

Kaufman Independent School District

District Improvement Plan

2020-2021



Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

Vision

Preparation Purpose Pride

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Improve Student Achievement	12
Goal 2: Improve Student Career and College Readiness	16
Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff	21
Goal 4: Improve Student Programs & Services	24
Goal 5: Provide a safe and orderly learning environment	32
Title I Schoolwide Elements	37
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	37
1.1: Comprehensive Needs Assessment	37
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	38
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	38
3.1: Develop and distribute Parent and Family Engagement Policy	38
3.2: Offer flexible number of parent involvement meetings	38
District Funding Summary	39
Addendums	40

Comprehensive Needs Assessment

Revised/Approved: September 29, 2020

Demographics

Demographics Summary

Kaufman ISD is a public school district that meets the unique needs of approximately 4000 PK-12th grade students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. The district consists of seven campuses; Helen Edwards Early Childhood Center (Head Start, PK, K), Monday Elementary (grades 1-5), Phillips Elementary (grades 1-5), Lucille Nash Elementary (grades 1-5), O.P. Norman Junior High School (grades 6-8), Kaufman High School (grades 9-12), and Gary Campbell High School (an alternative high school campus). Our four campuses that serve PK through 5th grade are all identified as schoolwide title I campuses. The district recently moved to community-based elementary schools.

In 2020-2021, we have 75% Economically Disadvantaged students, 51.4% Hispanic, 40.5% White, 4.4% African American, and 2.5% two or more races. 51% of our students are identified as At-Risk. 20.1% of our students are English Language Learners (ELLs). 6.3% of our students are identified as Gifted and Talented, 4.8% are dyslexic, and 11% are identified as Students with Disabilities requiring special education services.

Attendance rates are above the state average and have remained steady over the years. In 2019-2020 we had an attendance rate of 96.6%. The dropout rate is consistently below 1% and less than half the state average.

The federal mandate for highly qualified teachers has now expired, but KISD continues to place a high priority on employing a high quality, talented staff. Our average years of experience for teachers is 13.3 years.

Demographics Strengths

KISD has a diverse student population that provides a rich school culture and community that values education. Our population is fairly stable and has grown at about 1% annually for the past several years. However, in 2020-2021, enrollment is down by 2% from the previous year. It is not yet known how much of that is due to COVID.

Student Learning

Student Learning Summary

In 2019-2020, districts and campuses were not rated due to the Coronavirus crisis. Most of the data in this section is from 2018-2019. 2018-2019 was the second year for school districts to be graded on an A-F scale. In addition, each campus also received A-F grades. The district earned an overall rating of 87 (B) with a B grade in each of the three domains. The district earned an A in relative performance which means that we performed well in comparison to other districts with a similar percentage of economically disadvantaged students. Every campus earned a B rating with the exception of Gary Campbell High School which earned an A.

The following distinctions were earned by the campuses:

- Kaufman HS - Science, Comparative Closing the Gaps
- Norman Junior High - Social Studies
- Monday Elementary - Math, Science, Academic Growth
- Phillips Elementary - Academic Growth
- Nash Elementary - ELA/Reading, Science, Academic Growth, Postsecondary Readiness

From 2018 to 2019 our accountability ratings improved from an 80 to an 87, student achievement went from 75 to 86, school progress went from 84 to 89, and closing the gaps from 71 to 82.

For more information on student achievement, see the data tables in the addendum.

We continue to see improvement in the percentage of students who are reading on grade level in the early elementary years.

It remains to be seen what impact the COVID crisis and remote schooling will have on student learning. Identifying deficiencies and learning gaps will be a major focus throughout the district.

Student Learning Strengths

- Although our passing rates are not as high as we would like for them to be, we are showing positive growth in most areas
- Scores across the board are beginning to rise.
- Math, Science, and Social Studies showed significant improvement in 2018 & 2019.
- Reading levels in PK through grade 2 continue to improve
- The district earned an 89 in school progress due in part to significant focus on student academic growth
- College, Career, and Military readiness moved from 37% a year ago to 64% which is a grade of 91.

District Processes & Programs

District Processes & Programs Summary

KISD employs 272 certified teachers, 37 support professionals, 28 administrative staff members, 92 educational aides, one librarians, 10 counselors, and 85 other paraprofessionals and auxiliary staff for a total of 514 staff members.

Over the past several years, we have completely overhauled our literacy program k-6. This includes a complete revamp of the scope and sequence, the implementation of guided reading including the purchase of leveled libraries, purchase and implementation of comprehension toolkits. Over the past couple of years we have placed more emphasis on writing with the implementation of Writer's Workshop (Lucy Calkins Units of Study) in the early grades and Empowering Writers in late elementary through high school.

We are using Leveled Literacy Intervention for tier 3 intervention. We are in the third year of full implementation and have seen significant improvement amongst our tier 3 students. In 2018, we implemented the Read Right program at JH and HS to assist students who struggle with reading. The program has already shown incredible success.

At the high school level, we continue to expand and enhance our program offerings to help prepare students for life beyond high school. The CTE program has nearly doubled in the past 6 years. We offer students multiple pathways in all five endorsement options. We completed construction of a new high school with features specifically designed to support our endorsement pathways including:

- A state of the art performing arts center
- Ag Science and Floral Design classrooms and shop
- A beautiful gym with seating for 1400
- A complete culinary arts commercial kitchen and learning space
- Multiple computer labs with new computers
- A Journalism lab with new Mac computers
- A fully functioning TV studio
- A digital graphics and animation lab
- New rehearsal spaces for theater, band, and choir
- New or newly refinished classrooms for all classes
- New collaboration-friendly classroom furniture for all classrooms
- An engineering lab with a robotics section and lab
- A two-level media center
- A Go-Center for college and career prep

District Processes & Programs Strengths

- Renewed approach to both Math and Reading instruction over the past few years
- Instructional Facilitators for math and reading
- Bilingual Coordinator/parent liaison
- Planning days built into calendar
- All principals use some form of Friday focus to communicate with staff

- Safety plans and monthly drills in place
- The district benefits from many experienced teachers
- The new HS has greatly benefited FA and CTE programs as well as general education classes
- PAWS safety system implemented this year to combat bullying and threats to student and teacher safety
- Threat assessment team and protocols
- 1:1 Chromebooks for HS
- COVID health and safety protocols

Perceptions

Perceptions Summary

The stress and strain of COVID and remote learning have been a heavy burden for teachers to bear. However, most teachers have approached the situation with a can-do attitude which is a tribute to their character and the strength of the KISD student-centered culture.

The teachers and staff at KISD continue to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success, and it is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students.

The new community alignment of our elementary schools is helping to facilitate sustained family involvement. Reaction to the realignment has been extremely positive.

Perceptions Strengths

- Positive staff relationships
- The community in general is highly supportive of school activities
- The School works hard to give back to the community

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: State assessment scores in all core areas will meet or exceed state standards for all student groups.

Evaluation Data Sources: STAAR Results

TAPR

Eduphoria

Summative Evaluation: None

Strategy 1: Continue to support and improve guided reading program in grades k-6 Strategy's Expected Result/Impact: Small group instruction in reading will lead to better targeted instruction and a higher percentage of students reading on or above grade level Staff Responsible for Monitoring: Principals Instructional Facilitator Director of Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Provide district-wide staff development in areas of specific need Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness Staff Responsible for Monitoring: Asst Sup of Academics Directors Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Use Lexia to track student reading levels and reinforce reading instruction Strategy's Expected Result/Impact: Teachers will have a better understanding of student learning gaps. This will guide instruction that leads to improved reading. Students will benefit from personalized intervention. Staff Responsible for Monitoring: Teachers Principal Inst Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 4: Use computer Math program (IXL) to fill gaps and build student math skills Strategy's Expected Result/Impact: Students will increase their mathematical abilities and will perform better on state and local assessments Staff Responsible for Monitoring: Principals Math Inst Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Utilize Edugence to help continually improve effectiveness and efficiency of the RTI program Strategy's Expected Result/Impact: Our RTI program will meet the intervention needs of students allowing them to progress toward grade level. Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 6: Use common assessments and data reviews to help guide instruction. Strategy's Expected Result/Impact: Data driven instruction will lead to more effective teaching and intervention which will make the students more successful. Staff Responsible for Monitoring: Principals Instructional Facilitators Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 7: Use LLI with Tier 3 readers at elementary and Read Right at secondary Strategy's Expected Result/Impact: Tier 3 readers will significantly improve reading abilities Staff Responsible for Monitoring: RTI Facilitator Principal Intervention Teachers Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 8: Continue to provide and support intensive reading intervention in PK-6 Strategy's Expected Result/Impact: Struggling readers will show significant progress toward grade level. Staff Responsible for Monitoring: Principals Reading Intervention Teachers Funding Sources: Intervention teachers - Title I Funds - \$707,800	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 9: Support and provide early instructional support for ELLs in PK-1st with additional paraprofessionals Strategy's Expected Result/Impact: Students will improve English speaking skills when provided with this additional support. Staff Responsible for Monitoring: Principals Bilingual teachers Paraprofessionals Funding Sources: Paraprofessionals - Title III Funds - \$60,000	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Goal 1: Improve Student Achievement

Performance Objective 2: Percentage of students approaching, meeting, and mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups





Evaluation Data Sources: STAAR Results

TAPR

Eduphoria

Summative Evaluation: None

Strategy 1: Continuously emphasize the value of high expectations and rigor through various modes of communication and training. Strategy's Expected Result/Impact: Teachers will maintain high expectations for themselves and for students leading to higher levels of knowledge and skills among students. Staff Responsible for Monitoring: Asst Sup of Academics Principals Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Focus attention on student progress rather than just meeting a standard Strategy's Expected Result/Impact: With focused attention on growth for every child, students will be more likely to reach their full potential Staff Responsible for Monitoring: Principals Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize Math Instructional Facilitator position Strategy's Expected Result/Impact: The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Math Instructional Facilitator - Title II Funds - \$70,000	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Utilize a Math consultant Strategy's Expected Result/Impact: The consultant will help make sure we are on track with our approach to mathematics instruction which help teachers and students maximize their potential. Staff Responsible for Monitoring: Math Facilitator Principals Asst Sup of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 5: Utilize Reading Instructional Facilitator position Strategy's Expected Result/Impact: The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Improve Student Career and College Readiness





Performance Objective 1: Percentage of students graduating with an endorsement will meet or exceed state averages.

