

Kerrville Independent School District

District Improvement Plan

2020-2021



An educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

Vision

Kerrville ISD - An educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

Kerrville ISD Values and Beliefs

We Value...

- Students first
- Personal learning experiences
- Preparing students for the future
- Continuous learning and improvement for KISD
- Sound fiscal management and aligned resources and goals

We Believe...

1. Students come first in KISD.
2. Our employees are our district's greatest asset and we are a family in KISD.
3. KISD is a values-driven, data-informed organization.
4. KISD fosters a positive environment for learning, teaching *and* for connecting with our community.
5. Every student deserves the highest quality learning experiences.
6. KISD inspires lifelong learning and a culture of continuous improvement for all students and staff.
7. KISD is a destination district in our State for academics, athletics, fine arts and student programs.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2019-2020 Fall PEIMS data, Kerrville ISD had the following student demographics:

- 4818 students enrolled
- African American 1.54%
- Hispanic 45.3%
- White 49.6%
- Asian 1.5%
- Two or More Races 1.6%
- Economically Disadvantaged 54.7%
- English Language Learners (ELL) 7.4%
- At-Risk 43.8%

Based on longitudinal attendance data reported in PEIMS, Kerrville ISD had a 95.57% student attendance rate for 2017-2018, and 95.80% for 2018-2019. For the 1st-4th six weeks of 2019-2020, the attendance rate was 95.68, while the 5th and 6th six weeks was 100% due to Spring 2020 Pandemic.

Graduation rate data with continuers for the Class of 2019 reports 100% graduated.

Based on the 2019-2020 Fall PEIMS data, Kerrville ISD had the following staff representation:

- Teachers 320.8
- Professional Support 43.8
- Campus Administration (School Leadership) 21.2
- Central Administration 11.5
- Educational Aides 93
- Auxiliary Staff 172.2

Demographics Strengths

Kerrville ISD serves a diverse student population and strives for success for each student. The District is committed to preparing students for post-secondary success, and prides itself on creating strong partnerships with local businesses, Alamo Colleges, and Schreiner University.

In response to G/T demographic data, the district has worked hard to make gains in historically under-represented student groups in G/T programs. As a result, the programs have gained students in the non-White groups, as well as students receiving support in other programs, such as Special Education and English Learners. Additionally, G/T PD was provided to increase teacher knowledge of G/T characteristics.

The district has made gains in communicating G/T program benefits to parents with written communication (English and Spanish) and with programs such as G/T Parent Night and G/T Showcase events (K-8).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Demographic data from 2019-2020 shows that special populations remain under-represented in the Kerrville ISD Advanced Academics program. Where the district-wide student Eco-Dis population is 54.7%, the 2018-2019 average percentage of Eco-Dis students in an Advanced college-bound classroom was 29% in grades 6-12. In 2019-2020, the average of Eco-Dis students in an Advanced classroom was 36%. In 2018-2019, of the students going to college 31% were Eco-Dis, and in 2019-2020 43% of the students going to college were Eco-Dis. **Root Cause:** A. Professional development review show a necessity to target Tier I instructional practices and culturally relevant instructional practices.

Problem Statement 2 (Prioritized): The STAAR passing % at Meets and Masters for students served through LEP and SpEd programs shows these students are under-performing compared with "All" testing sub-population. The % of STAAR passing at the Master's level has declined. **Root Cause:** Staff development at district level has been tailored to the needs of general education students; we are currently providing PD for collaboration between Special Education and general content area teachers and continuing training for teachers of English Learners.

Problem Statement 3 (Prioritized): At-Risk students continue to struggle with achievement gaps as measured by STAAR (2019 data shows significant gaps between At-Risk students' and Not At-Risk students' scores at the Approaches level in all tested areas), and AP scores greater than 3. **Root Cause:** Staff development in the areas of backwards lesson design and differentiation needs to be the focus.

Problem Statement 4: The number of suspensions for non-White students is greater than for White students. **Root Cause:** Training for SEL practices K-12 is needed.

Student Achievement

Student Achievement Summary

In 2018-2019, Kerrville ISD's Hispanic, Special Education, Economically Disadvantaged, and English Learner (EL) students performed below the All Students category in all STAAR tested areas (except 5th grade Math).

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

BT Wilson Sixth Grade School earned an Overall Rating of D and qualified for Comprehensive Support.

Student Achievement Strengths

Kerrville ISD earned the Post Secondary Readiness Distinction Designation for the 6th year in a row.

From 2018 to 2019, the District's Overall Performance score rose from 85 to 89.

Kerrville ISD outperformed the State at the Master's level, 27% compared to 24%. The District outperformed the State at the Approaches level, 83% compared to 78%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student performance in STAAR tested areas determines that students are not growing academically to "Masters" level: at BT Wilson 6th grade campus in Math and at Hal Peterson Middle School in Reading. **Root Cause:** Lack of differentiation in middle school level classrooms.

Problem Statement 2 (Prioritized): Only 66% of students graduating from THS and attending a public institution of higher education and completing the first year with a 2.5 GPA or greater. **Root Cause:** College and career counseling at the middle school level has been improved recently but further refinement is needed along with time for positive impacts to be measured.

Problem Statement 3 (Prioritized): Special Education and English Learner (EL) students fell below State System Safeguard targets (60%) in most tested areas. **Root Cause:** Lack of consistent implementation of DI strategies

Problem Statement 4 (Prioritized): Equity Plan data for 2017-2018 shows a 12% gap between the African-American % of students who Exceeds or Meets and the White student population. In 2018-2019, the gap between these two populations was 10%. **Root Cause:** High poverty and high minority campuses are not keeping pace with the effective teaching measured at low poverty and low minority campuses because teachers lack sufficient Tier 1 differentiated instruction skills.

Problem Statement 5 (Prioritized): Based on Istation data, 69% of 3rd graders are reading on grade level at the beginning of school year 2019, while EOY Math data shows 65% of students in grades 3-8 were on target with algebra problem solving. **Root Cause:** Lack of effective Tier 1 instruction and differentiation methodologies.

Problem Statement 6 (Prioritized): Students with disabilities in grades 3 to 8 are not performing at the same level as their peers at the state level in reading, math, and writing.

Root Cause: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving academic performance for Special Education students.

Problem Statement 7 (Prioritized): Students with disabilities at the high school level are not performing at the same level as their peers at the state level in ELAR. **Root Cause:** Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving reading and writing for special education students.

Problem Statement 8 (Prioritized): Staff needs professional development on intentional collaborative planning between general ed and special ed, along with embedded instructional coaching for inclusion teachers. **Root Cause:** Staff development has been tailored to meet the needs of general education students.

District Culture and Climate

District Culture and Climate Summary

Kerrville ISD is concerned with doing what's best for each child, whether we're discussing consequences to behavior or celebrating success. 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 use discipline referral data to drive restorative practices.

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."

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a decline in freshmen receiving credit in the past 3 years. In 2017-2018 97% of freshmen passed English I; 2018-2019, 96% passed and in 2019-2020 only 90% of freshmen passed. In Algebra I, the data for those corresponding years is 84%, 85%, 86% showing a minimal amount of growth. **Root Cause:** Lack of appropriate interventions based on student academic needs, early intervention with attendance problems, and parent and student communication and education regarding transition and expectations.

Problem Statement 2 (Prioritized): In school year 2017-2018, of the discipline referrals that resulted in an out-of-class placement, the percentages from White and Non-White students were equal at the elementary level. At the secondary level, 61% of the students with an out-of-class placement were Non-White. **Root Cause:** Lack of professional development on cultural awareness and classroom management strategies

Problem Statement 3 (Prioritized): In the 2019-2020 TAPR, the district's teacher ethnic breakdown was approximately 17% non-White and 83% Anglo.

Problem Statement 4 (Prioritized): Data collected through the P3 anonymous reporting app and website show that district students are faced with issues that can take focus away from learning. The most common problems include, but are not limited to: bullying, cyber bullying, harassment, drug, alcohol and tobacco use, depression, and self-harm.

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

Professional development is a rising strength for Kerrville ISD. Since the establishment of the position of Coordinator of Professional and Digital Learning, the district is able to be much more responsive with targeted PD to meet the diverse needs of our students and staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): KISD seeks to lower the yearly attrition rate of proficient staff. **Root Cause:** Faculty that leave Kerrville ISD tend to leave when they do not feel supported or when they do not achieve career advancement goals.

Problem Statement 2: Many needs expressed in other areas are tied to effective delivery of PD and implementation of new learning. Providing consistent, high-quality PD is necessary to help our staff fill learning gaps. Coordination of PD needs and offerings is a key to instructional success.

Problem Statement 3: Administrator growth needs to be a focus for continued success.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kerrville ISD takes pride 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 mirror the STAAR experience to help prepare students beyond the curriculum
- Teachers and Admin Monitor and assess curriculum alignment and instruction through Data-driven Decisions training
- 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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Two years (2018 & 2019) of performance data reflects declining percentages of students achieving at: Approaches, Meets and Masters in Social Studies, all grade levels; Approaches, Meets, and Masters levels, all grades Math and Grade 4 Reading; Approaches and Meets levels, Writing, all grades. **Root Cause:** Lack of effective differentiation; outdated library collections; limited involvement of special population teachers in analyzing assessment data with general education teachers

Parent and Community Engagement

Parent and Community Engagement Summary

Kerrville ISD values parents and knows that effective communication enhances student success. Last year, despite shifting to an online survey, a low percentage of parents returned the Title I parent survey sent by Title I campuses. This year, our goal is to increase parent feedback. The data from the survey will be used to improve services.

