

Kerrville Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

The purpose of Kerrville Independent School District is to educate all students to be successful and productive citizens in a way that meets parent and community expectations through continual improvement in curriculum and instruction, a safe and orderly learning environment, sound fiscal management, and leadership dedicated to excellence.

Vision

We believe that KISD should:

- Teach foundation curriculum in English, language arts, math, science, social studies, and physical education.
- Teach a broad selection of curriculum at the high school level.
- Teach problem solving skills and conflict resolution skills.
- Teach character education skills both by example and within the curriculum, realizing that parents are their children's first teachers and these skills should be encouraged and taught at home.
- Teach citizenship and civil responsibility.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
District Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.	16
Goal 2: Recruit, develop, and retain high-quality employees.	43
Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.	46
Goal 4: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system	61
Federal System Safeguard Strategies	65
State Compensatory	67
Budget for District Improvement Plan:	67
District Funding Summary	70
Addendums	73

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2015-2016 Texas Academic Performance Report (TAPR) District Profile, Kerrville ISD has the following student demographics:

- 5023 students enrolled
- African American 1.9%
- Hispanic 47.5%
- White 47.5%
- Asian 1.1%
- Two or More Races 1.5%
- Economically Disadvantaged 57.2%
- English Language Learners (ELL) 7.1%
- At-Risk 51.3%

Based on the 2015-2016 TAPR Attendance Report, Kerrville ISD had a 96.2% student attendance rate for 2014-2015, and 0% dropout rate for the 3rd year in a row.

Based on the 2015-2016 TAPR District Profile Report, Kerrville ISD had the following staff representation:

- Teachers 332.3
- Professional Support 47.1
- Campus Administration (School Leadership) 19.3
- Central Administration 8.0
- Educational Aides 78.3
- Auxiliary Staff 184.3

Demographics Strengths

Kerrville ISD serves a diverse student population and strives for success for each student. The District is committed to preparing students for college and careers.

Demographics Needs

Kerrville ISD student population is not increasing, however; the with the demographic make-up is changing. Growth is occurring in the Hispanic ethnic group and our Economically Disadvantaged, Special Education, and At-Risk numbers have increased. Growth in these areas equates to increased vigilance on the part of the District to find ways to foster student success within challenging situations.

Student Achievement

Student Achievement Summary

Kerrville ISD has a 2016 state Accountability Rating of **Met Standard**, with **Postsecondary Readiness** Distinction Designations.

Student Achievement Strengths

Individual campuses earned numerous Distinction Designations in 2015-2016. Of eligible campuses, each earned a minimum of two Distinction Designations, and some won as many as six. Tivy High School won the Post Secondary Readiness Distinction Designation for the 3rd year in a row.

The District consistently outscored the State in all grades and content areas of the STAAR (with the exception of Social Studies) in meeting the Satisfactory Standard or Above, the Postsecondary Readiness Standard, the Advanced Standard, and SSI rates.

Student Achievement Needs

In 2015-2016, the Kerrville ISD Bilingual/English as a Second Language program earned a **Stage I** Determination Status due to STAAR scores that fell below State expectations. A separate plan is being created within PBMAS through the TAIS process.

In 2015-2016, Kerrville ISD missed Federal System Safeguards in Reading and/or Math performance, primarily as they pertain to Hispanic and Economically Disadvantaged students.

Kerrville ISD fell 1% point below State standards in "Met or Exceeded Progress" in Reading for All Grades. Additionally, Bilingual Education/English as a Second Language scores in Kerrville fell below the State in "Met or Exceeded Progress" in Reading and Math for All Grades.

These indicators will drive instructional and staffing decisions as we work to find equitable ways for all students to achieve success.

District Culture and Climate

District Culture and Climate Summary

Kerrville ISD is concerned with doing what's best and right for each child, whether we're discussing consequences or planning celebrations. The goal of disciplinary consequences is to change behavior for the better. Fostering well-rounded, successful students leads to many opportunities to celebrate. Between those two ends of the spectrum, and with the support of families and the community, we aim to grow individuals who are ready to take on the world.

The District's Discipline Committee regularly reviews the discipline data found in the PEIMS 425 report; this report is the jumping-off point for identifying trends that need to be addressed systematically. Beyond that, staff strive to use discipline and/or consequences as "teachable moments."

District Culture and Climate Strengths

One strength in Kerrville ISD is our focus on character development through our Character and Kindness program. "Developed with the valuable input of KISD teachers, counselors, administrators and parents, our original Character and Kindness Strategy is a district-wide, action-oriented movement focused on student character development and the promotion of positive peer-to-peer interactions. Components of our strategy span all campuses and grade levels, encouraging continuity of experiences and a unique connectedness among all KISD students K-12."

District Culture and Climate Needs

Specific needs are:

- continue to support staff with crisis-specific training (suicide prevention, AED-CPR training, drug and alcohol awareness)
- reduce Special Education representation in discretionary ISS placements, as reported in the 2015 PBMAS
- maintain our relationship with the Kerrville Police Department and SROs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Positions in Kerrville ISD are highly sought-after! Job openings frequently bring a plethora of highly qualified and experienced personnel.

Staff Quality, Recruitment, and Retention Strengths

Strengths in the HR programs are:

- All instructional staff members (teachers and instructional aides) meet the current "highly effective" standard
- Kerrville ISD hosts a successful annual job fair
- The Personnel Department actively seeks out star professionals
- Kerrville ISD hosts a New Teacher Academy each year
- Campus administrators provide mentoring for new teachers
- Teacher-leaders are encouraged to excel District-wide

Staff Quality, Recruitment, and Retention Needs

- Maintain highly effective standards throughout the district
- Promote supplementary ESL certifications
- Continue to develop master teachers through on-going professional development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kerrville ISD prides itself in having an aligned curriculum that meets the needs of all learners.

Curriculum, Instruction, and Assessment Strengths

- Grade-level committees create common assessments aligned with the Scope and Sequence
- Local benchmarks and their instructions mirror the STAAR experience to help prepare students beyond the curriculum
- Monitor and assess curriculum alignment and instruction through Data-driven Decisions training with M. Kilgo
- Inova data is used to help predict student performance so that interventions may be planned accordingly
- Academic Excellence committees continue to research best-practices in all areas of education

Curriculum, Instruction, and Assessment Needs

- Provide training to teachers to address deficits in students' writing skills
- Explore possibilities for all day pre-kindergarten
- Increase teacher knowledge and use of the ELPS
- Provide more training to BESL teachers who are using iPads and Apps in the classroom
- Continue to provide tutoring to close knowledge gaps brought to light by new math TEKS
- Provide training to teachers to address differentiation of instruction
- Provide instructional support for BESL programs to address English language proficiency
- Provide instructional support for teachers through teacher coaching model
- Continue to meet the postsecondary needs of our students and community business
- Support needs of all students through differentiated instruction

Family and Community Involvement

Family and Community Involvement Summary

Kerrville ISD values parental and community involvement in the growth of the whole child.

Family and Community Involvement Strengths

- Latino Family Literacy nights (training for parents regarding ways to improve their children's academic achievement);
- Family Math/Science Night (provide an opportunity for parents to learn alongside their children and experience academic content applicable to students at every level);
- Family Learning Day (designed for parents to learn in the classroom with their children, in all curricular and extracurricular activities);
- Families on Track: original parent education and connection meetings;
- Parent Power 101 – Coffee with the Counselors: an “ask us anything” forum for parent education and connection;
- Parents of Autism Connections: monthly meetings bring together parents of students with Autism for education and connection;
- SFS website: Guidance and Counseling outline; printable and online resources; Parent Power 101 schedule; FiT schedule; Parents of Autism schedule; PAC library list and access;
- Parents of Autism Connections WEBSITE: contains variety of materials for parents and educators regarding how to best understand and work with students on the spectrum;
- Family in Three (FiT): original Kerrville ISD educational videos on pertinent topics;
- In-Person Parent Consultation: for Academics; Social Service finding; Medical Referral; counseling; home behaviors; classroom behaviors (provide printed and online resources);
- Outdoor Education Program for all 6th graders;
- Booster clubs;
- Campus carnivals, Spring Fling, Walk-a-thons;
- Mentoring programs;
- Youth Education Support (YES);
- Collaboration on facility needs amongst community-based teams;
- Kerrville Public School Foundation Fundraiser;
- Chamber of Commerce day at the 6th grade campus;
- Fall College Night at Tivy High School;
- Little Olympics hosted by Kiwanis;
- Riverside Nature Center 4th grade Science Day;
- Tivy High School students tutor elementary students through PALS;
- Agreements with Alamo Colleges and Schreiner University;
- A commitment from every Tivy High School organization to promote service to the community through volunteer hours.

Family and Community Involvement Needs

- Find ways to involve more Hispanic parents, especially at the secondary level;
- Identify more mentors;
- Improve parent training opportunities

District Context and Organization

District Context and Organization Summary

Kerrville ISD is an exceptional district to learn, work, and collaborate in as we move students towards post-secondary success.

District Context and Organization Strengths

- KISD received "*Superior Achievement*" from Financial Integrity Rating System of Texas for 13th Consecutive Year
- Strong working relationship between the Kerrville ISD Board of Trustees and Central Office Administrators
- District Leadership Team meets every other week to tackle all aspects of District goals

District Context and Organization Needs

- AEC committees for vertical alignment
- Literacy development (reading, comprehension, fluency, digital citizenship)
- Strong campus leadership
- Numeracy
- Exposure to multiple areas of fine arts
- 21st century learning
- Career and Tech development and certifications
- Character development
- Address under representation of special population in GT program

Technology

Technology Summary

Kerrville ISD values technology and is determined to prepare students for postsecondary success.

