rooms that are used for instruction and/or labs.

Summative Evaluation 3:






Goal 4: BOARD/COMMUNITY/STAFF RELATIONS: Kountze ISD will maintain the practice of open communication and transparency between the Board, the school, the community and the media. District website will be kept current and information will be relevant to the happenings in the district.

Performance Objective 1: Achieve coordinated communications, both internally and externally, regarding calendar adjustments as well as safety and crisis management.

Evaluation Data Source(s) 1: Community feedback and school district website monitoring

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) 1) Utilize the School Messenger automated system to keep parents informed and reminded of upcoming school events.</p>		Administration	Parent Feedback			
Funding Sources: 199 General Fund - 300.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) 2) Campus site-based committee that includes representatives from KES administrative staff, general ed. teachers, teachers of special populations, paraprofessionals, and community members.</p>		Administration	Community Feedback			
Funding Sources: 199 General Fund - 200.00						


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: BOARD/COMMUNITY/STAFF RELATIONS: Kountze ISD will maintain the practice of open communication and transparency between the Board, the school, the community and the media. District website will be kept current and information will be relevant to the happenings in the district.

Performance Objective 2: Parents/guardians will be informed about student progress on a regular basis.

Evaluation Data Source(s) 2: Teachers and administrative personnel will monitor communication between parents and teachers to ensure parental notification of student achievement.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) 1) Provision of Parent Portal to access grades, report card distribution, progress report distribution</p>		Teachers, Administrators	Daily access to Parent Portal, 6 weeks report cards, progress reports between report cards			
Funding Sources: 211 Title I Part A - 500.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) 2) Provision of student success strategies in core subject areas via Meet the Teacher, Open House, Grandparent's Day, and other family functions during the school year.</p>		Teachers and administration	Parent attendance at various events; academic success of students			
Funding Sources: 461 Campus Activity Fund - 300.00						
						

Goal 4: BOARD/COMMUNITY/STAFF RELATIONS: Kountze ISD will maintain the practice of open communication and transparency between the Board, the school, the community and the media. District website will be kept current and information will be relevant to the happenings in the district.

Performance Objective 3: KES will focus on better presentation of electronic community information.

Evaluation Data Source(s) 3: Updated websites and use of the electronic call-out system.

Summative Evaluation 3:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Improving and Maintaining STARR accountability rates.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	School-wide Kountze Elementary	2.0
Extra-duty	Tutoring	School-wide Kountze Elementary	
Stipend	Parent Liaison	School-wide Kountze Elementary	

Plan Notes

Meeting Minutes

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Thomas Cooley	Pricipal
District-level Professional	Amy Smart	Counselor
Parent	Cherrye Moore	
Business Representative	Rebecca Schabatka	
Classroom Teacher	donna neely	
Classroom Teacher	krissy melancon	
Classroom Teacher	tyler narvaiz	
Classroom Teacher	ursula revia	
Classroom Teacher	tonya ensinger	
Paraprofessional	andi williford	

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Classroom materials/software		\$1,300.00
3	2	1			\$250.00
4	1	1			\$300.00
4	1	2			\$200.00
Sub-Total					\$2,050.00
211 Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Money for after school tutorials		\$5,000.00
2	1	1			\$200.00
3	1	1			\$1,750.00
4	2	1			\$500.00
Sub-Total					\$7,450.00
255 Title II Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$2,000.00
Sub-Total					\$2,000.00
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$300.00
Sub-Total					\$300.00
Grand Total					\$11,800.00

Addendums

Kountze Elementary School

A Title I, Part A Schoolwide Campus

Serving Grades EE-3

Campus Improvement Plan

State Compensatory Education Programs

School Year 2018-2019



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at Kountze Elementary School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Community and Campus Profile

The City of Kountze, Texas, and Kountze ISD are located in central Hardin County. The community is named after Herman and Augustus Kountze who were the original financiers of the Sabine and East Texas Railroad. A U.S. Post Office opened in 1882. After a failed attempt in 1884 to make the city the Hardin County Seat, a courthouse fire two years later allowed voters to reconsider and

vote Kountze the county seat in 1887. The city was incorporated in 1902 and oil discoveries in the 1950s resulted in steady growth and the latest city population estimate is around 2,100 based on U.S. Census Bureau projections.

