Kerrville Independent School District

District Improvement Plan

2024-2025



Vision

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

Kerrville ISD Values and Beliefs

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

Table of Contents

Comprehensive Needs Assessment 5
- Demographics 5
- Student Achievement 7
- District Culture and Climate 10
- Staff Quality, Recruitment, and Retention 12
- Curriculum, Instruction, and Assessment 13
- Parent and Community Engagement 14
- District Context and Organization 16
- Technology 17

Priority Problem Statements 18

Comprehensive Needs Assessment Data Documentation 23

Goals 25
- Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning. 25
- Goal 2: Develop future-ready students and build a strong academic foundation in literacy and math by working to have all students reading on grade level by grade 3 and by preparing all students to successfully complete algebra coursework. 57
- Goal 3: Empower all students to identify post-secondary pathways and provide personalized support for college, career, and military readiness through Science, Technology, Engineering, Arts & Math (STEAM), Career and Technology Education (CTE), workforce certification, college credit, Advanced Placement and other program opportunities. 62.
- Goal 4: Recruit, develop, and retain employees that are student-centered, focused on professional learning and improvement, passionate, innovative, collaborative, goal-oriented, and ethical. 66
- Goal 5: Maintain sound fiscal management of district budgets by aligning resources to improve student learning, ensure future-ready students and meet district goals while continuously advocating for an adequate and equitable Texas public school finance system. 71
- Goal 6: Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning; this includes both physical safety and freedom from victimization. 76

District Funding Summary 85

Addendums 90

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2022-2023 Fall PEIMS data, Kerrville ISD had the following student demographics:

- 4878 students enrolled
- African American 1.64%
- Hispanic 45.86%
- White 48.71%
- Asian 1.29%
- Two or More Races 2.11%
- Economically Disadvantaged 56.83%
- English Language Learners (ELL) 8.88%
- At-Risk 46%

Based on longitudinal attendance data reported in PEIMS, Kerrville ISD had a student attendance rate of 95.80% for 2018-2019. The attendance rate for 2020-2021 was 95.1% and for 2021-2022 was 92%. The attendance rate for 2022-2023 was 93.2%.

Graduation rate data with continuers for the Class of 2020 reports 100% graduated. N/A for 22/23

Based on the 2022-2023 Fall PEIMS data, Kerrville ISD had the following staff representation:

- Teachers 313
- Professional Support 51.98
- Campus Administration (School Leadership) 19
- Central Administration 13.5
- Educational Aides 93
- Auxiliary Staff 167

Demographics Strengths

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

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

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

G/T Showcase events (K-8).

The district has added additional supports (K-8) to develop and implement services to address the social and emotional needs of gifted and talented students through the development of GT EPs and extension time focused on addressing the most common effective needs of GT students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Current data shows Eco-Dis students under-perform in Advanced Academics in grades 9-12. Only 2% of the 49.8% Eco-Dis students accrued Dual hours toward CCMR. The % of Eco-Dis students who met AP criteria toward CCMR was 5%, while 54% of non-Eco-Dis students met the AP criteria. The % of Eco-Dis students who earned any TSI rating toward CCMR was 7% for RLA and 3% for Math. **Root Cause:** A professional development review shows a necessity to target Tier 1 instructional practices and culturally relevant instructional practice: Tier 1 instruction improvements aligned to SAT/ACT/TSI testing; vertical alignment 6-12; early connections to life experiences, reading, writing enrichment, etc.

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

Problem Statement 3 (Prioritized): At-Risk students continue to struggle with achievement gaps as measured by STAAR (2023 data shows significant gaps between At-Risk students' and All students' scores at the Approaches and Meets levels in reading and math). **Root Cause:** Staff development in the areas of backwards lesson design and differentiation needs to be the focus.

Problem Statement 4 (Prioritized): The number of suspensions for non-White students is greater than for White students. **Root Cause:** K-12 teacher training in classroom management practices is needed.

Problem Statement 5 (Prioritized): 2022 Closing the Gaps data from TEA shows that Asian students missed the ELA/Reading target; the African American, Hispanic, White, Two or More Races and Emergent Bilingual student groups missed the math target. Awaiting 2023 data. **Root Cause:** Special pops and White students missed the target for Math achievement.

Student Achievement

Student Achievement Summary

2019-2021 longitudinal STAAR data show stark examples of COVID-19 learning loss, most especially in math, where students who scored at Meets/Masters fell by 15%.

KISD's accountability ratings also show a decline from pre-COVID ratings:

KISD Accountability Summary - Comparison Overview

2019 Scaled Score	**2021 Scaled Score**	**N/A for 2023 yet**
Student Achievement 88	Student Achievement 83	
School Progress 90	School Progress 80	
Closing the Gaps 89	Closing the Gaps 78	

Longitudinal State Comparison STAAR

In 2020-2021, Kerrville ISD's Hispanic, Special Education, Economically Disadvantaged, and English Learner (EL) students performed below the All Students category in most STAAR tested areas.

These indicators will drive instructional and staffing decisions as we work to address the COVID learning loss.

Student Achievement Strengths

In 2023 in KISD:

Grades 3-5 surpassed State scores at Approaches, Meets, and Masters in all tested subjects with the exception of 4th grade math at Masters.

Grade 6 did not surpass State scores in RLA or Math at Approaches, Meets, and Masters.

Grade 7 surpassed State scores at Approaches, Meets, and Masters in RLA and Math.

Grade 8 surpassed State scores in RLA, at Approaches and Masters and did not surpass State scores in Math.