Technology Strengths

- Upgrading the number of Computers-on-Wheels (COWS) at the middle and high school campuses
- New server for district-wide network
- Restructured Tivy High School Library to offer campus computer check-out model and collaboration space aligned with post-secondary expectations

Technology Needs

- Upgrade campus computer labs
- Replace failing projectors
- Continue to increase the number of Computers-on-Wheels (COWS) at Title I campuses to support digital learning
- Ipad Carts at elementary schools to increase digital learning opportunities in the classroom
- Increase network stability
- Build capacity of teachers to meet 21st century learning needs of students

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
- Accountability Distinction Designations
- 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 ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback














Goals

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 1: Monitor and facilitate ongoing curriculum alignment updates, revisions and enhancements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
Federal System Safeguard Strategy 1) Update the district's Scope & Sequence charts in all core subjects and grade levels. Revisions will be based on the following considerations: Margaret Kilgo's Model Scope & Sequence, STAAR/EOC Blueprints, and STAAR/EOC test data.		AS of Curr. & Inst.	Monitor Benchmark test results throughout the year to ensure effective implementation of Scope & Sequence			
Federal System Safeguard Strategy 2) District-wide AEC CORE Subject committees in the core subject areas will research best instructional strategies and resources designed to improve lowest STAAR SEs.		AS of Curr. & Inst. SD of Curr. & Inst.	Monitor Benchmark test results throughout the year to measure effectiveness of strategies and resources.			
3) Update the KISD Alignment of Literature to avoid undesirable overlapping, and to include non-fiction. Lexiles will be used in the literature selection process in order to ensure appropriate grade level designations.		AS of Curr. & Inst.	Monitor list of literature used in class-wide assignments			
Federal System Safeguard Strategy 4) The administrative team will meet throughout the year to evaluate the success of students in various intervention programs and make revisions as needed.		AS of Curr. & Inst.	Students will demonstrate success on Benchmark assessments throughout the school year and will perform at Level II or Level III on their STAAR or EOC exam.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 2: Maintain a focus on improving student performance on STAAR and EOC exams.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
Federal System Safeguard Strategy 1) Based on an analysis of STAAR and EOC test data, both vertically and horizontally, the KISD curriculum alignment in grades K - 11 will be updated and revised. In addition, curriculum and instructional strategies will be discussed and revised based on discussions at benchmark meetings throughout the school year.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year			
Federal System Safeguard Strategy 2) Research best practices and instructional materials in all core subject areas. a. Study weakest TEKS/SEs b. Teachers will meet horizontally and then vertically to identify best instructional strategies and materials, to look for gaps in the curriculum, and to ensure alignment of vocabulary and instruction. c. Integrate more hands-on lab experiences into the science curriculum d. Administrators and teachers will meet following each Benchmark test to analyze test data and develop intervention plans in order to close the gaps between the written, taught, and tested curriculum.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data throughout the school year			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 3: Facilitate the effective integration of technology into the teaching and learning process.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) The KISD Instructional Technology Academic Excellence Committee (AEC) will explore technology hardware and software for instructional delivery and plan for staff development opportunities.		Chief Technology Offer. AS of Curr. & Inst.	Improvements in core academic and technology application skills and staff assessment results in target level for categories: Infrastructure of Technology and Teaching & Learning			
2) Fully equip all classrooms with readily available technology to enhance student instruction.		Chief Technology Offer.	Improvements in core academic and technology application skills and staff assessment results in target level for category of Infrastructure for Technology			
3) Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration.		Chief Technology Offer. AS of Curr. & Inst.	Improvements in core academic and technology application skills and staff assessment results in target level of Educator Preparation & Development			
4) Continue implementation of the district-wide Assistive Technology Team to assess student needs and identify technology that will better enable special education students to access the general curriculum.		Chief Technology Offer. SD of Special Educ.	Improvement in special education core academic grades and state assessment scores.			
5) Continue to provide district-wide training on software to increase student performance and access to online accommodations similar to STAAR Online.		SD of Special Educ. Chief Technology Offer.	Improvement in both special education and 504 academic grades and state assessment scores.			
6) Assist campuses with the purchase of supplemental instructional technology resources, including software, hardware, licenses, and professional development to foster academic growth for all students; resources include, but are not limited to: K-2 Istation, K-2 Istation Espanol, Accelerated Math, BrainPOP, Apex, Lexia, Apple, Safari Montage.		Dir. of Special Programs Chief Technology Offer. AS of Curr. & Inst.	Accountability data and usage reports will reflect student success.			
		Funding Sources: Compensatory Ed. (199-...-24-000) - \$0.00, Local Bilingual/ESL (199-...-25-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00, Federal Title I, Part A - (211-...-6-24-000) - \$0.00, Federal Title VI (270-...-6-24) - \$0.00				



= Accomplished



= Considerable



= Some Progress



= No Progress







= Discontinue










Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 4: Improve student performance on STAAR through data-driven instruction and focus on value-added opportunities.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Analyze and disaggregate state assessment data by district and campus results in preparation for annual principal training in July		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
2) Provide Margaret Kilgo training to math, reading, and science teachers and administrators to increase the cognitive level of teacher-made tests and their alignment to the state's curriculum (TEKS)		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
Funding Sources: Federal Title II, Part A Prof. Dev. (255-...) - \$0.00						
Federal System Safeguard Strategy 3) Use AWARE and INOVA Reports to aid campus-level and district-level Student Support Teams in identifying students at-risk of failing STAAR/EOC. Develop Intervention Plans based on data.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
	Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00					
4) Prepare, score, and provide teachers and administrators with analysis reports on Benchmark and Checkpoint results throughout the year for grades K-8		AS of Curr. & Inst. Local Assess. Assist.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			










<p>5) Close the performance gap between "All Student" and "ELL" Student performance on Social Studies STAAR and EOC exams</p> <p>a) Identify ELL students who are in need of intense interventions in Social Studies</p> <p>b) Provide individual interventions</p> <p>c) Monitor ELLs' progress on checkpoint, benchmark, and teacher-made tests throughout the school year</p> <p>d) Make adjustments in intervention plans as needed</p> <p>e) Following the administration of Benchmark tests, the DLT and Social Studies teachers will meet to analyze the results, focusing on the performance of our ELL students. Curriculum and Instructional Strategies will be revised to improve ELL student performance on lowest scoring Student Expectations (SEs).</p>		AS of Curr. & Inst.	Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments			
<p>6) Monitor student performance on Advanced Placement assessments through benchmarks and formative assessments.</p> <p>Create Intervention Plans to assist in student success.</p>		AS of Curr. & Inst.	<p>Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments</p> <p>Intervention Plans will demonstrate students' needs and goals</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 5: The Central Administration Support Team will meet with the campus principals to aid in their efforts to develop, implement, and monitor data-driven intervention plans for students at-risk of failing STAAR/EOC.

Evaluation Data Source(s) 5:

Summative Evaluation 5:














Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Student STAAR/EOC test and Benchmark data will be provided through AWARE and by the Central Administration in order to aid campus Student Support Teams in their analysis of student progress throughout the school year.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
2) Principals will meet with Central Administration three times a year to discuss intervention plans for students who are at-risk of failing STAAR/EOC.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 6: Improve student performance on STAAR for students receiving special education support by utilizing data-driven instruction, intense intervention activities with a focus on value-added.

Evaluation Data Source(s) 6:

Summative Evaluation 6:













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Address appropriate instruction and activities that lead to success for students with disabilities in the area of Language Arts - Writing. Professional Development Activities: Texas Writing Academy, The Curly Classroom, Benchmark rewrites, scoring training, Sign Posting grades 5-12.		AS of Curr. & Inst.	Monitor student progress through an analysis of Benchmark and checkpoint data from October through April, and principal observation of best instructional practices			
2) Implement the use of Attainment Curriculum for students identified with low incidence disabilities who are taking STAAR ALT 2. Provide ongoing planning opportunities for special education teachers to align curriculum with pre-requisite skills and essence statements.		SD of Special Educ. SUPV of Functional Living	Monitor student progress through classroom observations, informal teacher walk-through observations			
Funding Sources: IDEA-B (224-...) - \$0.00						
Federal System Safeguard Strategy 3) Plan and implement specialized tutoring sessions for students receiving special education services.		Campus Principals SD of Special Educ.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
Funding Sources: IDEA-B (224-...) - \$0.00						
4) STAAR A eligible students will have the opportunity to take a Benchmark or Checkpoint local assessments using Kurzweil 3000. This strategy will equip students with the skills needed to navigate and utilize the accommodations provided through the online state assessment version, STAAR A.		Campus Principals SD of Special Educ.	Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 7: Provide a High School Equivalency Program (HSEP) for over-aged 9th and 10th grade students who have minimal credits and are at-risk of dropping out of school.