An annual needs assessment is conducted by Kountze Elementary School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Kountze Elementary School has a student population of 361 students with the following ethnic characteristics: Hispanic students comprise 5.6 percent of the total student populations, 78.9 percent are white, 11.7 percent are African American, and 2.4 percent are of two or more races. The socio-economic characteristics are: 64.3 percent economically disadvantaged; 35.7 percent non-educationally disadvantaged; 3.2 percent English language learners (ELL); 0.0 percent students with disciplinary placements; 35.2 percent at-risk; and the campus has 18.9 percent mobility (2015-2016).

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at Kountze Elementary School. SCE funds may also be used to fund a disciplinary alternative education program, and to support a Title I, Part A Schoolwide program at a campus at which at least 40 percent of the students are educationally disadvantaged. The Texas Education Code, Sec. 28.0211(a-1), also requires districts to provide remediation to any student in grades 3-8 who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education

Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at Kountze Elementary School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(a). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. Kountze Elementary School complies with this mandate as shown in the attached detailed budget.

Title I, Part A Schoolwide Program (TEC 42.152(c))

In accordance with TEC 42.152(c), this campus uses SCE funds to support its Title I, Part A Schoolwide Program. SCE is a state-mandated program and though state law provides flexibility with the use of SCE funds on Title I, Part A campuses with an enrollment where at least 40 percent of the students are educationally disadvantaged, SCE funds are used only to support the Title I, Part A educational program, are part of the campus budget, can be tracked back to the SCE fund code, and follow all generally accepted accounting principles. Under this flexibility, SCE funds at this campus are only used to incorporate instructional strategies that are scientifically-based and are effective in teaching low-achieving students.

State Criteria

A student at Kountze Elementary School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- 3) was not advanced from one grade level to the next for one or more school years;^*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students

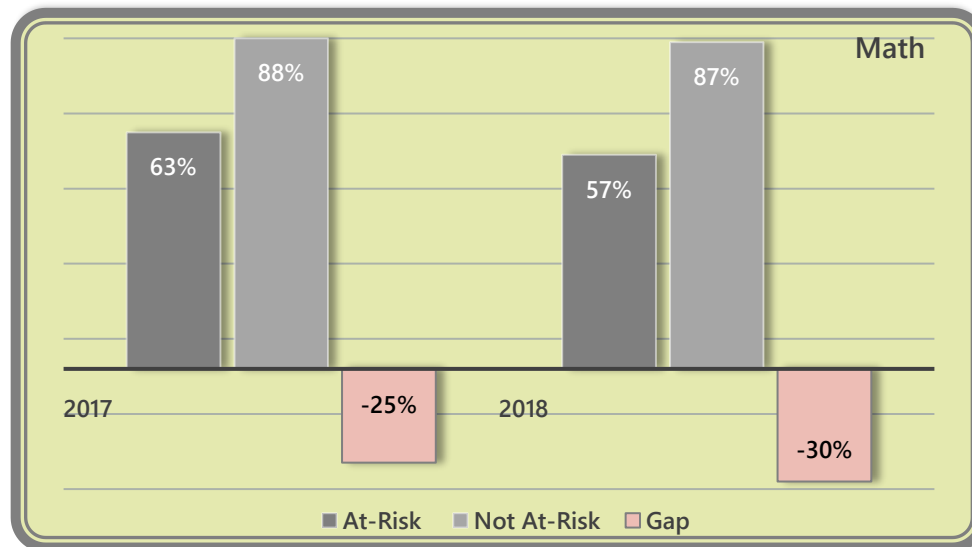
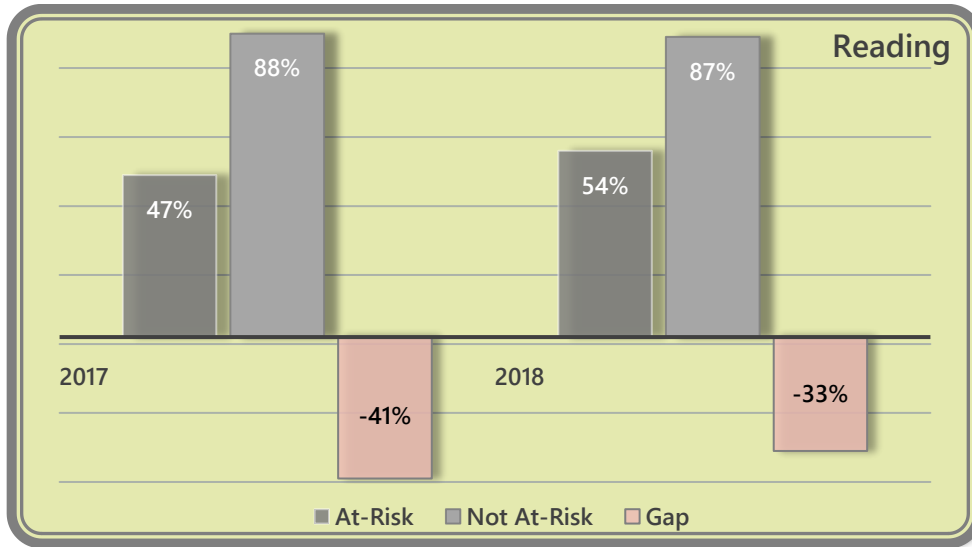
with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