Middle school and High school scores surpassed State scores at Approaches in Algebra 1.

High school scores surpassed State scores at Approaches, Meets, and Masters in English I and Biology, and at Approaches and Meets in English II and U. S. History.

Percent of total Advanced Placement students who scored a 3+ was at 56%, which is not improved from Spring 2022. Students continue to have many options for obtaining college credit, including AP, OnRamps, and Alamo College dual credit options.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Only 66% of students graduating from THS and attending a public institution of higher education and completing the first year with a 2.5 GPA or greater. **Root Cause:** College and career counseling at the middle school level has been improved recently but further refinement is needed along with time for positive impacts to be measured.

Problem Statement 2 (Prioritized): Special Education and Bilingual Education/English as a Second Language/Emergent Bilingual students fell below State System Safeguard targets (60%) in most tested areas. **Root Cause:** Lack of consistent implementation of DI strategies

Problem Statement 3 (Prioritized): 2021-2022 Equity Plan Data from TEA in 2023 shows a 13% gap between White & African-American students in STAAR Progress Expected or Accelerated Growth by Grade & Subject. (Equity Plan data for 2017-2018 showed a 12% gap between the African-American % of students who attain Exceeds or Meets on STAAR & the White student population. In 2018-2019, the gap between these two populations was 10%.) **Root Cause:** High poverty and high minority campuses are not keeping pace with the effective teaching measured at low poverty and low minority campuses because teachers lack sufficient Tier 1 differentiated instruction skills.

Problem Statement 4 (Prioritized): Based on 2023 BOY mClass data, 57% of 3rd graders are reading on grade level, while 2023 BOY MAP data shows 72% of students in grades 3-5 were on target with algebra problem solving. **Root Cause:** Lack of effective Tier 1 instruction and differentiation methodologies.

Problem Statement 5 (Prioritized): Students with disabilities in grades 3 to 8 are not performing at the same level as their peers at the state level in reading, math, and writing. **Root Cause:** Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving academic performance for Special Education students.

Problem Statement 6 (Prioritized): Students with disabilities at the high school level are not performing at the same level as their peers at the state level in ELAR. **Root Cause:** Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving reading and writing for special education students.

Problem Statement 7 (Prioritized): Staff needs professional development on intentional collaborative planning between general ed and special ed, along with embedded instructional coaching for inclusion teachers. **Root Cause:** Staff development has been tailored to meet the needs of general education students.

Problem Statement 8 (Prioritized): 2022 CCMR data show high school students performed below the state in the following areas: Scored at/above college ready standard on SAT, ACT, TSIA or earned credit for a college prep course; Met criterion score on AP/IB exams; Earned an Industry-Based Certification; Graduated under an advanced diploma plan & identified as a current Special Education student.

Problem Statement 9 (Prioritized): 2021 Graduation Rate data show that the All Students calculation and White population fell below the 2020 Graduation Rate calculations.

Problem Statement 10 (Prioritized): 2021 STAAR data show a decrease in student performance levels from 2019 data, most especially in math. **Root Cause:** The COVID-19 pandemic, with all it entails, has had a negative impact on student success rates.

Problem Statement 11 (Prioritized): CTE certifications earned for 2020 and 2021 remain well-below pre-COVID 19 numbers, though the number of students earning certifications has risen. **Root Cause:** Virtual learning and interrupted time on campus due to pandemic-related issues has negatively impacted CTE student success.

Problem Statement 12 (Prioritized): KISD CTE data in the Perkins V Indicator Supplemental Report, 2019-20 shows that the district fell below the state in four Program Quality areas in 2019-2020: Academic Proficiency in RLA; Non-Traditional Program Concentration; Program Quality: Attained Recognized Postsecondary Credential and CTE Completer. **Root Cause:** The recent shift to the CTE Program of Study model stresses the completion of a 4-year program. THS offers 12 programs, and students have the flexibility to move between programs, which sometimes results in students running out of time to complete all 4 years of a single program. Additionally, students who typically struggle in other academic areas also struggle in CTE programs.

Problem Statement 13 (Prioritized): Many Immigrant students need additional language and academic supports to gain competence in Texas schools **Root Cause:** Immigrant children may arrive in our schools with little or no formal education and with little or no facility with academic English

Problem Statement 14 (Prioritized): Students need support in successfully manipulating test materials online. **Root Cause:** Increase in required testing (state and local) in online platforms

District Culture and Climate

District Culture and Climate Summary

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

The District's Discipline Committee regularly reviews discipline data which is used for identifying trends that need to be addressed systematically. In addition, campuses use data from the anonymous reporting app and website, P3, to address immediate concerns. The District is using Positive Behavioral Interventions and Supports (PBIS) to improve and integrate the data, systems, and practices affecting student outcomes every day.

KISD does not tolerate school violence, physical or sexual assault or abuse, dating violence, bullying or harassment.

KISD's instructional staff report by ethnicity is not representative of our local community demographics. We strive to overcome this imbalance while continuing to hire highly-qualified and effective teachers for every classroom.

KISD recognizes excellence among all staff by providing an award system, the KISD Inspire award, that encourages staff from any department to nominate another KISD staff member who goes above and beyond what's necessary at work.

District Culture and Climate Strengths

Kerrville ISD benefits from several strengths in our culture and climate area. One strength is our use of the Drake University character education program *Character Counts!* at each campus. Another is our use of the P3 app to increase our responsiveness to potential problems at the campus level. And our K-8 campuses have embraced the benefits of the PBIS program and app.