Evaluation Data Source(s) 7:

Summative Evaluation 7:











Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
Federal System Safeguard Strategy 1) Provide an alternative education program at HCHS to meet the needs of recovered dropouts and over-aged 9th and 10th grade THS students who have minimal credits and are highly at-risk of dropping out		SD of Alternative Educ. AS of Curr. & Inst.	Every six weeks, THS/HCHS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.			
2) Locate and recover Student Leavers prior to the last Friday in September - focusing on the prior year's graduation cohort group		AS of Curr. & Inst.	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.			
3) Develop a student leaver reporting system so that all required student entry/withdrawal information can be monitored throughout the school year in an efficient and accurate manner		AS of Curr. & Inst.	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.			
Federal System Safeguard Strategy 4) Use the Student Assistance Team Model to implement individualized intervention plans at THS to prevent dropouts		AS of Curr. & Inst.	Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						














Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 8: Effectively implement the Bilingual/ESL program.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
Federal System Safeguard Strategy 1) Coordinate and collaborate with Bilingual/ESL Campus Coordinators to ensure that they have the knowledge and resources required to properly identify LEP students, serve LEP students, and evaluate the progress of LEP students and their campus program	9, 10	Dir. of Special Programs	Approximately 3 times a year the Bilingual/ESL Director will meet with campus Bilingual/ESL Coordinators to review staff training, discuss the progress of LEP students served on their campuses, and create intervention plans to implement and monitor to ensure success			
Funding Sources: Local Bilingual/ESL (199-...-25-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00						
2) Evaluate the Bilingual/ESL Program by engaging in the TAIS process to identify areas for growth	1, 9	Dir. of Special Programs	The TAIS process will identify areas of weakness or potential growth, with a focus on long-term ELLs			
3) Review Skyward reports and campus lists to ensure accurate PEIMS reporting identification, placement, and services		Dir. of Special Programs	The Bilingual/ESL Director will meet with campus Bilingual/ESL Coordinators to compare PEIMS 100 Reports with the campus lists mined from Skyward, checking for accuracy throughout			
Federal System Safeguard Strategy 4) Meet with Bilingual/ESL teachers and/or Bilingual/ESL Campus Coordinators to monitor the progress of LEP students and provide interventions for identified LEP students who are struggling in school	1, 9, 10	Dir. of Special Programs	An increase in various scores will indicate successful interventions: benchmark scores, Rosetta Stone, Istation reading, IPT.			
Funding Sources: Local Bilingual/ESL (199-...-25-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00						
Federal System Safeguard Strategy 5) Provide additional instructional support for LEP students by: 1) using instructional paraprofessionals to implement one-on-one and/or small group instruction, and in-class support, 3) providing tutoring before and after school, 4) providing tutors to engage in intense supplementary instruction to foster early literacy	1, 10	Dir. of Special Programs	The Bilingual/ESL Director will collect input and/or feedback from campus Bilingual/ESL Coordinators regarding instructional support for LEP students. Assessment scores, report card grades, and anecdotal evidence will demonstrate student success with additional support.			
Funding Sources: Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00						











Federal System Safeguard Strategy 6) Provide professional development opportunities to Bilingual/ESL teachers as well as Content Area teachers who serve LEP students. Professional development opportunities will include, but are not limited to: a. Bilingual/ESL pull-out staff development; b. Region 20 workshop offerings for LEP student achievement; c. Secondary sheltered instruction training; d. ELPS training; e. professional conferences or symposiums targeting Bilingual/ESL achievement; f. coaching by trained staff.	1, 4	Dir. of Special Programs	The Bilingual/ESL Director will solicit input from campus administrators and campus Bilingual/ESL Coordinators regarding PD needs, and will track participation.			
	Funding Sources: Local Bilingual/ESL (199-...-25-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00					
Federal System Safeguard Strategy 7) Collect and analyze assessment data for each 3rd - 12th grade Limited English Proficient student in order to make informed decisions on an individual plan to ensure LEP student academic success	1, 10	Dir. of Special Programs AS of Curr. & Inst.	The Bilingual/ESL Director will meet with campus Bilingual/ESL Coordinators to share findings from AS of Curr. & Inst. Meetings will result in plans for the success of LEP students			
8) Increase the number of ESL-certified teachers in grades PK-8	1, 4	AS of Admin. & HR Dir. of Special Programs Dir. of Personnel	The number of KISD teachers completing ESL certification should continue to increase			
	Funding Sources: Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00, Local Bilingual/ESL (199-...-25-000) - \$0.00					
9) The Bilingual/ESL Director will provide teacher and student instructional resources as needed and as determined through needs assessments	1, 10	Dir. of Special Programs AS of Curr. & Inst.	The Bilingual/ESL Director will collect input from various sources regarding student and teacher needs and usage Tracking of student progress will reflect success			
	Funding Sources: Local Bilingual/ESL (199-...-25-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 9: Effectively implement the Intervention Program: Special Education and Pre-Referral Process.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Review and revise the Special Education Pre-Referral Process to ensure least restrictive environment support services through the campus RtI process are provided to students prior to referral to Special Education.		SD of Curr. & Inst SD of Special Educ.	Fully-functioning SAT teams on all campuses; Lowered number of DNQs in the SpEd referral process			
Federal System Safeguard Strategy 2) Define the decision-making process for placing and identifying appropriate accommodations and modifications for special education students on the STAAR, STAAR A and STAAR Alternate 2		SD of Special Educ. SUPV of Functional Living SUPV of Inclusion & Resource	SpEd students placed on appropriate state assessment test			
Federal System Safeguard Strategy 3) Analyze assessment data and revise Special Education Intervention programs as necessary to ensure an increasing number of students demonstrate growth		SD of Special Educ.	Increased number of SpEd students demonstrate growth using the INOVA data			
4) Continue to provide FAPE (Free and Appropriate Public Education) to students with disabilities and focus on improving areas of risk as identified in the State Performance Plan and PBMAS		SD of Special Educ.	SpEd students are appropriately placed in the LRE using the PBMAS data			
5) Collect data on the inclusion programs across the district to assure the continued support of general and special educators in meeting the needs of Special Education students		SD of Special Educ. SUPV of Inclusion & Resource	SpEd students are appropriately placed in the LRE using the PBMAS data			













6) Work with administrators, teachers and parents to ensure that Special Ed students are identified and served in full compliance with state and federal law		SD of Special Educ. SUPV of Functional Living SUPV of Inclusion & Resource	SpEd students are appropriately identified and placed			
7) Train campus administrators and teachers to ensure they have knowledge to provide positive behavioral support to ALL students.		SD of Special Educ. SUPV of Functional Living SUPV of Inclusion & Resource LSSP	Reduced numbers of SpEd students with discretionary placements in Discipline Alternative School (DAEP), In-School Suspension (ISS) and Out of School Suspension (OSS)			
8) Student Assistance Team (SAT) AEC committee meetings with campus administration, counselors, reading specialists, Senior Director of Special Education and Senior Director of Advanced Academics. The purpose is to focus on research-based intervention strategies to use district-wide for struggling students. Improve progress monitoring through this process that will help make informed data driven decisions regarding referrals for Special Education.		SD of Curr. & Inst SD of Special Educ. Campus Principals Counselors Reading Specialists	Reduced number of special education referrals			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						















Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.








Performance Objective 10: Provide appropriate interventions to assist At-Risk students in reaching academic success.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Conduct State Compensatory Education Evaluation to determine progress of at-risk students and measure program effectiveness in shrinking the achievement gap between at-risk and non-at-risk students		Dir. of Special Programs AS of Curr. & Inst.	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. Formal Evaluation is done by Region 20 once every three years.			
2) Analyze evaluation reports to create a plan to address the areas in which the achievement gap is increasing among at-risk vs. non-at-risk students		Campus Principals Dir. of Special Programs THS Academic Dean	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
Federal System Safeguard Strategy 3) Provide intervention strategies to address the needs of all students including those in special populations and to ensure that all students identified "At-Risk" are provided with the support and resources to achieve academic success in all core areas and pass the STAAR, as well as reduce the drop-out rate and increase the completion rate		Dir. of Special Programs AS of Curr. & Inst.	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
Federal System Safeguard Strategy 4) Provide Reading Recovery Teachers or Reading Specialists and/or Interventionists at elementary campuses to implement programming that will assist struggling readers in early grades		Dir. of Special Programs AS of Admin. & HR	Staffing data will show the placement of Reading Specialists and/or Interventionists.			
Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00, Compensatory Ed. (199-...-24-000) - \$0.00						
5) Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus through discretionary or mandatory means		SD of Alternative Educ.	Each semester the HCHS Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
6) Monitor at-risk and drop-out reports to follow-up on student progress and recovery to re-enroll previous drop-outs		SD of Alternative Educ.	Each semester the HCHS Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			

7) Offer the opportunity for students to gain credit through Credit by Exam, correspondence courses, or the Texas Virtual School Network		SD of Alternative Educ. THS Principal THS Academic Dean	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
8) Provide Title I services to homeless children and youth on each KISD campus (including non-Title I campuses)		Dir. of Special Programs	At least once a week a homeless report is run and sent to the appropriate departments and personnel to identify additional students and ensure services are provided (ex: free lunch).			
Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00						
9) Provide a structured and supportive learning environment (HCHS) for students eligible to attend an alternative education program that will enable them to reach the requirements for graduation		SD of Alternative Educ.	Each semester the HCHC Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
10) Provide a credit/dropout recovery program and an alternative high school setting (HCHS) for THS eligible students		SD of Alternative Educ. Dir. of Special Programs	Each semester the Kerrville ISD Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
Funding Sources: Compensatory Ed. (199-...-24-000) - \$0.00, Federal Title VI (270-...-6-24) - \$0.00						
11) Provide a Summer Credit Recovery Program at Tivy High School for at-risk students Focus on Algebra I and English I success		THS Principal THS Academic Dean AS of Curr. & Inst.	Each semester the Kerrville ISD Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
12) Address individual student (at-risk students) concerns throughout the district and provide opportunities for parental involvement	6, 9	LSSP Dir. of Special Programs	Each semester the Kerrville ISD Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00						
13) Coordinate social and academic services for teen parents to ensure academic success		THS Counselor(s) THS Academic Dean SD of Curr. & Inst. SD of Alternative Educ.	Teen parent grades, credits, and graduation plans (targets) will be used to evaluate the success each semester.			







14) Continue to refine the District response to the needs of Migrant students: a) Facilitate timely communication between campus Migrant Liaisons and MEP staff at ESC-20; b) Monitor performance of and provide interventions to Title I, Part C Migrant students, with special attention to Priority-for-Service (PFS) students	9	Dir. of Special Programs	Accountability data and records of responses to ESC-20 will reflect improvements.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.










Performance Objective 11: Effectively implement Title I school-wide programs at ECC, DES, NES, SES, TES, BTW, and HPMS.