STAAR Performance, Spring 2018

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual assessments for Kountze Elementary School include reading and mathematics in grades 3. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. Kountze Elementary School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 11. The STAAR reporting was modified in the Spring 2017 administration to include four performance labels. **Masters Grade Level** (Passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. **Meets Grade Level** (Passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. **Approaches Grade Level** (Passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. **Does Not Meet Grade Level** (Failing) identifies students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The following tables compare passing scores (i.e., "Approaches") for at-risk and not-at-risk students for the spring administrations of 2017 and 2018.

STAAR Performance by Grade and Subject, Spring 2017-2018

Grade 3



At-Risk Students by Criterion for School Year 2018-2019

Grade Level	Total Enrollment	Percentage of Enrollment	Readiness Test		Not Advanced		LEP		DPRS		Homeless	
			#	%	#	%	#	%	#	%	#	%
PK	22	6%	0	0%	0	0%	2	9%	1	5%	3	14%
K	79	22%	14	18%	0	0%	3	4%	1	1%	16	20%
1	87	24%	17	20%	8	9%	2	2%	1	1%	14	16%
2	81	22%	15	19%	15	19%	2	2%	2	2%	9	11%
3	92	25%	18	20%	16	17%	4	4%	0	0%	5	5%
	361	100%	64	18%	39	11%	13	4%	5	1%	47	13%

Programs and Services at Kountze Elementary School Funded by SCE

Summative Assessment: Passing STAAR Spring 2019; TPRI Results Fall 2018

Instructional Strategy	Occurrence/ Timeline	Staff Needed (FTEs)	Supplemental Resources	Performance Objectives	Formative Evaluation
Response to Intervention – A three-tiered program designed to place struggling students in an intervention program to address their specific needs.	Monthly assessments (August 2018-May 2019);	2 Certified teachers and one instructional aide. [3.0 FTEs];	SCE \$98,923.00;	Promotion to the next grade level on schedule;	Individual progress on monitored reports, satisfactory performance on TPRI retest;
Library Assistant – A paraprofessional assists eligible students in developing library and computer skills.	Weekly assessments (August 2018-May 2019);	Paraprofessional (1.00 FTE);	SCE \$5,451.30;	Promotion;	Satisfactory performance on TPRI retest;
Counseling – Provides supplemental academic counseling services to assist identified at-risk students to be academically successful.	Bi-weekly assessments (August 2018-May 2019);	Counselor (0.33 FTE);	SCE \$16,950.45;	Promotion;	Passing grades;
Support Title I, Part A Schoolwide Program - Kountze Elementary School also uses SCE funds to support its Title I, Part A schoolwide program to upgrade the entire educational program. The campus has a low-income student population above forty percent as reported on the 2018-2019 Consolidated Application for Federal Funding.	Weekly assessment (August 2018-May 2019);	Teachers and Paraprofessionals (1.33 FTEs);	SCE \$83,773;	Promotion;	Progress Reports; Report Cards;

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Title I, Part A—This funding pays for resources to assist the campus’s students from low-income families and to improve education quality and help ensure all children meet the state's student performance standards. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

Title I, Part C— The Migrant Education Program is designed to support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to postsecondary education or employment.

Title I, Part D, Subpart 1—Establishes prevention and intervention programs for children and youth who are neglected, delinquent or otherwise at risk. The funds are dedicated to improving educational services to children in facilities for the neglected or delinquent. With a goal of enabling eligible students to meet the same student performance standards that all campus children are expected to meet.

Title II, Part A—This federal funding targets the improvement of student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies and to increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Scientifically-based professional development interventions conducted by the district for campus personnel result in improved student achievement and a well-trained staff.

Title III, Part A (LEP)—Programs funded with this grant aim to ensure that English language learners (ELL) attain English language proficiency and meet the state’s challenging academic achievement standards.

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

Career and Technical Education (CTE)—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a

specific academic field. The state’s goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2017-2018 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), Kountze Elementary School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. Kountze Elementary School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan.