Problem Statements Identifying District Culture and Climate Needs

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

Problem Statement 2 (Prioritized):
In school year 2022-2023, of the discipline referrals that resulted in a DAEP placement district-wide, White students comprised 47% while Non-White students comprised 53%.
Root Cause: Continuing need for professional development on cultural awareness and classroom management strategies.

Problem Statement 3 (Prioritized): In the 2021-2022 TAPR, the district's teacher ethnic breakdown was approximately 17% non-White and 83% Anglo.

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

Problem Statement 5 (Prioritized): Campuses need a comprehensive behavior program to support incidence prevention. **Root Cause:** Campuses report a rise in inattentive and impulsive behaviors that disrupt the learning environment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and retention are positively impacted when professional growth and increased pay are available. To address these areas, KISD has partnered with the National Institute for Excellence in Teaching (NIET) to help our teachers and instructional leaders grow. Also, KISD instructional staff have the opportunity to participate in the state's Teacher Incentive Allotment (TIA), which can result in increased pay for teachers demonstrating an increased level of professional growth and positive student outcomes.

Staff Quality, Recruitment, and Retention Strengths

Strengths in the HR programs are:

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

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

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

Problem Statement 4 (Prioritized): New-to-profession teachers and new-to-KISD teachers need comprehensive support to grow professionally and personally, to fulfill their capacity for effective teaching

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

KISD supports all aspects of instruction. The district ensures that instructional staff have access to High Quality Instructional Materials (HQIM) and provides intentional, targeted professional development to raise the capacity of instructional staff and improve student outcomes. Additionally, the Teacher Incentive Allotment program (TIA) helps to maximize teacher potential.

We use Professional Learning Committees (PLCs) as a vehicle to improve pedagogy and student work and data analysis, targeting Tier 1 instruction and differentiation. These PLCs are facilitated by campus administration and instructional coaches. Contracted instructional coaches support vertical and horizontal alignment through face-to-face sessions with individuals or small groups.

Curriculum, Instruction, and Assessment Strengths

- Grade-level committees create common assessments aligned with the Scope and Sequence
- Checkpoint/Benchmark system used to collect actionable data to drive instruction
- Teachers and Admin monitor and assess curriculum alignment and instruction through Data-driven Decisions training
- Inova data is used to help predict student performance so that interventions may be planned accordingly

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Kerrville ISD values parents and the wider community and knows that effective communication enhances student success.

The district strives to keep our families and community informed through the following methods at both the district and campus level: websites, Facebook, Twitter, Instagram and local news outlets. Campuses also employ newsletters and automated call-outs.

KISD offers families and community members a variety of ways to stay involved in the district.

- Campus-level committees such as Campus Improvement Teams, PTOs, and booster clubs are key ways parents can support student success.
- District-level committees such as the Faculty and Community Advisory Committee (FCAC) and the School Health Advisory Council (SHAC) allow for representation of community members, parents, and district staff to learn about and comment on district-wide issues.
- The Kerrville Public School Foundation (KPSF) is a key way for the community to support student success and innovative teaching across the district through charitable donations.

Parent and Community Engagement Strengths

The Parent and Community Engagement activities listed below remain a high priority for Kerrville ISD.

- Bilingual Family nights (training for parents regarding ways to improve their children's academic achievement and second language acquisition);
- Family Math/Science Night (provide an opportunity for parents to learn alongside their children and experience academic content applicable to students at every level);
- Family Learning Day (designed for parents to learn in the classroom with their children, in all curricular and extracurricular activities);
- In-Person Parent Consultation: for Academics; Social Service finding; Medical Referral; counseling; home behaviors; classroom behaviors (provide printed and online resources);
- Outdoor Education Program for all 6th graders;
- Booster clubs;
- Campus carnivals, Spring Fling, Walk-a-thons;
- Mentoring programs;
- Youth Education Support (YES);
- Collaboration on facility needs amongst community-based teams;
- Kerrville Public School Foundation Fundraiser;
- Fall College Night at Tivy High School;
- Little Olympics hosted by Kiwanis;
- Riverside Nature Center 2nd and 4th grade Science Day;
- Tivy High School students tutor elementary students through PALS;
- Agreements with Alamo Colleges and Schreiner University;
- A commitment from every Tivy High School organization to promote service to the community through volunteer hours;
- Student surveys;
- Parent surveys.

Problem Statements Identifying Parent and Community Engagement Needs

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

District Context and Organization

District Context and Organization Summary

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

District Context and Organization Strengths

- KISD received *"Superior Achievement"* from Financial Integrity Rating System of Texas for 16th Consecutive Year
- Strong working relationship between the Kerrville ISD Board of Trustees and Central Office Administrators
- District Leadership Team meets monthly to tackle all aspects of District goals

Problem Statements Identifying District Context and Organization Needs

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

Problem Statement 2 (Prioritized): In response to new state requirements in the area of school safety, the school district must provide a coordinated school safety program. **Root Cause:** The current climate regarding the likelihood of mass-casualty events along with the emotional burden of maintaining a state of preparedness.

Technology

Technology Summary

Kerrville ISD values the use of technology to enhance instruction in an effort to prepare students to be successful in the 21st century workforce. Kerrville ISD is investing in practice and assessment programs that will support Tier I instruction, differentiated instruction, and implementation of instructional technology. These efforts will impact student engagement and growth, and help decrease gaps in performance as measured by scores for Economically Disadvantaged and non-Economically Disadvantaged students.

