

Kaufman Independent School District

District Improvement Plan

2021-2022



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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kaufman ISD is a public school district that meets the unique needs of approximately 4100 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 (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 2021-2022, we have 75% Economically Disadvantaged students, 53.8% Hispanic, 38.7% White, 4.2% African American, and 2.5% two or more races. 50% of our students are identified as At-Risk. 24% of our students are classified as Limited English Proficient (LEP). 6.6% of our students are identified as Gifted and Talented, 4.8% are dyslexic, and 11.6% 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 2020-2021 we had an attendance rate of 95.05%. This represents a slight decrease from previous years due to COVID concerns. 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 13.4 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. Enrollment declined by 2% in 20-21 due in part to COVID, but has rebounded early in 21-22. Recent demographic studies indicate that KISD is likely to experience significant and rapid growth over the next 10 years.

Student Learning

Student Learning Summary

In 2019-2020 and 2020-2021, districts and campuses were not rated due to the Caronavirus 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.

Preliminary data from 2020-2021 has helped us identify deficiencies and learning gaps. Addressing these gaps will be a primary focus for 2021-2022. Although 2021 STAAR data is flawed due to COVID and was not used in 2021 State accountability, it will be included in this plan when the official TAPR is released later this year.

Student Learning Strengths

- Although our passing rates are not as high as we would like for them to be, we were showing positive growth in most areas prior to COVID
- 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 Empowering Writers.

We are using Leveled Literacy Intervention and Read Right for reading intervention in the elementary schools. 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 and has been added for upper elementary tier 3 students.

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 8 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 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 were heavy burdens for teachers to bear. However, most teachers 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 mostly 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support and improve guided reading program in grades k-6</p> <p>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</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitator Director of Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide district-wide staff development in areas of specific need</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared to attack areas of weakness</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Directors Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Lexia to track student reading levels and reinforce reading instruction</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Principal Inst Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Use computer Math program (IXL) to fill gaps and build student math skills</p> <p>Strategy's Expected Result/Impact: Students will increase their mathematical abilities and will perform better on state and local assessments</p> <p>Staff Responsible for Monitoring: Principals Math Inst Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Edugence to help continually improve effectiveness and efficiency of the RTI program</p> <p>Strategy's Expected Result/Impact: Our RTI program will meet the intervention needs of students allowing them to progress toward grade level.</p> <p>Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Use common assessments and data reviews to help guide instruction.</p> <p>Strategy's Expected Result/Impact: Data driven instruction will lead to more effective teaching and intervention which will make the students more successful.</p> <p>Staff Responsible for Monitoring: Principals Instructional Facilitators Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Use LLI or Read Right with Tier 3 readers at elementary and Read Right at secondary</p> <p>Strategy's Expected Result/Impact: Tier 3 readers will significantly improve reading abilities</p> <p>Staff Responsible for Monitoring: RTI Facilitator Principal Intervention Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 8 Details	Reviews			
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 Results Driven Accountability Funding Sources: Intervention teachers - Title I Funds - \$572,000	Formative			Summative
	Dec	Mar	July	July
Strategy 9 Details	Reviews			
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 Results Driven Accountability Funding Sources: Paraprofessionals - Title III Funds - \$62,000	Formative			Summative
	Dec	Mar	July	July
Strategy 10 Details	Reviews			
Strategy 10: Provide expanded summer school to help recover from COVID learning loss (more teachers, more weeks, higher pay) Strategy's Expected Result/Impact: Students will begin to regain some of the learning lost due to COVID. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: Summer School payroll and supplies - ESSER III - \$270,000	Formative			Summative
	Dec	Mar	July	July
Strategy 11 Details	Reviews			
Strategy 11: Provide after-school tutoring program leading up to STAAR Strategy's Expected Result/Impact: Students will be better prepared for success on the STAAR test Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: After-school STAAR tutorials - ESSER III - \$180,000	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuously emphasize the value of high expectations and rigor through various modes of communication and training.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus attention on student progress rather than just meeting a standard</p> <p>Strategy's Expected Result/Impact: With focused attention on growth for every child, students will be more likely to reach their full potential</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Math Instructional Facilitator position</p> <p>Strategy's Expected Result/Impact: The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Math Instructional Facilitator - Title II Funds - \$70,000</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
Strategy 6: Utilize Curriculum Director Position Strategy's Expected Result/Impact: Director will ensure a complete and effective curriculum leading to appropriate student learning. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: CD Salary, TRS, benefits - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
Strategy 7: Implement MAP testing in grades 1-8 Strategy's Expected Result/Impact: Assessment will help define learning gaps and guide instruction Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability	Formative			Summative
	Dec	Mar	July	July