Evaluation Data Sources: Graduation records
PEIMS

Summative Evaluation: None

Strategy 1: Continue to develop and support multiple pathways in each of the 5 endorsement tracks. Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Implement new CTE courses to add to pathways as students reach the upper levels Strategy's Expected Result/Impact: Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize partnership with TVCC and Texas Health Presbyterian Hospital to support addition of CNA program to Health Science in 2018-2019 Strategy's Expected Result/Impact: By 2018-2019 we will have a program that will allow students to graduate with a CNA and be prepared for careers in health science. This will benefit the students, the hospital, the local community, and the greater medical community. Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 4: Counselors will meet with all current HS students to review grad plans and with all 8th grade students and their parents to design or select grad pathways Strategy's Expected Result/Impact: Personal connection will help parents and students to be more informed and make wise decisions regarding college and career prep. Staff Responsible for Monitoring: Principal Counselors Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July





 No Progress  Accomplished  Continue/Modify  Discontinue
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Goal 2: Improve Student Career and College Readiness

Performance Objective 2: Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.

Evaluation Data Sources: PIEMS Reports
TAPR

Summative Evaluation: None

Strategy 1: Provide an alternative choice HS - GCHS to meet the needs of at-risk students Strategy's Expected Result/Impact: Through a supportive and individualized atmosphere, this campus will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: Superintendent GCHS staff Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Provide night school for at-risk students at GCHS Strategy's Expected Result/Impact: This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so. Staff Responsible for Monitoring: GCHS Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Conduct data review with principals to identify and locate leavers from the previous year. Strategy's Expected Result/Impact: This process will help keep kids from falling through the cracks. Particularly, students who withdraw to attend another school, but never show up at that school. Staff Responsible for Monitoring: Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 3: Promote a college -bound culture

Evaluation Data Sources: Course Schedules

PEIMS Reports

CCMR

College enrollment data

Summative Evaluation: None

Strategy 1: Support Dual Credit / AP / Pre-AP courses Strategy's Expected Result/Impact: Students who take these courses will expand their knowledge and abilities and will experience higher levels of success Staff Responsible for Monitoring: Asst. Sup of Academics Dir of Curr & Inst Principal Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Administer PSAT to all Sophs and Jrs Strategy's Expected Result/Impact: Students will be more prepared when it comes time to take the SAT/ACT leading to higher scores and higher rates of student acceptance in colleges of their choice. Staff Responsible for Monitoring: Dir of Curr & Inst Principals Counselors	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Pay DC tuition for low-socio students Strategy's Expected Result/Impact: This will allow some students to attend college who may not have the opportunity otherwise. Staff Responsible for Monitoring: Dir of Curr & Inst Principal Counselor	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 4: CCMR rate based on TSI, ACT, SAT, Dual Credit, IBCs, and Military enlistment will improve from 52% to 60% by September of 2025

HB3 Goal

Evaluation Data Sources: TEA reports and local data

Summative Evaluation: None

Strategy 1: Implement College Bridge curriculum in College Prep courses Strategy's Expected Result/Impact: The self-paced, targeted course will better prepare students for college and result in more students passing the TSI Staff Responsible for Monitoring: Director of Curriculum and Instruction Principal College Prep teachers	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Provide SAT, ACT, and TSI on campus Strategy's Expected Result/Impact: Greater access will allow more students to pass the tests Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Provide opportunity for military recruiters to meet with HS students Strategy's Expected Result/Impact: More students will enlist in the military Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Increase opportunities for students to earn Industry Based Certificates Strategy's Expected Result/Impact: An increased number of students, when provided with the opportunity, will earn an Industry Based Certification and be considered College/Career/Military Ready. Staff Responsible for Monitoring: Associate Principal, CTE Teachers, Principal	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development.

Evaluation Data Sources: Eduphoria Workshop / Strive
R10 Offerings
Assessments

Summative Evaluation: None

Strategy 1: Provide district-wide staff development in areas of specific need. Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness leading to improvement in those areas. Staff Responsible for Monitoring: Asst Sup of Academics	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Use exchange hour program for professional development. Strategy's Expected Result/Impact: This will allow teachers to seek training on topics of interest or need. It will allow them to target training in line with their T-TESS goals. This will help them better serve their students' needs. Staff Responsible for Monitoring: Asst Sup of Academics Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize district-developed, principal-led compliance training for required professional development. Strategy's Expected Result/Impact: Face-to-face training will allow principals to emphasize important aspects of the law and district expectation in order to better inform teachers. Staff Responsible for Monitoring: Asst. Sup Principals`	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Implement campus-based, ongoing ethics training. Strategy's Expected Result/Impact: This training will strengthen teachers' awareness of ethical practices and help avoid unethical behavior. Staff Responsible for Monitoring: Asst Sup Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Provide new teacher orientation Strategy's Expected Result/Impact: New teachers will be able to assimilate to the KISD culture. Expectations will be made clear Staff Responsible for Monitoring: Superintendent Asst Superintendents	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 6: Provide a mentor program for teachers new to the profession Strategy's Expected Result/Impact: This program will help brand new teachers progress in their development and help keep them from feeling overwhelmed. Staff Responsible for Monitoring: Asst Sup or HR Mentor Program Advisor	Reviews			
	Formative			Summative
	Dec	Mar	July	July





Strategy 7: Use T-TESS system with Student Learning Objectives Strategy's Expected Result/Impact: This system helps keep the teachers focused on continual growth for themselves and their students. Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit and hire fully certified and highly qualified administrators, teachers, and staff.

Evaluation Data Sources: Personnel reports

Summative Evaluation: None

Strategy 1: Give hiring preference to fully certified candidates Strategy's Expected Result/Impact: This will ensure that we are putting the most qualified teachers in the classroom. Staff Responsible for Monitoring: Asst Sup of HR and Operations	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Ensure that low income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers. Strategy's Expected Result/Impact: All students will have equal access to high quality teachers. Staff Responsible for Monitoring: Asst Superintendent of HR Equity Plan	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district.





Evaluation Data Sources: Usage Reports

Tech Plan

Tech survey

Summative Evaluation: None

Strategy 1: Purchase additional Chromebooks for campuses Strategy's Expected Result/Impact: The addition of new devices will allow more students and teachers to use technology at the same time leading to greater learning opportunities. It will also enable remote learning during the COVID crisis. Staff Responsible for Monitoring: Director of Technology Asst Sup of Academics Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: The new HS is completely outfitted with new computers including all checkout labs, teaching labs, teacher laptops, journalism Mac lab, band practice room laptops, and TV/graphics and animation lab. Strategy's Expected Result/Impact: New computers will allow students to prepare for life beyond high school in a technological world. Staff Responsible for Monitoring: Asst Sup of Academics Director of Technology CFO Technology Staff Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Develop programs to utilize the mobile literacy lab. Strategy's Expected Result/Impact: This mobile lab will expand learning opportunities for students during the school-year and the summer. Staff Responsible for Monitoring: Asst. Sup Technology Director Dir of Curr & Inst Reading Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 4: Maintain highly-trained and skilled technical staff Strategy's Expected Result/Impact: The technology staff will order, prepare, deploy, inventory, and maintain all technical equipment allowing the teachers and students to utilize these tools. Staff Responsible for Monitoring: Asst Sup of Academics Technology Director	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Implement 1:1 chromebook program at KHS and GCHS. Strategy's Expected Result/Impact: This will allow students to use technology in all classes and at home. It will build technology skills, expand educational opportunity, and better prepare students for college. Staff Responsible for Monitoring: Asst Superintendent of Academics Principal Instructional Technology Facilitator	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 6: Employ Instructional Technology Facilitator to oversee 1:1 and train teachers to use technology in the classroom Strategy's Expected Result/Impact: The teachers will be better equipped to integrate technology into daily instruction Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized services will be properly identified and served.

Evaluation Data Sources: Program Data and Evaluations



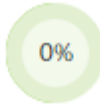




SST Data

RTI Data

PIEMS

Summative Evaluation: None

Strategy 1: Continue enhanced EL progress tracking and intervention system on every campus. Strategy's Expected Result/Impact: EL STAAR passing rates will improve by 10% in all subject areas. For younger campuses with no STAAR, the percentage of ELs reading on grade level will improve by 10%. Staff Responsible for Monitoring: Principals Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Ensure continuum of services to address student needs including the treatment of dyslexia. Strategy's Expected Result/Impact: Recently acquired training will be utilized to identify and assist students with dyslexia allowing the students to be more successful. Staff Responsible for Monitoring: Director of Special Populations	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize updated RTI policies and procedures Strategy's Expected Result/Impact: Students in need of intervention will be better served and will make greater progress toward grade level achievement. Staff Responsible for Monitoring: RTI Facilitator	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Utilize Bilingual Coordinator/Parent Liaison Strategy's Expected Result/Impact: The Bilingual Coordinator will work with teachers to ensure effective practices are used to help our ELs. She will also work to engage our Spanish-speaking parents in the school system. Staff Responsible for Monitoring: Assistant Superintendent Principals Director of Special Populations Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Ensure effective and efficient special education services in compliance with federal, State, and local regulations. Strategy's Expected Result/Impact: The district will meet the needs of special education students Staff Responsible for Monitoring: Asst Sup of Academics Director of Special Education Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 6: Use Edugence to monitor RTI and student program supports Strategy's Expected Result/Impact: This use of this system will lead to more consistent support for at-risk students Staff Responsible for Monitoring: Principals Bilingual Coordinator Facilitators	Reviews			
	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 3: Parental and community involvement will be prioritized.

Evaluation Data Sources: PTO Data





Lunch and Learn Participation

Parent survey

Social media feedback

Summative Evaluation: None

Strategy 1: Provide district-wide outreach program for EL parents to help build connections and capacity Strategy's Expected Result/Impact: EOY parental survey will show that ELL parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education. Staff Responsible for Monitoring: Bilingual Coordinator Principals Project implementation team Title I Schoolwide Elements: 2.4, 2.6, 3.2	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Provide meeting invitations in Spanish and provide interpreters at meetings Strategy's Expected Result/Impact: Our Spanish speaking parents will be better informed, will feel more welcome and valued, and will be better able to support their child's education. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: District will use website, social media, and Remind messages to keep parents informed. Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All District Admin	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: District will provide opportunities for parents to access campuses - (This goal will be temporarily impacted by COVID) Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: All district admin KISD police Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Support parent night activities on all campuses (may be virtual during COVID) Strategy's Expected Result/Impact: Parents will be better informed, feel a stronger connection to the school and better able to support their child's education. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Dec	Mar	July	July





Strategy 6: Create community Wi-Fi Hotspots throughout the district Strategy's Expected Result/Impact: This hotspot will allow internet access after school hours for students and parents who do not have access at home. Staff Responsible for Monitoring: Asst. Sup. for Academics Directory of Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 7: Provide ESL College Nights at KHS for Spanish-speaking parents of HS students. Strategy's Expected Result/Impact: These college nights will provide important college information to Spanish-speaking parents. We hope this will lead to more ESL students attending college. Staff Responsible for Monitoring: HS Principal HS Counselor Bilingual Facilitator Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 8: The district will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy Staff Responsible for Monitoring: Asst Superintendent of Academics Dir. of Special Pops Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 4: The district will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: Policy
R10 Compliance Check