KISD has leveraged a variety of financial resources to implement a one-to-one device program for grades K-12. These efforts support advancements in the use of instructional technology as well as provide flexibility in the area of virtual instruction. These new devices, and the addition of Caching Servers at every campus, and Wireless Access Points in every classroom greatly reduce the internet connectivity gaps KISD students and staff have struggled with. Transitioning some of our operations to the cloud makes our data and operations more resilient.

Technology Strengths

- KISD has become a 1:1 District.
- Installed a Wireless Access Point in every classroom.
- Deployed caching servers at every campus to better manage bandwidth.
- Transitioned mail and print services to cloud-based platforms.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Our current Student Information System is no longer fit to the size and operations of KISD and should be replaced.

Problem Statement 2 (Prioritized): The infrastructure at our Early Childhood Campus needs improvement. **Root Cause:** Limited financial resources

Problem Statement 3 (Prioritized): There is no plan or budget to replace the devices we have purchased to become a 1:1 District. Successful 1:1 districts have long term plans on device rotation, standardization, insurance or fine structures, and replacement cycles. **Root Cause:** Limited financial resources

Problem Statement 4: Hiring and retaining quality Technicians is always a concern. There is significant turnover expected in the Technology Department within the next 12 months. **Root Cause:** Limited financial resources.

Priority Problem Statements

Problem Statement 1: Current data shows Eco-Dis students under-perform in Advanced Academics in grades 9-12. Only 2% of the 49.8% Eco-Dis students accrued Dual hours toward CCMR. The % of Eco-Dis students who met AP criteria toward CCMR was 5%, while 54% of non-Eco-Dis students met the AP criteria. The % of Eco-Dis students who earned any TSI rating toward CCMR was 7% for RLA and 3% for Math.

Root Cause 1: A professional development review shows a necessity to target Tier 1 instructional practices and culturally relevant instructional practice: Tier 1 instruction improvements aligned to SAT/ACT/TSI testing; vertical alignment 6-12; early connections to life experiences, reading, writing enrichment, etc.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The STAAR passing % at Meets and Masters for students served through Bilingual Education/English as a Second Language & Emergent Bilingual and Special Education programs shows these students are under-performing compared with All students' scores. The % of STAAR passing at the Master's level has declined.

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: District Culture and Climate

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

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

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The infrastructure at our Early Childhood Campus needs improvement.

Root Cause 5: Limited financial resources

Problem Statement 5 Areas: Technology

Problem Statement 6: In school year 2022-2023, of the discipline referrals that resulted in a DAEP placement district-wide, White students comprised 47% while Non-White students comprised 53%.

Root Cause 6: Continuing need for professional development on cultural awareness and classroom management strategies.

Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: At-Risk students continue to struggle with achievement gaps as measured by STAAR (2023 data shows significant gaps between At-Risk students' and All students' scores at the Approaches and Meets levels in reading and math).

Root Cause 7: Staff development in the areas of backwards lesson design and differentiation needs to be the focus.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Special Education and Bilingual Education/English as a Second Language/Emergent Bilingual students fell below State System Safeguard targets (60%) in most tested areas.

Root Cause 8: Lack of consistent implementation of DI strategies

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: 2021-2022 Equity Plan Data from TEA in 2023 shows a 13% gap between White & African-American students in STAAR Progress Expected or Accelerated Growth by Grade & Subject. (Equity Plan data for 2017-2018 showed a 12% gap between the African-American % of students who attain Exceeds or Meets on STAAR & the White student population. In 2018-2019, the gap between these two populations was 10%.)

Root Cause 9: High poverty and high minority campuses are not keeping pace with the effective teaching measured at low poverty and low minority campuses because teachers lack sufficient Tier 1 differentiated instruction skills.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: KISD seeks to lower the yearly attrition rate of proficient staff.

Root Cause 10: Faculty that leave Kerrville ISD tend to leave when they do not feel supported or when they do not achieve career advancement goals.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Data collected through the P3 anonymous reporting app and website show that district students are faced with issues that can take focus away from learning. The most common problems include, but are not limited to: bullying, cyber bullying, harassment, drug and alcohol use, vaping, depression, and self-harm.

Root Cause 11:

Problem Statement 11 Areas: District Culture and Climate

Problem Statement 12: In response to new state requirements in the area of school safety, the school district must provide a coordinated school safety program.

Root Cause 12: The current climate regarding the likelihood of mass-casualty events along with the emotional burden of maintaining a state of preparedness.

Problem Statement 12 Areas: District Context and Organization

Problem Statement 13: Only 66% of students graduating from THS and attending a public institution of higher education and completing the first year with a 2.5 GPA or greater.

Root Cause 13: College and career counseling at the middle school level has been improved recently but further refinement is needed along with time for positive impacts to be measured.

Problem Statement 13 Areas: Student Achievement

Problem Statement 14: Based on 2023 BOY mClass data, 57% of 3rd graders are reading on grade level, while 2023 BOY MAP data shows 72% of students in grades 3-5 were on target with algebra problem solving.

Root Cause 14: Lack of effective Tier 1 instruction and differentiation methodologies.

Problem Statement 14 Areas: Student Achievement

Problem Statement 15: In the 2021-2022 TAPR, the district's teacher ethnic breakdown was approximately 17% non-White and 83% Anglo.

