

# Ki Charter District Improvement Plan

2019-2020



## **Ki's Vision-**

To be the premier educational provider for students who reside in residential facilities (RF's) and juvenile detention centers (JDC's).

## **Ki's mission-**

To provide high-needs students with a variety of rigorous career and academic focused curriculum to maximize potential, growth, and success. We will reintroduce our students back into their respective schools with improved overall behaviors and reduced learning gaps.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

- NWEA Testing
- MicroBurst
- Reading Plus
- Unique Learning Systems for LID
- Curriculum Mapping
- TEKS Resource System
- TEKS Item Bank
- Eduphoria
- Adobe Acrobat Pro
- Add Pitsco Missions in Secondary lab
- Summer school
- Related service counseling
- Nature for LID
- Greenhouse
- 3D Printer
- Poster maker

- Plotter
- Virtual reality headsets
- Google Expeditions subscription
- Google Certification
- Discovery ED subscription
- LSSP materials
- Art supplies for Art Therapy
- Professional development
- Instructional coach
- Headphones
- Laptops
- PBIS training
- Credit recovery (A+)
- Roving instructional assistant
- Math 180 licenses
- Read 180 licenses
- Lateral file cabinets
- Off-site storage

- File cabinets
- Bookshelves
- Storage for classrooms
- Textbooks
- Digital access to textbooks
- Fast Math
- Science remediation program
- Audio books
- Smart boards
- Drop box
- Art boards
- Stem fair equipment
- Subscriptions for magazines (core subjects)
- High speed internet
- Novel sets
- Literature, Poetry books
- Tables in PE
- Gym floor

- Additional space for PE
- Canopy
- Calculators
- Volleyball poles and nets
- Digital camera- for art
- Canopy for playground
- GEO Caching equipment
- Student ruggedized tablets
- Hot Spots on units
- Student Laptops
- Charging Stations
- Teacher Laptops
- Software
- Walkies
- Radio Communication System
- Improve Intercom System
- Bluetooth speakers for gyms
- Projectors for gyms

- Projector screens for gyms
- White boards for gyms
- Heart rate monitor
- Teacher lounge
- Water cooler
- Ice machine
- Ki Charter scholarship
- Student user drive on Server
- White boards
- Furniture
- Specialty Furniture
- Outdoor learning spaces
- Awnings for Elementary Doors
- Britannica Software
- Hand-held white boards
- DVD players
- Seating for gyms
- Podium

- Sound system w/ microphone
- Set of flags for assemblies/graduations
- Ferns for graduations
- Folding tables
- CPI training
- Atlases
- New water coolers for Elementary
- Outdoor speakers
- Noise cancelling headphones
- Manipulatives for Health classes
- CAD software
- CTE Curriculum
- Reading program
- Murals
- Practice Jerseys for PE
- Plastic lab equipment for science classrooms
- Rechargeable calculators with docking stations
- Sand Tray for counseling



- Apps: Plickers and ZipGrade
- Salaries for teachers to provide supplemental instructional services to at-risk students to ensure that all students receive a fair, equitable, and high-quality education. Increase the available funds for supplemental activities through allowable redirection of federal ESEA funds.

**SCHOOL YEAR: 2019-2020**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>• All systems, Read 180, Reading Plus, NWEA, Pitsco, CBM, Behavior, climate survey</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	We draw students from all over the world. Low student to high teacher ratio	Equity scan	Equity Toolkit
<b>Student Achievement</b>	Documented growth Read 180/System 44 PITSCO student growth and completion coupled with less regression STAAR ALT 2 State scores State Testing Scores A+ Credit recovery	Improve state mandated testing with readiness in all core content areas Improve attendance Improve Scores Progress monitoring from teachers Assessment data to drive instruction Targeted professional development Increasing student GPAs Increase vocational training	Assess Flocabulary and systems NWEA in Math and Science Fast math PITSCO update Eduphoria Data MicroBurst EmployABILITY Reading Plus Unique Learning Systems for LID Curriculum Mapping TEKS Resource System
<b>School Culture and Climate</b>	Increased instructional time due to decreased behaviors	PBIS Collaborative Partnership program	Ice machine and water cooler for teacher lounge

	<p>Climate survey responses          Mirror behavior enhancement program with residential facility          Behavior training with the facility          CPI/CPR compliant          Ki Individual Development          A/B honor roll</p>	<p>Increase communication across departments          Teacher follow through with all educational notes pertaining to staffing          Campus beautification program          Revisit mission and vision</p>	<p>Revise Collaborative Partnerships          Training for teachers and therapists          Better communication with sped/general ed</p>
<b>Staff Quality/ Professional Development</b>	<p>Teachers enrolled in graduate school, educational leadership          All admin trained in AEL, TTESS and TPESS          Adaptive PE training for teachers          Attendance in professional development          TELPAS training for teachers          LSSP/admin IEP/ARD facilitation training</p> <p>Evaluation assessment update training at region 20 and region 13          All teachers content and grade certified          Almost all teachers SPED certified.          Assessment staff (LSSP) national assessment</p>	<p>Increase PD participation both campus wide and individual          Increase GT training of teachers          TELPAS training for teachers          LSSP/admin IEP/ARD facilitation training          Inclusion teacher training</p>	<p>PD for assessment staff          Roving IA          Covering teachers when they are absent</p>
<b>Curriculum, Instruction, Assessment</b>	<p>A+ used for credit recovery/acceleration</p>	<p>Increase supplemental programming in Social studies and Science.          Read 180/Math 180 licenses</p>	<p>9-12 math diagnostics assessment          Supplemental social studies and science programming</p>