Evaluation Data Source(s) 11: EOY Title I Evaluation

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
Federal System Safeguard Strategy 1) Continue to provide reading specialists at the elementary campuses and paraprofessionals at all Title I campuses for additional reading and instructional support		Dir. of Special Programs Dir. of Early Childhood Elem. Principals	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
	Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00, Local/General (199...) - \$0.00					
Federal System Safeguard Strategy 2) Continue to provide two reading teachers at HPMS to ensure student success (this effort supports academic teaming)		HPMS Principal Dir. of Special Programs	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
	Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00					
Federal System Safeguard Strategy 3) Conduct campus and district comprehensive needs assessment to identify areas of weakness and strength for data driven instruction and reform		K-8 Principals SD of Alternative Educ. Dir. of Early Childhood SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			

4) Implement transition programs to assist students transitioning from Pre-K to Kinder, 5th grade to 6th grade, 6th grade to 7th grade, and 8th grade to 9th grade	7	Principals Dir. of Early Childhood SD of Special Educ. AS of Curr. & Inst.	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
5) Continue Site-Based Decision-Making in the forms of: a) Faculty Community Advisory Committee b) Campus Improvement Teams c) Grade Level Teams		Principals	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
6) Coordinate and integrate federal, state, and local funding to provide effective, timely assistance to struggling students	9, 10	Principals SD of Alternative Educ. SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. Maintenance of Effort reports prepared by the Business Office will demonstrate the integration of funds from various sources.			
7) Implement programs that are scientifically based in research, such as: a) Early Success b) Soar to Success c) Think Through Math d) Accelerated Math e) Accelerated Reading f) Lexia g) Reading Recovery h) Istation	9	Principals SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
Funding Sources: Compensatory Ed. (199-...-24-000) - \$0.00, Federal Title I, Part A - (211-...-6-24-000) - \$0.00						





8) Provide varied parental involvement opportunities to promote increased participation, such as: a) District Parent Conferences b) Campus Family Literacy Nights c) Monthly Parent Meetings d) PTO e) Open House f) Health Education Parent Nights g) Latino Family Literacy Project h) Campus Family Math Nights	6	Principals	Maintain or increase the current number of parent involvement opportunities.			
		SD of Curr. & Inst. Dir. of Special Programs Dir. of Early Childhood LSSP	Maintain or increase the current number of parents involved.			
Funding Sources: Compensatory Ed. (199-...-24-000) - \$0.00, Federal Title I, Part A - (211-...-6-24-000) - \$0.00, Federal Bilingual/ESL Title III, Part A - (263-) - \$0.00						
Federal System Safeguard Strategy 9) Provide additional tutoring to students who are at-risk for failing STAAR/EOC	3, 9	Principals	Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success.			
		Dir. of Special Programs				
Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00, Federal Title VI (270-...-6-24) - \$0.00, Compensatory Ed. (199-...-24-000) - \$0.00						
10) Provide increased access to communications systems designed to facilitate communication with families regarding school activities, opportunities for parent involvement, and safety alerts (SchoolMessenger call-out system, web hosting, mobile app)	6	Dir. of Special Programs	Usage reports and parental evaluations will reflect success			
		AS of Admin. & HR				
Provide training for staff members for use of systems	Funding Sources: Federal Title I, Part A - (211-...-6-24-000) - \$0.00					
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						








Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 12: Provide job awareness and training, including industry standard certifications, in Career and Technical Education Courses.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Encourage career and academic awareness in all grades with a focus on "Career Awareness" at the elementary level, "Career Investigations" at the middle school level, and "Career Focus" at the high school level		SD of Curr. & Inst. Counselors	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.			
2) Increase students' and parents' awareness of Dual Credit and Endorsement measures that can be achieved through CTE Programs through district publications and community meetings prior to registration		SD of Curr. & Inst. THS, HPMS Counselors THS Academic Dean	Website postings and publications.			
3) Develop and implement comprehensive career plans, Personal Graduation Plans (8-12), and Endorsements for all students		SD of Curr. & Inst. THS Academic Dean THS, HPMS Counselors	The Senior Director of Advanced Academics will verify that career plans are in place for all students in compliance with the Perkins Grant.			
4) Improve the STAAR/EOC passing rate of students enrolled in career and technology education classes, including all special populations and special needs students		SD of Curr. & Inst. THS Principal THS Academic Dean THS Counselors	PBMAS data will be used to analyze success of CTE.			














5) Offer a variety of CTE courses, both traditional and nontraditional, to meet the interests of all Tivy students including special populations, as well as the needs of businesses in the Kerrville area		SD of Curr. & Inst. THS Academic Dean THS Counselors	Use 4-year plans and Texas Workforce Commission data to determine courses to be offered.			
6) Continue to provide VAC (Vocational Adjustment Class) and Occ Prep (Occupational Preparation Class) for high school special education students as recommended by the ARD/IEP committee.		SD of Curr. & Inst. THS Principal SD of Special Education SUPV of Inclusion & Resource FLU Teacher	Course enrollment data			
7) Continue to offer certifications in different career pathways to provide industry standard training and job skills to student at Tivy High School		SD of Curr. & Inst. THS Academic Dean	The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 13: Provide appropriate interventions to students with Dyslexia or Characteristics of Dyslexia.

Evaluation Data Source(s) 13:

Summative Evaluation 13:













Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs		Dir. of Special Programs	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.			
Funding Sources: Compensatory Ed. (199-...-24-000) - \$0.00						
2) Ensure appropriate implementation of a scientifically-based dyslexia program that will provide support to assist dyslexic students in succeeding in school		Dir. of Special Programs	Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success.			
3) Provide staff development and distribute the most recent district dyslexia and dysgraphia handbook updates		Dir. of Special Programs	Documentation will show staff development records.			
4) Coordinate with testing coordinators to ensure Dyslexia Accommodations are implemented for testing purposes		Dir. of Special Programs District Testing Coordinator	Records kept by Campus Test Coordinators and the District Test Coordinator will reflect accurate implementation of test accommodations.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 14: The KISD Academic Excellence Committee will consider best practices and programs related to instructional technology, implementing the RtI model to provide strategies for student assistance teams, analyzing the K-2 state-approved reading assessments to determine which one best fits district needs, and studying the weakest SEs for success of STAAR/EOC exams.

Evaluation Data Source(s) 14: Recommendations will be made to the administration in May 2016 regarding each committee's work and how to improve instruction and assessment in KISD.

Summative Evaluation 14:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) The AEC instructional technology committee will research best practices to continuously update teacher's use of technology in the classroom and provide appropriate training for all teachers in the district		Chief Technology Offcr.	AEC Committee program review and recommendations in Spring 2017			
2) The AEC Committee will research the implementation and coordination of RtI strategies through elementary Student Assistance Teams		SD of Curr. & Inst. Elem. Principals	AEC Committee program review and recommendations in Spring 2017			
3) The AEC Character and Kindness Committee will research best practices to educate students about the hazards of online bullying, inappropriate text messaging, and disrespectful interpersonal behaviors that are damaging to student self-esteem		LSSP	AEC Committee program review and recommendations in Spring 2017			
4) The AEC curriculum committees will research best practices to improve weaknesses in curriculum, instruction, or assessment to improve district and campus results on STAAR/EOC exams, and improve Advanced Placement assessments		SD of Curr. & Inst. AS of Curr. & Inst.	AEC Committee program review and recommendations in Spring 2017			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 15: Differentiate the curriculum to meet the needs of gifted students in gifted and talented cluster classes on all elementary campuses, the HORIZONS classes at BTW and HPMS, and in the Pre-AP and AP classes at THS.

Evaluation Data Source(s) 15:

Summative Evaluation 15:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) The Challenge Lab teachers will support gifted and high ability students as they create a variety of advanced level products that are to be display for the public at an Advanced Product Showcase in May 2017.		SD of Curr. & Inst.	Campus Advanced Product Showcases - May 2017			
	Funding Sources: Local/General (199...) - \$1,000.00					
2) Teachers will receive training on differentiation strategies for gifted students in grades K - 12.		SD of Curr. & Inst.	Classroom walk-through data will reflect higher instances of the use of differentiation strategies.			
	Funding Sources: Local/General (199...) - \$4,000.00					
3) Continue to provide a NMSQT prep class prior to the October administration to increase the number of finalists, semifinalists, and commended students in KISD.		SD of Curr. & Inst.	Numbers of commended, semifinalists, and finalist on NMSQT will be compared to prior years for adjustments to the prep class curriculum.			
		THS Counselors				
		THS Academic Dean				
Funding Sources: Local/General (199...) - \$4,000.00						
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 16: Increase the number of students taking AP courses and both the number and percentage of students passing the AP tests in May 2016.

Evaluation Data Source(s) 16: Compare enrollment and passing rate of AP tests taken to previous years.

Summative Evaluation 16:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to monitor and support the AP teachers with training, materials, and expectations through benchmarking process		AS of Curr. & Inst. THS Academic Dean	Compare the 2016 AP scores to those of the last three years.			
		Funding Sources: Local/General (199...) - \$6,000.00				
2) Communicate the importance of taking the AP tests to the students in AP classes		AS of Curr. & Inst. THS Academic Dean	Compare the 2016 AP scores to those of the last three years			
3) Evaluate the effectiveness of teachers based on resulting AP test scores		AS of Curr. & Inst. THS Principal THS Academic Dean	Compare the 2016 AP scores to those of the last three years			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 17: Increase the opportunities for dual credit and early admission credit through Alamo Colleges Greater Kerrville Center and Schreiner University.

Evaluation Data Source(s) 17: Compare the number of dual credit and early admission college students enrolled at Schreiner and Alamo Colleges to last year's.

Summative Evaluation 17:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Conduct parent meeting regarding dual credit and TXVSN online options; Update course selection booklet to accurately detail dual credit options and virtual school options in both core content and CTE classes		SD of Curr. & Inst. THS Counselors	Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2016 to those enrolled in Fall of past years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center and Schreiner University.			
	Funding Sources: Local/General (199...) - \$7,000.00					
2) Enroll graduating seniors at Alamo Colleges Greater Kerrville Center to ensure that each student has the opportunity to continue with higher education		THS Counselors THS Testing Coord.	Distribute Alamo colleges acceptance letters with diplomas at graduation.			
3) Conduct college entrance testing in Spring 2016 for dual credit course eligibility		THS Counselors THS Testing Coord.	Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2016 to those enrolled in Fall of past years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Continue to refine curriculum, instructional practices, professional development, special programs, and instructional leadership to maximize individual student growth and achievement for college and career readiness.