Root Cause 15:

Problem Statement 15 Areas: District Culture and Climate

Problem Statement 16: Parent survey data on Title I campuses reflects a lack of family and community engagement opportunities

Root Cause 16: Lack of communication regarding opportunities

Problem Statement 16 Areas: Parent and Community Engagement

Problem Statement 17: Through the careful review of district facilities studies by PBK Architects and the Texas Association of School Boards, the District Long Range Facilities Planning Committee determined that safety, aging infrastructure (roofing, HVAC, plumbing, and electrical) and 21st Century learning spaces are being addressed in order to provide safe and effective learning environments.

Root Cause 17:

Problem Statement 17 Areas: District Context and Organization

Problem Statement 18: Our current Student Information System is no longer fit to the size and operations of KISD and should be replaced.

Root Cause 18:

Problem Statement 18 Areas: Technology

Problem Statement 19: There is no plan or budget to replace the devices we have purchased to become a 1:1 District. Successful 1:1 districts have long term plans on device rotation, standardization, insurance or fine structures, and replacement cycles.

Root Cause 19: Limited financial resources

Problem Statement 19 Areas: Technology

Problem Statement 20: Students with disabilities at the high school level are not performing at the same level as their peers at the state level in ELAR.

Root Cause 20: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving reading and writing for special education students.

Problem Statement 20 Areas: Student Achievement

Problem Statement 21: Staff needs professional development on intentional collaborative planning between general ed and special ed, along with embedded instructional coaching for inclusion teachers.

Root Cause 21: Staff development has been tailored to meet the needs of general education students.

Problem Statement 21 Areas: Student Achievement

Problem Statement 22: Students with disabilities in grades 3 to 8 are not performing at the same level as their peers at the state level in reading, math, and writing.

Root Cause 22: Lack of intentional collaboration between general education and SPED teachers on targeted strategies for improving academic performance for Special Education students.

Problem Statement 22 Areas: Student Achievement

Problem Statement 23: Many needs expressed in other areas are tied to effective delivery of PD and implementation of new learning. Providing consistent, high-quality PD is necessary to help our staff fill learning gaps. Coordination of PD needs and offerings is a key to instructional success.

Root Cause 23:

Problem Statement 23 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 24: Administrator growth needs to be a focus for continued success.

Root Cause 24:

Problem Statement 24 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 25: The number of suspensions for non-White students is greater than for White students.

Root Cause 25: K-12 teacher training in classroom management practices is needed.

Problem Statement 25 Areas: Demographics

Problem Statement 26: 2022 CCMR data show high school students performed below the state in the following areas: Scored at/above college ready standard on SAT, ACT, TSIA or earned credit for a college prep course; Met criterion score on AP/IB exams; Earned an Industry-Based Certification; Graduated under an advanced diploma plan & identified as a current Special Education student.

Root Cause 26:

Problem Statement 26 Areas: Student Achievement

Problem Statement 27: 2022 Closing the Gaps data from TEA shows that Asian students missed the ELA/Reading target; the African American, Hispanic, White, Two or More Races and Emergent Bilingual student groups missed the math target. Awaiting 2023 data.

Root Cause 27: Special pops and White students missed the target for Math achievement.

Problem Statement 27 Areas: Demographics

Problem Statement 28: 2021 Graduation Rate data show that the All Students calculation and White population fell below the 2020 Graduation Rate calculations.

Root Cause 28:

Problem Statement 28 Areas: Student Achievement

Problem Statement 29: 2021 STAAR data show a decrease in student performance levels from 2019 data, most especially in math.

Root Cause 29: The COVID-19 pandemic, with all it entails, has had a negative impact on student success rates.

Problem Statement 29 Areas: Student Achievement

Problem Statement 30: CTE certifications earned for 2020 and 2021 remain well-below pre-COVID 19 numbers, though the number of students earning certifications has risen.

Root Cause 30: Virtual learning and interrupted time on campus due to pandemic-related issues has negatively impacted CTE student success.

Problem Statement 30 Areas: Student Achievement

Problem Statement 31: KISD CTE data in the Perkins V Indicator Supplemental Report, 2019-20 shows that the district fell below the state in four Program Quality areas in 2019-2020: Academic Proficiency in RLA; Non-Traditional Program Concentration; Program Quality: Attained Recognized Postsecondary Credential and CTE Completer.

Root Cause 31: The recent shift to the CTE Program of Study model stresses the completion of a 4-year program. THS offers 12 programs, and students have the flexibility to move between programs, which sometimes results in students running out of time to complete all 4 years of a single program. Additionally, students who typically struggle in other academic areas also struggle in CTE programs.

Problem Statement 31 Areas: Student Achievement

Problem Statement 32: Many Immigrant students need additional language and academic supports to gain competence in Texas schools

Root Cause 32: Immigrant children may arrive in our schools with little or no formal education and with little or no facility with academic English

Problem Statement 32 Areas: Student Achievement

Problem Statement 33: New-to-profession teachers and new-to-KISD teachers need comprehensive support to grow professionally and personally, to fulfill their capacity for effective teaching

Root Cause 33:

Problem Statement 33 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 34: Campuses need a comprehensive behavior program to support incidence prevention.

Root Cause 34: Campuses report a rise in inattentive and impulsive behaviors that disrupt the learning environment.

Problem Statement 34 Areas: District Culture and Climate

Problem Statement 35: Students need support in successfully manipulating test materials online.

