

Kenedy Independent School District
Kenedy High School
2023-2024 Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Enrollment by Grade Level	4
Gender	4
Special Programs	4
Demographics Strengths	5
	5
Student Achievement	5
Student Achievement	6
Student Achievement Summary	6
	6
Student Achievement Strengths	7
	7
School Culture and Climate	7
School Culture and Climate	8
	8
Staff Quality, Recruitment, and Retention	8
Summary	9
	9
Curriculum, Instruction, and Assessment	9
School Organization	10
Curriculum, Instruction, and Assessment Strengths	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: Increase the percentage of graduates that met the College, Career, and Military Readiness requirements from 56% to 91% by August of 2024.	17
Goal 2: Kenedy High School will create a safe and supportive environment by decreasing discipline by 4% for the year.	18
Goal 3: During the 2023-2024 school year the percentage of 9th grade students that score meets grade level or above on the EOC English 1 will increase from 27% to 32%	21
Goal 4: During the 2022-2023 school year the percentage of 9th grade students that score meets grade level or above on the EOC Algebra 1 will increase from 49% to 54%	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Kenedy High School is a 2A High School located 90 miles South of San Antonio, Texas on HWY 181. There are currently 240 students enrolled at Kenedy High School with a 79.4% Hispanic population, 10% White population, while the other 10.6% are either African American or two or more races . Of these students, 71.1% are considered economically disadvantaged, 3.7% are considered English Language Learners. 79.9% of the students at Kenedy High School are considered at risk for various reasons. 11.7% of the student body is considered special education students.

Kenedy High School currently has a staff of 38 teachers, two counselors, one principal, one vice principal and 7 teacher's aides. Our teachers range in experience from beginners (1st year to teach) to seasoned veterans (more than 20 years teaching), with most teachers having 10 or more years of experience in education.

Our student population consists of the following groups:

Enrollment by Grade Level

Grade 9- 58

Grade 10- 62

Grade 11- 64

Grade 12- 55

Total: 239

Gender

Male- 51.88%

Female- 48.11%

Special Programs

Special Education- 11.7%

Section 504- 11.2%

At Risk-79.9%

Dyslexia-6.69%

Language English Proficient- 3.76%

Economically disadvantaged: 71.1%

Gifted and Talented- 8.78%

CTE Enrollment- 51.15%

Demographics Strengths

Demographics Strengths

Students have the opportunity to be involved in a variety of extra curricular activities

There is a high percentage of students participating in Career and Technology Education programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on data, student sub groups are under performing. **Root Cause:** Students may not have the foundational skills or been taught effective instructional strategies in previous settings.

Student Achievement

Student Achievement Summary

Student Achievement

Student Achievement Summary

Kenedy High School was rated a B for the 2022 Texas Education Agency Accountability Rating

STAAR End-of-Course exams are administered in English 1, English 2, Algebra 1, Biology and US History. Passing these exams is a graduation requirement of all students. The performance of the EOC exams is listed below.

Test		Approach 2018	Approach 2019	Approach 2021	Approach 2022	4 yr avg	Meets 2018	Meets 2019	Meets 2021	Meets 2022	4 yr avg	Masters 2018	Masters 2019	Masters 2021	Masters 2022	4 yr avg	
Algebra 1		75.00	87.00	91.00	92.00	86.25	38.00	54.00	49.00	60.00	50.25	22.00	25.00	12.00	32.00	22.75	
Biology		74.00	87.00	73.00	72.00	76.50	40.00	41.00	27.00	38.00	36.50	6.00	2.00	6.00	5.00	4.75	
ELA 1		49.00	52.00	46.00	57.00	51.00	32.00	27.00	25.00	29.00	21.00	1.00	1.00	3.00	2.00	1.75	
ELA 2		46.00	59.00	54.00	64.00	55.75	15.00	33.00	48.00	48.00	36.00	1.00	1.00	2.00	2.00	1.5	
US History		76.00	82.00	83.00	82.00	80.75	43.00	56.00	54.00	51.00	51.00	9.00	29.00	23.00	16.00	19.25	

College, Career and Military Readiness

Texas Academic Performance Report:

College Ready Graduates

Math: 22%

Reading: 31%

Math/Reading: 22%

College, Career and Military Ready Graduates

State Campus

n/a 36.1%

Student Achievement Strengths

Student Achievement Strengths

We currently have 26 students registered for Dual Credit classes

Kenedy High School continues to promote post high school opportunities that will increase college enrollment

Students continue to demonstrate excellence in athletic competitions and fine arts

Kenedy provides on site testing for PSAT, SAT, ACT, and TSIA 2

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: SPED students score for Reading are far below whole campus scores on EOC. **Root Cause:** There is a lack of knowledge with instructional strategies that help close student learning gaps. Students lack foundational skills to build.

Problem Statement 2: Teachers professional growth, in individual content areas, lacks knowledge of strategies to utilize with special population/at risk students. **Root Cause:** Lack of professional growth in a variety of instructional strategies to serve a diverse student population.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

School Culture and Climate Summary

Kenedy High School has a tradition of pride and excellence. Our staff is dedicated to improvement and innovation.

School Culture and Climate Strengths

The strength of our culture and climate lies with our staff, students and community.

A majority of students are involved in at least one school activity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Summary

Kenedy High School currently has a staff of 26 teachers, two counselors, one principal, one vice principal and 6 teacher's aides. Our teachers range in experience from beginners (1st year to teach) to seasoned veterans (more than 20 years teaching), with most teachers having 10 or more years of experience in education.

Kenedy HS has difficulty getting qualified/certified applicants to fill teaching vacancies, often times for core subjects there will be fewer than five (5) total applications and of those five, one applicant might be certified.

Staff Quality, Recruitment, and Retention Strengths

Staff quality is continuously being improved through professional development.

This year, staff retention practices will be focused around ensuring the staff feel valued. This will happen by listening to their needs and finding ways to meet them.

This year, the campus would like to provide substitutes so that teachers can participate in subject specific planning days a semester.

English Language Arts, Math, Science, and Spanish teachers receive stipends to increase the number of highly qualified teachers.

Extra pay incentives have been approved for teachers that live outside of Karnes County and commute to work each day.

Kenedy ISD pay scale has increased to become more competitive with nearby districts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Kenedy HS has difficulty getting qualified/certified applicants to fill teaching vacancies, often times for core subjects there will be fewer than five (5) total applications and of those five, one applicant might be certified. **Root Cause:** Kenedy is outside of commuting range for a large city or four year college.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

It is our goal at Kenedy High School that every student is challenged with rigorous learning opportunities. We believe in student-centered instruction and providing a strong network of support for students to be successful in learning. At Kenedy High School, our teachers use a variety of materials to develop curriculum for their classes; these include, but are not limited to: TEKS Resource System, TEKS Guide, Stemscopes, Lead4ward, ICEV (for CATE courses), Textbooks, and online materials.

Our instruction model, Fundamental 5 with Kagan Strategies, is used to support the instruction model. Our teachers use a variety of methods for delivery of instruction to our students including: Google classroom, use of technology (pod-casts, video, etc), lecture, student led discussion/instruction, to name a few. For assessment, our teachers have access to the TRIAND test bank, Eduphoria, TEKS Resource system, ACT and SAT vocabulary, STAAR EOC released tests, and have the ability to create their own tests in Eduphoria.

Foundation level courses are offered in English, Mathematics, Science and Social Studies. We offer Spanish as a foreign language. Dual credit courses are offered online and in person through Coastal Bend College and Palo Alto College. We encourage students to attend tutoring and provide resources outside of the classroom.

Students are encouraged to explore personal and career interests through a variety of elective courses. Kenedy High School offers fine arts courses in band, art, and theatre. Students may explore career fields such as medical sciences, agriculture, criminal justice, business, and welding through elective courses offered on campus. Students in the GT Advisory period can also explore career options and projects to further their learning in other courses.

All students, grades 10 through 12, will have the opportunity to take the ASVAB aptitude test. The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. It is administered annually to more than one million military applicants, high school and post-secondary students. The counselor will provide all students their individual results.