	<p>Science/ Math curriculum supplemented by STEM LAB</p> <p>Formative/summative teachers' evaluation</p> <p>Benchmark/6 weeks/ semester all Complete</p> <p>Ki Individual Development PLCs</p> <p>Increase supplemental programming in Social studies and Science.</p> <p>Read 180 and Math 180 licenses</p> <p>Rolling and training in TTESS, TPESS</p> <p>Targeted assessments</p> <p>Initial tier placement</p>	<p>Training and implementing TTESS, TPESS</p> <p>Targeted assessments</p> <p>Initial tier placement</p>	<p>Sped Coordinator</p> <p>Instructional Coach</p> <p>Books for a library</p> <p>ART supplies</p>
<b>Family and Community Involvement</b>	<p>Field trip</p> <p>2 parent compact meetings</p> <p>Participation in IEP/ARD meetings</p> <p>Field day</p> <p>Teachers observing/collaborating with other schools</p> <p>TCSA visit</p> <p>Sponsored St. Jude/ Stark hearing charitable football game</p> <p>District sponsored athletics</p> <p>Sponsored Honor Flight</p> <p>Sponsored School Fuel</p>	<p>Attending facility events</p> <p>Increase number of surrogates</p> <p>Involve Texas State with mentorship programs</p> <p>Career center/ CTE</p> <p>Improve website</p> <p>And interactive accessibility for parents</p>	<p>Playground / canopy</p> <p>Outdoor learning space</p> <p>Geocaching equipment</p> <p>Improve website</p> <p>Improve marketing Ki charter for business</p> <p>Improve parent portal</p>
<b>School Context and Organization</b>	<p>Kinesthetic desks</p> <p>Stand to learn desks</p> <p>Traditional desks</p>	<p>Grow leadership capacity</p> <p>Quality of instruction</p>	<p>Storage for a year</p> <p>Bookshelves</p> <p>Cabinets</p> <p>Smaller kinesthetic desks</p> <p>Instruction to tie in with data (what are we doing and how we are utilizing data)</p>

<b>Technology</b>	Smart boards in each classroom Read 180/ system 44 software Teacher printers/scanners in each room PITSCO ITC software Missions lab for elementary Placed initial infrastructure on campus Eduphoria ESPED Student desk tops Noise cancellation headphones PA system Bell system LID computers Student Laptops / Tablets Full Campus Connectivity	Increasing Instructional technology Faster bandwidth	Laptop for IAs, Tablets for students Connectivity for units Student desktops in all classrooms Computer on wheels for CTE Smart boards in the gyms Intercom system Poster maker 3D printer Plotter Graphic design program
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## Title I, Part A

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Ideal State: Goal(s)**

**Improve post-secondary readiness for all students**




In accordance with the annual comprehensive needs assessment, a greenhouse will be acquired to be used for instructional purposes by all grade levels. Instruction will be career-oriented and/or project-based as described in the Career and Technical Education Curriculum. Targeted Social and Emotional Learning to address employability soft skills.

- 20% of students taking CTE will complete food handler’s certification (grade level specific)
- EmployABILITY certifications: students will complete at least one module per 6 weeks

**Action Plan**

**Objective(s)** To provide high-needs students with a variety of career focused curriculum, skills, and certifications to maximize their potential.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	Nov	Feb	May
Provide food handlers certification	Administration CTE teacher	Time Money Technology Individual licenses	19-20 school year	Students are completing certifications	Improved readiness for post-secondary transition	Analyzing programming	420 SCE			
MicroBurst EmployABILITY	Administration Core and Elective Teachers	Facility communication Curriculum Money Planning	19-20 school year	Students are completing certifications	Improved readiness for post-secondary transition	Evaluation of program	420 SCE			
Overall CTE	Administration Science and CTE teacher	Facility communication Money Planning	19-20 school year	Expanded curriculum	Increased student engagement and participation	Evaluation of program	420 SCE			