Summative Evaluation: None








Strategy 1: Provide monthly and periodic legal/policy updates for administrators Strategy's Expected Result/Impact: Campus administrators will remain current on policy and legal issues and will be better equipped to inform their staff. Staff Responsible for Monitoring: Central admin Directors	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Monitor federal and special programs to ensure compliance. Strategy's Expected Result/Impact: The district will be in compliance with regulations pertaining to federal and special programs Staff Responsible for Monitoring: Asst Sup of Academics Director of Special Populations Director of Special Education	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Ensure compliance with all financial rules and regulations Strategy's Expected Result/Impact: District will be compliant with all financial rules and regs as confirmed by a clean audit and high FIRST rating Staff Responsible for Monitoring: CFO	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Conduct rotating program evaluations Strategy's Expected Result/Impact: Rotating program evaluations will help the district ensure that all programs are in compliance and meeting the needs of our students. Staff Responsible for Monitoring: Superintendent Central Admin Directors	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Provide annual compliance training for teachers and other appropriate personnel Strategy's Expected Result/Impact: Staff will be fully trained on topics required by law in order to carry out their professional responsibilities Staff Responsible for Monitoring: Asst Sup of Academics Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 5: Provide remote learning option during COVID crisis

Evaluation Data Sources: Enrollment status, Attendance, Grades, Parent feedback

Summative Evaluation: None

Strategy 1: Develop, publish, implement, and monitor Asynchronous Learning Plan for remote learning Strategy's Expected Result/Impact: Students who choose to learn at home will be served appropriately Staff Responsible for Monitoring: Assistant Superintendent of Academics Director of Curriculum and Instruction Principals Teachers Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability	Reviews			
	Formative			Summative
	Dec	Mar	July	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide a safe and orderly learning environment



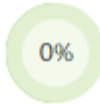




Performance Objective 1: Provide programs and structures that promote safety and security

Evaluation Data Sources: PEIMS

Student discipline reports
student, teacher, parent feedback

Summative Evaluation: None

Strategy 1: Employ and oversee ISD police department. The duties of the police officers include protecting: 1. The safety and welfare of any person in the jurisdiction of the peace officer, and 2. The property of the school district Strategy's Expected Result/Impact: An effective police force will help ensure that the campuses are safe and able to provide an orderly learning experience. Staff Responsible for Monitoring: Asst Superintendent Police Chief	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: District Emergency Operations Procedures Team will conduct audits and update EOP as needed. Strategy's Expected Result/Impact: The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise. Staff Responsible for Monitoring: Asst Superintendent EOPT	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize Protect the Pride safety system to combat threats to student and teacher safety Strategy's Expected Result/Impact: This program will help ensure that KISD provides a safe learning environment. Staff Responsible for Monitoring: Asst. Sup. Principals Chief of Police	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Convene a Student Safety Advisory Council Strategy's Expected Result/Impact: Student representatives from every grade level will meet periodically with the Assistant Superintendent to communicate student perspective on school safety issues. This information will be used to provide a safe and comfortable learning environment. Staff Responsible for Monitoring: Assistant Superintendent	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Utilize threat assessment team and protocols in order to identify potential safety threats Strategy's Expected Result/Impact: The team will be able to identify potential threats to student safety and intervene appropriately in order to keep students safe. Staff Responsible for Monitoring: Assistant Superintendent Chief of Police Director of Student Services	Reviews			
	Formative			Summative
	Dec	Mar	July	July

Strategy 6: Develop, publish, and implement COVID health protocols in line with state and local guidelines Strategy's Expected Result/Impact: The district will protect the safety of students and staff Staff Responsible for Monitoring: Assistant Superintendent of Schools All Staff	Reviews			
	Formative			Summative
	Dec 	Mar 	July 	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 2: Provide programs and structures that promote an orderly learning environment

Evaluation Data Sources: student data reports
student, teacher, parent feedback
walk-through data

Summative Evaluation: None

Strategy 1: Utilize a discipline management plan that is effective and equitable Strategy's Expected Result/Impact: Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment. Staff Responsible for Monitoring: Assistant Superintendent Principals Assistant Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: District will support proactive discipline strategies and look for alternatives to ISS Strategy's Expected Result/Impact: Proactive discipline will limit more serious discipline issues. Alternatives to ISS will allow students more time in the classroom for instruction. Staff Responsible for Monitoring: Asst Superintendent Principals Asst Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Provide a safe and orderly learning environment

Performance Objective 3: Provide programs and structures that promote social and emotional well-being

Evaluation Data Sources: discipline reports
counselor, teacher, student, parent feedback

Summative Evaluation: None

Strategy 1: Campus administration and staff will use anti-bullying training and protocol Strategy's Expected Result/Impact: Students will have a safe and positive learning experience. Staff Responsible for Monitoring: Asst Superintendent Principals Teachers	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 2: Utilize Sanford and Harmony social-emotional curriculum on the elementary campuses Strategy's Expected Result/Impact: Students will develop appropriate social skills and emotional stability. Staff Responsible for Monitoring: Director of Student Services Principals	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 3: Utilize the WHO program to reinforce social-emotional skills on elementary and early childhood campuses Strategy's Expected Result/Impact: Students will develop appropriate social skills and emotional stability. Staff Responsible for Monitoring: Director of Student Services Principals Counselors	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 4: Teach The Essential 55 skills on elementary campuses Strategy's Expected Result/Impact: Students will develop social skills that will promote future success. Staff Responsible for Monitoring: Director of Student Services Principals Counselors	Reviews			
	Formative			Summative
	Dec	Mar	July	July
Strategy 5: Use BASE program to teach digital citizenship, suicide prevention, and cyberbullying prevention Strategy's Expected Result/Impact: The program will promote student mental health and wellbeing Staff Responsible for Monitoring: Director of Student Services Counselors Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All campuses will conduct a comprehensive needs assessment of the entire school that includes:

- The academic achievement of students
- The needs of students who are failing, or at-risk of failing, to meet State standards
- Barriers for educators, students, and parents
- The date the CNA was reviewed/revised

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIPs will be developed with involvement from all stakeholders including parents, community members, teachers, principal and other school leaders as well as representation of paraprofessionals, technology staff and special population personnel. Committee lists should include all stakeholders and their roles.

2.2: Regular monitoring and revision

Revision and monitoring as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging academic standards. Provide the dates the CIP was reviewed/revised.

2.3: Available to parents and community in an understandable format and language

Provide access to the CIP to the LEA, parents, and the public. The campus must include locations where the LEA will make the CIP available (post office, student handbook, parent meetings). The CIP must be in an understandable and uniform format and to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

2.4: Opportunities for all children to meet State standards

Opportunities for all children to meet State standards. The plan contains strategies that will provide opportunities for all children, including each student group (economically disadvantaged students, major racial and ethnic groups, children with disabilities, and English learners) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Increased learning time and well-rounded education. The plan contains methods and instructional strategies that strengthen the academic program in the school, crease the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The plan contains strategies that will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school will jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school.

3.2: Offer flexible number of parent involvement meetings

All title I campuses will convene an annual meeting, at a convenient time, to which all parents shall be invited. The school shall offer a flexible number of meetings, such as meetings in the morning or evening, and with Title I-A funds may provide transportation, child care, or home visits, as such services relate to parental involvement. The school shall involve parents, in an organized, ongoing, and timely way. For parents, the school shall provide timely information about programs, a description/explanation of the curriculum, and opportunities to provide suggestions in decisions relating to the education of their children.

District Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Intervention teachers		\$707,800.00
Sub-Total					\$707,800.00
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Math Instructional Facilitator		\$70,000.00
Sub-Total					\$70,000.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Paraprofessionals		\$60,000.00
Sub-Total					\$60,000.00
Grand Total					\$837,800.00

Addendums

KISD DISTRICT IMPROVEMENT PLAN 2020-2021

APPENDIX A: STATE AND FEDERAL MANDATES

Anti-Bullying

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support KISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. School staff members will be trained in the KISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors Region X Online Training	Discipline Reports
3. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of HR	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus staff members will be trained to recognize and Report Child Abuse.	Region 10	Asst. Sup. of Academics, and Campus Counselors Region X Online Training	Training Certificates, Agendas, Survey Reports
2. All school staff members will follow the KISD Child Abuse reporting Protocol.	Region 10	Asst. Sup. Academics, and Campus Counselors, Region X Online Training	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes, Agendas, Sign-in
2. The council will provide the KISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents.	Student Services Budget	Co-Chairs	Membership List

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will complete the Region X online training "Suicide Prevention: Don't Keep It a Secret"	Region 10	Principals/ Directors	Eduphoria Workshop Records

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection, and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
2. High Schools will implement programs to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students including financial aid information.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
3. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
4. College & Career Day will be scheduled to offer opportunities for students and parents to visit with college recruiters & businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
5. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled & Passing in Dual Credit Courses

6. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget, and Campus Budgets	Asst. Sup. of Academics, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data
7. Department of Assistive Rehabilitation Services Meeting with Students and Parents	DARS	Special Populations Dir	Sign-in College enrollment

KISD DISTRICT IMPROVEMENT PLAN 2020-2021

APPENDIX B: STATE COMPENSATORY EDUCATION FUNDING

Under [Chapter §29.081 of the Texas Education Code](#) (TEC), compensatory education is defined as programs or services designed to supplement the regular education program for students identified as being at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. In Kaufman ISD, state compensatory education funds are allocated in the following manner:

Helen Edwards	10 FTE	\$325,348
Monday Elem.	8 FTE	\$177,776
Phillips Elem.	5 FTE	\$175,381
Lucille Nash Elem.	1 FTE	\$63,000
O.P. Norman J.H.	3 FTE	\$54,687
Kaufman H.S.	8 FTE	\$246,546
Cary Campbell H.S.	15 FTE	\$608,902
KISD Total	50 FTE	\$1,651,640

KISD DISTRICT IMPROVEMENT PLAN ACRONYM INDEX

AP	Advanced Placement
Comp	Ed Compensatory Education
CTE	Career and Technical Education
EOC	End of Course
ELL	English Language Learner
ESL	English as a Second Language
GT	Gifted and Talented
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
ISS	In School Suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information Management System
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Title I, Part A

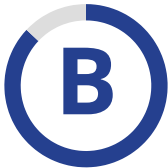
Schoolwide Components:

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

Student Enrollment Details 4,037 Students Enrolled **Address** 1000 S HOUSTON ST, KAUFMAN, TX 75142