School Organization

The organization of Kenedy High School is based on the needs of our students and staff. The master schedule is built on student requests. Teacher placement is based on certification and areas of strength. Teacher preference is also taken into account when possible. Room assignments are made so that teachers of the same subject are located in close proximity to one another. This allows for easier collaboration and community building.

The principal and assistant principal work as instructional leaders for a specified group of teachers (generally by department). The four core areas (ELAR, Math, Science and Social Studies) and Special Education also have a Department Head who is responsible for supporting the department. The secondary campus is responsible for professional development planning throughout the year.

Our current enrollment is 240 students. Class sizes range from 7 students to 27 students in a class. We have approximately 16.5% of our population served by special education. Many of these students require classrooms with two teachers (inclusion). This creates challenges when determining how to utilize teacher resources effectively.

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Strengths

We focus on student-centered instruction

Support systems, such as daily tutoring are in place to promote student success

We provide chromebooks for students to use and each teacher gets a macbook for their use.

Our campus techs offer a variety of technology tools and training for students and teachers

Seniors are given opportunities for on the job training.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need to continue professional growth in their content areas and need to learn more strategies to use with at risk and advanced students. **Root Cause:** Teachers lack knowledge of a variety of instructional strategies to serve a diverse student population. Teachers lack the ability to write lesson plans to the depth, complexity (rigor), and questioning to meet all student needs. Teachers have not had sufficient training on writing lesson plans.

Parent and Community Engagement

Parent and Community Engagement Summary

We strongly encourage parent and community involvement throughout the school year. Kenedy High school hosts an annual meet the teacher night where students and parents have an opportunity to tour the building and meet their child's teachers.

Information about school events and announcements are made available to parents and the community via the school's webpage, school messenger and through social media.

Parent and Community Engagement Strengths

We have multiple generations of families that have attended the school and alumni working for the district.

The staff has built long-standing relationships with the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation with school committees. **Root Cause:** Scheduling conflicts with working adults.

School Context and Organization

School Context and Organization Summary

The organization of Kenedy High School is based on the needs of our students and staff. The master schedule is built on student requests. Teacher placement is based on certification and areas of strength. Teacher preference is also taken into account when possible. Room assignments are made so that teachers of the same subject are located in close proximity to one another. This allows for easier collaboration and community building.

The principal and assistant principal work as an instructional leader for a specified group of teachers (generally by department). The four core areas (ELAR, Math, Science and Social Studies) and Special Education also have a Department Head who is responsible for supporting the department. The secondary campus is responsible for most all professional development planning throughout the year.

Our current enrollment is 240 students. Class sizes range from 7 students to 27 students in a class. We have approximately 16.5% of our population served by special education. Many of these students require classrooms with two teachers (inclusion). This creates challenges when determining how to utilize teacher resources effectively.

School Context and Organization Strengths

Secondary's leadership team and organization work collaboratively together.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Due to the increase of requirements from TEA leadership teams are forced to address unfunded mandates. **Root Cause:** Changing in education are happening faster than restructuring.

Technology

Technology Summary

Kenedy ISD is a one-to-one device district, allowing students and staff to develop their Technology education. Teachers utilize technology as part of their everyday lessons, to continue student and teacher growth with devices.

Every classroom has a Smart Television installed and every teacher has access to a document camera.

The district instructional technologists coordinator facilitate professional development and has office hours for teachers to meet one on one to introduce teachers to innovative technology which may be used in the classroom. More professional development would help increase the use of instructional technology.

Technology Strengths

Kenedy ISD moved to a one-to-one device district, allowing students and staff to develop their Technology education

Technology is routinely used within the classroom

Every staff is issued a Macbook and Doc cam. Each classroom has a smart television.

District instructional technology coordinator sends out a weekly tech tip and training schedule.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data





- Parent surveys and/or other feedback

Goals

Goal 1: Increase the percentage of graduates that met the College, Career, and Military Readiness requirements from 56% to 91% by August of 2024.

Performance Objective 1: The percentage of High School Students who are classified as completers for the career pathways for CCMR will increase from 50% to 60% by May 2024.