Performance Objective 18: Increase the number of National Merit Finalists in KISD.

Evaluation Data Source(s) 18: Compare the number of National Merit Finalists to previous years to determine the effectiveness of the summer PSAT program.

Summative Evaluation 18:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to offer a summer PSAT prep program		SD of Curr. & Inst.	Monitor the number of students who participate in the summer PSAT program who qualify as a semi-finalist or finalist on the National Merit Scholarship Qualifying Test			
		THS Counselors				
Funding Sources: Local/General (199...) - \$4,000.00						
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

Goal 2: Recruit, develop, and retain high-quality employees.

Performance Objective 1: Remain at current level of 100% highly-qualified professional staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Develop and implement a competitive salary schedule		AS of Admin. & HR AS of Business Services	July 2017 presentation to Board of Trustees			
2) Monitor and attend applicable statewide job fairs		AS of Admin. & HR AS of Business Services Dir. of Personnel	Receive applications from high quality potential employees met at state job fairs			
3) Host the annual KISD Job Fair		AS of Admin. & HR AS of Business Services Dir. of Personnel	Maintain 100% highly effective status in the 2016-2017 school year			
4) Develop recruitment materials that highlight Kerrville ISD and the Kerrville community		AS of Admin. & HR AS of Business Services Dir. of Personnel	Materials created and printed by December 2016			
5) Create a database which allows administrators to track the most qualified applicants as indicated by experiences and interviews		AS of Admin. & HR AS of Business Services Dir. of Personnel	Applicant database created and implemented by May, 2016			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Recruit, develop, and retain high-quality employees.

Performance Objective 2: Provide training and mentorships to teachers new to Kerrville ISD

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Provide the New Teacher Academy in August 2017 to ensure a smooth transition into employment with the KISD		AS of Admin. & HR AS of Business Services SEC of AS of Admin. & HR SEC of Personnel	Teacher Rating forms at completion of academy			
2) Ensure each new teacher has an assigned campus mentor		AS of Admin. & HR AS of Business Services SEC of AS of Admin. & HR	Each new teacher is assigned a campus mentor			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Recruit, develop, and retain high-quality employees.

Performance Objective 3: Continue to provide teachers with quality compensation and benefits

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Maintain current percentages of KISD contributions to TRS, health insurance, and long-term disability		AS of Admin. & HR AS of Business Services	Percentage of contributions maintained by September, 2017			
2) Revise the process of conducting exit interviews, collect data on interview responses, and share that data with district and campus administrators to inform future decisions		AS of Admin. & HR Dir. of Personnel	Spreadsheet of collected data completed for the year to be shared with administration by August, 2017			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 1: Provide relevant Safe Schools Staff Development to appropriate staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue revisions of KISD Secondary Discipline procedures through committee discussion		SD of Alternative Educ. BTW, HPMS, THS Principals AS of Admin. & HR SD of Special Educ.	Review Secondary Discipline Committee progress Spring 2017			
2) Monitor the placement of special education and all sub-populations of students in the disciplinary alternative school		SD of Alternative Educ. BTW, HPMS, THS Principals AS of Admin. & HR SD of Special Educ. AP Disc./Alt. Campus	Review Secondary Discipline Committee progress Spring 2017 PEIMS 425 data submission			









3) Select, provide training, and implement research-based violence prevention curriculum such as conflict resolution, anger management, no-bullying, and dating violence		SD of Alternative Educ. Principals AS of Admin. & HR SD of Special Educ. SD of Curr. & Inst. Dir. of Special Programs SROs	PEIMS 425 data summer submission Safety training for SROs and Kerrville ISD Administration			
4) Provide training on PEIMS 425 discipline data reporting to administrators to ensure data integrity		SD of Alternative Educ. Principals AS of Admin. & HR SD of Special Educ. Dir. of Special Programs	PEIMS 425 summer submission			
5) Provide training to secondary staff on student-to-student sexual harassment and bullying issues		BTW, HPMS, THS Principals AS of Admin. & HR Dir. of Special Programs SD of Special Educ. SROs	PEIMS 425 submission Records of required staff development			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 2: Develop Positive Campus Climates with the implementation and monitoring of proven practices in Safe Schools

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue implementation of Safe and Drug-Free Schools curriculum at the elementary and middle school level		K-8 Principals AS of Admin. & HR Dir. of Special Programs Dir. of ECC/TCDC	PEIMS 425 submission			
2) Guidance counselors will provide an anger management small group counseling program at the campus to assist in preventing acts of violence and student-to-student conflict		AS of Admin. & HR K-6 Principals & Counselors Dir. of Special Programs	PEIMS 425 submission			
3) Work with Kerrville Police Department to ensure a Student Resource Officer Program is successful at Tivy High School		SD of Alternative Educ. THS Principal AS of Admin. & HR SD of Special Educ. SRO	PEIMS 425 submission			
4) Review, revise, and implement the KISD Student Code of Conduct according to District needs and mandated changes in state law		AS of Admin. & HR K-12 Principals & Counselors SD of Alternative Educ.	PEIMS 425 submission and local discipline data			

5) KISD will work collaboratively with juvenile court systems to ensure the judges are knowledgeable about the programs available in KISD to address delinquency		AS of Admin. & HR BTW, THS Principals SD of Alternative Educ. SRO	PEIMS 425 submission and KPD juvenile data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 3: Implement the Safe Schools Model and ensure values-based learning opportunities are present on all KISD campuses

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Student threat assessments will be conducted by the KISD Special Education Department when students are suspected to be in danger of harming themselves or others		LSSP AS of Admin. & HR Principals	Reduced acts of violence as reported in the PEIMS 425 submission			
2) Annually update and provide training on the KISD District Crisis Plan		LSSP AS of Admin. & HR Principals Dir. of ECC/TCDC SD of Alternative Educ.	Appropriate responses to crisis events throughout the school year			
3) Review teen parent data for trends/concerns in grades 6-12 at-risk population and evaluate the effectiveness of the updated Worth the Wait curriculum		LSSP SD of Curr. & Inst. Dir. of Special Programs Secondary Counselors	Reduced number of teen pregnancies			





4) Provide appropriate training/staff development in safety and prevention of student engagement and signs and symptoms of sexual abuse or suicidal characteristics or behaviors		AS of Admin. & HR Principals Dir. of ECC/TCDC SD of Alternative Educ. Dir. of Special Programs	Increased student achievement and maintenance of student well-being Records of Mental Health Training for all Alternative Education Staff			
5) Train appropriate staff/teams in CPR/AED/First Aid		AS of Admin. & HR Principals Dir. of ECC/TCDC SD of Alternative Educ. SEC of AS of Admin. & HR District Nurse	Human Resources will coordinate with all Campus Principals			
6) Conduct safety audits on a three-year schedule: Year 1 - All KISD campuses audited; Year 2 - KISD self-audits; Year 3 - All KISD non-campus sites audited		AS of Admin. & HR	Review audit findings annually and make necessary changes			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 4: Provide multiple Parental Involvement opportunities

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) All campuses provide opportunities for parents to be stakeholders. Title I campuses follow NCLB guidelines (Distribute compact, Title I Parent Night, etc.).		Dir. of ECC	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
		K-8 Principals				
		Dir. of Special Programs				
		AS of Curr. & Inst.				
2) All administrators work collaboratively with the District Public Relations Specialist to publicly inform parents and the community of vital information and opportunities.		SD of Curr. & Inst.	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
		Dir. of Special Programs				
		AS of Curr. & Inst.				
		SD of Alternative Educ.				
		AS of Admin. & HR				
		Public Relations Specialist				






3) All Title I campuses will administer the Title I Parental Involvement Evaluation at the end of the year		K-8 Principals Dir. of Special Programs AS of Curr. & Inst. Dir. of ECC AS of Admin. & HR	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
4) Provide many and various opportunities for parental involvement in the school setting, especially through participation as a member of district committees (CIT, SHAC, FCAC, etc.)		Principals AS of Curr. & Inst. SD of Alternative Educ. Public Relations Specialist Dir. of Special Programs Dir. of ECC/TCDC	Campus plans for Parental Involvement nights and Parental Involvement Evaluations from Title I campuses that will be turned in at the end of the year			
5) Use Student and Family Services to involve parents in relevant school-related trainings		LSSP Dir. of Special Programs	Evaluations from monthly parent trainings and input from the campus administration			
6) Provide parents of children diagnosed with Autism Spectrum Disorder opportunities for collaboration and support through KISD Parents of Autism Connections. Meetings are held on a monthly basis with respite care provided.		LSSP/Intervention Specialist PPCD staff at Early Childhood Center SD of Special Educ.	Increased number of parent involvement at scheduled meetings.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 5: Continue Community Partnerships and Planned Activities

Evaluation Data Source(s) 5:

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue effective communication and information sharing with local law enforcement		Superintendent SD of Alternative Educ. Public Relations Specialist	Superintendent and staff communicate regularly with local law enforcement.			
2) Continue relations with Community Service Agencies to ensure timely, effective response for students and/or families struggling with issues that are beyond the scope of the schools. Such agencies include, but are not limited to: K'STAR, Hill Country Crisis Council, Hill Country Council on Alcohol and Drug Abuse, Families in Literacy, American Red Cross, Kerrville Child Advocacy Place, Christian Assistance Ministries, San Antonio Food Bank.		LSSP SD of Curr. & Inst. SD of Alternative Educ. Dir. of Special Programs	Campus Principals annually evaluate community resources used. Staff attends various community programs to ensure services to students.			
3) Senior Director of Alternative Education attends Kerr County training as required for Emergency Preparedness		SD of Alternative Educ.	Review training certificates annually			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 6: Maintain Guidance and Counseling Program Compliance

Evaluation Data Source(s) 6:

Summative Evaluation 6:



Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to implement and evaluate the state-mandated comprehensive developmental guidance program (TEC 33.001 - 33.009)		Counselors	KISD Guidance Counselors will annually review the requirements of a comprehensive developmental guidance program.			
2) All high school and middle school counselors will notify students, teachers, and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program to assist in making informed curriculum choices for adequate preparation for success beyond high school and for awareness of sources of information on higher education admissions and financial aid (TEC 33.001- 33.009).		HPMS Counselors THS Counselors	KISD Guidance Counselors will monitor the number of students and parents attending informational events.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 7: Maintain Guidance and Counseling Program Responsive Services

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Guidance Counselors will implement the aligned curriculum through classroom presentations and school programs.		Counselors	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.			
2) Guidance Counselors will implement small group counseling addressing, but not limited to, these district-wide issues: *Bullying *Anger-Management *Conflict Resolution *Trauma Intervention (Death, Divorce, Crisis, Loss, etc.) *Suicide Prevention and *Internet Safety.		LSSP Counselors	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.			
3) Guidance Counselors will implement the Suicide Intervention program outlined in the Trauma Response Manual to ensure appropriate and timely response.		LSSP Counselors	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.			
4) Guidance Counselors at the elementary schools will implement the anti-victimization curriculum as required by board policy.		LSSP K-6 Counselors	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.			
5) Guidance Counselors will complete the Personal Graduation Plans as required by legislation for students who failed to meet assessment standards on the prescribed evaluation instruments or are at-risk of not completing high school.		HPMS & THS Principals HPMS & THS Counselors AS of Curr. & Inst.	100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support.			






6) The HPMS Counselors will meet with all 8th grade students and develop individual four-year graduation plans.		HPMS Principal	Completion of a four-year plan for each 8th grader			
		HPMS Counselors	Use of OverGrad.com to provide a career interest inventory for all students in grade 8-12 to help create a 4-year plan leading up to a post-secondary goal			
		SD of Curr. & Inst.				
7) Provide specialized services (academic and social) for teen parents through counseling, home-bound services, and day care		SD of Curr. & Inst.	100% of teen parents graduate from high school			
		Dir. of ECC/TCDC				
		HPMS & THS Counselors				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 8: Implement a Character Education Program on all KISD campuses

Evaluation Data Source(s) 8:

Summative Evaluation 8:












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Each KISD Campus will implement a Character Education Program.		LSSP BTW, HPMS Counselors	Campus Principals and Central Office personnel will monitor PEIMS 425 data.			
2) Provide training in Character Education Programs for staff when campus Principals request updates.		Principals SD of Alternative Educ. LSSP	Review staff development records			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 9: Effectively implement the School Health Advisory Council and Coordinated Health Programs

Evaluation Data Source(s) 9:

Summative Evaluation 9:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Review implementation of multiple Coordinated Health Programs		Dir. of Special Programs	Programs reviewed annually at SHAC meeting			
2) School Health Advisory Council (SHAC) meets regularly and develops recommendation(s) to the Board of Trustees/Administration.		Dir. of Special Programs	Review evaluations from each SHAC member			
3) Plan and provide staff development and/or activities for new SHAC target areas.		Dir. of Special Programs	Review evaluations from each SHAC member			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Implement a district-wide, values based, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability, and consequences for behavior.

Performance Objective 10: Monitor DAEP placement and performance

Evaluation Data Source(s) 10:

Summative Evaluation 10:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Monitor student groups served by Disciplinary Alternative School for over-representation (economically disadvantaged, ethnicity, disability, limited English proficient)		SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Decrease in over-represented groups at DAEP			
2) Monitor student attendance rates for Disciplinary Alternative School		SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Increased attendance rates for students attending DAEP			
3) Monitor pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates for students attending Disciplinary Alternative School		SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Reduced drop-out and recidivism rates			
4) Monitor student transition from home campus to DAEP		SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Reduction in lost credits for DAEP students			
5) Provide counseling services for each DAEP student throughout the day		SD of Alternative Educ. HCHS Counselor AP Disc./Alt. Campus	Reduced drop-out and recidivism rates			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system

Performance Objective 1: Maximize all funding sources

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Identify additional economically disadvantaged students to achieve higher and correct funding level for the district		AS of Business Services Dir. of Special Programs	Develop automated system to enroll identified homeless students in NSLP; compare NSLP list of students to other reports available to district; identify more NSLP participants before the start of school			
2) Maximize Medicaid funding from SHARS and MAC programs		AS of Business Services SD of Special Education	Review Federal Reimbursement Requests quarterly; develop SHARS reimbursement transportation report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system

Performance Objective 2: Decrease district expenditures

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue to maintain and develop replacement budgets for technology equipment, buses, choir and band uniforms, and other district capital assets		AS of Business Services Principals Campus Dept. Heads	Review budget requests annually			
2) Continue to use School Dude software to monitor energy efficiency; plan to reduce energy usage by 5% per year		AS of Business Services Dir. of Maintenance	Review utility reports from School Dude quarterly			
3) Review programs for efficiency/additional revenues		AS of Business Services Dir. of ECC/TCDC Dir. of Child Nutrition	Review Child Nutrition, TCDC, Revenue & Expenditure statements monthly			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system

Performance Objective 3: Provide staff development

Evaluation Data Source(s) 3:

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Continue staff training in all areas related to: a. Use of Skyward software; b. Technology; c. Tax Office; d. Central Office Business Functions		AS of Business Services PEIMS/Skyward Coord. Dir. of Child Nutrition	Review Technology Department reports of training participation; develop training opportunities for all staff. KISD will add Skyward Fixed Assets and Inventory systems.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Maintain sound fiscal management of the district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system

Performance Objective 4: Maintain Long-Range Facilities Plan Development

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Oct	Feb	June
1) Plan for district property usage at the following areas: a. Future elementary school site; b. Ag Farm property master plan; c. Conversion of BT Wilson to a second middle school		Superintendent AS of Admin. & HR	Review architectural recommendations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Update the district's Scope & Sequence charts in all core subjects and grade levels. Revisions will be based on the following considerations: Margaret Kilgo's Model Scope & Sequence, STAAR/EOC Blueprints, and STAAR/EOC test data.
1	1	2	District-wide AEC CORE Subject committees in the core subject areas will research best instructional strategies and resources designed to improve lowest STAAR SEs.
1	1	4	The administrative team will meet throughout the year to evaluate the success of students in various intervention programs and make revisions as needed.
1	2	1	Based on an analysis of STAAR and EOC test data, both vertically and horizontally, the KISD curriculum alignment in grades K - 11 will be updated and revised. In addition, curriculum and instructional strategies will be discussed and revised based on discussions at benchmark meetings throughout the school year.
1	2	2	Research best practices and instructional materials in all core subject areas. a. Study weakest TEKS/SEs b. Teachers will meet horizontally and then vertically to identify best instructional strategies and materials, to look for gaps in the curriculum, and to ensure alignment of vocabulary and instruction. c. Integrate more hands-on lab experiences into the science curriculum d. Administrators and teachers will meet following each Benchmark test to analyze test data and develop intervention plans in order to close the gaps between the written, taught, and tested curriculum.
1	4	3	Use AWARE and INOVA Reports to aid campus-level and district-level Student Support Teams in identifying students at-risk of failing STAAR/EOC. Develop Intervention Plans based on data.
1	6	3	Plan and implement specialized tutoring sessions for students receiving special education services.
1	7	1	Provide an alternative education program at HCHS to meet the needs of recovered dropouts and over-aged 9th and 10th grade THS students who have minimal credits and are highly at-risk of dropping out
1	7	4	Use the Student Assistance Team Model to implement individualized intervention plans at THS to prevent dropouts
1	8	1	Coordinate and collaborate with Bilingual/ESL Campus Coordinators to ensure that they have the knowledge and resources required to properly identify LEP students, serve LEP students, and evaluate the progress of LEP students and their campus program
1	8	4	Meet with Bilingual/ESL teachers and/or Bilingual/ESL Campus Coordinators to monitor the progress of LEP students and provide interventions for identified LEP students who are struggling in school
1	8	5	Provide additional instructional support for LEP students by: 1) using instructional paraprofessionals to implement one-on-one and/or small group instruction, and in-class support, 3) providing tutoring before and after school, 4) providing tutors to engage in intense supplementary instruction to foster early literacy

Goal	Objective	Strategy	Description
1	8	6	Provide professional development opportunities to Bilingual/ESL teachers as well as Content Area teachers who serve LEP students. Professional development opportunities will include, but are not limited to: a. Bilingual/ESL pull-out staff development; b. Region 20 workshop offerings for LEP student achievement; c. Secondary sheltered instruction training; d. ELPS training; e. professional conferences or symposiums targeting Bilingual/ESL achievement; f. coaching by trained staff.
1	8	7	Collect and analyze assessment data for each 3rd - 12th grade Limited English Proficient student in order to make informed decisions on an individual plan to ensure LEP student academic success
1	9	2	Define the decision-making process for placing and identifying appropriate accommodations and modifications for special education students on the STAAR, STAAR A and STAAR Alternate 2
1	9	3	Analyze assessment data and revise Special Education Intervention programs as necessary to ensure an increasing number of students demonstrate growth
1	10	3	Provide intervention strategies to address the needs of all students including those in special populations and to ensure that all students identified "At-Risk" are provided with the support and resources to achieve academic success in all core areas and pass the STAAR, as well as reduce the drop-out rate and increase the completion rate
1	10	4	Provide Reading Recovery Teachers or Reading Specialists and/or Interventionists at elementary campuses to implement programming that will assist struggling readers in early grades
1	11	1	Continue to provide reading specialists at the elementary campuses and paraprofessionals at all Title I campuses for additional reading and instructional support
1	11	2	Continue to provide two reading teachers at HPMS to ensure student success (this effort supports academic teaming)
1	11	3	Conduct campus and district comprehensive needs assessment to identify areas of weakness and strength for data driven instruction and reform
1	11	9	Provide additional tutoring to students who are at-risk for failing STAAR/EOC