DISTRICT OVERVIEW 2018-19

**HOW WELL DID THIS DISTRICT PERFORM
OVERALL?**



87 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

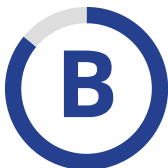
2017-18
B
80 out of 100

2018-19
B
87 out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

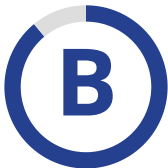
STUDENT ACHIEVEMENT



86 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

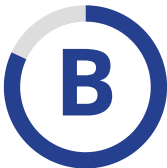
SCHOOL PROGRESS



89 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



82 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Enrollment Details 4,037 Students Enrolled **Address** 1000 S HOUSTON ST, KAUFMAN, TX 75142

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	80	40%
College, Career, and Military Readiness	91	40%
Graduation Rate	90	20%
Total	86	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

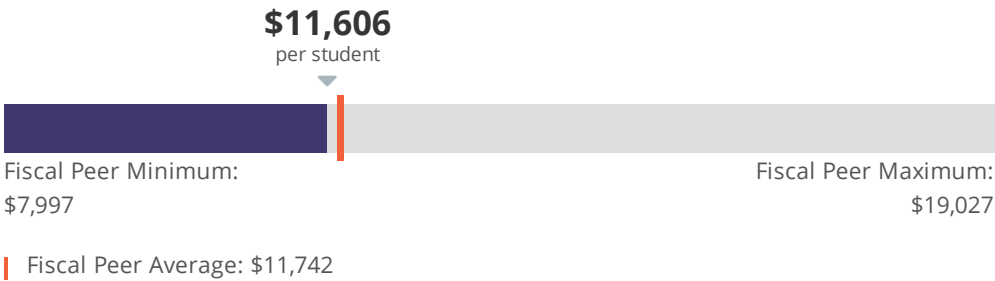
Component	Score	% of grade
Academic Growth	82	
Relative Performance	90	100%
Total	89	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	55	50.0%
Academic Growth/Graduation Rate	100	10.0%
English Language Proficiency	0	10.0%
Student Achievement	100	30.0%
Total	82	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



**FINANCIAL INTEGRITY RATING
SYSTEM OF TEXAS (FIRST) FOR
2018-19**



94 out of 100

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the

result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

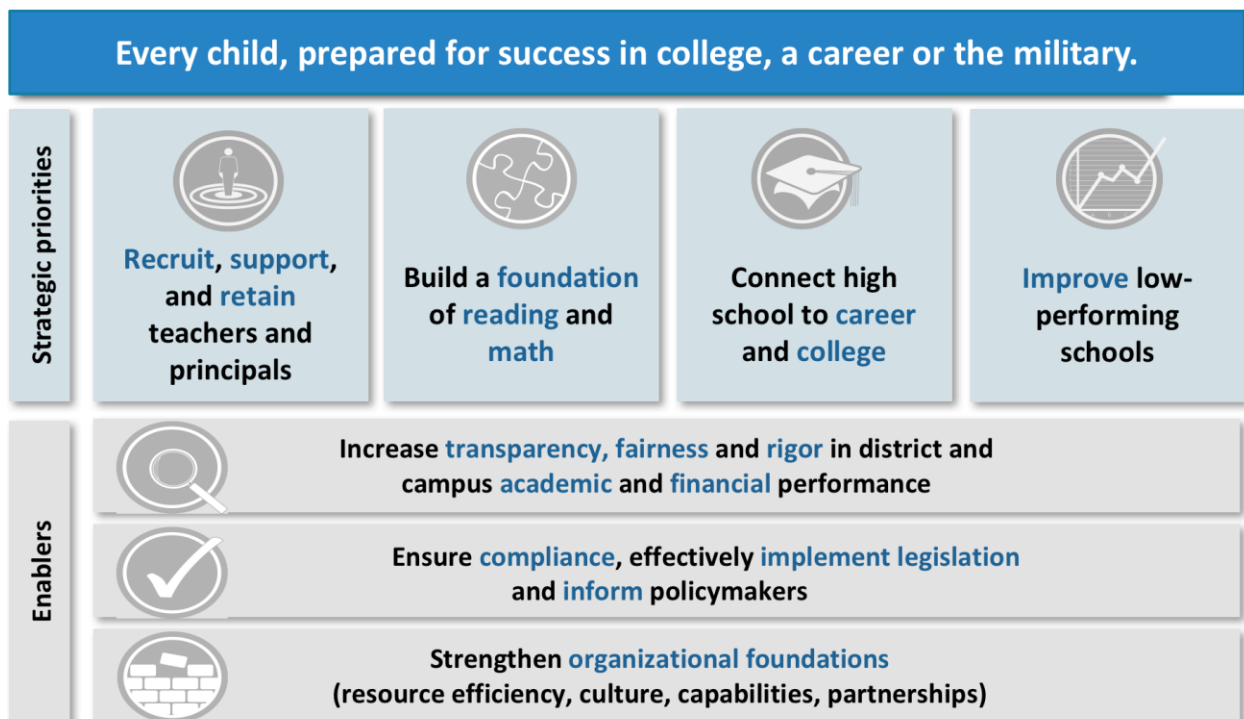
7. Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

TEA Strategic Priorities

The TEA works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen. To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State.



ACCOUNTABILITY PERFORMANCE FOR KAUFMAN ISD

MEASURE	2018-19	2017-18
Overall Score	87	80
Student Achievement Score	86	75
School Progress Score	89	84
Closing the Gaps Score	82	71
STAAR Performance, Approaches Grade Level or Above (All Subjects)	78%	74%
STAAR Performance, Meets Grade Level or Above (All Subjects)	46%	41%
STAAR performance, Masters Grade Level (All Subjects)	20%	16%
College, Career, and Military Readiness Rate	64%	37%
Four-Year Graduation Rate	96.5%	92.5%

Kaufman ISD Elementary Asynchronous Plan

Instructional Materials will be available digitally through the Google Classroom Platform. Teachers will redesign them as digital activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. The daily and assessment grades that will be taken on campus will be mirrored in the Google Classroom for our virtual learners. Instructional Materials will be available digitally through the Google Classroom Platform. Teachers will redesign them as digital activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. The daily and assessment grades that will be taken on campus will be mirrored in the Google Classroom for our virtual learners.

Attestations

Instructional Schedule

- ☐ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ☐ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ☐ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ☐ Students are provided **clear means to engage with academic material on a daily basis**.
- ☐ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ☐ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ☐ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - ☐ Assessments that ensure continued information on student progress remotely
 - ☐ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - ☐ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ☐ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ☐ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

Kaufman ISD Elementary Asynchronous Plan

- ☐ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus.**
- ☐ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - ☐ Data from the Learning Management System (LMS) showing progress made that day
 - ☐ Curricular progress evidenced from teacher/student interactions made that day
 - ☐ Completion and submission of assignments planned for that day
- ☐ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - ☐ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ☐ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ☐ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ☐ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - ☐ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - ☐ Cover all grade levels and content areas that are participating in asynchronous learning
 - ☐ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - ☐ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ☐ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Kaufman ISD Elementary Asynchronous Plan

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Include sample daily schedules for students by grade band

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	<p>Students are expected to engage in the scheduled content asynchronously for a total of 360 minutes per day. Student schedule is determined by an estimated time duration per subject as opposed to designated time blocks of instruction. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions on Lexia and iXL, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>The daily schedule includes the following time requirements: -</p> <ul style="list-style-type: none">● 90 minutes of ELA● 90 minutes of Math● 45 minutes of Science● 30 minutes of Social Studies● 45 minutes of Fine Arts / Elective / PE● 60 minutes of small group/office hours <p>Additional synchronous opportunities of small group instruction (guided reading) and office hours are provided daily. Small group instruction time is determined on as-needed basis by teachers based on student progress and reading level. Office hours attendance is optional and based on student choice and available daily.</p>

Kaufman ISD Elementary Asynchronous Plan

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>To facilitate instructional alignment, instructional parameters, such as the amount of time of engagement, should be consistent across remote asynchronous and on-campus synchronous models. To achieve instructional alignment, student engagement for asynchronous instruction is a minimum of 4.25 hours (255 minutes) of daily instruction and activities for core subjects (excluding Fine Arts / Electives / PE), which is approximately a full day of academic content on campus. In the above schedule, students will complete 360 minutes of asynchronous learning. Instruction and activities will be completed primarily asynchronously, though students may receive direct synchronous instruction and support through interventions, accommodations, small group instruction, and office hours.</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Teachers are expected to engage with students through daily feedback (more about this in the Student Progress section). Additionally, students can interact with teachers and peers daily during the interventions and/or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers will establish time for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students selected to certain small group intervention sessions are based on student reading levels and progress in Lexia, iXL, assessments, and graded assignments. Diagnostic data from Lexia will be used to identify students who need more 1:1 or small group support. Teachers may, at any time, initiate additional support if progress on Lexia, iXL, daily assignments, or assessments indicate that a student is not making appropriate progress or struggling with content. Intervention sessions are conducted synchronously over video conferencing. Students with disabilities, students of special populations or EL will also have access to additional accommodations in the instructional materials. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations. Gifted and Talented students will have weekly optional GT extensions in their Google Classrooms that provide a more in-depth plan of study. The GT teacher will also host a google classroom with additional project-based learning, online activities, virtual field trips, and/or additional extension activities. Students have the opportunity for personalized support during designated office hours.</p>

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Kaufman ISD Elementary Asynchronous Plan

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	PK K-5	PK – Frog Street HMH Go Math/Think Central iXL Math THL 3.0	Progress reports Diagnostic data from iXL (PK-5) Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan. Link to At Home Learning Resources	Go Math/Think Central includes an online hub that features English and Spanish materials (including videos and resources). Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. THL 3.0 is available in Spanish. Link to At Home Learning Resources
ELA Instructional Materials	PK K-5	PK – Frog Street K-2 Fountas & Pinnell 3-5 Pearson	Diagnostic data from Lexia (PK-5) Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	<i>Little Sponges</i> provides support and vocabulary building activities for PK- K EL Learners Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. THL 3.0 is available in Spanish.

Kaufman ISD Elementary Asynchronous Plan

Science Instructional Materials	K-5	KISD Curriculum HMH Science Fusion iXL (5 th grade)	Diagnostic data from iXL (5) Digital Campus Based Assessments Digital District Common Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. THL 3.0 is available in Spanish.
Social Studies Instructional Materials	K-5	KISD Curriculum My World Social Studies (5 th) Social Studies Weekly	Digital Campus Based Assessments	Yes	Differentiation and scaffolding supports are embedded within the curriculum. Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee. THL 3.0 is available in Spanish.

Provide additional explanations of how your instructional materials meet the criteria if needed:

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Instructional Materials will be available digitally through the Google Classroom Platform. Teachers will redesign them as Google Classroom activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our distance learning experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content. The digital graded assignments and assessments will mirror the assigned assignments and assessments on campus.