Parent and Community Engagement Strengths

The Parent and Community Engagement activities listed below remain a high priority for Kerrville ISD. Because of the pandemic, many activities are not possible at this time. Some have been attempted by limiting numbers or by providing settings where social distancing could be accomplished.

- 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);
- 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;
- Fall College Night at Tivy High School;
- Little Olympics hosted by Kiwanis;
- Riverside Nature Center 2nd and 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;
- Student surveys;
- Parent surveys.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent survey data on Title I campuses reflects a lack of family and community engagement opportunities **Root Cause:** Lack of communication regarding opportunities

Problem Statement 2 (Prioritized): Limited exposure of district initiatives and activities to community **Root Cause:** Need to increase use of electronic communications in outreach efforts

District Context and Organization

District Context and Organization Summary

Kerrville ISD is an exceptional school district. Even though the district continues to earn recognition, there is a gap between the performance of Economically Disadvantaged students and students from non-Economically Disadvantaged backgrounds. Kerrville ISD is committed to decreasing gaps through fiscal management, professional development, equity of programs and strong parent-teacher-community communication. Through these efforts, we hope to effect a 2% decrease in the gap in state testing scores for all grade levels, reading and math, as measured by STAAR (*Approaches, Meets, Masters*).

District Context and Organization Strengths

- KISD received "*Superior Achievement*" from Financial Integrity Rating System of Texas for 15th 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

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Through the careful review of district facilities studies by PBK Architects and the Texas Association of School Boards, the District Long Range Facilities Planning Committee determined that safety, aging infrastructure (roofing, HVAC, plumbing, and electrical) and 21st Century learning spaces are being addressed in order to provide safe and effective learning environments.

Problem Statement 2 (Prioritized): In a state of frequent nation- and state-wide mass casualty events, the school district must take aggressive actions to ensure student and staff safety.

Technology

Technology Summary

Kerrville ISD values the use of technology to enhance instruction in an effort to prepare students to be successful in the 21st century workforce. With the creation of the Coordinator of Professional Learning position, Kerrville ISD has begun implementing a PD plan which supports Tier I instruction, differentiated instruction, and implementation of technology. These efforts will impact student engagement, growth and help decrease gaps in performance as measured by scores for Economically Disadvantaged and non-Economically Disadvantaged students.

Technology Strengths

- Upgraded and added to the number of Computers-on-Wheels (COWS) at the middle and high school campuses
- Installed a new storage area network and restructured campus file servers to allow for easier collaboration between campuses
- Installed new distribution and access layer switches at all instructional facilities for improvements to district-wide network
- Deployed iPad carts and laptop carts to all elementary campuses
- Updated the wireless network at all four elementary campuses and BT Wilson 6th Grade School
- Implemented a new firewall to enhance security for network resources including the student information system
- Updated online training for acceptable use and data protection for staff
- Facilitated training on Office 365 use in the classroom
- Deployed a mobile device management system to manage and track all district iPads
- Implemented a new content filter that allows for faster network traffic flow
- Restructured Technology Department in order to better address campus technology needs and to enhance the effective use of technology for instructional purposes; this allowed the district to employ Instructional Technology Specialists district-wide

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Our current bandwidth and infrastructure need to be positioned to take advantage of increases in Internet access up to 10 GB to meet the growing demand for access to online instructional resources and ensure security of district data. **Root Cause:** Lack of funding to enhance current infrastructure and increase bandwidth.

Problem Statement 2 (Prioritized): Teachers need additional quality professional development and support to incorporate digital learning into lessons to enhance student engagement and 21st century workforce skills. **Root Cause:** Limited financial resources

Problem Statement 3 (Prioritized): We have a district-wide limitation on the availability of devices for digital learning opportunities. **Root Cause:** Limited financial resources

Priority Problem Statements

Problem Statement 1: Demographic data from 2019-2020 shows that special populations remain under-represented in the Kerrville ISD Advanced Academics program. Where the district-wide student Eco-Dis population is 54.7%, the 2018-2019 average percentage of Eco-Dis students in an Advanced college-bound classroom was 29% in grades 6-12. In 2019-2020, the average of Eco-Dis students in an Advanced classroom was 36%. In 2018-2019, of the students going to college 31% were Eco-Dis, and in 2019-2020 43% of the students going to college were Eco-Dis.

Root Cause 1: A. Professional development review show a necessity to target Tier I instructional practices and culturally relevant instructional practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The STAAR passing % at Meets and Masters for students served through LEP and SpEd programs shows these students are under-performing compared with "All" testing sub-population. The % of STAAR passing at the Master's level has declined.

Root Cause 2: Staff development at district level has been tailored to the needs of general education students; we are currently providing PD for collaboration between Special Education and general content area teachers and continuing training for teachers of English Learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a decline in freshmen receiving credit in the past 3 years. In 2017-2018 97% of freshmen passed English I; 2018-2019, 96% passed and in 2019-2020 only 90% of freshmen passed. In Algebra I, the data for those corresponding years is 84%, 85%, 86% showing a minimal amount of growth.

Root Cause 3: Lack of appropriate interventions based on student academic needs, early intervention with attendance problems, and parent and student communication and education regarding transition and expectations.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Two years (2018 & 2019) of performance data reflects declining percentages of students achieving at: Approaches, Meets and Masters in Social Studies, all grade levels; Approaches, Meets, and Masters levels, all grades Math and Grade 4 Reading; Approaches and Meets levels, Writing, all grades.

Root Cause 4: Lack of effective differentiation; outdated library collections; limited involvement of special population teachers in analyzing assessment data with general education teachers

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Teachers need additional quality professional development and support to incorporate digital learning into lessons to enhance student engagement and 21st century workforce skills.

Root Cause 5: Limited financial resources

Problem Statement 5 Areas: Technology

Problem Statement 6: In school year 2017-2018, of the discipline referrals that resulted in an out-of-class placement, the percentages from White and Non-White students were equal at the elementary level. At the secondary level, 61% of the students with an out-of-class placement were Non-White.

Root Cause 6: Lack of professional development on cultural awareness and classroom management strategies

Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: Student performance in STAAR tested areas determines that students are not growing academically to "Masters" level: at BT Wilson 6th grade campus in Math and at Hal Peterson Middle School in Reading.

Root Cause 7: Lack of differentiation in middle school level classrooms.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: At-Risk students continue to struggle with achievement gaps as measured by STAAR (2019 data shows significant gaps between At-Risk students' and Not At-Risk students' scores at the Approaches level in all tested areas), and AP scores greater than 3.

Root Cause 8: Staff development in the areas of backwards lesson design and differentiation needs to be the focus.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Special Education and English Learner (EL) students fell below State System Safeguard targets (60%) in most tested areas.

Root Cause 9: Lack of consistent implementation of DI strategies

Problem Statement 9 Areas: Student Achievement

Problem Statement 11: Equity Plan data for 2017-2018 shows a 12% gap between the African-American % of students who Exceeds or Meets and the White student population. In 2018-2019, the gap between these two populations was 10%.

Root Cause 11: High poverty and high minority campuses are not keeping pace with the effective teaching measured at low poverty and low minority campuses because teachers lack sufficient Tier 1 differentiated instruction skills.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: KISD seeks to lower the yearly attrition rate of proficient staff.

Root Cause 12: Faculty that leave Kerrville ISD tend to leave when they do not feel supported or when they do not achieve career advancement goals.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Data collected through the P3 anonymous reporting app and website show that district students are faced with issues that can take focus away from learning. The most common problems include, but are not limited to: bullying, cyber bullying, harassment, drug, alcohol and tobacco use, depression, and self-harm.

Root Cause 13:

Problem Statement 13 Areas: District Culture and Climate

Problem Statement 14: In a state of frequent nation- and state-wide mass casualty events, the school district must take aggressive actions to ensure student and staff safety.

Root Cause 14:

Problem Statement 14 Areas: District Context and Organization

Problem Statement 16: Only 66% of students graduating from THS and attending a public institution of higher education and completing the first year with a 2.5 GPA or greater.

Root Cause 16: College and career counseling at the middle school level has been improved recently but further refinement is needed along with time for positive impacts to be measured.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: Based on Istation data, 69% of 3rd graders are reading on grade level at the beginning of school year 2019, while EOY Math data shows 65% of students in grades 3-8 were on target with algebra problem solving.

Root Cause 17: Lack of effective Tier 1 instruction and differentiation methodologies.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: In the 2019-2020 TAPR, the district's teacher ethnic breakdown was approximately 17% non-White and 83% Anglo.

Root Cause 18:

Problem Statement 18 Areas: District Culture and Climate

Problem Statement 19: Parent survey data on Title I campuses reflects a lack of family and community engagement opportunities

Root Cause 19: Lack of communication regarding opportunities

Problem Statement 19 Areas: Parent and Community Engagement

Problem Statement 20: Limited exposure of district initiatives and activities to community

Root Cause 20: Need to increase use of electronic communications in outreach efforts

Problem Statement 20 Areas: Parent and Community Engagement

Problem Statement 21: Through the careful review of district facilities studies by PBK Architects and the Texas Association of School Boards, the District Long Range Facilities Planning Committee determined that safety, aging infrastructure (roofing, HVAC, plumbing, and electrical) and 21st Century learning spaces are being addressed in order to provide safe and effective learning environments.