Root Cause 35: Increase in required testing (state and local) in online platforms

Problem Statement 35 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Perform peer observations/learning walks to: * model effective practices and provide teachers feedback * create opportunities for teachers and staff to think critically about practice and use formative assessment to impact student learning * reflect on planning and strategies that ensure student choice and personalized academic learning experiences. **Strategy's Expected Result/Impact:** Improvement in overall STAAR performance for the most at-risk populations. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Principals	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide on-going professional learning opportunities that equip staff to address the learning needs of all students. **Strategy's Expected Result/Impact:** Survey data will show PD was beneficial. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Funding Sources:** Registration and Travel for PD opportunities - Federal Title II, Part A Prof. Dev. (255-...) - $2,000	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop systemic use of grade-level-specific procedures that encourage students to take ownership of their learning by involving them in the goal-setting process and assessment process; provide teachers with professional learning that supports student goal-setting strategies and teacher/student conferencing methods. **Strategy's Expected Result/Impact:** T-TESS data will show teacher growth in areas of student goal-setting. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Principals	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 4: Provide contracted staff to serve as Interventionists to mitigate COVID-19 learning losses. **Strategy's Expected Result/Impact:** Local assessment data, reading and math screeners, and state assessment data will show student growth. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Funding Sources:** Contracted Staff and Materials - ESSER III - $500,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Provide professional development to increase teacher capacity for Scope and Sequence creation and modification, to include vertical and horizontal alignment; provide embedded coaching to support continuity of implementation. **Strategy's Expected Result/Impact:** Students will demonstrate success on Benchmark assessments throughout the school year and will perform at Meets or Masters on the STAAR or EOC exams. **Staff Responsible for Monitoring:** Superintendent; AS of Curr. & Inst.; Principals **Title I:** 2.4, 2.6 **Funding Sources:** PD - ESSER III	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 2: District Equity Plan Committee will revise the existing KISD Equity Plan to reflect new data from TEA and enact the updated plan to improve STAAR performance for African-American students. **Strategy's Expected Result/Impact:** Improve STAAR performance for African-American students **Staff Responsible for Monitoring:** Dir. of Special Programs **Equity Plan**			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Strive to fully equip all classrooms with readily available technology to enhance student instruction. **Strategy's Expected Result/Impact:** Improvements in core academic and technology application skills and staff assessment results in target level for category of Infrastructure for Technology **Staff Responsible for Monitoring:** Chief Technology Offcr. **Title I:** 2.4 **Funding Sources:** Supplies - ESSER III - $788,298.02	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration. **Strategy's Expected Result/Impact:** Improvements in core academic and technology application skills and staff assessment results in target level of Educator Preparation & Development **Staff Responsible for Monitoring:** Chief Technology Offcr.; AS of Curr. & Inst.	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Assist campuses with the purchase of supplemental instructional technology resources, including software, hardware, licenses, and professional development to foster academic growth for all students; resources include, but are not limited to: Apex, Lexia, HMH Reading Inventory, Amplify/mCLASS, NWEA MAP, Imagine Learning, Keyboarding without Tears. **Strategy's Expected Result/Impact:** Accountability data and usage reports will reflect student success. **Staff Responsible for Monitoring:** Dir. of Special Programs; Chief Technology Offcr. ; AS of Curr. & Inst. **Title I:** 2.4 **Funding Sources:** Supplies - Local/General (199...), Instructional Software - ESSER III - $500,000, - Federal Title IV (289...)	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 5: Improve student performance on STAAR for students receiving special education support by using data-driven instruction and intense intervention activities with a focus on value-added.