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.E.11.6112.00.003.0.28.000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
199.E.11.6112.00.106.0.28.000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
199.E.11.6119.00.003.0.28.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$175,575.00
199.E.11.6119.00.106.0.28.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$26,825.00
199.E.11.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,000.00
199.E.23.6119.00.003.0.28.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,615.00
199.E.23.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
199.E.31.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,000.00
199.E.11.6129.00.699.0.24.000	6129 Salaries or Wages for Support Personnel	\$10,000.00
199.E.11.6141.00.003.0.28.000	6141 Social Security/Medicare	\$2,546.00
199.E.11.6141.00.106.0.28.000	6141 Social Security/Medicare	\$514.00
199.E.23.6141.00.003.0.28.000	6141 Social Security/Medicare	\$1,009.00
199.E.11.6142.00.003.0.28.000	6142 Group Health and Life Insurance	\$9,999.00
199.E.11.6142.00.106.0.28.000	6142 Group Health and Life Insurance	\$1,869.00
199.E.23.6142.00.003.0.28.000	6142 Group Health and Life Insurance	\$3,804.00
199.E.11.6143.00.106.0.28.000	6143 Workers' Compensation	\$208.00
199.E.23.6143.00.003.0.28.000	6143 Workers' Compensation	\$305.00
199.E.11.6143.00.003.0.28.000	6143 Workers' Compensation	\$770.00
199.E.11.6144.00.003.0.28.000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$12,017.00
199.E.11.6144.00.106.0.28.000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,808.00
199.E.23.6144.00.003.0.28.000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,902.00
199.E.11.6145.00.003.0.28.000	6145 Unemployment Compensation	\$83.00

199.E.11.6145.00.106.0.28.000	6145 Unemployment Compensation	\$38.00
199.E.23.6145.00.003.0.28.000	6145 Unemployment Compensation	\$32.00
199.E.11.6146.00.003.0.28.000	6146 Teacher Retirement/TRS Care	\$4,908.00
199.E.11.6146.00.106.0.28.000	6146 Teacher Retirement/TRS Care	\$719.00
199.E.23.6146.00.003.0.28.000	6146 Teacher Retirement/TRS Care	\$2,618.00
6100 Subtotal:		\$394,664.00
6200 Professional and Contracted Services		
199.E.13.6219.00.927.0.24.000	6219 Professional Services	\$200.00
199.E.13.6239.00.927.0.24.000	6239 ESC Services	\$1,700.00
199.E.11.6269.99.003.0.28.026	6269 Rentals - Operating Leases	\$2,000.00
199.E.11.6269.99.106.0.28.026	6269 Rentals - Operating Leases	\$3,500.00
6200 Subtotal:		\$7,400.00
6300 Supplies and Services		
199.E.31.6339.00.927.0.24.000	6339 Testing Materials	\$4,000.00
199.E.11.6399.00.003.0.28.000	6399 General Supplies	\$5,260.00
199.E.11.6399.00.106.0.28.000	6399 General Supplies	\$3,931.00
199.E.11.6399.00.927.0.24.000	6399 General Supplies	\$21,500.00
199.E.11.6399.00.927.0.24.026	6399 General Supplies	\$15,000.00
199.E.11.6399.05.927.0.24.000	6399 General Supplies	\$1,200.00
199.E.21.6399.00.927.0.24.000	6399 General Supplies	\$6,000.00
6300 Subtotal:		\$56,891.00
6400 Other Operating Costs		
199.E.23.6411.00.003.0.28.000	6411 Employee Travel	\$400.00
199.E.13.6411.00.003.0.28.000	6411 Employee Travel	\$300.00
199.E.13.6411.00.106.0.28.000	6411 Employee Travel	\$200.00

199.E.21.6411.00.927.0.24.000	6411 Employee Travel	\$2,025.00
199.E.34.6494.00.699.0.24.000	6494 Reclassified Transportation Expenses	\$28,000.00
199.E.34.6494.01.912.0.34.000	6494 Reclassified Transportation Expenses	\$95,000.00
199.E.23.6495.00.003.0.28.000	6495 Membership Fees	\$40.00
6400 Subtotal:		\$125,965.00

District Funding Summary

Compensatory Ed. (199-...-24-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	10	4			\$0.00
1	10	10			\$0.00
1	11	7			\$0.00
1	11	8			\$0.00
1	11	9			\$0.00
1	13	1			\$0.00
Sub-Total					\$0.00
Local Bilingual/ESL (199-...-25-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	8	1			\$0.00
1	8	4			\$0.00
1	8	6			\$0.00
1	8	8			\$0.00
1	8	9			\$0.00
Sub-Total					\$0.00
Federal Bilingual/ESL Title III, Part A - (263-)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	8	1			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00

1	8	8			\$0.00
1	8	9			\$0.00
1	11	8			\$0.00
Sub-Total					\$0.00
Federal Title I, Part A - (211-...-6-24-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	4	3			\$0.00
1	10	4			\$0.00
1	10	8			\$0.00
1	10	12			\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	7			\$0.00
1	11	8			\$0.00
1	11	9			\$0.00
1	11	10			\$0.00
Sub-Total					\$0.00
Federal Title II, Part A Prof. Dev. (255-...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00
Federal Title VI (270-...-6-24)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
1	10	10			\$0.00
1	11	9			\$0.00
Sub-Total					\$0.00

IDEA-B (224-...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2			\$0.00
1	6	3			\$0.00
Sub-Total					\$0.00
Local/General (199...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1			\$0.00
1	15	1			\$1,000.00
1	15	2			\$4,000.00
1	15	3	NMSQT consultant		\$4,000.00
1	16	1	supplemental textbooks, pay for multiple AP tests		\$6,000.00
1	17	1	\$3500 per semester for dual credit US history teacher		\$7,000.00
1	18	1	consultant		\$4,000.00
Sub-Total					\$26,000.00
Grand Total					\$26,000.00

Addendums

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service		
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.									
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.									
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status			
Required Training	Participate and complete Annual Identification & Recruitment (ID&R) Training and New Generation System (NGS) for Recruiters Training.	August or dates the online state training is released	All ESC MEP Staff	Online state trainings NGS website ID&R & NGS Manuals.	Certificates	01/03/17 All appropriate ESC staff have been trained in ID&R and NGS for Recruiters.				
	Participate in Identification & Recruitment (ID&R) series days offered by ESC.	August thru May	Ed Specs	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates	1/3/17 All appropriate ESC staff have attended the ID&R Series days.				
	New employees attend MSIX training offered by ESC 20	Year round	Ed Specs	TEA materials MSIX website	Certificates	1/3/17 All current employees trained. New hires will be trained as needed.				

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service			
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.										
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.										
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status				
Identification & Recruitment	Brainstorm and plan recruitment strategies for SSAs and Non Project districts and review roles & responsibilities of recruiters.	Year round	MEP staff	ID&R manual and NGS reports	Increased identification of migrant students Recruiter meeting agendas	1/3/17 Currently analyzing data from COE family reports, 1st contact sheets, families that have expired and End of Eligibility reports.					
Identification & Recruitment	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.	By September 30, and as needed	MEP staff	ID&R manual and NGS reports	Forms that meet Title I Part C Migrant Compliance Report	01/03/17 All forms, documents and logs were revised by Sept. 30 and are utilized.					

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service		
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.									
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.									
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status			
Identification & Recruitment	Contact potential/current eligible migrant families based on family survey leads or referrals.	Year round	Recruiters / SEA / Reviewers	Family, Growers Surveys Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos	1/3/17 Recruiter Supervisor meets frequently with recruiters to check status on surveys and potential leads. Also tracked on Family Survey Google Docs.				
Identification & Recruitment	Conduct community outreach and contact other federal agencies that serve migrant families.	Year round	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List	1/3/17 Community Outreach Fair was held 8/13/16. Several community agencies attended and provided resources to families. Recruiters continue to build relationships with other federal agencies.				

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service			
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.										
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.										
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status				
Identification & Recruitment	Visit Local Growers.	Year round	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List	1/3/2017 Visits have been made to local growers and will continue throughout the year.					

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service		
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.									
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.									
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status			
Identification & Recruitment	Locate out of school youth including preschool aged children.	Year round	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & school records	Recruiter Logs, increase in OSY	1/3/2017 Run reports, hired Early Childhood tutor to continue to locate EC students. OSY recruiter also continues to seek and find students. Recruiters collaborate with MEP staff.				

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service		
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.									
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.									
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status			
Identification & Recruitment	Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed.	July 1- October 1 and as needed	Recruiters	ID&R Manual & COE Family Reports	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.	1/3/2017 Snapshot data completed. Ongoing contact with families as needed. New guidelines as of 1/17 will require revisits.				
Identification & Recruitment	Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Aug to Oct 31 for beginning of the year family surveys and year round	All ESC MEP Staff	ID&R Manual, Procedure Manual, NGS, & school records.	Complete COEs for qualifying family surveys.	1/3/2017 / Completed for snapshot data. Ongoing year round				
Identification & Recruitment	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Year round submit to reviewer within 3 working day from parent signature	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD	1/3/17 New guidelines require continued process of COE's and SDF's for all families to be completed within the 7 day timeframe.				

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20							Education Service			
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.									
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.									
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status			
Identification & Recruitment	SEA Reviewers review COEs and SDF for QADs after June 1, 2015 to ensure documentation to support all four critical components is included.	Year round	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; SSA Procedures Handbook	All children enrolled into NGS have been properly verified.	1/3/17 New guidelines effective 1/17 will no longer requires documentation that supports the four critical components.				
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Sept 1 – Nov 1 or for 2 year olds turning 3: on or after 3rd birthday, & OSY.	Recruiters, System Specialist, Ed Spec	NGS Guidelines, ID&R manual, NGS Reports, School Records and NGS	Monthly residency verification report	1/3/16 Residency Verification completed at the beginning of the year, ongoing for the remainder of the year.				
Coordination	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	Year round	OSY Recruiter / Recruiters / Ed Spec Counselor	ID&R Manual / SSA Procedures Handbook	Community Outreach FAIR passports to visit agencies who provide services. Sign In Sheets from agencies attending our events.	1/3/17 Organized/collaborated with local agencies to provide services needed that migrant funds cannot provide.				

