

Ki Charter–Farmersville Campus Improvement Plan 2022–2023



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

- Curriculum Mapping
- Eduphoria
- Adobe Acrobat Pro
- Flags and mounts for classrooms
- Noise cancelling headphones
- CAD software
- CTE Curriculum
- Social/Emotional Learning library (books)
- LSSP materials
- Professional development
- Instructional coach
- General Supplies
- Headphones
- Tablet cases and screen protectors
- Peripheral electronics and accessories
- PBIS training
- Roving instructional assistant
- Lateral file cabinets
- File cabinets
- Bookshelves
- Storage for classrooms
- Smart boards
- Drop box
- High speed internet
- Canopy
- Calculators
- Student ruggedized tablets
- Student Laptops
- Charging Stations
- Teacher Laptops
- Software
- Walkies
- Ki Charter scholarship
- White boards
- Smart Boards
- Furniture
- Specialty Furniture
- Hot Spots on units
- Smart Boards
- Reading Academies
- Stipends
- Access/Visitor Software
- Inventory Software
- Dictionaries
- Classroom manipulatives
- Secure/Lockable Storage
- Roving Teacher
- Classroom speakers

SCHOOL YEAR: 2022-2023

Data Sources Reviewed:			
<ul style="list-style-type: none"> All systems, Edgenuity, Math and Reading Placement Pre- and Post-test, Behavior data, climate surveys 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	We draw students from all over the state. Low student to high teacher ratio	Equity scan	Equity Toolkit
Student Achievement	Assessing a baseline for all metrics to initiate gathering data and tracking student successes and needs. Edgenuity Credit recovery Easy CBM	Improve state testing scores with readiness in all core content areas Improve attendance Improve student scores Progress monitoring from teachers Assessment data to drive instruction Targeted professional development Increasing student GPAs Increase vocational training	Assess intervention systems Edgenuity Data CBM Data TEKS Resource System TexGuides Eduphoria

School Culture and Climate	<p>Increased instructional time due to decreased behaviors 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 PBIS - Positive Behavior Interventions and Supports</p>	<p>Increase communication across departments Teacher follow through with all educational notes pertaining to staffing Revisit mission and vision Ki Charter team meetings Ki/Treatment team meetings</p>	<p>Professional Development for teachers Increase and maintain established lines of communication between special education, general education, Ki Charter staff, Treatment staff</p>
Staff Quality/ Professional Development	<p>Teachers enrolled in graduate school, educational leadership All admin trained in AEL, TTESS and TPESS Targeted training for teachers Attendance in professional development TELPAS training for teachers</p>	<p>Increase PD participation campus wide and individual Increase SEL training of teachers TELPAS training for teachers Admin IEP/ARD facilitation training Inclusion teacher training</p>	<p>PD for assessment staff Roving IA Covering teachers when they are absent</p>
	<p>Evaluation assessment update training at region 10 Almost all teachers SPED certified.</p>		

Curriculum, Instruction, Assessment	Science/ Math curriculum Ki Individual Development PLCs Edgenuity online software Special Education Coordinator Instructional Coach	Training and implementing TTESS, TPESS Outlined PLC purpose, intent, and participation standards	Math diagnostics assessment Reading assessment Supplemental social studies and science programming
Family and Community Involvement	Participation in IEP/ARD meetings School updates on website	Improve website interactive accessibility for parents Increased lines of communication between Ki/Facility/Parents and Guardians	Improve website Improve marketing Ki charter for business Improve parent portal
School Context and Organization	Flexible classroom settings Traditional desks Active desks	Grow leadership capacity Quality of instruction	Storage for a year Bookshelves Cabinets Kinesthetic desks

Technology	Teacher printers/scanners Eduphoria ESPED Noise cancellation headphones Student Tablets Full Campus Connectivity	Increasing Instructional technology Faster bandwidth	Maintenance/repair of student tablets as needed Stabilized and constant connectivity for units
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Ki Charter Campus Improvement Plan

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

Ideal State: Goal(s): Connect High School to Career and College







Prepare all students for post-secondary readiness through Social/Emotional curriculum with a focus on critical-thinking skills.