Kaufman ISD Elementary Asynchronous Plan

What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Continuity in personalized support for students with specialized needs/services (i.e. special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students. Our English as a Second Language Department and Special Education department have developed guidance to support teachers in accommodating materials for our English Language and Special Education Learners.
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Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	Students are required to be engaged daily with work; students who do not demonstrate engagement on a given day are marked absent. Daily student engagement expectations and progress must be clearly defined, measurable, and published online for parent and students. Engagement expectations are defined by grade level and/or subjects/courses. Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, engagement log, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.
What is the system for tracking daily student engagement?	<p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> 1. Daily progress in the Google Classroom, Lexia daily progress, and/or iXL daily progress. 2. Daily progress via student-teacher interaction 3. Completion / Turn-in of assignments Grades PK-5: <p>By default, Students are marked "Asynchronous Present." Daily attendance is taken at a predetermined time (2:00 pm).</p> <p>Teachers monitor and check for student "engagement" each day. Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent. Additionally, students have a late night engagement option for students that may only have access to technology in the afternoon or evenings where students have until midnight of each day to be considered "engaged." This arrangement will be approved individually by the campus principal. If a student was reported engaged in district programs from 3:00pm to midnight and had been marked absent by the teacher on the previous day, the teacher will submit an attendance change to present.</p> <p>For students that do not have access to the internet, there will be a non-digital, paper-based version of similar instructional content, exercises and supports. Students will still be expected to progress at the same rate, completing assignments on the daily schedule and submitting the daily engagement log electronically or by phone. Teacher contact will be made by phone. Assignments for these students will be graded on a weekly basis and entered into gradebook. Parents and students may check grades at any time through the KISD portal.</p>

Kaufman ISD Elementary Asynchronous Plan

	At-home students will be required to take district common assessments. While data may have to be handled a little differently than normal, it should still provide insight for student progress.
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	Apart from interventions and office hours, attendance will be tracked daily. In addition, students who fall below a 90% attendance for the time that the course is offered will be subject to the same district procedures and policies as on campus students with respect to truancy and credit. These methods require engagement that is consistent to an on-campus learning environment because they mimic the ways in which students would interact with their teachers and classmates on-campus through duration, learning objectives achieved, activities completed, and coursework. Furthermore, these opportunities for engagement provide evidence that the student is making progress and engaging with their schoolwork daily. Virtual students will have the same graded daily assignments and assessments as their on-campus peers. They will follow the same scope and sequence pacing. Virtual teachers will disaggregate student data and plan with campus based teachers during PLC time and planning dates. Administrators will monitor virtual classrooms and gradebooks to ensure that the content, assignments, and progress are consistent with on-campus learning.
What is the system for tracking student academic progress?	Student progress will be tracked daily in Google Classroom through daily assignments, activities, interaction with a teacher and other markers. The district is planning on implementing a standardized structure in tracking instructional minutes and engagement. Students will have passing grades at the end of each grading period (failure to have passing grades may result in non-enrollment in virtual learning and enrollment in face-to-face learning at the student's assigned school for the following grading period). Parents have full access to student work, interactions with teachers, assignment submissions and feedback. Parents can designate how often to receive notifications via Skyward Parent Portal. These expectations for student engagement and progress monitoring will be shared with parents at the start of the school year via our website and information that will be mailed home. These parent communications will clearly list the expectation for students and parents, while outlining the level of support that will be required of parents and guardians to provide students with a successful, fully-remote school option for SY20-21. The district is developing a plan to address the needs of students who may still face device and access gaps. For students that do not district has check out processes in place for students that do not have access to a device, but does have internet access. There will be a non-digital, paper-based version of instructional content, exercises and supports. Students/parents will have to submit pictures of assignments or a daily engagement log each day to be counted present. The district will provide traditional grading for weekly drop off of assignments and phone check-ins to measure academic progress in these situations.
What is the system for providing regular (at least weekly) feedback to all students on progress?	Teachers are expected to provide daily feedback in at least one capacity within Google Classroom. Daily specific feedback from teachers to students may be conducted through a variety of methods including Google Classroom lessons, activities, small group instruction, and teacher office hours. The daily feedback mechanism allows students to have a clear understanding of their academic progress on a consistent and frequent basis. With limited synchronous learning time, teachers will have additional time to provide interventions and/or small group instruction and office hours. Elementary school teachers are expected to host a minimum of 60 minutes of office hours and intervention groups with struggling learners. Teachers will also be hosting virtual guided reading groups. Teachers will review each individual student's progress and conduct outreach for small group intervention sessions where and when appropriate. It is important to emphasize to teachers that feedback engagement is not limited to synchronous office hours; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective. Teachers will make weekly phone calls to any student missing assignments or struggling with content. Grades will be updated in Skyward weekly. Progress reports will be sent home in conjunction with campus progress reports. If teachers are not able to reach families on the phone and their students are struggling, campus personnel will conduct outdoor porch visits to make sure parents and students receive feedback.

Kaufman ISD Elementary Asynchronous Plan

Elementary Schedules varied from campus to campus, but this inservice schedule is representative of the content of all elementary schools.

Tuesday, August 4, 2020

Campus Meetings 8:00-4:00

- Overview of on campus and asynchronous learning for 2020-2021
- Role of Google Classroom in on campus learning and at home learning
- Expectations for teachers and students for online learning
- Overview of Campus Safety Protocols
- Vision for 2020-2021 School Year

Wednesday, August 5, 2020

-iXL Training: Math and 5th Grade Science

Thursday, August 6, 2020

- Lead4ward ELAR Data Training
- Remote Teacher Training

Friday, August 7, 2020

- Google Classroom Training
- Math ELAR Training

Monday, August 10, 2020

- Grade Level Planning
- Additional Google Classroom Training

Tuesday, August 11, 2020

- Gateway/TPRI Training
- Accommodation Training (on campus and online)

Wednesday, August 12, 2020

- Team Meetings
- DRA Refresher
- 3-5 Pearson ELAR Webinar – providing online instruction using Pearson adoption

Thursday, August 13, 2020

- Grade level planning
- Compliance Training

Friday, August 14, 2020

- Work Day

Kaufman ISD Elementary Asynchronous Plan

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
<p>How will both initial and ongoing, job-embedded educator development opportunities occur?</p>	<p><u>During inservice on each elementary campus (August 4-14):</u> Basic Google Classroom Model Training</p> <ul style="list-style-type: none"> - Model Classroom training with an emphasis of creating uniform Google Classrooms to assist student and parent ease of locating assignments, due dates, and activities - Google Chrome Extensions - What are they and how do they work? - Transferring grades from Google Classroom to Skyward - Creating editable assignments - Creating a user friendly calendar in Google Classroom - Scheduling future assignments and notifying students - Sharing your screen with students in Google Classroom - Video Editing - EdPuzzle - Using Clever with Khan Academy, Textbooks, iXL, and Lexia - Google Meets - Sharing Google Classroom content amongst teachers, counselors, and interventionists <p><u>By August 10th</u> Student/Parent Training Videos (how to access student accounts and how to navigate within our programs)</p> <p><u>During September, each campus will train on:</u></p> <ul style="list-style-type: none"> - Google Drag and Drop Classroom - Archiving old classrooms/cleaning up classrooms - Bitmojis - Advanced Google Classroom hacks and tricks - Kami <p><u>Throughout the 2020-2021 School year:</u></p> <ul style="list-style-type: none"> - Google updates - Additional useful chrome extensions - Individualized sessions with teachers that need additional support

Kaufman ISD Elementary Asynchronous Plan

How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	Through the initial and ongoing digital topical discussions in PLCS throughout the fall semester on how to effectively leverage Google Classroom, educators will learn how to deliver course content and respond to the data provided by Google Classroom tools, assessments, Lexia diagnostic data, and iXL data. . Educators will use disaggregated data reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work. The opportunity to replicate the virtual training modules outlined above with their respective campuses during District Staff Development will also help to instill best practices for asynchronous course delivery. As technology or content needs arise, KISD will develop and lead training in those areas. Campus administrators will continue to coach educators throughout the school year and provide feedback. The district Google Leadership Team includes teachers and one administrator from each campus. The team meets, trains and brings training back to their respective campuses regularly throughout the year..
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Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>Communication with parents will be facilitated through platforms such as the Kaufman ISD website, social media, paper mail outs, Skyward portal, campus and district videos, and Remind Text communication.</p> <ul style="list-style-type: none"> - Website and social media: Kaufman ISD will be using these platforms to provide quick and easily accessible announcements pertaining to all students. - Paper letters: Kaufman ISD understands that all families are not active on social media and will send student and parent expectations for at-home learning, login information, instruction for accessing materials, engagement and attendance requirements. - Parents/guardians/custodians will have access to a parent portal through Skyward, which will enable them to oversee their own student's progress on academic assignments, attendance, and provide an avenue to communicate with the teacher. - Administrators and teachers have created videos to walk students and families through accessing material, logging in to district platforms, and learning where content will be posted. - Remind: Remind is a texting service that will allow teachers to communicate with students and parents about assignments and due dates. Students and parents may also contact their teacher through remind. Students that have opted for the paper-based learning model may also submit their engagement logs through Remind.
What are the expectations for family engagement/support of students?	<ul style="list-style-type: none"> - Complete student commitment forms for each student in their family. - Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning. - Establish a quiet work space and schedule that ideal for learning. - Monitor communication from teachers and school. - Make sure they are available for phone calls/emails and return any calls that were missed. - Monitor completion and submission of class assignments and engagement log daily. - Monitor student progress through Google Classroom, Clever, and KISD parent portal. - Take an active role in helping your child process their learning. - Attend virtual campus/district trainings for implementation supports. - Use teacher office hours to help strengthen asynchronous learning. - Contact the teacher when student needs assistance.

Kaufman ISD Elementary Asynchronous Plan

What additional supports, training, and/or resources will be provided for families who may need additional support?

- District tech support via email.
- Print and video instructions on how to use various learning tools mailed home, posted on social media, and listed on district website.
- Daily access to teachers and sped/504 staff if applicable.
- Periodic tech and instructional support sessions via video conference and recordings.
- Weekly at-home learning tips.
- Meal delivery for at-home learners.
- Mental health support page linked to At-Home learning page.
- Counseling services available for students and families via video/phone.
- Park-n-Learn - free wi-fi is available for KISD families in the parking lots of the following campuses: KHS, GCHS, NJH, Monday Elementary, and Helen Edwards ECC.
- Individualized support for EL, 504, and Special Education will occur through these departments.