Root Cause 21:

Problem Statement 21 Areas: District Context and Organization

Problem Statement 22: Our current bandwidth and infrastructure need to be positioned to take advantage of increases in Internet access up to 10 GB to meet the growing demand for access to online instructional resources and ensure security of district data.

Root Cause 22: Lack of funding to enhance current infrastructure and increase bandwidth.

Problem Statement 22 Areas: Technology

Problem Statement 23: We have a district-wide limitation on the availability of devices for digital learning opportunities.

Root Cause 23: Limited financial resources

Problem Statement 23 Areas: Technology

Problem Statement 25: Students with disabilities at the high school level are not performing at the same level as their peers at the state level in ELAR.

Root Cause 25: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving reading and writing for special education students.

Problem Statement 25 Areas: Student Achievement

Problem Statement 26: Staff needs professional development on intentional collaborative planning between general ed and special ed, along with embedded instructional coaching for inclusion teachers.

Root Cause 26: Staff development has been tailored to meet the needs of general education students.

Problem Statement 26 Areas: Student Achievement

Problem Statement 27: Students with disabilities in grades 3 to 8 are not performing at the same level as their peers at the state level in reading, math, and writing.

Root Cause 27: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving academic performance for Special Education students.

Problem Statement 27 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals


Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.


Performance Objective 1: Student performance data will show a rise in scores; the number of student certifications attained will rise. The district will see a decrease in the number of students retained and the number of discipline referrals.


Evaluation Data Sources: T-TESS, Grad rates, endorsement data, AP data, # of college hours, # of certification earned, discipline data, student involvement % data, # internship community partnerships, % students with paid/unpaid internships


Strategy 1: Perform peer observations/learning walks to: * model effective practices and provide teachers feedback * create opportunities for teachers and staff to think critically about practice and utilize formative assessment to impact student learning * reflect on planning and strategies that ensure student choice and personalized academic learning experiences. Strategy's Expected Result/Impact: Improvement in overall STAAR performance for the most at-risk populations. Staff Responsible for Monitoring: AS of Curr. & Inst. Principals	Formative Reviews		
	Oct	Feb	June
Strategy 2: Provide on-going professional learning opportunities that equip staff and parents to address the social emotional learning needs of all students. Strategy's Expected Result/Impact: Survey data will show PD was beneficial. Staff Responsible for Monitoring: AS of Curr. & Inst. Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June
Strategy 3: Expand project-based learning opportunities at all grade levels to encourage problem solving and 21st Century Workforce Skills, such as: collaboration, creativity, innovation, critical thinking, and problem solving. Strategy's Expected Result/Impact: T-TESS data will show teacher growth in areas of student independence. Staff Responsible for Monitoring: AS of Curr. & Inst. Principals	Formative Reviews		
	Oct	Feb	June
Strategy 4: Develop systemic use of grade level specific procedures that encourage students to take ownership for their learning by involving them in the goal-setting process and assessment process; provide teachers with professional learning that supports student goal setting strategies and teacher/student conferencing methods. Strategy's Expected Result/Impact: T-TESS data will show teacher growth in areas of student goal-setting. Staff Responsible for Monitoring: AS of Curr. & Inst. Principals	Formative Reviews		
	Oct	Feb	June

Strategy 5: Begin integration of 21st Century learning spaces throughout the district; this should include flexible seating/furniture supported with appropriate professional learning opportunities on effective instructional practices in non-traditional settings. Staff Responsible for Monitoring: AS of Curr. & Inst. Title I Schoolwide Elements: 2.5	Formative Reviews		
	Oct	Feb	June


 No Progress


 Accomplished






 Continue/Modify


 Discontinue

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 2: Monitor and facilitate ongoing curriculum alignment updates, revisions and enhancements.





Strategy 1: The administrative team will evaluate the effectiveness of intervention strategies. Strategy's Expected Result/Impact: Students will demonstrate success on Benchmark assessments throughout the school year and will perform at Meets or Masters on the STAAR or EOC exams. Staff Responsible for Monitoring: Superintendent AS of Curr. & Inst. Principals	Formative Reviews		
	Oct	Feb	June

 No Progress
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Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 3: Maintain a focus on improving student performance on STAAR and EOC exams.

Strategy 1: Provide instructional coaches to increase teacher capacity to differentiate instruction, support instructional technology and formative assessment to meet the needs of diverse learners in the areas of literacy, fluency, and 21st Century Communications skills. Strategy's Expected Result/Impact: The percentage of 6th-8th graders who score Meets on STAAR Reading and Math will reflect attainment of 28 out of 32 targets in Domain III. Staff Responsible for Monitoring: AS of Curr. & Inst. Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Payroll - Federal Title I, Part A - (211-...-) - \$56,233, - Federal Title V (270-...-) - \$30,000	Formative Reviews		
	Oct	Feb	June

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Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 4: Facilitate the effective integration of technology into the teaching and learning process.

Strategy 1: The KISD Instructional Technology Academic Excellence Committee (AEC) will explore technology hardware and software for instructional delivery and plan for staff development opportunities. Strategy's Expected Result/Impact: Improvements in core academic and technology application skills and staff assessment results in target level for categories: Infrastructure of Technology and Teaching & Learning Staff Responsible for Monitoring: Chief Technology Officer. AS of Curr. & Inst. Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June
Strategy 2: Strive to fully equip all classrooms with readily available technology to enhance student instruction. Strategy's Expected Result/Impact: Improvements in core academic and technology application skills and staff assessment results in target level for category of Infrastructure for Technology Staff Responsible for Monitoring: Chief Technology Officer. Title I Schoolwide Elements: 2.4 Funding Sources: Supplies - Federal Title I, Part A - (211-...-) - \$77,000	Formative Reviews		
	Oct	Feb	June
Strategy 3: Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration. Strategy's Expected Result/Impact: Improvements in core academic and technology application skills and staff assessment results in target level of Educator Preparation & Development Staff Responsible for Monitoring: Chief Technology Officer. AS of Curr. & Inst. Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June

Strategy 4: 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-8 Istation, K-5 Istation Espanol, BrainPOP, Apex, Lexia, Apple, Safari Montage, Achieve 3000, IXL, HMH Reading Inventory. Strategy's Expected Result/Impact: Accountability data and usage reports will reflect student success. Staff Responsible for Monitoring: Dir. of Special Programs Chief Technology Officer. AS of Curr. & Inst. Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.4 Funding Sources: Supplies - Federal Title V (270-...-), Supplies - Local/General (199...), Supplies - Federal Title I, Part A - (211-...-)	Formative Reviews		
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Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.


Performance Objective 5: 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.

Strategy 1: Address appropriate instruction and activities that lead to success for students with disabilities in the area of Language Arts - Writing. Professional Development Activities: Notice and Note, Benchmark rewrites, scoring training, Sign Posting grades 5-12, small literacy groups, instructional coach, scope and sequence alignment activities. Strategy's Expected Result/Impact: Monitor student progress through an analysis of Benchmark and checkpoint data from October through April, and principal observation of best instructional practices Staff Responsible for Monitoring: AS of Curr. & Inst. Title I Schoolwide Elements: 2.4	Formative Reviews		
	Oct	Feb	June

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Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.





Performance Objective 6: 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.

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 Strategy's Expected Result/Impact: Monthly THS/HCHS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report. Staff Responsible for Monitoring: SD of Alternative Educ. AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 2: Locate and recover Student Leavers prior to the last Friday in September - focusing on the prior year's graduation cohort group Strategy's Expected Result/Impact: Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report. Staff Responsible for Monitoring: AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 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 Strategy's Expected Result/Impact: Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report. Staff Responsible for Monitoring: AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 4: Use the Student Assistance Team Model to implement individualized intervention plans at THS to prevent dropouts Strategy's Expected Result/Impact: Every six weeks, THS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report. Staff Responsible for Monitoring: AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 5: Continue to build community relationships that support high school internship programs with a focus on STEM. Strategy's Expected Result/Impact: By the end of the program, students will have a better understanding of careers through PBL. Staff Responsible for Monitoring: AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 7: Effectively implement the Bilingual/ESL program.

Strategy 1: Provide interventions for identified LEP students who are struggling in school Strategy's Expected Result/Impact: An increase in various scores will indicate successful interventions: benchmark scores, Istation reading, Lexia. Staff Responsible for Monitoring: Bilingual/ESL Director	Formative Reviews		
	Oct	Feb	June
Strategy 2: 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, 2) providing tutoring before and after school, 3) providing tutors to engage in intense supplementary instruction to foster early literacy Strategy's Expected Result/Impact: Assessment scores, report card grades, and anecdotal evidence will demonstrate student success with additional support. Staff Responsible for Monitoring: Bilingual/ESL Director	Formative Reviews		
	Oct	Feb	June
Strategy 3: 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. Sheltered instruction training; d. ELPS training; e. professional conferences or symposiums targeting Bilingual/ESL achievement; f. coaching by trained staff; g. cultural sensitivity topics. Strategy's Expected Result/Impact: Increased PD participation will lead to a rise in student success. Staff Responsible for Monitoring: Bilingual/ESL Director Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June
Strategy 4: 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 Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Bilingual/ESL Director AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June

Strategy 5: Increase the number of ESL-certified teachers in all grades and content-areas Strategy's Expected Result/Impact: The number of KISD teachers completing ESL certification should continue to increase Staff Responsible for Monitoring: Campus Principals Bilingual/ESL Director Dir. of Personnel	Formative Reviews		
	Oct	Feb	June
Strategy 6: The Bilingual/ESL Director will provide teacher and student supplemental instructional resources as needed and as determined through needs assessments Strategy's Expected Result/Impact: The Bilingual/ESL Director will collect input from various sources regarding student and teacher needs and usage Tracking of student progress will reflect success Staff Responsible for Monitoring: Bilingual/ESL Director AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 8: Effectively implement the Special Education program and Child Find process.