Action Plan:

- Students will maintain at least a 70% grade average in all coursework
- Students will work independently for a minimum of 65% of their class sessions

Objective(s) To provide high-needs students with a variety of social/emotional focused curriculum and skills 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
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Core Academics	Teachers	Savvas online curriculum Textbooks SEL Activities	22/23 school year	Student Work Samples Achievement Data Gradebook	Transition into middle/high school	Teacher assessments Achievement Data Gradebook Student Work Samples				
PBIS	Administration Teachers PBIS committee	Facility communication PBIS Program	22/23 school year	Expanded curriculum	Increased student engagement and participation	Evaluation of program Student Survey Teacher Survey				

Ideal State: Goal(s) Build a foundation for reading and math
















Understand and demonstrate best practices and expectations for identifying student needs through progress monitoring, evaluation, support, programming and other measures to best align programing and instruction for each student.

Action Plan

- **Ki Charter teachers will utilize formal and informal assessment data in order to provide high-quality instruction and individualized support for each student.**
- **Students will improve their Reading/Math achievement by 5% measured by online assessments such as Easy CBM and teacher data.**
- **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.**

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.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)			
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Pre-assess and post assess	Administration	CBM Savvas Realize	22/23 school year	Students are completing assessments, evaluating effectiveness	Growth measures increase or decrease	Analyzing data				
Identify gaps in reading and math	Administration	Tutoring/ supplemental resources	22/23 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	22/23 school year	Evaluating special ed needs	Identification of students	Identified and continuous services				
PBIS monitoring	Administration Teachers	Time LSSP evaluation of BIPS/ transition surveys	22/23 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				
Diagnostic and formative assessment	Admin, teachers	Time Testing instrument s Schedule	22/23 school year	All students are assessed	Increase on grade level work	Walk through Formal observations Assessment data Evaluation data				




Ideal State: Goal(s) Improve performance: Strengthen organizational foundations

Ki Charter will utilize several formative and summative assessment tools to measure student growth

Action Plan

- Content Mastery data will maintain a 60% average in first and second semester assessments
- 6 weeks (about 1 and a half months) 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.

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	Nov	Feb	May
Benchmark testing	Administration Lead teachers	Curriculum mapping Eduphoria TEKS Resource	22/23 school year	Student completion of assessments	Increase readiness for state testing and adjustment of	Content Mastery Reports Savvas Checking PLC’s			

					instruction based on strengths and needs	Data driven lesson planning and instruction				
Increase instructional coaching	Administration	Additional	22/23 school year	Further	Increased	Walk through				
Classroom observations and accountability	Teachers	curriculum and strategies Execution Schedule		differentiation Connecting lesson plans, PLC's with peer instruction	learning Increased readiness	Formal observations Pre and post conferences PLC minutes				
Teacher Collaborative Partnerships	Collaborative partners Administration	Time schedule Discussion topics list	22/23 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) Improve Performance: Strengthen organizational foundations



Incorporate innovative best instructional practices that meet the needs of all learners while increasing on-task behaviors and decrease incidents in the classroom.

Action Plan

- **Establish Positive Behavior Interventions and Supports program**
- **Teachers will facilitate discussions that include the student population in order to build and create classroom routines, expectations, and incentives in order to increase student engagement.**
- **Students will learn and practice appropriate behavior, demonstrate and sustain positive interactions in the classroom which will yield an increase in safe classroom interactions and increase academic engagement.**

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	22/23 school year 6 total dates	Campus wide tiered intervention program	Increased positive behaviors Increase teacher collaboration	Walk through Observations Teacher and student feedback				

					accommodations					
Increase the use of technology in classroom instruction, tablets, smart boards, computers, Headphones, computer on wheels, connectivity for classrooms and units, technology lending	Administration, Technology	Money, infrastructure, computers Tablets/cases Grant funds	22/23 school year	Student engagement Feedback Observations Work samples	increased rigor and relevance Increased reinforcement	Walk troughs Increased scores Increased on- task behavior		Nov 	Feb 	May 