Evaluation Data Sources: STAAR data

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Address appropriate instruction and activities that lead to success for students with disabilities in the area of Language Arts - Writing. Monitor student progress through an analysis of Benchmark and checkpoint data from October through April, and principal observation of best instructional practices. Professional Development Activities: Collaboration, scope and sequence alignment activities, backwards planning, Benchmark rewrites, small literacy groups. **Strategy's Expected Result/Impact:** Benchmark and checkpoint scores will show student growth. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Title I:** 2.4			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 6: Provide a High School Equivalency Program (HSEP) for over-aged 9th and 10th grade students who have minimal credits and are at-risk of dropping out of school.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Provide an alternative education program at HCHS to meet the needs of recovered dropouts and over-aged 9th and 10th grade THS students who have minimal credits and are highly at-risk of dropping out **Strategy's Expected Result/Impact:** Monthly THS/HCHS Student Leaver Reports will show a decrease in drop-outs when compared to the previous school year's report. **Staff Responsible for Monitoring:** Dir. of Advanced Academics and Post-Secondary Readiness; AS of Curr. & Inst. **Funding Sources:** Staffing, supplies, transportation - Compensatory Ed. (199-...-24-000)			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 2: Continue to build community relationships that support high school internship programs with a focus on STEM. **Strategy's Expected Result/Impact:** By the end of the program, students will have a better understanding of careers through PBL. **Staff Responsible for Monitoring:** AS of Curr. & Inst.			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 7: Effectively implement the Bilingual Education/English as a Second Language/Emergent Bilingual program.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide interventions for identified Emergent Bilingual students who are struggling in school.	Formative		
Strategy's Expected Result/Impact: An increase in various scores will indicate successful interventions: benchmark scores, mClass/ Amplify Lectura K-2, Imagine Learning Espanol and Math K-2, and mClass/Amplify English 3+. **Staff Responsible for Monitoring:** Bilingual/ESL Director	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional instructional support for EB students by: 1) using instructional paraprofessionals to implement one-on-one and/or small group instruction, and in-class support, 2) providing tutoring before and after school, 3) providing tutors to engage in intense supplementary instruction to foster early literacy.	Formative		
Strategy's Expected Result/Impact: Assessment scores, report card grades, and anecdotal evidence will demonstrate student success with additional support. **Staff Responsible for Monitoring:** Bilingual/ESL Director	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development opportunities to Bilingual/ESL teachers as well as Content Area teachers who serve EB students. Professional development opportunities will include, but are not limited to: a. bilingual/ESL pull-out staff development; b. Region 20 workshop offerings for EB student achievement; c. sheltered instruction training; d. ELPS training; e. professional conferences or symposiums targeting EB student achievement; f. coaching by trained staff; g. cultural sensitivity topics.	Formative		
Strategy's Expected Result/Impact: Increased PD participation will lead to a rise is student success. **Staff Responsible for Monitoring:** Bilingual/ESL Director; Coord. of Prof. & Digital Learning	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Collect and analyze assessment data for each 3rd - 12th grade Emergent Bilingual student in order to make informed decisions on an individual plan to ensure EB student academic success. **Strategy's Expected Result/Impact:** The Bilingual/ESL Director will meet with campus Bilingual/ESL Coordinators to share findings from AS of Curr. & Inst.; meetings will result in plans for the success of EB students. **Staff Responsible for Monitoring:** Bilingual/ESL Director; AS of Curr. & Inst.	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase the number of ESL-certified teachers in all grades and content-areas. **Strategy's Expected Result/Impact:** The number of KISD teachers completing ESL certification should continue to increase. **Staff Responsible for Monitoring:** Campus Principals; Bilingual/ESL Director; Dir. of Personnel	Formative		
	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: The Bilingual/ESL Director will provide teacher and student supplemental instructional resources as needed and as determined through needs assessments. **Strategy's Expected Result/Impact:** The Bilingual/ESL Director will collect input from various sources regarding student and teacher needs and usage; tracking of student progress will reflect success. **Staff Responsible for Monitoring:** Bilingual/ESL Director; AS of Curr. & Inst.	Formative		
	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Support the implementation of targeted inclusion interventions for Special Education students not meeting standards on state assessments. * Special education inclusion teachers and general teachers will collaborate to identify targeted interventions for improving low performing TEKS. * Special education teachers will collaborate with general education teachers to scaffold grade level materials for special education students with exposure to grade-level content. **Strategy's Expected Result/Impact:** Increase in the number of special education students that demonstrate academic progress as measured on local benchmarks and state assessment. **Staff Responsible for Monitoring:** Dir. of Advanced Academics and Post-Secondary Readiness; SD of Special Educ. **Title I:** 2.4, 2.6	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Child Find procedures to ensure that Student Assistance Teams (SAT) use progress monitoring data to make timely referrals for special education evaluation. **Strategy's Expected Result/Impact:** Percentage of students identified for special education corresponds with state and national levels. **Staff Responsible for Monitoring:** SD of Special Educ.; Campus Principals **Title I:** 2.6	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 3: Provide professional development on inclusion and co-teaching to assist teachers in implementing research-based instructional strategies and delivery procedures. * Provide professional development for inclusion teachers on Backwards Design Model and TEKS Deconstruction. * Provide professional development on intentional collaborative planning and embedded instructional coaching for inclusion teachers. **Strategy's Expected Result/Impact:** Increase in the number of special education students that demonstrate academic progress as measured on local benchmarks and state assessments. **Staff Responsible for Monitoring:** SD of Special Educ.; Coord. of Prof. & Digital Learning **Title I:** 2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 4: Provide training and embedded support on evidenced-based strategies to decrease disruptive behaviors and increase positive student engagement, to include Tier 2 and Tier 3 under the Positive Behavior Intervention & Supports (PBIS) system. **Strategy's Expected Result/Impact:** Decrease in disciplinary removals for students with disabilities. **Staff Responsible for Monitoring:** SD of Special Educ.; Coord. of Prof. & Digital Learning **Title I:** 2.5 **Funding Sources:** - Federal Title IV (289...) - $30,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 9: Provide appropriate interventions to assist At-Risk/SCE and highly mobile students in reaching academic success.

Evaluation Data Sources: STAAR, CCMR, RDA

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct State Compensatory Education Evaluation to determine progress of at-risk students and measure program effectiveness in shrinking the achievement gap between at-risk and non-at-risk students.	Formative		
Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** Dir. of Special Programs; AS of Curr. & Inst.	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze evaluation reports to create a plan to address the areas in which the achievement gap is increasing between at-risk and non-at-risk students.	Formative		
Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success and monitor growth of student Lexile levels in grades 3-10. **Staff Responsible for Monitoring:** Campus Principals; Dir. of Special Programs; THS Assoc. Principal	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide intervention strategies to address the needs of all students including those in special populations and to ensure that all students identified "At-Risk" are provided with the support and resources to achieve academic success in all core areas and pass the STAAR, as well as reduce the drop-out rate and increase the completion rate.	Formative		
Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** Dir. of Special Programs; AS of Curr. & Inst.	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Reading Specialists and/or Interventionists at elementary middle school campuses to implement programming that will assist struggling readers.	Formative		
	Oct	Feb	June
Strategy's Expected Result/Impact: Staffing data will show the placement of Reading Specialists and/or Interventionists. **Staff Responsible for Monitoring:** Dir. of Special Programs; Campus Principals **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Staffing and supplies - Local/General (199...), Staffing and supplies - Federal Title I, Part A - (211-...-)			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide a structured and supportive learning environment (DAEP) for students removed from the regular campus through discretionary or mandatory means.	Formative		
	Oct	Feb	June
Strategy's Expected Result/Impact: Attendance rates and academic performance will show improvement when compared to home campus data. **Staff Responsible for Monitoring:** SD of Alternative Educ. **Funding Sources:** Staffing and supplies - Compensatory Ed. (199-...-24-000)			

Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor at-risk and drop-out reports to follow-up on student progress and recovery to re-enroll previous drop-outs.	Formative		
	Oct	Feb	June
Strategy's Expected Result/Impact: The leaver report will show a reduction in leavers, which will lead to an increase in THS and HCHS graduates. **Staff Responsible for Monitoring:** SD of Alternative Educ.			