Evaluation Data Sources: State and local assessment data; Child Find data

Strategy 1: Support the implementation of targeted inclusion interventions for Special Education students not meeting standards on state assessments. * Special education inclusion teachers and general teachers will collaborat to identify targeted interventions for improving low performing TEKS. * Special education teachers will collaborate with general education teachers to scaffold grade level materials for special education students with exposure to grade-level content Strategy's Expected Result/Impact: Increase in the number of special education students that demonstrate academic progress as measured on local benchmarks and state assessment. Staff Responsible for Monitoring: SD of Curr. & Inst SD of Special Educ. Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Achievement 7	Formative Reviews		
	Oct	Feb	June
Strategy 2: Implement Child Find procedures to ensure that Student Assistance Teams (SAT) use progress monitoring data to make timely referrals for special education evaluation. Strategy's Expected Result/Impact: Percentage of students identified for special education corresponds with state and national levels. Staff Responsible for Monitoring: SD of Special Educ. Campus Principals Title I Schoolwide Elements: 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 3: Provide professional development on inclusion and co-teach to assist teachers in implementing research based instructional strategies and delivery procedures. * Provide professional development for inclusion teachers on Backwards Design Model and TEKS Deconstruction * Provide professional development on intentional collaborative planning and provide embedded instructional coaching for inclusion teachers. Strategy's Expected Result/Impact: Increase in the number of special education students that demonstrate academic progress as measured on local benchmarks and state assessment. Staff Responsible for Monitoring: SD of Special Educ. Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Achievement 8	Formative Reviews		
	Oct	Feb	June

Strategy 4: Provide training on evidenced-based strategies to decrease disruptive behaviors and increase positive student engagement. Strategy's Expected Result/Impact: Decrease in disciplinary removals for students with disabilities. Staff Responsible for Monitoring: SD of Special Educ. Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.5	Formative Reviews		
	Oct	Feb	June

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Performance Objective 8 Problem Statements:

Student Achievement
<p>Problem Statement 7: Students with disabilities at the high school level are not performing at the same level as their peers at the state level in ELAR. Root Cause: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving reading and writing for special education students.</p> <p>Problem Statement 8: Staff needs professional development on intentional collaborative planning between general ed and special ed, along with embedded instructional coaching for inclusion teachers. Root Cause: Staff development has been tailored to meet the needs of general education students.</p>





Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 9: Provide appropriate interventions to assist At-Risk students in reaching academic success.

Strategy 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 Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Dir. of Special Programs AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 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 Strategy's Expected Result/Impact: 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, and monitor growth of student Lexile levels in grades 3-10. Staff Responsible for Monitoring: Campus Principals Dir. of Special Programs THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
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 Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Dir. of Special Programs AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June

Strategy 4: Provide Reading Specialists and/or Interventionists at elementary campuses and 7th and 8th grade to implement programming that will assist struggling readers Strategy's Expected Result/Impact: Staffing data will show the placement of Reading Specialists and/or Interventionists. Staff Responsible for Monitoring: Dir. of Special Programs Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 5: Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus through discretionary or mandatory means Strategy's Expected Result/Impact: Attendance rates and academic performance will show improvement when compared to home campus data. Staff Responsible for Monitoring: SD of Alternative Educ.	Formative Reviews		
	Oct	Feb	June
Strategy 6: Monitor at-risk and drop-out reports to follow-up on student progress and recovery to re-enroll previous drop-outs Strategy's Expected Result/Impact: The leaver report will show a reduction in leavers, which will lead to an increase in THS and HCHS graduates. Staff Responsible for Monitoring: SD of Alternative Educ.	Formative Reviews		
	Oct	Feb	June
Strategy 7: Offer the opportunity for students to gain credit through Credit by Exam, correspondence courses, or Apex Strategy's Expected Result/Impact: A weekly review of completion data will show increased graduation rates. Staff Responsible for Monitoring: SD of Alternative Educ. THS Principal THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
Strategy 8: Provide Title I services to homeless children and youth on each KISD campus (including non-Title I campuses) Strategy's Expected Result/Impact: 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). Staff Responsible for Monitoring: Dir. of Special Programs Funding Sources: - Federal Title I, Part A - (211-...) - \$400	Formative Reviews		
	Oct	Feb	June

Strategy 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, to include a credit/dropout recovery program in an alternative high school setting (HCHS) for eligible THS students Strategy's Expected Result/Impact: A weekly review of completion data will show increased graduation rates. Staff Responsible for Monitoring: SD of Alternative Educ.	Formative Reviews		
	Oct	Feb	June
Strategy 10: Provide a Summer Credit Recovery Program at Tivy High School for at-risk students Focus on Algebra I and English I success Strategy's Expected Result/Impact: Summer School reports will illustrate the number of credits recovered by at-risk students. Staff Responsible for Monitoring: THS Principal THS Assoc. Principal AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 11: Address individual student (at-risk students) concerns throughout the district and provide opportunities for parental involvement Strategy's Expected Result/Impact: LSSP case load will reflect contact with at-risk students. Campus calendars will reflect parental engagement opportunities. Staff Responsible for Monitoring: LSSP Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 12: Coordinate social and academic services for teen parents to ensure academic success Strategy's Expected Result/Impact: The graduation rates for teen parents will improve. Staff Responsible for Monitoring: THS Counselor(s) THS Assoc. Principal SD of Curr. & Inst. SD of Alternative Educ. Problem Statements: Demographics 3	Formative Reviews		
	Oct	Feb	June

Strategy 13: 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 Strategy's Expected Result/Impact: Accountability data and records of responses to ESC-20 will reflect improvements. Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 14: Provide in-home support to students in crisis (contracted service). Strategy's Expected Result/Impact: Threat Assessment Team documentation will show de-escalation of potential crises or threats. Staff Responsible for Monitoring: LSSP SD of Alternative Education Dir. of Special Programs Funding Sources: Contracted service fees - Federal Title IV (289...) - \$30,000	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 3: At-Risk students continue to struggle with achievement gaps as measured by STAAR (2019 data shows significant gaps between At-Risk students' and Not At-Risk students' scores at the Approaches level in all tested areas), and AP scores greater than 3. Root Cause: Staff development in the areas of backwards lesson design and differentiation needs to be the focus.

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 10: Effectively implement Title I school-wide programs at ECC, DES, NES, SES, TES, BTW, and HPMS.

Evaluation Data Sources: EOY Title I Evaluation

Strategy 1: Continue to provide reading specialists at the elementary campuses and at the middle school; provide paraprofessionals at Title I campuses for additional reading and instructional support, when possible Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Dir. of Special Programs Dir. of Early Childhood Elem. Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Federal Title I, Part A - (211-...-)	Formative Reviews		
	Oct	Feb	June
Strategy 2: Conduct campus and district comprehensive needs assessment to identify areas of weakness and strength for data driven instruction and reform Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: K-8 Principals SD of Alternative Educ. Dir. of Early Childhood SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June

Strategy 3: 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 Strategy's Expected Result/Impact: Parent, student, and staff feedback will highlight effective transition programs. Staff Responsible for Monitoring: Principals Dir. of Early Childhood SD of Special Educ. AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 4: Continue Site-Based Decision-Making in the forms of: a) Faculty Community Advisory Committee b) Campus Improvement Teams c) Grade Level Teams Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and develop intervention plans to address identified areas of weakness. Staff Responsible for Monitoring: Principals	Formative Reviews		
	Oct	Feb	June
Strategy 5: Coordinate and integrate federal, state, and local funding to provide effective, timely assistance to struggling students Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principals SD of Alternative Educ. SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June





Strategy 6: Provide campuses with intervention programs that are scientifically based in research, such as: a. Fountas & Pinnell b. Reading Inventory c. Lexia d. IXL e. Achieve 3000 f. Reading Recovery g. Istation Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principals SD of Curr. & Inst. AS of Curr. & Inst. Dir. of Special Programs Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 7: 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 Strategy's Expected Result/Impact: Maintain or increase the current number of parent involvement opportunities. Maintain or increase the current number of parents involved. Staff Responsible for Monitoring: Principals SD of Curr. & Inst. Dir. of Special Programs Dir. of Early Childhood LSSP Funding Sources: - Compensatory Ed. (199-...-24-000), - Federal Title I, Part A - (211-...-), - Federal Bilingual/ESL Title III, Part A - (263-)	Formative Reviews		
	Oct	Feb	June

Strategy 8: Provide supplemental tutoring to students who are at-risk for failing STAAR/EOC Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principals Dir. of Special Programs Funding Sources: - Federal Title I, Part A - (211-...-), - Federal Title V (270-...-), - Compensatory Ed. (199-...-24-000)	Formative Reviews		
	Oct	Feb	June
Strategy 9: Provide increased access to communications systems designed to facilitate communication with families regarding school activities, opportunities for parent involvement, and safety alerts (call-out system, web hosting, mobile app) Provide training for staff members for use of systems Strategy's Expected Result/Impact: Usage reports and parental evaluations will reflect success Staff Responsible for Monitoring: Dir. of Special Programs AS of Admin. & HR Funding Sources: - Federal Title I, Part A - (211-...-)	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.





Performance Objective 11: Provide job awareness and training, including industry standard certifications, in Career and Technical Education Courses.