<b>Ideal State: Goal(s)</b> <b>Identifying student needs through RTI, programming and other measures to best align programming and instruction for each student.</b> <ul style="list-style-type: none"> <li>Elementary students will improve by 3% from initial Content Based Measures (CBM) to post CBM.</li> <li>Secondary students will improve their Scholastic Reading Inventory (SRI) by at least 10 points from 6 weeks to 6 weeks.</li> <li>Secondary students will improve their Measures of Academic Progress (MAP) testing with an average incremental increase of 3 points per season</li> <li>Students will assess their initial skill levels by taking the PITSCO module guide and increase at least 10% on post test.</li> <li>Provide varied supplemental math and reading interventions for students at-risk of not meeting state achievement goals and purchase supplemental instructional materials for at-risk students focused in math and literacy.</li> </ul>										
<b>Action Plan</b>										
<b>Objective(s): To identify and close learning gaps by providing data to show outcomes that students are closer or at grade level when they leave.</b>										
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)			
Pre-assess and post assess	Administration	Read 180/sys 44 Math 180 PITSCO CBM Reading Plus Into Reading Into Literature Adding programming	19-20 school year	Students are completing assessments, evaluating effectiveness	Growth measures increase or decrease	Analyzing data	255			

Identify gaps in reading and math	Administration	Tutoring/ supplemental resources	19-20 school year	Formative evaluation	Student fluency of math and reading increase	Formative and summative				
Identify special educational needs and effective accommodations	Administration	Facility communication SPED and Gen ed collaboration LSSP Assessment	19-20 school year	Evaluating special ed needs	Identification of students	Identified and continuous services				
PBIS monitoring	Administration Lead Teacher Committee	Time LSSP evaluation of BIPS/ transition surveys	19-20 school year	Increased instructional time Students are evaluated individually	Increased learning Increased readiness Increase in on- task behaviors Limited disruptions	Walk through Formal observations Pre and post conferences	255			
Diagnostic and formative assessment	Admin, teachers	Time Testing instruments Schedule	19-20 school year	All students are assessed	Increase on grade level work	Walk through Formal observations Assessment data Evaluation data				






**Ideal State: Goal(s) Ki Charter will utilize several formative and summative assessment tools to measure student growth**

- Benchmark data will maintain a 60% average in first and second semester assessments
- 6 weeks exam results will maintain a 70% average over the course of each semester.
- State testing results will increase from student to same student by 5% in reading and math yearly.
- Campus average state testing scores will improve by 3% from previous state testing yearly.

### Action Plan

**Objective(s):**To increase Ki Charter’s student readiness to take mandatory statewide assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	Nov	Feb	May
Benchmark testing	Administration Lead teachers	Curriculum mapping Eduphoria TEKS Resource	19-20 school year	All students complete benchmarks	Increase readiness for state testing and adjustment of instruction based on strengths and needs	Grading of benchmarks Checking PLC’s Data driven lesson planning and instruction				
Read 180 licenses Math 180 Program Reading Plus Pitsco licenses	Administration	Cost, programming, execution, planning, Money	19-20 school year	Programs are in place for students for 19-20	Students close learning gaps	Identified and continuous services, monitoring by data collection	224- read 180 licenses 211D-Math 180 licenses 420 Pitsco Missions and Modules			
Increase instructional coaching Classroom observations and accountability	Administration Lead Teacher Lead IA	Additional curriculum and strategies Execution Schedule	19-20 school year	Further differentiation Connecting lesson plans, PLC’s with peer instruction	Increased learning Increased readiness	Walk through Formal observations Pre and post conferences PLC minutes				

Teacher Collaborative Partnerships	Collaborative partners Administration	Time schedule Discussion topics list	19-20 school year	Student engagement Feedback Observations Work samples	Broader array of a toolkit for teachers to work with Collaborative culture	Walk throughs Increased scores Increased on- task behavior Peer observation				

**Ideal State: Goal(s)**




Incorporate innovative best instructional practices that meet the needs of all learners while decreasing off task behaviors, that result in incident reports.

- PBIS committee will meet 5 times a year to establish, foster, and maintain positive behavior intervention and supports for Ki Charter
- PBIS program will improve on-task behaviors and reduce incident reports by 5%.
- GT committee will meet twice per semester.

**Action Plan**

**Objective(s):** To improve desirable academic behaviors. To identify and service gifted and talented students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)	Nov	Feb	May
PBIS	PBIS committee	Region 13 service center	19-20 school year 6 total dates	Campus wide tiered intervention program	Increased positive behaviors Increase teacher collaboration	Walk through Observations Teacher and student feedback	255			
Identification and training of GT	Committee	Service center	19-20 school year	Committee meetings	Identification of students	Identified and continuous services	255			
ESL-program and review	LPAC committee	Service center OLPT Testing ELPS	19-20 school year	Committee meetings	Identification and servicing of students' linguistic accommodations	TELPAS				

<p>Increase the use of technology in classroom instruction, tablets, smart boards, computers, Headphones, computer on wheels, connectivity for classrooms and units, technology lending</p>	<p><b>Administration, Technology</b></p>	<p><b>Money, infrastructure, computers Tablets/cases Grant funds</b></p>	<p><b>19-20 school year</b></p>	<p><b>Student engagement Feedback Observations Work samples</b></p>	<p><b>increased rigor and relevance Increased reinforcement</b></p>	<p><b>Walk troughs Increased scores Increased on-task behavior</b></p>	<p><b>211D-COW, IA laptops, Headphones, Tablets 211A-</b></p>	<p>Nov</p> 	<p>Feb</p> 	<p>May</p> 
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