The TEC does not specify the minimum standard or design for an evaluative process; however, Kountze Elementary School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process. By taking a learning approach to evaluation, continuous improvement's primary purpose becomes to support learning that can ultimately lead to effective decision making and improvement in campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2017-2018 State Compensatory Education Program Evaluation (Cont.)

SCE-Funded Program Name	Evaluation Criteria	# of participating students	# of successful students	Success Rate (%)	Review/Modify (yes No)
Reading Response	Promotion	79	60	76%	No
Response to Intervention	Promotion	169	135	80%	No
Library Assistant	Promotion	350	350	100%	No
Support Title I, Part A Schoolwide Program	Promotion	350	316	90%	No
Counseling	Promotion	350	350	100%	No

SCE Budget, 2018-2019

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. Kountze Elementary School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, Kountze Elementary School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

Kountze Elementary School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.



Kountze Elementary School

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Amber Bowman	Paraprofessional	SWP	\$5,451.30	0.300	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,451.30
Amy Smart	Counselor	Counseling	\$16,950.45	0.330	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,950.45
Brooke Moczygemba	Teacher	Rtl	\$43,150.00	1.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,150.00
Cindy Baker	Paraprofessional	Rtl	\$16,773.00	1.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,773.00
Laura Arena	Teacher	SWP	\$56,250.00	1.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,250.00
Romana Moore	Secretary	SWP	\$27,523.00	1.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$27,523.00
Ursula Revia	Teacher	Rtl	\$39,900.00	1.000	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$39,900.00
Campus 101 Subtotal:		FTE - 5.63	\$205,997.75		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$205,997.75

Kountze ISD 100903

Fund 199 State Compensatory Education

Campus Detail

Fiscal Year 2019



Kountze Elementary School	Acct Title	Activity	Cost
199-11-6119-00-101-9-30-0-00	Teacher/Professional Salary	Rtl	\$83,050.00
199-11-6119-00-101-9-30-0-00	Teacher/Professional Salary	SWP	\$83,772.70
199-31-6119-00-101-9-30-0-00	Teacher/Professional Salary	Counseling	\$16,950.45
199-11-6129-00-101-9-30-0-00	Support Personnel Salary	Rtl	\$16,773.00
199-12-6129-00-101-9-30-0-00	Support Personnel Salary	SWP	\$5,451.30
199-11-6141-00-101-9-30-0-00	Social Security/Medicare	Rtl	\$0.00
199-11-6141-00-101-9-30-0-00	Social Security/Medicare	SWP	\$0.00
199-12-6141-00-101-9-30-0-00	Social Security/Medicare	SWP	\$0.00
199-31-6141-00-101-9-30-0-00	Social Security/Medicare	Counseling	\$0.00
199-11-6142-00-101-9-30-0-00	Health/Life Insurance	SWP	\$0.00
199-11-6142-00-101-9-30-0-00	Health/Life Insurance	Rtl	\$0.00
199-12-6142-00-101-9-30-0-00	Health/Life Insurance	SWP	\$0.00
199-31-6142-00-101-9-30-0-00	Health/Life Insurance	Counseling	\$0.00
199-11-6143-00-101-9-30-0-00	Worker's Comp.	SWP	\$0.00
199-11-6143-00-101-9-30-0-00	Worker's Comp.	Rtl	\$0.00
199-12-6143-00-101-9-30-0-00	Worker's Comp.	SWP	\$0.00
199-31-6143-00-101-9-30-0-00	Worker's Comp.	Counseling	\$0.00
199-11-6145-00-101-9-30-0-00	Unemployment Comp.	SWP	\$0.00
199-11-6145-00-101-9-30-0-00	Unemployment Comp.	Rtl	\$0.00
199-12-6145-00-101-9-30-0-00	Unemployment Comp.	SWP	\$0.00
199-31-6145-00-101-9-30-0-00	Unemployment Comp.	Counseling	\$0.00

Kountze ISD 100903

Fund 199 State Compensatory Education

Fiscal Year 2019

Campus Detail



Kountze Elementary School	Acct Title	Activity	Cost
199-11-6146-00-101-9-30-0-00	TRS Care	SWP	\$0.00
199-11-6146-00-101-9-30-0-00	TRS Care	Rtl	\$0.00
199-12-6146-00-101-9-30-0-00	TRS Care	SWP	\$0.00
199-31-6146-00-101-9-30-0-00	TRS Care	Counseling	\$0.00
			<hr/>
			\$205,997.75
		Campus 101 Total:	<hr/>
			\$205,997.75