Strategy 8 Details	Reviews			
<p>Strategy 8: Provide Learning Loss Response grants for teachers</p> <p>Strategy's Expected Result/Impact: These grants will help teachers fill student learning gaps due to COVID learning loss.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: LLR Grants - ESSER III - \$170,000</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to develop and support multiple pathways in each of the 5 endorsement tracks.</p> <p>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</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement new CTE courses to add to pathways as students reach the upper levels</p> <p>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</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal Counselors Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize partnership with TVCC and Texas Health Presbyterian Hospital to support addition of CNA program to Health Science in 2018-2019</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Principals Associate Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an alternative choice HS - GCHS to meet the needs of at-risk students</p> <p>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.</p> <p>Staff Responsible for Monitoring: Superintendent GCHS staff</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide night school for at-risk students at GCHS</p> <p>Strategy's Expected Result/Impact: This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so.</p> <p>Staff Responsible for Monitoring: GCHS Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct data review with principals to identify and locate leavers from the previous year.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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

Strategy 1 Details	Reviews			
<p>Strategy 1: Support Dual Credit / AP / Pre-AP courses</p> <p>Strategy's Expected Result/Impact: Students who take these courses will expand their knowledge and abilities and will experience higher levels of success</p> <p>Staff Responsible for Monitoring: Asst. Sup of Academics Dir of Curr & Inst Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Administer PSAT to all Sophs and Jrs</p> <p>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.</p> <p>Staff Responsible for Monitoring: Dir of Curr & Inst Principals Counselors</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Pay DC tuition for low-socio students</p> <p>Strategy's Expected Result/Impact: This will allow some students to attend college who may not have the opportunity otherwise.</p> <p>Staff Responsible for Monitoring: Dir of Curr & Inst Principal Counselor</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 5 Details	Reviews			
Strategy 5: Employ Director of CCMR Strategy's Expected Result/Impact: Students will be better prepared for college and careers. Staff Responsible for Monitoring: Assistant Superintendent of Academics Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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





Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>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`</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 8 Details	Reviews			
Strategy 8: All K-3 teachers will complete Reading Academies Strategy's Expected Result/Impact: Greater student achievement in Reading. Staff Responsible for Monitoring: Director of Curriculum and Instruction Reading Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: RA Stipends - ESSER III - \$60,000	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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

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

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

Performance Objective 3: The district will retain high quality staff members

Evaluation Data Sources: Retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Retention bonuses will be issued to all returning staff members in August and November</p> <p>Strategy's Expected Result/Impact: The district will retain high quality staff members</p> <p>Results Driven Accountability</p> <p>Funding Sources: Retention Bonuses - ESSER II - \$600,000</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase additional Chromebooks for student use</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Technology Asst Sup of Academics Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop programs to utilize technology in the classroom.</p> <p>Strategy's Expected Result/Impact: This mobile lab will expand learning opportunities for students during the school-year and the summer.</p> <p>Staff Responsible for Monitoring: Asst. Sup Technology Director Dir of Curr & Inst Reading Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain highly-trained and skilled technical staff</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst Sup of Academics Technology Director</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to support 1:1 chromebook program at KHS and GCHS.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst Superintendent of Academics Principal Instructional Technology Facilitator</p> <p>Funding Sources: Chromebooks - ESSER III - \$100,000</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Employ Instructional Technology Facilitators to train teachers to use technology in the classroom</p> <p>Strategy's Expected Result/Impact: The teachers will be better equipped to integrate technology into daily instruction</p> <p>Staff Responsible for Monitoring: Principals Director of Curriculum and Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase and install smartboards for early elementary classrooms.</p> <p>Strategy's Expected Result/Impact: Use of smartboards will promote higher levels of student engagement in the learning process.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Academics Technology Director Instructional Technology Facilitator Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - Title III Funds - \$200,000</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize EL progress tracking and intervention system on every campus.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure continuum of services to address student needs including the treatment of dyslexia.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Special Populations</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Update RTI policies and procedures</p> <p>Strategy's Expected Result/Impact: Students in need of intervention will be better served and will make greater progress toward grade level achievement.</p> <p>Staff Responsible for Monitoring: RTI Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
Strategy 7: Employ Director of Student Services Strategy's Expected Result/Impact: Director will ensure appropriate continuity of services for all students. Staff Responsible for Monitoring: Assistant Superintendent of HR & Operations Results Driven Accountability Funding Sources: Dir of Student Services (salary, TRS, benefits) - ESSER III - \$110,000	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide district-wide outreach program for EL parents to help build connections and capacity</p> <p>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.</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator Principals Project implementation team</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide meeting invitations in Spanish and provide interpreters at meetings</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: District will use website, social media, and Remind messages to keep parents informed.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All District Admin</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: District will provide opportunities for parents to access campuses - (This goal will be temporarily impacted by COVID)</p> <p>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.</p> <p>Staff Responsible for Monitoring: All district admin KISD police</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Support parent night activities on all campuses</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide community Wi-Fi Hotspots throughout the district as well as individual hotspots for students who need them</p> <p>Strategy's Expected Result/Impact: These hotspots will allow internet access after school hours for students and parents who do not have access at home.</p> <p>Staff Responsible for Monitoring: Asst. Sup. for Academics Directory of Technology</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Hotspots - ESSER III - \$20,000</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide ESL College Nights at KHS for Spanish-speaking parents of HS students.</p> <p>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.</p> <p>Staff Responsible for Monitoring: HS Principal HS Counselor Bilingual Facilitator</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 8 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Parents will be more engaged in the educational process leading to higher levels of student achievement and efficacy</p> <p>Staff Responsible for Monitoring: Asst Superintendent of Academics Dir. of Special Pops</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Improve Student Programs & Services