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service			
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.										
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.										
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status				
Interagency	Share and exchange information with parents, students, and district staff regarding High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) sites and Teaching and Mentoring Communities (TMC).	Year round	MEP staff	ID&R Manual / District Staff	Increase in services provided to migrant High School students by community organizations. Referrals.	1/3/2017 Ongoing					
Quality Control	Follow protocol for COEs that warrant further review by TEA as outlined in the ID & R Manual	Year round	Ed Spec	ID & R manual	Compliance with TEA requirements	1/3/17 Due to change in 2016 guidelines warranted an increased number of COE's that required					
Quality Control	Provide ID&R awareness and support to SSA MEP staff as specific needs are observed throughout the year.	Year round	Ed Spec	ID & R Manual; SSA Procedures Handbook; Second Reviewer Form	Sign in Sheets from SSA Contact meetings; and MEP Program Overviews.	1/3/2017 Family Survey Google Docs training and an overview of the COE process were shared at the SSA Contact Meeting. Onsite tech support with SSA contact also provided. MEP Counselors have provided overview sessions for LEAs. Parent info sessions have also occurred at PAC meeting.					

2016-2017 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Center, Region 20								Education Service			
Goal:	Identify and recruit migrant families residing in the SSA and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.										
Objective:	Ensure all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.										
Evidence of Need	Required Activity	Timeline	Staff Responsible	Resource	Evaluation of Program & Impact	Mid-Year Status	EOY Status				
Quality Control	Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends.	Year round	MEP staff	ID&R Manual; NGS Manual; SSA Procedures Handbook	Compliance with Records Retention policies by April 30.	1/3/17 Ongoing					
Quality Control	Validate eligibility through re-interview process according to instructions set forth by TEA.	As directed by the State MEP	MEP staff	TEA Eligibility Validation Instructions	100 percent accuracy rate	1/3/17 Will occur in the Spring.					
Evaluation	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Nov. 30	MEP Staff	ESC-20 Quality Services Survey; Parent Advisory Council (PAC); Parent Survey; Student Survey; SSA Contacts Survey	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.	1/3/17 Data will be analyzed and available for May SSA Contact meeting.					

2016-2017 SSA Migrant Districts Priority for Service (PFS) Action Plan

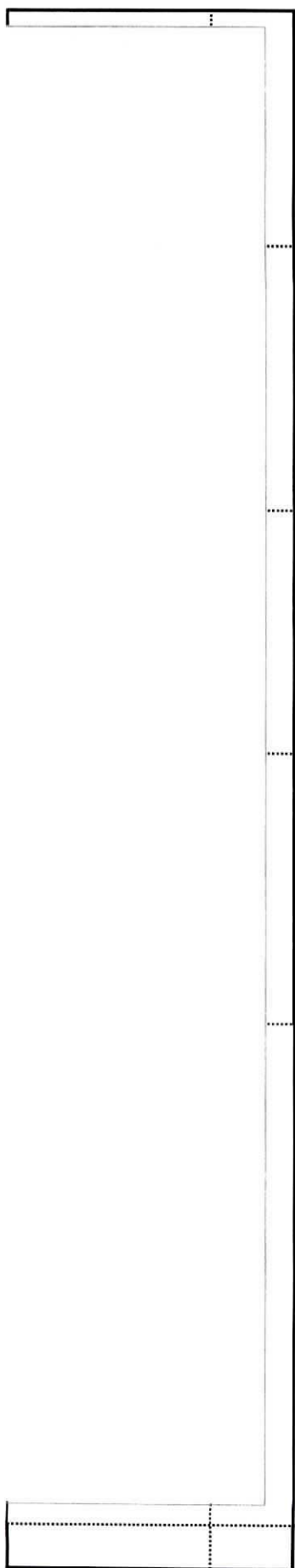
Education Service Center, Region 20

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110, §1304(d)]

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet both of the following criteria:

Criteria for 2016-2017

Grades 3-12, Ungraded (UG) or Out of School (OS)	Students who failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or were not enrolled in a Texas school during the state assessment testing period for their grade level; <u>and</u> have their education interrupted during the previous or current regular school
Grades K-3	Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their education interrupted during the previous or current regular school year.



<u>Goal(s):</u>		<u>Objective(s):</u>			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.					
	Monthly	System Specialists	NGS Monthly Reports		
The PFS Action Plan must include the following:					
When, in your school year calendar, the district's MEP Contact will provide each campus principal, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.					
Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students.	Monthly	Ed Spec Supervisors, System Specialists, District Designee	Emails to district contacts with PFS Reports	1/3/2017 Ongoing via NGS staff. PFS reports provided and reviewed at face to face SSA Contact Meetings. Information also reviewed at Sept. SSA meeting.	

Goal(s):		Objective(s):			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide all parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	All parent who attend the Community Outreach Fair will be provided a copy in August.. Parents who do not attend the Community Fair	Migrant tutors, Ed Spec Supervisors, Recruiters	PFS Criteria Letter, Sign in sheets from Community Outreach; recruiter logs	1/3/17 Migrant tutors educate parents on PFS criteria.	
When, in your school year calendar, the district MEP contact, MEP staff and migrant school staff will make home and /or community visits to update parents on the academic progress of their children.					
Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by case)	Campus Designee, migrant tutors, ESC-20 MEP Team	Counselor follow-up, student feedback, Agendas, Sign-In sheets; tutor timesheets	1/3/17 Migrant tutors provide academic progress of students as well as academic resources to parents.	

<u>Goal(s):</u>		<u>Objective(s):</u>			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Provide parents of PFS students an update on the academic progress of their child.	Individual meetings/phone calls with parents as needed (case by case)	Ed Spec Supervisors, Tutors, District Contact, Campus Administrator or Campus Designee	Parent evaluations/ feedback, Counselor follow-up, phone logs, email documentation, mail out list	1/3/17 Migrant tutors provide academic progress of students	
Provide parents of PFS students information about available community and/ or social services.	Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed (case by	Ed Spec Supervisors, Recruiters, Tutors, District Designee	Parent evaluations/ feedback, Counselor follow-up, tutor feedback, student feedback	1/3/17 All migrant families receive an updated community resource book every school year. Additional referrals are provided as needed.	
How the district's MEP contact will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.					

Goal(s):		Objective(s):				
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status	
SSA districts will develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. (Required Activity "m")	August thru November	District Contact or appropriate district designee; Ed Spec	Written procedures from a group of SSA districts	1/3/17 Topic will be discussed again at Jan. SSA contact meeting.		
How the district's MEP contact will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.						
Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation.	Year Round	ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing partial credit and/or passing state assessments. Not on time for Graduation Report.	1/3/2017 Counselors meet one on one with students to review transcripts/current grades. Meet with counselor to discuss available services. Counselors collaborate with MEP staff for tutoring services.		

Goal(s):		Objective(s):				
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status	
Provide appropriate placement/ programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, Online migrant coursework, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/ services.	Year Round	District designee, Ed Spec, Ed Spec Supervisor, ESC Counselor	Increased number of students completing partial credit and/or passing state assessments. Partial Credit Report, Retention Report, Formal/Informal Assessment	1/3/17 Counselors reviewed transcripts in the summer and created spreadsheet of missing courses. In the fall met with campus counselors to discuss placements or programs servicing the students.		
ESC-20 MEP staff and district staff will coordinate to provide resources and tools to promote student academic success.	Year Round	Ed Spec, Ed Spec Supervisor, Migrant Tutors, Recruiters, ESC Counselors	NGS Supplemental Count Report	1/13/17 Counselors provided planners and a list of homework resources/websites to students in grades 6-12. Graphing calculators, STAAR Ready materials, and iPads are given to students, if needed. Currently 11 districts are utilizing a migrant tutor.		

<u>Goal(s):</u>		<u>Objective(s):</u>			
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.			
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status
Identify dropout students/ out-of-school youth (OSY) and provide information regarding options for obtaining diploma/ GED.	Year Round	OSY Recruiter, Ed Spec Supervisor, District Designee	Identify and provide information regarding options to 100% of OSY students. Supplemental Report, OSY Report, Student Termination Report.	1/3/17 OSY recruiter meets with all identified OSY to determine their needs and provide appropriate resources.	
What federal, state and local programs service Priority for Service students?					
Identify state, federal, and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental.	Year Round	Ed Spec Supervisor, District designee	Completed Documentation for Supplemental Tutoring Form from each SSA district on file (or district version).	1/3/17 All districts with students served by migrant funded tutors completed the Documentation for Supplemental Tutoring Form.	
How, in your school year calendar, district and campus staff members will receive training on the unique needs of PFS students.					

Goal(s):		Objective(s):				
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status	
Provide an opportunity for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs.	Year Round	ESC Counselor	Increase the number of participants to this session by 100%. Sign In sheets from overviews provided.	1/3/17 MEP Overviews were given at 8+ districts to counselors, social workers and staff.		
Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews.	Year Round	Ed Spec Supervisor, ESC Counselors	Increase the number of participants at the ESC sessions/ contact meetings by 100%. Participant evaluations. Participant feedback. Sign-In sheets.	1/3/17 Currently 8 districts have watched the online videos. Ongoing		

Goal(s):		Objective(s):				
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.		100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.				
Required Activities	Timeline	Person(s) Responsible	Documentation	Mid-Year Status	EOY Status	
Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	July	Ed Spec Supervisors, District Designee	Copy of DIP showing insertion of PFS Action Plan	1/3/2017 All SSA contacts received the PFS Action Plan in August via email. All district contacts receive PFS criteria monthly.		