Evaluation Data Sources: TEAL Report

Strategy 1 Details	Reviews			
Strategy 1: Audit student schedules to ensure pathways are on course. Strategy's Expected Result/Impact: Increase CCMR readiness Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Offer information to students and parents regarding CCMR requirements. Strategy's Expected Result/Impact: Increase CCMR readiness. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase the percentage of graduates that met the College, Career, and Military Readiness requirements from 56% to 91% by August of 2024.

Performance Objective 2: The Percentage of High School Students who earn an Industry based certification will increase from 50% to 90% by May 2024.

Evaluation Data Sources: TEAL Report
Certification Reports





Strategy 1 Details	Reviews			
Strategy 1: CTE teachers will promote and increase certification attainment in all possible CTE courses. Strategy's Expected Result/Impact: Increase in industry based certifications Increase in career readiness Staff Responsible for Monitoring: Administration CTE Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Contract services for CTE teachers to provide support on lesson planning, current CTE guidelines and certifications Strategy's Expected Result/Impact: Increase student certifications within CTE Improve researched based strategies within the classroom Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Kenedy High School will create a safe and supportive environment by decreasing discipline by 4% for the year.

Performance Objective 1: All staff will build and support a culture of communication regarding student progress with all stakeholders.

Evaluation Data Sources: Parent sign-in sheet, School Messenger data/messages

Strategy 1 Details	Reviews			
Strategy 1: All KHS stakeholders will be notified of KHS events, academic/extra-curricular opportunities and information. Strategy's Expected Result/Impact: Increase of parent involvement of events Staff Responsible for Monitoring: Administration Sponsors of Organizations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Automated call system will be used to call parents about progress reports, report cards, and other important events at KHS. Strategy's Expected Result/Impact: Parent response to our automated call system Increased participation in extra curricular events Staff Responsible for Monitoring: Administration Sponsors of Organizations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of KHS web page to inform parents, students and community members about events at KHS. Strategy's Expected Result/Impact: Updated, informative website, positive parent and community feedback. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parent-Teacher conferences will be held at the request of the parent or the teacher. Strategy's Expected Result/Impact: Documentation of parent-teacher conferences Staff Responsible for Monitoring: KHS Staff Parents	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The campus will partner with parents and community members in recognizing the academic achievement of students in order to foster a positive attitude toward school and encourage students to succeed. Recognition will be given through award ceremonies, positive promotional prizes and verbal/written communication. Strategy's Expected Result/Impact: List of students receiving recognition in academics, attendance and behavior. Parent and community involvement in award ceremonies. Staff Responsible for Monitoring: Administration PTO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Students and parents will have the opportunity to participate in informative sessions about college, financial literacy and career counseling. Strategy's Expected Result/Impact: Student and parent involvement at campus events will increase. Staff Responsible for Monitoring: Administration Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Kenedy High School will create a safe and supportive environment by decreasing discipline by 4% for the year.

Performance Objective 2: Kenedy High School will implement Parent Messages specific to rising trends in our school, STOP-it for reporting incidents anonymously, assemblies for students bringing awareness to trends that violate school safety and policies, and Saturday School Tutorials focused on social skills.

Goal 3: During the 2023-2024 school year the percentage of 9th grade students that score meets grade level or above on the EOC English 1 will increase from 27% to 32%

Performance Objective 1: Using Beginning of Year Assessments develop an RTI plan for students who did not perform up to standard.

Strategy 1 Details		Reviews			
Strategy 1: Hire an English Interventionist		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>➔</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					

Goal 3: During the 2023-2024 school year the percentage of 9th grade students that score meets grade level or above on the EOC English 1 will increase from 27% to 32%

Performance Objective 2: Obtain and use Vetted Texas Tutor Corps

Goal 4: During the 2022-2023 school year the percentage of 9th grade students that score meets grade level or above on the EOC Algebra 1 will increase from 49% to 54%

Performance Objective 1: Create an engaging classroom experience for all learners, using best practices from research to improve student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Obtain and use Vetted Texas Tutor Corps	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hire Math Interventionist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Using Beginning of Year Assessments develop an RTI plan for students who did not perform up to standard.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				