Performance Objective 5: Provide remote conferencing option as needed for elementary students quarantined due to COVID.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop, implement, and monitor remote learning for quarantined elementary students after school hours.</p> <p>Strategy's Expected Result/Impact: Students who are quarantined will be served appropriately and stay on pace with their classmates.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Principals Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Employ and oversee ISD police department. The duties of the police officers include protecting:</p> <ol style="list-style-type: none"> 1. The safety and welfare of any person in the jurisdiction of the peace officer, and 2. The property of the school district <p>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.</p> <p>Staff Responsible for Monitoring: Asst Superintendent Police Chief</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: District Emergency Operations Procedures Team will conduct audits and update EOP as needed.</p> <p>Strategy's Expected Result/Impact: The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise.</p> <p>Staff Responsible for Monitoring: Asst Superintendent EOPT</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Protect the Pride safety system to combat threats to student and teacher safety</p> <p>Strategy's Expected Result/Impact: This program will help ensure that KISD provides a safe learning environment.</p> <p>Staff Responsible for Monitoring: Asst. Sup. Principals Chief of Police</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
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	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
Strategy 7: Convene School Health Advisory Committee to give input on health-related issues. Strategy's Expected Result/Impact: The SHAC will assist the administration and school board in making sound decisions in regard to student and staff health. Staff Responsible for Monitoring: Assistant Superintendent of HR and Operations Director of Student Services Nursing Coordinator	Formative			Summative
	Dec	Mar	July	July
Strategy 8 Details	Reviews			
Strategy 8: Partner with SFC to provide enhanced cleaning and disinfecting techniques to combat the spread of COVID and other viruses Strategy's Expected Result/Impact: Schools will be safer for students and staff. Staff Responsible for Monitoring: Assistant Superintendent Funding Sources: Custodial Contracted Service - ESSER II - \$500,000	Formative			Summative
	Dec	Mar	July	July

Strategy 9 Details	Reviews			
<p>Strategy 9: In accordance with SB9, the district, with input from the School Health Advisory Council, will develop and implement a plan for instruction regarding child abuse, family violence, dating violence, and sex trafficking. This plan, including all statutory requirements, will be in place for the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Students will be safer as they are better informed about these dangers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Dir of Curriculum and Inst Principals</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a discipline management plan that is effective and equitable</p> <p>Strategy's Expected Result/Impact: Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Principals Assistant Principals</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: District will support proactive discipline strategies and look for alternatives to ISS</p> <p>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.</p> <p>Staff Responsible for Monitoring: Asst Superintendent Principals Asst Principals</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: 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</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 5 Details	Reviews			
Strategy 5: Contract with local mental health provider to assist troubled children. Strategy's Expected Result/Impact: Children served will experience improved social and emotional well-being Staff Responsible for Monitoring: Director of Student Services Funding Sources: Mental Health contracted services - ESSER III - \$30,000	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andi Blake	Teacher	Title I	1
Angela Riffin	Teacher	Title I	1
Christell Burley	Teacher	Title I	1
Jamie Archer	Teacher	Title I	1
Jennifer McLean	Instructional Facilitator - Reading	Title I	1
Julie Gentzel	Teacher	Title I	1
Lisa Tate	Teacher	Title I	1
Lizbeth Cordero	Instructional Facilitator - Reading	Title I	1
Natalie Morales	Teacher	Title I	1
Natalie Tucker	Instructional Facilitator - Reading	Title I	1
Sarah Sanders	Instructional Facilitator - Math	Title I	1
Stephanie Browning	Teacher	Title I	1

District Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Intervention teachers		\$572,000.00
Sub-Total					\$572,000.00
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		\$62,000.00
4	1	6			\$200,000.00
Sub-Total					\$262,000.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Retention Bonuses		\$600,000.00
5	1	8	Custodial Contracted Service		\$500,000.00
Sub-Total					\$1,100,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Summer School payroll and supplies		\$270,000.00
1	1	11	After-school STAAR tutorials		\$180,000.00
1	2	6	CD Salary, TRS, benefits		\$110,000.00
1	2	8	LLR Grants		\$170,000.00
3	1	8	RA Stipends		\$60,000.00
4	1	4	Chromebooks		\$100,000.00
4	2	7	Dir of Student Services (salary, TRS, benefits)		\$110,000.00
4	3	6	Hotspots		\$20,000.00
5	3	5	Mental Health contracted services		\$30,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$1,050,000.00
				Grand Total	\$3,054,000.00

Addendums

KISD DISTRICT IMPROVEMENT PLAN 21-22
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
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	11 FTE	\$382,070
Monday Elem.	4 FTE	\$64,527
Phillips Elem.	5 FTE	\$168,386
Lucille Nash Elem.	3 FTE	\$96,961
O.P. Norman J.H.	9 FTE	\$312,773
Kaufman H.S.	11 FTE	\$469,861
Cary Campbell H.S.	12 FTE	\$524,154
KISD Total	55 FTE	\$2,018,732

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

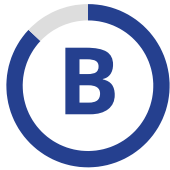
Schoolwide Components:

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

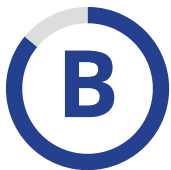
2017-18
B
80 out of 100

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

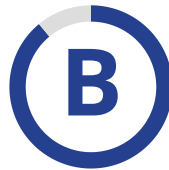
STUDENT ACHIEVEMENT



86 out of 100

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

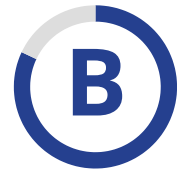
SCHOOL PROGRESS



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%

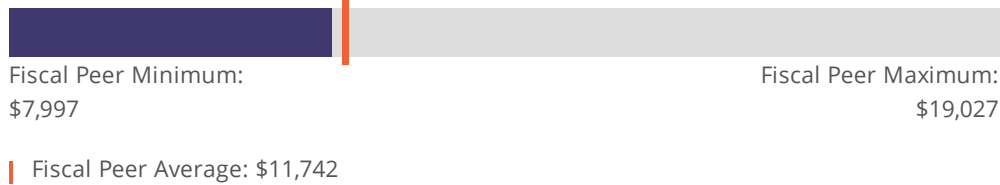
CLOSING THE GAPS

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?

\$11,606
per student



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)