Strategy 1: Encourage career and academic awareness in all grades with a focus on "Career Awareness" at the elementary level, "Career Assessments/Interest" in the middle school, and "Career Experience" at the high school level Strategy's Expected Result/Impact: The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses. Staff Responsible for Monitoring: Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 2: Develop Personal Graduation Plans aligned to Endorsements for all students (7-12) Strategy's Expected Result/Impact: The campus counselors and THS Associate Principal will verify that career plans are in place for all students in compliance with the Federal grant. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Assoc. Principal THS, HPMS Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 3: Analyze the STAAR/EOC passing rate of students enrolled in career and technology education classes, including all special populations and special needs students Strategy's Expected Result/Impact: PBMAS data will be used to analyze success of CTE. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Principal THS Assoc. Principal THS Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 4: Continue to offer certifications in all career pathways to provide industry standard training and job skills to students at Tivy High School Strategy's Expected Result/Impact: The advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June

Strategy 5: CTE staff work collaboratively with the Special Education staff to ensure CTE students have the support necessary to ensure academic success Strategy's Expected Result/Impact: Improved student performance on state assessments. Staff Responsible for Monitoring: SD of Special Ed SD of Curr. & Inst. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 6: Use student survey data, course selection process, and data from the TX Workforce Commission to make programming decisions. Strategy's Expected Result/Impact: More certifications leading to job-ready students for CTE pathway. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Counselors THS Principal	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.





Performance Objective 12: Provide appropriate interventions to students with Dyslexia or Characteristics of Dyslexia.

Strategy 1: Provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 2: Ensure appropriate implementation of a scientifically-based dyslexia program that will provide support to assist dyslexic students in succeeding in school Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 3: Provide staff development and distribute the most recent district dyslexia and dysgraphia handbook updates Strategy's Expected Result/Impact: Documentation will show staff development records. Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 4: Coordinate with testing coordinators to ensure Dyslexia Accommodations are implemented for testing purposes Strategy's Expected Result/Impact: Records kept by Campus Test Coordinators and the District Test Coordinator will reflect accurate implementation of test accommodations. Staff Responsible for Monitoring: Dir. of Special Programs District Testing Coordinator	Formative Reviews		
	Oct	Feb	June
Strategy 5: Provide campus-based services to students identified with dysgraphia risk factors, using appropriately designed materials and/or programs; staff will be appropriately trained. Strategy's Expected Result/Impact: Handwriting and dysgraphia concerns will be appropriately addressed as measured by campus SAT documentation. Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.





Performance Objective 13: 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 Sources: Recommendations will be made to the administration in May 2016 regarding each committee's work and how to improve instruction and assessment in KISD.

Strategy 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 Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2020 Staff Responsible for Monitoring: AEC Co-Chairs	Formative Reviews		
	Oct	Feb	June
Strategy 2: 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 Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2020 Staff Responsible for Monitoring: LSSP	Formative Reviews		
	Oct	Feb	June
Strategy 3: 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 Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2020 Staff Responsible for Monitoring: SD of Curr. & Inst. AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.





Performance Objective 14: 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.

Strategy 1: Provide professional development on differentiation strategies for gifted students in grades K - 12. Strategy's Expected Result/Impact: Classroom walk-through data will reflect higher instances of the use of differentiation strategies. Staff Responsible for Monitoring: SD of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 2: Provide a NMSQT prep class prior to the October administration to increase the number of finalists, semifinalists, and commended students in KISD. Strategy's Expected Result/Impact: Numbers of commended, semifinalists, and finalist on NMSQT will be compared to prior years for adjustments to the prep class curriculum. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Counselors THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
Strategy 3: Academic excellence committees will research best instructional practices to strengthen curriculum, increase rigor, and provide appropriate challenges for G/T students. Staff Responsible for Monitoring: SD of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 4: All 1st through 8th grade G/T students will complete an independent study project in an area of interest within the Texas Performance Standards Project. Staff Responsible for Monitoring: SD of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 15: Increase the number of students taking AP courses and both the number and percentage of students passing the AP tests in May 2019.





Evaluation Data Sources: Compare enrollment and passing rate of AP tests taken to previous years.

Strategy 1: Continue to monitor and support the AP teachers with training, materials, and expectations through benchmarking process Strategy's Expected Result/Impact: Compare the 2020 AP scores to those of the last three years. Staff Responsible for Monitoring: AS of Curr. & Inst. THS Assoc. Principal Funding Sources: supplemental textbooks, pay for multiple AP tests - General Funds (199...) - \$6,000	Formative Reviews		
	Oct	Feb	June
Strategy 2: Communicate the importance of taking the AP tests to the students in AP classes Strategy's Expected Result/Impact: Compare the 2020 AP scores to those of the last three years Staff Responsible for Monitoring: AS of Curr. & Inst. THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
Strategy 3: Evaluate the effectiveness of teachers based on resulting AP test scores Strategy's Expected Result/Impact: Compare the 2020 AP scores to those of the last three years Staff Responsible for Monitoring: AS of Curr. & Inst. THS Principal THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 16: Increase the opportunities for dual credit and early admission credit through Alamo Colleges Greater Kerrville Center and Schreiner University.

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





Strategy 1: Conduct parent meeting regarding dual credit co-enrollment and advanced placement options; update course selection booklet to accurately detail dual credit options and virtual school options in both core content and CTE classes Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: SD of Curr. & Inst. THS Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 2: Enroll graduating seniors at Alamo Colleges Greater Kerrville Center to ensure that each student has the opportunity to continue with higher education Strategy's Expected Result/Impact: Distribute Alamo colleges acceptance letters with diplomas at graduation. Staff Responsible for Monitoring: THS Counselors THS Testing Coord.	Formative Reviews		
	Oct	Feb	June
Strategy 3: Conduct college entrance testing in Spring 2020 for dual credit course and TSI eligibility Strategy's Expected Result/Impact: Compare number of students enrolled in dual credit courses as well as the variety of courses offered in Fall 2020 to those enrolled in Fall of past years; Monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center Staff Responsible for Monitoring: THS Counselors THS Testing Coord.	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 17: Increase the number of National Merit Finalists in KISD.

Evaluation Data Sources: Compare the number of National Merit Finalists to previous years to determine the effectiveness of the summer PSAT program.





Strategy 1: Continue to offer a PSAT prep program Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: SD of Curr. & Inst. THS Counselors Funding Sources: consultant - Local/General (199...) - \$4,000	Formative Reviews		
	Oct	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 18: Implement a Character Education Program on all KISD campuses





Strategy 1: Each KISD Campus will implement a Character Education Program. Strategy's Expected Result/Impact: Campus Principals and Central Office personnel will monitor PEIMS 425 data. Staff Responsible for Monitoring: LSSP Principals	Formative Reviews		
	Oct	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Provide students with engaging, rigorous, and personalized academic and social-emotional learning experiences to meet individual student needs, foster student ownership in learning and develop 21st century skills for lifelong learning.

Performance Objective 19: Monitor DAEP placement and performance

Strategy 1: Monitor student groups served by Disciplinary Alternative School for over-representation (economically disadvantaged, ethnicity, disability, limited English proficient) Strategy's Expected Result/Impact: Discipline Committee meets twice a year to review data. Decrease in over-represented groups at DAEP Staff Responsible for Monitoring: SD of Alternative Educ. SD of SpEd Secondary Principals AP Disc./Alt. Campus	Formative Reviews		
	Oct	Feb	June
Strategy 2: Monitor student attendance rates for Disciplinary Alternative School Strategy's Expected Result/Impact: Daily attendance rates for students attending DAEP will show an improvement of Home Campus attendance Staff Responsible for Monitoring: SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Formative Reviews		
	Oct	Feb	June
Strategy 3: Monitor dropout rates, graduation rates, and recidivism rates for students attending Disciplinary Alternative School Strategy's Expected Result/Impact: Reduced drop-out and recidivism rates Staff Responsible for Monitoring: SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Formative Reviews		
	Oct	Feb	June
Strategy 4: Monitor student transition from home campus to DAEP Strategy's Expected Result/Impact: Grades before and after DAEP attendance will show a reduction in lost credits for DAEP students Staff Responsible for Monitoring: SD of Alternative Educ. Secondary Principals AP Disc./Alt. Campus	Formative Reviews		
	Oct	Feb	June

Strategy 5: Provide counseling services for each DAEP student throughout the day Strategy's Expected Result/Impact: Reduced drop-out and recidivism rates Staff Responsible for Monitoring: SD of Alternative Educ. HCHS Counselor AP Disc./Alt. Campus	Formative Reviews		
	Oct	Feb	June
Strategy 6: Per HB2184, provide re-entrance counseling for DAEP students (6-12). Campus Admin will develop a plan for each student. Strategy's Expected Result/Impact: Student re-entrance to the regular campus setting will be structured and monitored. Staff Responsible for Monitoring: DAEP Admin Campus Admin	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Performance Objective 1: Students will read on grade level from 3rd grade and beyond and will successfully complete Algebra classes and most Algebra-related skills.