Attestations

Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
 - Half day PreK – 90 instructional minutes
 - Full day PreK – 180 instructional minutes
 - K through 5th grade – 180 instructional minutes
 - 6th through 12th grade – 240 instructional minutes

Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
 - Assessments that ensure continued information on student progress remotely
 - Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
 - Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
 - Data from the Learning Management System (LMS) showing progress made that day

- Curricular progress evidenced from teacher/student interactions made that day
- Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
 - Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
 - Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
 - Cover all grade levels and content areas that are participating in asynchronous learning
 - Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
 - Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Open Responses

Key Requirement Instructional Schedule: Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

Recommended Schedule – Secondary

8:00 – 8:45	Core Class 1
8:45 – 9:30	Core Class 2
9:30 – 9:35	Break
9:35 – 10:20	Core Class 3
10:20 – 11:05	Core Class 4
11:05 – 11:45	Lunch
11:45 – 1:45	Electives
1:45 – 2:00	Organizing / Reporting
*3:45	*Optional – Virtual participation in club meetings or tutorial sessions

Core classes include: English, Math, Science, Social Studies

This recommended schedule may be modified to accommodate interaction with teachers or live (synchronous) meetings throughout the day. All students are expected to be engaged between 8:00 and 2:00. Engagement logs are due by 2:00.

Summarize how your instructional schedules meet the criteria:

Component	Explanation
What are the expectations for daily student interaction with academic content?	Students will engage in learning activities between the hours of 8:00am and 2:00pm every school day. A recommended daily schedule will be provided to all students, but the schedule may be modified to accommodate interaction with teachers or live (synchronous) meetings throughout the day. Some courses will require synchronous activity. Students will be required to complete assignments on a prescribed daily schedule and may not work ahead or fall behind. Students will keep a daily engagement log. All daily assignments and the daily engagement log must be submitted electronically each school day by 2:00pm.

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Teachers will develop a daily timeline of TEKS-based lessons, learning activities, and assignments that are comparable to a regular school day. The timeline will be based on 45 minutes of engagement for core classes and 30 minutes for electives for a total of 300 minutes. Some elective courses, including CTE courses, will require 45 minutes of engagement rather than 30. Instruction and activities will be completed primarily asynchronously, though students will receive direct synchronous instruction and support through interventions, small group instruction, and office hours. Some classes will require synchronous participation</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students can interact with teachers and peers during tutoring sessions and / or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend tutorial sessions, when, and for what subjects. Students will have access to content area teachers as well as tracking (homeroom) teachers who are monitoring student progress and attendance. Finally, teachers will hold daily office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend. A set schedule of teacher availability will be provided to the students and parents.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students selected to certain small group tutorial sessions are based on student need and progress markers in Edgenuity or Studysync.</p> <ul style="list-style-type: none"> - Markers in Edgenuity/Studysync will serve as diagnostics for teachers to identify students who need more individualized support - Teachers may also identify students for 1:1 check-in if they notice LMS progress is insufficient, or if a student is engaging but struggling to make progress - Intervention sessions may be conducted synchronously over video conferencing or telephone. - Instructional aids and inclusions specialists will use enhanced progress monitoring for special education and 504 students and make frequent and consistent contact <p>Students with disabilities, students of special populations or EL will also have access to additional accommodations and supports embedded in the instructional materials. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations within the LMS.</p> <p>Students have the opportunity for personalized support during designated office hours.</p>

Key Requirement Material Design: Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

Subject/ Course	Grade Level(s)	Instructional Materials	Progress Monitoring and Assessment	Is it TEKS aligned?	What resources are included to support students with disabilities?	What resources are included to support ELs?
Math Instructional Materials	6-12	Primary: Edgenuity Supplementary: KISD Curriculum THL 3.0	Edgenuity grades, assessments, and progress reports District Common Assessments Teacher assessments as needed	Yes	Differentiation and scaffolding supports are embedded within edgenuity including: <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization based on IEP • Special Educations and 504 specialists available to help teachers customize courses Accommodations and/or modifications will be provided to students based on their individualized education plan.	All on-screen text in edgenuity is available in Spanish. THL 3.0 is available in Spanish Differentiation and scaffolding supports are embedded within edgenuity including: <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization
ELA Instructional Materials	6-12	HS Primary Source: McGraw-Hill Studysynch JH Primary Source: Edgenuity Supplementary: KISD Curriculum THL 3.0	Studysynch assessments and grades Edgenuity grades, assessments, and progress reports District Common Assessments Teacher assessments as needed	Yes	Differentiation and scaffolding supports are embedded within edgenuity including: <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization based on IEP • Special Educations and 504 specialists available to help teachers customize courses Each lesson in StudySync's ELA units includes: targeted scaffolds that automatically appear with every digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson.	All on-screen text in edgenuity is available in Spanish. THL 3.0 is available in Spanish Differentiation and scaffolding supports are embedded within edgenuity including: <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization Each lesson in StudySync's ELA units includes scaffolded support for three levels of English language learners. These targeted scaffolds automatically appear with every

					Accommodations and/or modifications will be provided to students based on their individualized education plan.	digital assignment and feature supports that are specifically tailored to each activity or desired outcome in the lesson.
Science Instructional Materials	6-12	Primary: Edgenuity Supplementary: KISD Curriculum THL 3.0	Edgenuity grades, assessments, and progress reports District Common Assessments Teacher assessments as needed	Yes	<p>Differentiation and scaffolding supports are embedded within edgenuity including:</p> <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization based on IEP • Special Educations and 504 specialists available to help teachers customize courses <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>All on-screen text in edgenuity is available in Spanish.</p> <p>THL 3.0 is available in Spanish</p> <p>Differentiation and scaffolding supports are embedded within edgenuity including:</p> <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization
Social Studies Instructional Materials	6-12	Primary: Edgenuity Supplementary: KISD Curriculum THL 3.0	Edgenuity grades, assessments, and progress reports District Common Assessments Teacher assessments as needed	Yes	<p>Differentiation and scaffolding supports are embedded within edgenuity including:</p> <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization based on IEP • Special Educations and 504 specialists available to help teachers customize courses <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>All on-screen text in edgenuity is available in Spanish.</p> <p>THL 3.0 is available in Spanish</p> <p>Differentiation and scaffolding supports are embedded within edgenuity including:</p> <ul style="list-style-type: none"> • Read aloud support • Transcripts and captions • Definitions and vocabulary supports • Highlighting to support organization • Guided notes • Course customization

Provide additional explanations of how your instructional materials meet the criteria if needed:

For most courses, Edgenuity Courseware will serve as the primary source of instructional content. This content will be supplemented as appropriate with teacher-created materials and content provided by Texas Home Learning 3.0. ELA teachers will use McGraw-Hill Studysync as they will with on-campus learners. Teachers will ensure that the rigor and depth of the remote learning materials is comparable to that of our normal curriculum. AP and embedded dual credit courses will use local and/or TVCC curriculum and require some synchronous participation at the appropriate class time. Elective courses will use Edgenuity when available. When a corresponding Edgenuity course is not available, the elective teacher will provide content through Google Classroom based on KISD curriculum.

Component	Explanation
How will materials be designed or will be adapted for asynchronous instruction, ensuring coherence and retention on knowledge	Edgenuity is specifically designed for asynchronous remote learning with embedded instructional videos delivered by content teachers and assignments designed for remote learning. The courses are built on a research-based instructional model aligned to the TEKS. Multiple forms of formative and summative evaluation are utilized throughout each course and appropriate re-teaching is embedded. Any teacher-created materials that are used will be specifically tailored for remote instruction. Studysync is designed to be used online or face-to-face. THL 3.0 is specifically designed for asynchronous remote learning.
What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs?	Special Education staff, inclusion aids, ESL teachers, and Rtl staff will make frequent student/parent contact, monitor student progress, and intervene as appropriate. Accommodations and/or modifications will be provided to students based on their individualized education plan. Resources and supports will also be available on the KISD at-home learning support page https://www.kaufmanisd.net/district/departments/technology/remote-learning-with-kaufman-isd . Students for whom Edgenuity is not appropriate will be served by their teachers through google classroom using local curriculum as suitable.

Key Requirement Student Progress: Describe (or attach a description of) how you're tracking student engagement and progress in your asynchronous environment.

Component	Explanation
What is the expectation for daily student engagement?	Students are expected to engage in learning activities between the hours of 8:00am and 2:00pm every school day. Students will be required to complete assignments on a prescribed daily schedule and may not work ahead or fall behind. All daily assignments and a daily engagement log detailing the student's activities for the day, must be submitted electronically each school day by 2:00pm.

	<p>The daily schedule is based on 45 minutes of engagement for each of the four core classes and 30 minutes for each elective for a total of 300 minutes per day. Some elective courses, including CTE courses, will require 45 minutes of engagement rather than 30.</p> <p>Additionally, students have a late night engagement option for students that may only have access to technology in the afternoon or evenings where students have until midnight of each day to be considered "engaged." This arrangement will be approved by the campus principal. These students will initially be marked absent. However, the following day, tracking teachers will check for evidence of previous night activity for any student who had been marked absent. If the nighttime activity demonstrates appropriate engagement, the student's attendance will be changed to present.</p> <p>For students that do not have access to the internet, there will be an offline version of similar instructional content, exercises and supports. Students may be required to access wifi once a week to download materials and upload completed assignments. Free wifi is available in the school parking lots and at other locations around town. Students will still be expected to progress at the same rate, completing assignment on the daily schedule and submitting the daily engagement log electronically or by phone. Assignments for these students will be graded on a weekly basis.</p>
What is the system for tracking daily student engagement?	<p>Tracking teachers will use a combination of the following to track daily engagement:</p> <ul style="list-style-type: none"> • The daily engagement log • Completed assignments • Time and progress in edgenuity – using edgenuity reports • Time in Clever – using Clever reports • Studysync reports • Documented connection with content teachers and special program staff • Contact by the tracking teacher <p>Students who do not demonstrate engagement will be marked absent. The following day, tracking teachers will check for evidence of previous night activity for any student who had been marked absent. If the nighttime activity demonstrates appropriate engagement, the student's attendance will be changed to present.</p> <p>The attendance clerk and/or Assistant Principals will follow up with students who are absent.</p>
How are the expectations for daily student engagement consistent with progress that would occur in an on-campus environment?	<p>Teachers will develop a daily timeline of TEKS-based lessons, learning activities, and assignments that are comparable to a regular school day. Teachers will ensure that the rigor and depth of the remote learning materials is comparable to that of our normal curriculum. Remote learners are expected to engage with the curriculum and complete assignments in a timely manner in the same way that on-campus learners do.</p>