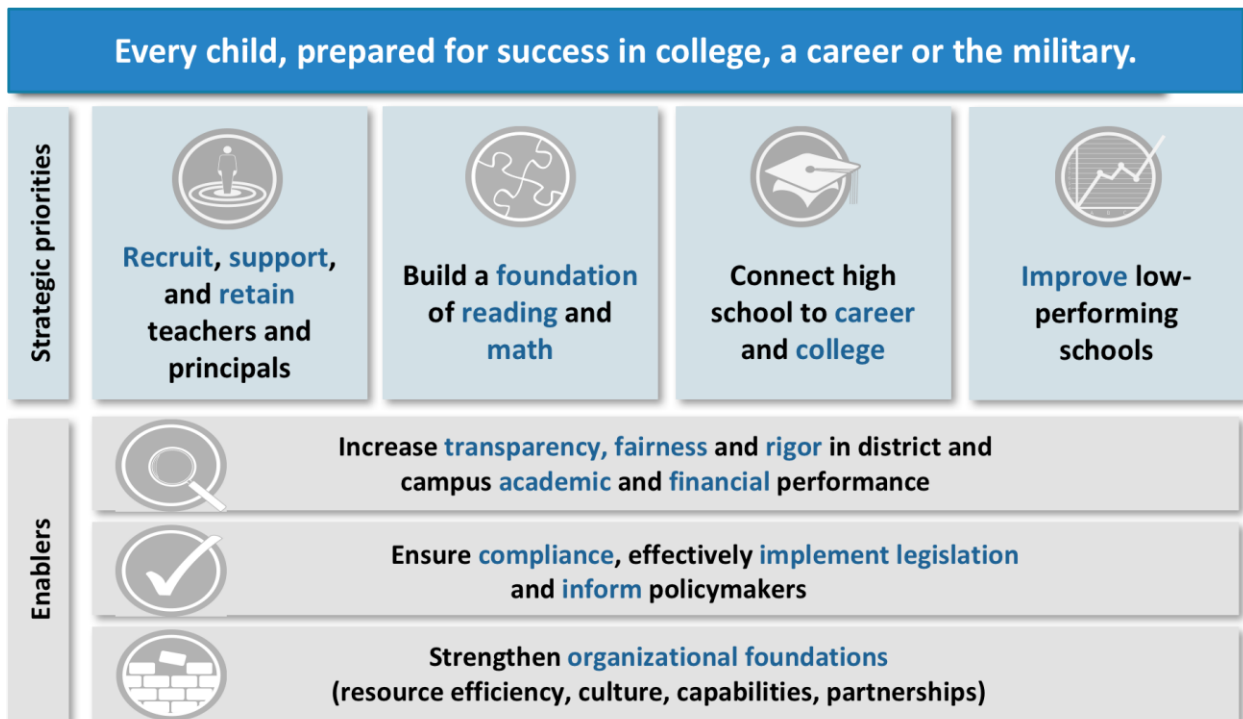
7. Increase Teacher Quality

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.



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 (37)	40 (31)	52 (49)	41 (34)	28 (21)	34 (29)	46 NA	41 NA
August 2022	47 (45)	42 (40)	54 (52)	43 (41)	30 (28)	36 (34)	48 (46)	43 (41)
August 2023	49 (48)	44 (43)	56 (55)	45 (44)	32 (31)	38 (37)	50 (49)	45 (44)
August 2024	51	46	58	47	34	40	52	47
August 2025	53	48	60	49	36	42	54	49

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 (29)	41 (24)	55 (39)	43 (29)	32 (19)	34 (25)	47 NA	44 NA
August 2022	48 (47)	42 (41)	56 (55)	44 (43)	33 (32)	35 (34)	48 (47)	45 (44)
August 2023	50 (49)	44 (43)	58 (57)	46 (45)	35 (34)	37 (36)	50 (49)	47 (46)
August 2024	52 (51)	46 (45)	60 (59)	48 (47)	37 (36)	39 (38)	52 (51)	49 (48)
August 2025	53	47	61	49	38	40	53	50

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% (52%)	50% (41%)	57% (64%)	47% (44%)	51% (75%)	33% (44%)	54% (51%)	41% (39%)
Sept 2022	54%	52% (46%)	59% (64%)	49% (47%)	53%	35% (44%)	56% (53%)	43% (42%)
Sept 2023	56%	54% (50%)	61% (65%)	51% (50%)	55%	37% (45%)	58% (56%)	45%
Sept 2024	58%	56% (54%)	63% (66%)	53% (53%)	57%	39% (45%)	60% (59%)	47%
Sept 2025	60%	58%	65% (67%)	55%	59%	41% (45%)	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% (25%)	33% (19%)	42% (31%)	30% (20%)	2% (0%)	17% (19%)	39% (26%)	26% (19%)
Sept 2022	39% (30%)	35% (25%)	44% (35%)	32% (25%)	4%	19% (20%)	41% (33%)	28% (23%)
Sept 2023	41% (35%)	37% (31%)	46% (40%)	34% (30%)	6%	21%	43% (38%)	30% (27%)
Sept 2024	43% (40%)	39% (36%)	48% (45%)	36% (35%)	8%	23%	45% (43%)	32% (31%)
Sept 2025	45%	41%	50%	38%	10%	25%	47%	34%

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 (43)	16 (20)	16 (22)	22 (24)	3 (2)	4 (10)	31 (34)	7 (9)
Sept 2022	41 (45)	18 (22)	18 (24)	24 (26)	4 (3)	5 (10)	34 (36)	7 (9)
Sept 2023	45 (47)	20 (24)	20 (26)	26 (28)	4	5 (11)	37 (38)	8 (10)
Sept 2024	48 (49)	22 (26)	22 (28)	28 (30)	5	6 (11)	40	8 (10)
Sept 2025	51	23 (28)	23 (30)	30 (32)	5	6 (12)	42	9 (11)