Evaluation Data Sources: Key Performance Indicators





Istation data, Achieve 3000 and Reading Inventory tools, Algebra I success at 9th grade, EOC passing at Meets, Algebra II success, SAT Reading & Math Averages, % TSI ready graduates

Strategy 1: Launch KISD Literacy Initiative that includes parental involvement components, celebrations, and cross-curricular activities. Strategy's Expected Result/Impact: District Literacy Plan will be developed Student Lexiles will rise on universal screener results in grades K-10 and with special targeted populations Staff Responsible for Monitoring: AS of Curr. & Inst. AEC Committee Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June
Strategy 2: Continue teacher professional learning that supports small group learning opportunities for all students in English language arts/reading and mathematics courses. District and campus administrators will monitor and provide feedback and support for teachers. Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners Staff Responsible for Monitoring: Principals Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: PD - Federal Title V (270-...-) - \$30,000	Formative Reviews		
	Oct	Feb	June
Strategy 3: Provide professional learning opportunities that support the incorporation of writing across the curriculum. Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners Staff Responsible for Monitoring: AS of Curr. & Inst. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June

Strategy 4: Provide ECC-2nd grade teachers vertical alignment opportunities and ongoing professional learning on innovative instructional strategies for early literacy success and algebraic reasoning. Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners Staff Responsible for Monitoring: AS of Curr. & Inst. Principals Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 5: Provide opportunities for vertical alignment discussions between 3rd through Algebra II teachers and explore viable and cost-effective universal screeners. Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners, and the # of students who attain Algebra I credit on their 1st attempt Staff Responsible for Monitoring: AS of Curr. & Inst. AEC Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 6: Use teacher-made resources to continue focus on Math Fact Fluency and implement a parent involvement component for grades K-4 at each elementary school. Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners Staff Responsible for Monitoring: AS of Curr. & Inst. AEC Committee Coord. of Prof. & Digital Learning Title I Schoolwide Elements: 2.4	Formative Reviews		
	Oct	Feb	June
Strategy 7: Use a K-12 universal screener system to measure and track Lexile levels of all students. Strategy's Expected Result/Impact: Universal screeners will be used effectively as measured by usage reports Staff Responsible for Monitoring: AS of Curr. & Inst. Principals	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Performance Objective 2: Improve student performance on STAAR through data-driven instruction and focus on value-added opportunities.

Strategy 1: 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 Response to Intervention Plans based on data. Strategy's Expected Result/Impact: Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April Staff Responsible for Monitoring: AS of Curr. & Inst. Funding Sources: - Federal Title I, Part A - (211-...-)	Formative Reviews		
	Oct	Feb	June
Strategy 2: Close the performance gap between economically disadvantaged and non-economically disadvantaged student performance on STAAR and EOC exams a) Identify EcoDis students who are in need of intense interventions b) Provide individual interventions c) Monitor EcoDis students' progress on checkpoint, benchmark, and teacher-made tests throughout the school year d) Make adjustments in intervention plans as needed e) Following the administration of Benchmark tests, the DLT and teachers will meet to analyze the results, focusing on the performance of our EcoDis students. Curriculum and Instructional Strategies will be revised to improve EcoDis student performance on lowest scoring Student Expectations (SEs). Strategy's Expected Result/Impact: Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments Staff Responsible for Monitoring: AS of Curr. & Inst. SD of Curr. & Inst Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative Reviews		
	Oct	Feb	June
Strategy 3: Monitor student performance on Advanced Placement assessments through benchmarks and formative assessments. Create Intervention Plans to assist in student success. Strategy's Expected Result/Impact: Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments Intervention Plans will demonstrate students' needs and goals Staff Responsible for Monitoring: AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by ensuring all students are reading on grade level by grade 3 and remain on grade level and by ensuring all students successfully complete algebra coursework.

Performance Objective 3: Provide multiple Parental Involvement opportunities

Strategy 1: All campuses provide many and various opportunities for parental involvement in the school setting, especially through participation as a member of district and campus committees (CIT, SHAC, FCAC, etc.). Title I campuses follow ESSA guidelines (Distribute compact, Title I Parent Night, Title I Parental Involvement Evaluation at the end of the year, etc.). Strategy's Expected Result/Impact: Parental Involvement surveys from Title I campuses will show positive results for involvement opportunities. Staff Responsible for Monitoring: Principals AS of Curr. & Inst. SD of Alternative Educ. Public Relations Specialist Dir. of Special Programs Dir. of ECC/TCDC	Formative Reviews		
	Oct	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 1: All Kerrville ISD students will be exposed to aspects of CCMR as appropriate for their grade level.

Evaluation Data Sources: Key Performance Indicators

Graduation Plans, STEM, CTE % of participants, CTE Certification #, Dual Credit and AP completion, Grad rates, endorsement data, AP data scores, # of college hours, National Clearinghouse data





Strategy 1: Develop a comprehensive counseling guidance plan that will address career pathways and educational requirements to help all students grow to their fullest potential, academically, socially and intellectually. Strategy's Expected Result/Impact: Creation and effective implementation of plan Staff Responsible for Monitoring: AS of Admin & HR	Formative Reviews		
	Oct	Feb	June
Strategy 2: Develop a K-12 comprehensive Post-Secondary Educational Planning Guide to assist parents and students in making decisions about courses, colleges, and career pathways and post-secondary costs. Staff Responsible for Monitoring: AS of Admin & HR	Formative Reviews		
	Oct	Feb	June
Strategy 3: Identify reading and math TEKS aligned to Advanced Placement assessments and college entrance exams and provide professional learning opportunities for teachers to continue to maximize student success. Strategy's Expected Result/Impact: A rise in the number of students entering college/CCMR and completing one year Staff Responsible for Monitoring: AS of Curr. & Inst. Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June
Strategy 4: Expand CTE course offerings based on student input and interest, Texas Workforce Commission data, and community feedback while balancing state accountability; continued recruitment of industry experts to support growth of programs. Strategy's Expected Result/Impact: A rise in the number of certifications attained Staff Responsible for Monitoring: AS of Curr. & Inst. SD of Curr. & Inst. THS Principal	Formative Reviews		
	Oct	Feb	June
Strategy 5: Provide all students opportunities to participate in STEM activities at the elementary level through STEM labs. Strategy's Expected Result/Impact: An EOY survey will demonstrate appropriate participation levels Staff Responsible for Monitoring: Principals	Formative Reviews		
	Oct	Feb	June

Strategy 6: Expand co-op, apprenticeship, work shadow, and internship experiences for students at the high school level. Strategy's Expected Result/Impact: A rise in participation Staff Responsible for Monitoring: THS Principal SD Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 7: Increase student participation and (CCMR) college career military readiness success measures on SAT/ACT/ASVAB assessments. Strategy's Expected Result/Impact: EOY reports will show gains Staff Responsible for Monitoring: THS Counselors THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
Strategy 8: Develop systems to identify and monitor students' post-graduation plans which will include annual progress monitoring sessions with feedback to students. Strategy's Expected Result/Impact: Documentation will show plans and monitoring Staff Responsible for Monitoring: THS Counselors THS Assoc. Principal	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities.

Performance Objective 2: Maintain Guidance and Counseling Program Compliance

Strategy 1: Continue to implement and evaluate the state-mandated comprehensive developmental guidance program (TEC 33.001 - 33.009) Strategy's Expected Result/Impact: KISD Guidance Counselors will annually review the requirements of a comprehensive developmental guidance program. Staff Responsible for Monitoring: Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 2: Kerrville ISD counselors will develop activities to meet the goal of the comprehensive and specific guidance plan which will lead Kinder through 12th grade students through a process of preparation for college, career, and military readiness. Strategy's Expected Result/Impact: Graduates of Kerrville ISD will leave the district prepared to pursue post-secondary endeavors of their choice. Staff Responsible for Monitoring: AS of Admin & HR	Formative Reviews		
	Oct	Feb	June
Strategy 3: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: HPMS & THS Principals HPMS & THS Counselors AS of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 4: The HPMS Counselors will meet with all 8th grade students and develop individual four-year graduation plans. Strategy's Expected Result/Impact: Completion of a four-year plan for each 8th grader 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 Staff Responsible for Monitoring: HPMS Principal HPMS Counselors SD of Curr. & Inst.	Formative Reviews		
	Oct	Feb	June

Strategy 5: Provide specialized services (academic and social) for teen parents through counseling, home-bound services, and day care Strategy's Expected Result/Impact: 100% of teen parents graduate from high school Staff Responsible for Monitoring: SD of Curr. & Inst. Dir. of ECC/TCDC HPMS & THS Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 6: Use the Naviance framework to: connect students to job pathways and post-secondary education; and to track compliance and completion. Strategy's Expected Result/Impact: Documentation will show implementation and completion rates. Staff Responsible for Monitoring: Counselors 6-12 SD of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 1: Current staff and new hires will demonstrate the ideals of the Profile of a KISD Teacher

Evaluation Data Sources: Key Performance Indicators

% of teachers with ELL, Sped, GT endorsements, SIOP training, T-Tess data, % of teachers and staff that meet annual growth goals, depth of applicant pools, competitive salaries, vacancy tracking, # of aligned professional learning opportunities provided for staff, teacher retention rates

Strategy 1: Use the KISD Profile of a Graduate, Profile of a KISD Teacher, KISD Vision 2021 to drive recruitment, development, and retention processes. Strategy's Expected Result/Impact: Surveys and principal walk-through data will reflect the vision in action Staff Responsible for Monitoring: Superintendent	Formative Reviews		
	Oct	Feb	June
Strategy 2: Utilize a district-wide "exit" and "stay" interview process and use the data to refine systems. Strategy's Expected Result/Impact: Interview data will lead to refinements Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 3: Incorporate "IPLP," an individualized professional learning plan within the KISD three-year Professional Development Plan and scaffold the implementation of digital collaboration between faculty and staff. Staff Responsible for Monitoring: AS of C & I	Formative Reviews		
	Oct	Feb	June
Strategy 4: Implement a comprehensive teacher/staff induction program. Staff Responsible for Monitoring: AS of C & I	Formative Reviews		
	Oct	Feb	June
Strategy 5: Incorporate a new teacher mentoring plan and use participant feedback to refine the program. Strategy's Expected Result/Impact: Participant feedback will drive program updates Staff Responsible for Monitoring: AS of C & I Principals	Formative Reviews		
	Oct	Feb	June
Strategy 6: Design and implement KISD Leadership Academy for current professional staff; engage university partners for advanced degree opportunities for staff. Strategy's Expected Result/Impact: Applications will show interest in the program Survey data will show the program meets the needs of staff Staff Responsible for Monitoring: AS of C & I Coord. of Prof. & Digital Learning	Formative Reviews		
	Oct	Feb	June

Strategy 7: Analyze benefit packages and salary ranges to continue to offer competitive comprehensive salary plans. Strategy's Expected Result/Impact: Campus Satisfaction Survey will show staff response to strategy Staff Responsible for Monitoring: Superintendent	Formative Reviews		
	Oct	Feb	June
Strategy 8: Develop a systemic plan to recognize staff that includes campus and district personnel. Strategy's Expected Result/Impact: Campus Satisfaction Survey will show staff response to strategy Staff Responsible for Monitoring: Superintendent	Formative Reviews		
	Oct	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 2: Recruit teachers and staff who are student-centered and who meet state certification requirements.