<p>What is the system for tracking student academic progress?</p> <p>And</p> <p>What is the system for providing regular (at least weekly) feedback to all students on progress?</p>	<p>Student progress will be tracked weekly using edgenuity/Studysync grades and progress markers combined with any additional assignments or assessments the teacher has assigned through Google Classroom. Edgenuity assignments are graded immediately and teacher assignments will be graded in a timely manner (weekly). Students will be able to monitor their own progress in edgenuity at any time. Grades will be used in the usual manner requiring a 70 as a passing grade. Grade monitoring will be available to parents through edgenuity and the KISD parent portal at any time. Student progress will be checked weekly. Students who are not making adequate progress will be contacted and provided with appropriate intervention. We will continue to use a quarterly grading system with 3-week progress reports.</p> <p>For students that do not have access to the internet, there will be a non-digital, paper-based version of similar instructional content, exercises and supports. Students will still be expected to progress at the same rate, completing assignment on the daily schedule and submitting the daily engagement log electronically or by phone. Teacher contact will be made by phone. Assignments for these students will be graded on a weekly basis and entered into the gradebook. Parents and students may check grades at any time through the KISD portal.</p> <p>At-home students will be required to take district common assessments. While the data may have to be handled a little differently than normal, it should still provide some insight into student progress.</p>
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Kaufman High School Teacher In-Service 2020- 2021

August 3

New Teacher Orientation

August 4

8:00 am - 8:30 am	Come and Go Breakfast (take to your room)	All
8:30 am - 10:30 am	(Zoom) Chromebook/Clever Training for Teachers	All
11:00 am - 12:00 pm	(Zoom) T-TESS Refresher	All
12:00 pm - 1:00 pm	Lunch on Your Own	All
12:30 pm - 2:00 pm	Region 10 New English TEKS Training (Online)	English Dept.
1:00 pm - 2:00 pm	Online College Bridge Training	(selected teachers)
1:00 pm - 2:00 pm	Khan Academy Training (Room 318)	(selected teachers) Alg. 2, Eng. 3 & 4
2:00 pm - 3:00 pm	(Zoom) Google Docs/Forms/Meets Etc. Training with Baker	All
3:00 pm - 3:45 pm	Teacher Mentoring Program	All teachers new to teaching/campus

August 5

8:00 am - 8:30 am

Sign in and pick up materials for the day in Library

All

KAUFMAN ISD SECONDARY ASYNCHRONOUS PLAN

10

8:30 am - 10:15 am	(ZOOM) Break Out Sessions	All
10:30 am - 12:00 pm	(ZOOM) Google Classroom/EdPuzzle Training	All
12:00 pm - 1:00 pm	Lunch Provided	All
1:30 pm - 2:30 pm	(Zoom) Google Classroom Training	All
2:45 pm - 3:45 pm	Mental Health Zoom Training with (Room 318)	English Dept.

August 6

8:00 am - 9:00 am	Eduphoria Training (Rm 121)	9th and 10th Math and History Dept.
9:00 am - 10:00 am	Eduphoria Training (Rm 121)	9th and 10th Science and English Dept.
10:00 am - 11:00 am	Special Needs Training for all Staff (Zoom)	All
11:00 am - 12:00 pm	Testing with Confidence Training(FAC Soc. Distanced)	All Tested Area Teachers
12:00 pm - 1:00 pm	Lunch On Your Own	
1:00 pm - 4:00 pm	Dyslexia Training (Rm 122 at Jr. High)	(selected teachers)
1:30 pm - 3:30 pm	Edgenuity Training (FAC Socially Distanced)	All teachers using Edgenuity

August 7

Teacher Work Day		All
9:00 am - 9:30 am	RTI Meeting (Rm 121)	English Dept.
9:30 am - 10:00 am	RTI Meeting (Rm 121)	Math Dept.
10:00 am - 10:30 am	RTI Meeting (Rm 121)	Science Dept.
10:30 am - 11:00 am	RTI Meeting (Rm 121)	History Dept.

August 10

8 am - 9 am	Sign In	All
9 am - 10 am	Medical Protocol Updates w/ Nurse Jones	All including Paras
10 am - 11 am	Edgenuity Follow up Training w/ Baker	All Teachers Using Edgenuity
11 am - 12 pm	College Bridge Training	(selected teachers)
12 pm - 1 pm	Lunch	All
1 pm - 2 pm	Special Ed. Training with Linda	(selected teachers)
2 pm - 3:45 pm	Lesson Planning / Online Course Prep	

August 11

8 am - 9 am	Sign In	All
9 am - 10 am	Compliance Training	All Including Paras
10 am - 11 am	Compliance Training Continued (if necessary)	All Including Paras
11 am - 12 pm	Edgenuity Attendance Training	(selected teachers)
12 pm - 1 pm	Lunch	All
1 pm - 2 pm	Class Sponsor Meeting	Freshman Sponsors Sophomore Sponsors Junior Sponsors

2 pm - 3:45 pm

Lesson Planning / Online Course Prep

August 12

8 am - 12 pm

Lesson Planning / Online Course Prep

12 pm - 1 pm

Lunch

1 pm - 3:45 pm

Lesson Planning / Online Course Prep

August 13

8 am - 12 pm

Lesson Planning / Online Course Prep

12 pm - 1 pm

Lunch

1 pm - 3:45 pm

Lesson Planning / Online Course Prep

August 14

8 am - 3:45 pm

Teacher work day

* Any time you are not required to be in a training session should be used for personal/department planning and to get your classroom and online classroom ready.

* Any teachers using Edgenuity need to use extra time to create a pacing guide for students to follow in order to work through the material at the appropriate rate.

*Students will be held to the pacing guide created for each class

* If you would like to set up a time for Ms. Baker to work with your department on Edgenuity or your Google Classroom please email her.

* She is setting up a schedule of her own to work with teachers throughout the week to help provide support as you set up your classrooms.

* Administrators will make the rounds during Lesson Planning time to provide assistance

NJH Teacher Inservice 2020

Date	Event	Time	Location
Aug 3	New Teacher Training	All Day	KHS FAC
Aug 4	Breakfast and Welcome Back	8:00 - 9:00	Cafeteria
	Instructional Plan Overview	9:00 - 9:30	Cafeteria
	Supply Drop Off/Work in Rooms	9:30 - 11:00	Rooms
	Lunch On Your Own	11:30 - 12:30	
	Google Classroom Training	1:00 - 2:00	Cafeteria
	Edgenuity Training	2:00 - 3:00	Cafeteria
Aug 5	IXL Training	9:00 - 11:00	Classrooms/Zoom
	Technology Basics Group 1	9:00 - 11:00	Cafeteria
	Lunch On Your Own	11:30 - 12:30	

KAUFMAN ISD SECONDARY ASYNCHRONOUS PLAN

12

	Technology Basics Group 2	1:00 - 3:00	Cafeteria
	BASE SEL Implementation	3:15-3:45	Classrooms/Zoom
	Google Classroom Codes Due	4:00	Email
Aug 6	Computer Science Training	8:30-10:00	Bunch's Room
	Compliance Training	10:00 - 11:00	Cafeteria
	Lunch On Your Own	11:30 - 12:30	
	Handbook Review	1:00 - 2:00	Cafeteria
Aug. 7	Work Day		
	Lunch Provided	12:00	Will deliver to rooms
	Virtual Learner Letter Mail Out	3:00	Mail Out
Aug. 10	Empowering Writers	8:45 - 9:30	James' Room
	Empowering Writers	9:45 - 10:30	James' Room
	Empowering Writers	10:45-11:30	James' Room
	Lunch on Your Own	11:30 - 12:30	
	SPED, ESL and RTI	1:30 - 2:30	Cafeteria
	Kami Training	2:30 - 3:30	Cafeteria
Aug. 11	History Department Meeting	8:30 - 9:00	Library
	Science Department Meeting	9:00 - 9:30	Library
	English 6th Grade Meeting	9:30 - 10:00	Library
	English 7th Grade Meeting	10:00 - 10:30	Library
	English 8th Grade Meeting	10:30 - 11:00	Library
	Math 6th Grade Meeting	11:00 - 11:30	Library
	Math 7th Grade Meeting	11:30 - 12:00	Library
	Math 8th Grade Meeting	12:00 - 12:30	Library
	Lunch On Your Own	12:30 - 1:30	
	Emergency Operations	1:30 - 2:30	Cafeteria
	Nurse Meeting	2:30 - 3:30	Cafeteria
Aug. 12	Edgenuity Training Part 2	9:00 - 10:00	Cafeteria
	Edgenuity Training Part 2	10:00 - 11:00	Cafeteria
	Edgenuity Training Part 2	11:00 - 12:00	Cafeteria
	Lunch on Your Own	12:00 - 1:00	
	Edgenuity Training Part 2	1:30 - 2:30	Cafeteria
	504 and Gradebook	3:00 - 3:30	Cafeteria
	Google Classroom Codes Due	4:00	Email Webb
Aug 13	LPAC Training	8:00	Admin
	CPR Training	10:00	Library
	Lunch On Your Own	11:00 - 12:00	

KAUFMAN ISD SECONDARY ASYNCHRONOUS PLAN

13

Chromebook Roll Out	12:00 - 3:00	Front of Building
T-TESS Refresher	1:00	Cafeteria
PikMyKid Training	2:00	Cafeteria

Aug. 14	Teacher Work Day	8:00 - 4:00	Rooms
	6th Grader Tours	9:00 - 3:00	Library and Front Entrance
	Lunch on Your Own	11:00 - 12:00	
	Materials Pick Up	12:00 - 4:00	Front Foyer

Secondary Instructional Tech Training

Date:	Session:	Attendees:
August 3, 2020	Technology Basics	KJH and KHS new teachers
August 4, 2020	Chromebook Introduction	All KHS teachers
August 4, 2020	Clever Training	All KHS teachers
August 4, 2020	Khan Academy	KHS Math teachers and KHS biotech teacher
August 4, 2020	Google Classroom Basics	All KJH and KHS teachers
August 4, 2020	Edgenuity Training	KJH Edgenuity teachers
August 4, 2020	Daily Log Training	KJH At-Home homeroom teachers
August 5, 2020	Edpuzzle Training	All KHS teachers
August 5, 2020	Chromebooks 2.0	All KHS teachers
August 6, 2020	Eduphoria Training	9th/10th grade Core Teachers
August 6, 2020	Edgenuity	All Core Teachers
September Training:		
	Google Docs	All KHS Teachers
	Google Slides	All KHS Teachers
	Google Sheets	All KHS Teachers
	Google Forms	All KHS Teachers
October Training:		
	Kami	All KHS Teachers
	Google Extensions	All KHS Teachers
November Training:		

	Screencastify	All KHS Teachers
	Bitmoji Fun	All KHS Teachers
December Training:		
	Sketch Notes	All KHS Teachers
	Digital Gamification	All KHS Teachers

Summarize how your professional development for educators will support asynchronous instruction:

Component	Explanation
How will both initial and ongoing, job-embedded educator development opportunities occur?	<p>The principals and central administration met several times during the summer to develop plans for return to school this fall. The teacher PD calendar for August inservice is shown above. In addition to typical instructional PD, training on the following instructional technology topics was provided in August:</p> <ul style="list-style-type: none"> • Technology Basics -- Teachers were introduced to the KISD learning academy. They practiced logging into all technology, the remind system, and google classroom. • Chromebook Introduction -- Teachers learned about the basics of chromebooks, how they should be cared for, and what the student expectations are for the upcoming school year. Teacher also gained a basic knowledge of digital curriculum that can be utilized on Chromebooks • Clever Training -- Teachers received instructions on how to login to clever and the various features that are provided by this program. They also learned how to utilize Clever to organize their digital classroom activities. • Khan Academy -- Teachers created Khan Academy accounts and learned how to utilize Khan Academy to individualize learning. They also learned how to supplement digital learning with Khan Academy. • Google Classroom Basics -- Teachers explored the KISD google classroom model. They were given step by step instructions to set up their Google classrooms and learned the guidelines for Google Classroom setup. They were • Edgenuity Training -- Teachers learned how to login to Edgenuity. They received basic instructions to set up their classes, customize their scope and sequence, and common troubleshooting issues. • Daily Log Training -- Teachers practiced using Google Forms. They learned the basics of creating forms, saving them in Google drive, and scheduling forms on a regular basis. Daily logs will be an important part of attendance and progress tracking for at-home learning. • Edpuzzle Training -- This session focused on the integration of Edpuzzle with Google Classroom. Teachers created their Edpuzzle accounts, using Clever, and synced with Google Classroom. They learned the steps required to create custom lesson videos that can be used in the traditional classroom and can also be uploaded to Google Classroom for digital learning opportunities. • Chromebooks 2.0 -- Teachers learned the ways Chromebooks can transform face to face and remote learning. Teachers were given an opportunity to explore a Chromebook and learn the basic technology skills to help their

students utilize Chromebooks as an educational tool. This session also provided several Tech Tools to help teachers use their Chromebooks for critical thinking and problem solving in various content areas.

- Eduphoria Training -- Teachers practiced using Aware to create assessments and assess data. They explored simple ways to use Aware data to drive instruction.
- 1:1 and small group support was provided for teachers in the 2nd week of inservice as they prepared lessons and pathways for remote learning.

The following training will be provided during the 1st semester:

- Google docs, slides, sheets, and forms -- Teachers will learn the basics of these google products and ways to incorporate them into their classroom. They will explore interventions, accommodations, and digital formats to be integrated into their curriculum. They will experience creative options, as well as ways to make their curriculum, assessment, data mining, and planning more efficient.
- Kami -- Teachers will learn about the Kami extension and it's uses in a secondary classroom.
- Google Extensions -- Staff will explore the variety of google extensions. Google extensions are tools that help make the classroom more efficient and organized. We will also look at the creative ideas that come from extensions, such as emojis.
- Screencastify -- Teachers will learn how to integrate Screencastify into their classroom. We will discuss the basics of making quality education videos and how to include digital media when making videos.
- Sketch Notes -- Teachers will learn what Sketch Notes are and how they can be used in a variety of ways in the classroom. This session will focus on using Sketch Notes to improve student retention of difficult concepts.
- Digital Gamification -- Teachers will learn how to go digital with games in the classroom. This session will demonstrate some fun, interactive ways to help keep students engaged in all subject areas.

The district has added an instructional technology facilitator to provide the following ongoing educator development and support:

- Provide ongoing personalized professional development and instructional technology coaching through real-time feedback
- Model use of instructional technology in the physical classroom and virtual classroom
- Assist teachers who are struggling with technology implementation
- Oversee 1:1 chromebook program

Campus administrators will continue to coach educators throughout the school year and provide feedback on practices and on the job training, with consistent and frequent real-time feedback

Departmental meetings / PLCs throughout the year will include analysis of remote learning progress data and support for adjusting and improving virtual classes and monitoring.

	<p>Principals' weekly Friday Focus memo will specifically address remote learning, providing support and directives for change when necessary.</p> <p>The technology director and/or technology facilitator will provide weekly tech tips and remote learning FAQ's</p>
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	<p>Through the initial training and ongoing topical discussions throughout the fall semester on how to effectively use Edgenuity and google classroom, educators will learn how to deliver course content and respond to the data provided by the Edgenuity feedback system. Educators will use Clever analytics and Edgenuity progress reports to understand student engagement with their course offerings and how to adapt materials, activities and pacing to the needs of the individual students with whom they work. Dividing responsibilities between content teachers and tracking teachers will allow content teachers to focus on instructional delivery and academic progress. The district Google Leadership Team includes teachers and one administrator from each campus. The team meets, trains and brings training back to their respective campuses regularly throughout the year.</p>

Describe your communication and support plan for families engaging with asynchronous learning:

Component	Explanation
How will you communicate the expectations for asynchronous instruction to families?	<p>We produced videos and print documents that describe our learning options including the basic expectations for at-home learning. These were distributed using social media, district remind notification, letters, and postings on the district website. The parent commitment forms also included the basic expectations for at-home learning. We are mailing out letters to all asynchronous students and their families that explain in greater detail the expectations for the option they have chosen along with necessary information they will need to access materials and follow through on these expectations. We will include print documents when students pick up their chromebooks, and students and parents will sign a document (digitally or in print) that outlines the expectations. The expectations will also be posted on the campus websites, within google classrooms, and in Clever. If we find that some students are not meeting expectations, we will contact parents and work with them to remedy the issue.</p> <ul style="list-style-type: none"> Website and social media: Kaufman ISD will be using these platforms to provide quick and easily accessible announcements pertaining to all students. Paper letters: Kaufman ISD understands that all families are not active on social media and will send student and parent expectations for at-home learning, login information, instruction for accessing materials, engagement and attendance requirements.

	<ul style="list-style-type: none"> • Parents/guardians/custodians will have access to a parent portal through Skyward, which will enable them to oversee their own student's progress on academic assignments, attendance, and provide an avenue to communicate with the teacher. • Administrators and teachers have created videos to walk students and families through accessing material, logging in to district platforms, and learning where content will be posted. • Remind: Remind is a texting service that will allow teachers to communicate with students and parents about assignments and due dates. Students and parents may also contact their teacher through remind. Students that have opted for the paper-based learning model may also submit their engagement logs through Remind.
What are the expectations for family engagement/support of students?	<ul style="list-style-type: none"> • Facilitate pick-up/drop-off of instructional materials and/or devices when necessary • Establish partnership with classroom teachers to ensure a smooth transition with on-campus and remote learning • Establish routines and expectations • Assist your student in locating a space in the home that is ideal for learning • Monitor communication from teachers and school • Monitor completion and submission of class assignments and engagement log daily • Monitor student progress through edgenuity, google classroom, clever, and KISD parent portal • Take an active role in helping your child process their learning • Virtually attend district/campus trainings for implementation supports • Use teacher office hours to help strengthen asynchronous learning • Contact a teacher when you need assistance
What additional supports, training, and/or resources will be provided for families who may need additional support?	<ul style="list-style-type: none"> • Tech support help desk via email • Print and video instructions on how to use various learning tools • Daily access to content teachers, as well as tracking teachers • Periodic tech and instructional support sessions via video conference and video recording • Weekly at-home learning tips • Up-to-date At-Home learning website • Meal delivery for at-home learners • Mental health support page linked to At-Home learning site • Counseling services for students and families available via video or phone • Park-n-Learn – Free wi-fi is available for KISD students in the parking lot at the following campuses: KHS, GCHS, NJH, Monday Elementary, Helen Edwards EC • Individualized support for EL, 504, Special Ed through those departments

HB 3 BOARD GOALS

GOAL 1 Increase the Approaches, Meets, and Masters combined average on the 3rd grade STAAR Reading test from 45 to 53 by August of 2025.

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019	45	40	52	41	28	34	46	41
August 2021	45	40	52	41	28	34	46	41
August 2022	47	42	54	43	30	36	48	43
August 2023	49	44	56	45	32	38	50	45
August 2024	51	46	58	47	34	40	52	47
August 2025	53	48	60	49	36	42	54	49

GPM 1.1 Kindergarten EOY Literacy goal based on TX-KEA results (no baseline data available)

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								

HB 3 BOARD GOALS

GPM 1.2 1st grade TPRI goal based on TPRI results (no baseline data available)								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								
GPM 1.3 2nd grade TPRI goal based on TPRI results (no baseline data available)								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								

HB 3 BOARD GOALS

GOAL 2 Increase the Approaches, Meets, and Masters combined average on the 3rd grade STAAR Math test from 47 to 53 by August of 2025.

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019	47	41	55	43	32	34	47	44
August 2021	47	41	55	43	32	34	47	44
August 2022	48	42	56	44	33	35	48	45
August 2023	50	44	58	46	35	37	50	47
August 2024	52	46	60	48	37	39	52	49
August 2025	53	47	61	49	38	40	53	50

GPM 2.1 Kindergarten EOY Math goal based on TX-KEA results (no baseline data available)

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								

HB 3 BOARD GOALS

GPM 2.2 1st grade EOY Math goal based on TEMI results (no baseline data available)								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								
GPM 2.3 2nd grade EOY Math goal based on TEMI results (no baseline data available)								
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2019								
August 2021								
August 2022								
August 2023								
August 2024								
August 2025								

HB 3 BOARD GOALS

GOAL 3 Increase CCMR without College Prep class from 52% to 60% by September of 2025 (class of 2024 - One year lag).

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	52%	50%	57%	47%	51%	33%	54%	41%
Sept 2021	52%	50%	57%	47%	51%	33%	54%	41%
Sept 2022	54%	52%	59%	49%	53%	35%	56%	43%
Sept 2023	56%	54%	61%	51%	55%	37%	58%	45%
Sept 2024	58%	56%	63%	53%	57%	39%	60%	47%
Sept 2025	60%	58%	65%	55%	59%	41%	62%	49%

GPM 3.1 Increase the percentage of students meeting CCMR standards on TSI, ACT, and SAT ELA and Math from 35% to 45% by September of 2025

TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	35%	31%	40%	28%	0%	15%	37%	24%
Sept 2021	37%	33%	42%	30%	2%	17%	39%	26%
Sept 2022	39%	35%	44%	32%	4%	19%	41%	28%
Sept 2023	41%	37%	46%	34%	6%	21%	43%	30%
Sept 2024	43%	39%	48%	36%	8%	23%	45%	32%
Sept 2025	45%	41%	50%	38%	10%	25%	47%	34%

HB 3 BOARD GOALS

GPM 3.2	Increase the number of industry certifications earned by 50% from 34 to 51 by September of 2025							
TARGETS	ALL	H	W	ED	SE	EL	CE	NCE
Baseline 2020	34	15	15	20	3	4	28	6
Sept 2021	37	16	16	22	3	4	31	7
Sept 2022	41	18	18	24	4	5	34	7
Sept 2023	45	20	20	26	4	5	37	8
Sept 2024	48	22	22	28	5	6	40	8
Sept 2025	51	23	23	30	5	6	42	9