Evaluation Data Sources: % of teachers with ELL, Sped, GT endorsements, SIOP training, T-Tess data, % of teachers and staff that meet annual growth goals, depth of applicant pools, competitive salaries, vacancy tracking, # of aligned professional learning opportunities provided for staff, teacher retention rates

Strategy 1: Monitor and attend applicable statewide job fairs Strategy's Expected Result/Impact: Receive applications from high quality potential employees met at state job fairs Staff Responsible for Monitoring: AS of Admin. & HR AS of Business Services Dir. of Personnel	Formative Reviews		
	Oct	Feb	June
Strategy 2: Host the annual KISD Job Fair Strategy's Expected Result/Impact: Maintain 100% highly effective status in the 2019-2020 school year Staff Responsible for Monitoring: AS of Admin. & HR AS of Business Services Dir. of Personnel	Formative Reviews		
	Oct	Feb	June
Strategy 3: Maintain relevant recruitment materials that highlight Kerrville ISD and the Kerrville community Strategy's Expected Result/Impact: Materials will add value to recruitment process Staff Responsible for Monitoring: AS of Admin. & HR AS of Business Services Dir. of Personnel	Formative Reviews		
	Oct	Feb	June
Strategy 4: Provide Educator Ethics Training to ensure all faculty and staff maintain the highest level of professionalism with students Strategy's Expected Result/Impact: Appropriate boundaries are established and maintained as evidenced by professional/student teacher communications and demeanor Staff Responsible for Monitoring: AS of Admin. & HR Personnel Director	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 3: Provide training and mentorships to develop the capacity of campus instructional staff to teach and lead.

Strategy 1: Provide the New Teacher Academy each August to ensure new teachers are fully inducted into the KISD program. Strategy's Expected Result/Impact: Teacher Rating forms at completion of academy Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 2: Ensure each new teacher has an assigned campus mentor Strategy's Expected Result/Impact: Each new teacher is assigned a campus mentor Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Goal 4: Recruit, develop, and retain employees that are student-centered, focused on continuous learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical.

Performance Objective 4: Continue to provide teachers with quality compensation and benefits

Strategy 1: Maintain current percentages of KISD contributions to TRS, health insurance, and long-term disability Strategy's Expected Result/Impact: Percentage of contributions maintained by September, 2019 Staff Responsible for Monitoring: AS of Admin. & HR AS of Business Services	Formative Reviews		
	Oct	Feb	June
Strategy 2: Develop and implement a competitive salary schedule Strategy's Expected Result/Impact: July 2019 presentation to Board of Trustees Staff Responsible for Monitoring: AS of Admin. & HR AS of Business Services	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Performance Objective 1: Maximize all funding sources

Strategy 1: Identify additional economically disadvantaged students to achieve higher and correct funding level for the district Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: AS of Business Services Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 2: Maximize Medicaid funding from SHARS and MAC programs Strategy's Expected Result/Impact: Review Federal Reimbursement Requests quarterly; develop SHARS reimbursement transportation report Staff Responsible for Monitoring: AS of Business Services SD of Special Education	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.


Performance Objective 2: Decrease district expenditures


Strategy 1: Continue to maintain and develop replacement budgets for technology equipment, buses, choir and band uniforms, band instruments, and other district capital assets Strategy's Expected Result/Impact: Review budget requests annually Staff Responsible for Monitoring: AS of Business Services Principals Campus Dept. Heads	Formative Reviews		
	Oct	Feb	June
Strategy 2: Review programs for efficiency/additional revenues Strategy's Expected Result/Impact: Review Child Nutrition, TCDC, Revenue & Expenditure statements monthly Staff Responsible for Monitoring: AS of Business Services AS of Admin. & HR Dir. of ECC/TCDC Dir. of Child Nutrition	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			


Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.


Performance Objective 3: Provide staff development

Strategy 1: Continue staff training in all areas related to: a. Use of Skyward software; b. Technology; c. Tax Office; d. Central Office Business Functions Strategy's Expected Result/Impact: Review Technology Department reports of training participation; develop training opportunities for all staff. KISD will add Skyward Fixed Assets and Inventory systems. Staff Responsible for Monitoring: AS of Business Services PEIMS/Skyward Coord. Dir. of Child Nutrition	Formative Reviews		
	Oct	Feb	June

 No Progress





 Accomplished

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Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.





Performance Objective 4: Maintain Long-Range Facilities Plan Development

Strategy 1: Inform public of safety, infrastructure, and replacement cycle needs of all campuses. Strategy's Expected Result/Impact: Successful passage of bond Staff Responsible for Monitoring: Superintendent AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 2: Create a district facilities infrastructure replacement cycle and complete specific projects on the list. Strategy's Expected Result/Impact: Completed projects Staff Responsible for Monitoring: Superintendent AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system.

Performance Objective 5: Make data-driven budget decisions while educating stakeholders about budgets and school finance.

Evaluation Data Sources: Balanced budget, First rating, % of budget for Instruction


Strategy 1: Use student progress data, resource usage data, and staff feedback to analyze the effectiveness of resources and curriculum alignment. Strategy's Expected Result/Impact: Use student outcomes (STAAR Reading & Math, AP scores, CTE certifications earned, Dual credits earned) to evaluate program effectiveness Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 2: Evaluate the professional learning program to ensure alignment with instructional practices and improve student learning and engagement. Strategy's Expected Result/Impact: Use student outcomes (STAAR Reading & Math, AP scores, CTE certifications earned, Dual credits earned) to evaluate program effectiveness Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 3: Increase public and staff knowledge and awareness of district budgets and public school finance through transparent communication including meetings, editorials, and use of digital media outlets. Strategy's Expected Result/Impact: Use "data dashboard" on website to measure effectiveness of programs. Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
Strategy 4: Identify and develop replacement/upgrade cycles that include technology and technology infrastructure, furniture and instructional spaces and equipment that provide students with 21st century learning opportunities. Strategy's Expected Result/Impact: Implementation of replacement cycles will result in increased 21st Century learning opportunities. Staff Responsible for Monitoring: AS of Curric. & Inst.	Formative Reviews		
	Oct	Feb	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			


Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.


Performance Objective 1: Develop a comprehensive Emergency Operations Plan which addresses prevention, mitigation, and recovery.


Strategy 1: Hold District Safety and Security Committee meetings three times a year. Strategy's Expected Result/Impact: School district, law-enforcement and emergency responders establish strong relationships and are equipped to respond in a unified and efficient manner to emergencies. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 2: Train all district staff in Standard Response Protocol (SRP), Citizen Response to Active Shooter Event (CRASE) and Stop the Bleed, and provide necessary supplies, materials and follow up information to ensure understanding and ability to carry out plans if necessary. Strategy's Expected Result/Impact: All staff are equipped to take life-saving action in emergencies. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 3: Maintain a student/parent reunification plan using the Standard Reunification Method, train appropriate staff, and provide for necessary supplies and materials to ensure successful implementation. Strategy's Expected Result/Impact: A district reunification site is established and specific plans for reunification are written and practiced. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 4: Train teams of teachers and staff in CPR, First Aid and the use of Automated External Defibrillator (AED) Strategy's Expected Result/Impact: Teachers and staff can perform life-saving measures in the event of an emergency. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 5: Provide training to secondary staff on student-to-student sexual harassment and bullying issues Strategy's Expected Result/Impact: PEIMS 425 submission Records of required staff development Staff Responsible for Monitoring: BTW, HPMS, THS Principals AS of Admin. & HR Dir. of Special Programs SD of Special Educ. SROs	Formative Reviews		
	Oct	Feb	June

Strategy 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 Strategy's Expected Result/Impact: Review audit findings annually and make necessary changes Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June


 No Progress


 Accomplished






 Continue/Modify


 Discontinue

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.





Performance Objective 2: Develop and engage in strategies/activities which will prevent school violence, physical or sexual assault or abuse, bullying, and harassment.

Strategy 1: Implement campus and district level threat assessment teams who are trained to assess the level of threat a student, staff-member, parent, or community member poses to themselves or others. Strategy's Expected Result/Impact: Assess threats made by students to determine appropriate response and interventions that prevent school- or community-based violence. Review intervention plans monthly to determine effectiveness and effect on student. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 2: Provide direct anti-victimization instruction to elementary age students. Strategy's Expected Result/Impact: Students will be equipped to recognize and to resist bullying and sexual abuse Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June
Strategy 3: Use the P3 Campus reporting app and website to: a) provide students and community members a way to report safety concerns, from mental health issues to threats of violence b) provide school staff an opportunity to respond quickly and appropriately to student safety concerns Strategy's Expected Result/Impact: Students and community are trained to use the app to report school safety concerns Review reports in a timely manner to ensure student safety and a positive campus climate Staff Responsible for Monitoring: AS of Admin. & HR Campus Principals SRO	Formative Reviews		
	Oct	Feb	June
Strategy 4: Provide educator ethics training to faculty and staff to ensure employees maintain a high level of professionalism at all times. Strategy's Expected Result/Impact: Kerrville ISD staff act in a professional and appropriate manner both in the school and out in the community. Staff Responsible for Monitoring: AS of Admin. & HR	Formative Reviews		
	Oct	Feb	June

Strategy 5: Provide appropriate training/staff development in safety and prevention of student engagement in, and signs and symptoms of, sexual abuse or suicidal characteristics or behaviors Strategy's Expected Result/Impact: Increased student achievement and maintenance of student well-being Records of Mental Health Training for all Alternative Education Staff Staff Responsible for Monitoring: AS of Admin. & HR Principals Dir. of ECC/TCDC SD of Alternative Educ. Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 6: Provide supplemental social-emotional support to students referred by a school counselor, district LSSP, or the district Threat Assessment team; support will bridge gaps between school, home, and community agencies in an effort to respond proactively to students who may be in crisis. Strategy's Expected Result/Impact: Tracking of identified students will demonstrate decreased possibilities of negative outcomes driven by social-emotional factors. Staff Responsible for Monitoring: AS of Admin. & HR SD of Alternative Educ. Funding Sources: Contracted Service - Federal Title IV (289...) - \$30,000	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 3: Continue Community Partnerships and Planned Activities

Strategy 1: Continue effective communication and information sharing with local law enforcement Strategy's Expected Result/Impact: Felony/Arrest notifications are shared with the home campus. At-Risk graduation rates will increase with more support. Staff Responsible for Monitoring: Superintendent SD of Alternative Educ. Public Relations Specialist	Formative Reviews		
	Oct	Feb	June
Strategy 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: Enhanced Horizons, 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, BCFS, Salvation Army. Strategy's Expected Result/Impact: Campus Principals annually evaluate community resources used. Staff attends various community programs to increase awareness and knowledge of services available to students. Staff Responsible for Monitoring: LSSP SD of Curr. & Inst. SD of Alternative Educ. Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 3: Senior Director of Alternative Education attends Kerr County training as required for Emergency Preparedness Strategy's Expected Result/Impact: Review training certificates annually Staff Responsible for Monitoring: SD of Alternative Educ.	Formative Reviews		
	Oct	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 4: Maintain Guidance and Counseling Program Responsive Services

Strategy 1: Guidance Counselors will implement the aligned curriculum through classroom presentations and school programs. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: LSSP Counselors	Formative Reviews		
	Oct	Feb	June
Strategy 3: Guidance Counselors will implement the Suicide Intervention program outlined in the Trauma Response Manual to ensure appropriate and timely response. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: LSSP Counselors	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization.

Performance Objective 5: Effectively implement the School Health Advisory Council and Coordinated Health Programs

Strategy 1: Review implementation of multiple Coordinated Health Programs Strategy's Expected Result/Impact: Programs reviewed annually at SHAC meeting Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
Strategy 2: School Health Advisory Council (SHAC) meets regularly and develops recommendation(s) to the Board of Trustees. Strategy's Expected Result/Impact: Annual SHAC activity report to the Board of Trustees will summarize any recommendations Staff Responsible for Monitoring: Dir. of Special Programs	Formative Reviews		
	Oct	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.106.0.28.000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,776.00
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
199.11.6119.00.106.0.28.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,346.00
199.11.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$35,000.00
199.23.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,000.00
199.31.6119.00.699.0.24.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,000.00
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
199.11.6129.00.699.0.24.000	6129 Salaries or Wages for Support Personnel	\$6,000.00
199.33.6129.00.699.0.24.000	6129 Salaries or Wages for Support Personnel	\$2,000.00
199.E.11.6129.00.699.0.24.000	6129 Salaries or Wages for Support Personnel	\$10,000.00
199.11.6141.00.106.0.28.000	6141 Social Security/Medicare	\$763.00
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
199.11.6142.00.106.0.28.000	6142 Group Health and Life Insurance	\$6,473.00
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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.11.6143.00.106.0.28.000	6143 Workers' Compensation	\$366.00
199.E.11.6143.00.003.0.28.000	6143 Workers' Compensation	\$770.00
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
199.11.6144.00.106.0.28.000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,670.00
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
199.11.6145.00.106.0.28.000	6145 Unemployment Compensation	\$44.00
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
199.11.6146.00.106.0.28.000	6146 Teacher Retirement/TRS Care	\$2,685.00
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:		\$550,787.00
6200 Professional and Contracted Services		
199.13.6219.00.927.0.24.000	6219 Professional Services	\$200.00
199.E.13.6219.00.927.0.24.000	6219 Professional Services	\$200.00
199.13.6239.00.927.0.24.000	6239 ESC Services	\$3,100.00
199.E.13.6239.00.927.0.24.000	6239 ESC Services	\$1,700.00
199.11.6269.99.106.0.28.026	6269 Rentals - Operating Leases	\$3,500.00
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:		\$14,200.00
6300 Supplies and Services		
199.31.6339.00.927.0.24.000	6339 Testing Materials	\$4,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
199.E.31.6339.00.927.0.24.000	6339 Testing Materials	\$4,000.00
199.11.6399.00.106.0.28.000	6399 General Supplies	\$3,931.00
199.11.6399.00.927.0.24.000	6399 General Supplies	\$21,500.00
199.11.6399.00.927.0.24.026	6399 General Supplies	\$15,000.00
199.11.6399.05.927.0.24.000	6399 General Supplies	\$1,200.00
199.21.6399.00.927.0.24.000	6399 General Supplies	\$6,000.00
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:		\$108,522.00
6400 Other Operating Costs		
199.13.6411.00.106.0.28.000	6411 Employee Travel	\$200.00
199.21.6411.00.927.0.24.000	6411 Employee Travel	\$2,025.00
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.23.6411.00.003.0.28.000	6411 Employee Travel	\$400.00
199.34.6494.00.699.0.24.000	6494 Reclassified Transportation Expenses	\$28,000.00
199.34.6494.01.912.0.34.000	6494 Reclassified Transportation Expenses	\$95,000.00
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:		\$251,190.00

District Funding Summary

Compensatory Ed. (199-...-24-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	7			\$0.00
1	10	8			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,353,603.00
+/- Difference					\$2,353,603.00
Local Bilingual/ESL (199-...-25-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$553,453.00
+/- Difference					\$553,453.00
Federal Title I, Part A - (211-...-)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Payroll		\$56,233.00
1	4	2	Supplies		\$77,000.00
1	4	4	Supplies		\$0.00
1	9	8			\$400.00
1	10	1			\$0.00
1	10	7			\$0.00
1	10	8			\$0.00
1	10	9			\$0.00
2	2	1			\$0.00
Sub-Total					\$133,633.00
Budgeted Fund Source Amount					\$1,217,480.00
+/- Difference					\$1,083,847.00

Federal Title II, Part A Prof. Dev. (255-...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$154,793.00
+/- Difference					\$154,793.00
Federal Bilingual/ESL Title III, Part A - (263-)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	7			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,102.00
+/- Difference					\$36,102.00
Federal Title IV (289...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	14	Contracted service fees		\$30,000.00
6	2	6	Contracted Service		\$30,000.00
Sub-Total					\$60,000.00
Budgeted Fund Source Amount					\$90,110.00
+/- Difference					\$30,110.00
Federal Title V (270-...-)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$30,000.00
1	4	4	Supplies		\$0.00
1	10	8			\$0.00
2	1	2	PD		\$30,000.00
Sub-Total					\$60,000.00
Budgeted Fund Source Amount					\$94,178.00
+/- Difference					\$34,178.00
Special Education (199-...23-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

Special Education (199-...23-000)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,919,065.00
+/- Difference					\$3,919,065.00
IDEA-B (224-...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$956,369.00
+/- Difference					\$956,369.00
IDEA-B Pre-School (225-...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,127.00
+/- Difference					\$25,127.00
Local/General (199...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Supplies		\$0.00
1	17	1	consultant		\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$41,757,001.00
+/- Difference					\$41,753,001.00
CTE (199...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$965,845.00
+/- Difference					\$965,845.00

Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$53,162.00
+/- Difference					\$53,162.00
G/T (199...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$113,690.00
+/- Difference					\$113,690.00
General Funds (199...)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	15	1	supplemental textbooks, pay for multiple AP tests		\$6,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$41,757,001.00
+/- Difference					\$41,751,001.00
Grand Total					\$263,633.00

Addendums

**2020-2021 Migrant Education Program SSA and Non Project Districts
Identification and Recruitment Action Plan**

Education Service Center,

Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](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 the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filled Out By: MEP Team
Date: 09/16/20

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>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.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, 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
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority for Service Action Plan

Additional Activities			
<ul style="list-style-type: none"> 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). 	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs

Provide services to PFS migrant students.

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor Logs Recruiter Logs Tutor Logs NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature

Date Completed

ESC Signature

Date Received