Strategy 7 Details	Formative Reviews		
Strategy 7: Offer the opportunity for students to gain credit through Credit by Exam, correspondence courses, or Apex.	Formative		
Strategy's Expected Result/Impact: A weekly review of completion data will show increased graduation rates.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; THS Principal; THS Assoc. Principal			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide Title I services to homeless children and youth on each KISD campus (including non-Title I campuses).	Formative		
Strategy's Expected Result/Impact: Bi-weekly or as needed based on enrollment, a homeless report is run and sent to the appropriate departments and personnel to identify additional students and ensure services are provided (ex: free meals). **Staff Responsible for Monitoring:** Dir. of Special Programs **Funding Sources:** - Federal Title I, Part A - (211-...-) - $400	Oct	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide a structured and supportive learning environment (HCHS) for students eligible to attend an alternative education program that will enable them to reach the requirements for graduation, to include a credit/dropout recovery program in an alternative high school setting (HCHS) for eligible THS students.	Formative		
Strategy's Expected Result/Impact: A weekly review of completion data will show increased graduation rates. **Staff Responsible for Monitoring:** SD of Alternative Educ. **Funding Sources:** Staffing and supplies - Compensatory Ed. (199-...-24-000)	Oct	Feb	June

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide a Summer Credit Recovery Program at Tivy High School for at-risk students. Focus on Algebra I and English I success.	Formative		
Strategy's Expected Result/Impact: Summer School reports will illustrate the number of credits recovered by at-risk students. **Staff Responsible for Monitoring:** THS Principal; THS Assoc. Principal; AS of Curr. & Inst.	Oct	Feb	June

Strategy 11 Details	Formative Reviews		
Strategy 11: Hire a Social Worker to address individual at-risk student concerns throughout the district and provide opportunities for parental involvement.	Formative		
Strategy's Expected Result/Impact: Social worker's case load will reflect contact with at-risk students. Campus calendars will reflect parental engagement opportunities. **Staff Responsible for Monitoring:** AS of Admin. and HR; Dir. of Special Programs **Funding Sources:** Salary - Federal Title IV (289...) - $39,000	Oct	Feb	June

Strategy 12 Details	Formative Reviews		
Strategy 12: Coordinate social and academic services for teen parents to ensure academic success.	Formative		
Strategy's Expected Result/Impact: The graduation rates for teen parents will improve. **Staff Responsible for Monitoring:** THS Counselor(s); THS Assoc. Principal; SD of Alternative Educ.	Oct	Feb	June

Strategy 13 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 13: Continue to refine the District response to the needs of Migrant students: a) Facilitate timely communication between campus Migrant Liaisons and MEP staff at ESC-20; b) Monitor performance of and provide interventions to Title I, Part C Migrant students, with special attention to Priority-for-Service (PFS) students. **Strategy's Expected Result/Impact:** Accountability data and records of responses to ESC-20 will reflect improvements. **Staff Responsible for Monitoring:** Dir. of Special Programs			

Strategy 14 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 14: Provide in-home support to students in crisis. **Strategy's Expected Result/Impact:** Threat Assessment Team documentation will show de-escalation of potential crises or threats. **Staff Responsible for Monitoring:** Counseling Staff and Social Worker; AS of Admin. & HR; SD of Alternative Education; Dir. of Special Programs **Funding Sources:** Salary See Goal 1, PO 9, Strategy 11 - Federal Title IV (289...)			

Strategy 15 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 15: Provide supplemental academic and counseling services for Immigrant students as needed to close achievement gaps due to insufficient time in US schools **Strategy's Expected Result/Impact:** Academic data will show Immigrant students making gains in learning foundational curriculum **Staff Responsible for Monitoring:** Dir. of Special Programs **Funding Sources:** - Federal Title III Immigrant (263) - $4,656			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

Evaluation Data Sources: EOY Title I Evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to provide reading specialists at the elementary campuses and at the middle school; provide paraprofessionals at Title I campuses for additional reading and instructional support, when possible.	Formative		
Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** Dir. of Special Programs; Dir. of Early Childhood; Elem. Principals **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Federal Title I, Part A - (211-...-)	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct campus and district comprehensive needs assessments to identify areas of weakness and strength for data driven instruction and reform.	Formative		
Strategy's Expected Result/Impact: Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** K-8 Principals; SD of Alternative Educ.; Dir. of Early Childhood; Dir. of Advanced Academics and Post-Secondary Readiness; AS of Curr. & Inst.; Dir. of Special Programs	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement transition programs to assist students transitioning from Pre-K to Kinder, 5th grade to 6th grade, and 8th grade to 9th grade.	Formative		
Strategy's Expected Result/Impact: Parent, student, and staff feedback will highlight effective transition programs. **Staff Responsible for Monitoring:** Principals; Dir. of Early Childhood; SD of Special Educ.; AS of Curr. & Inst.	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue Site-Based Decision-Making in the forms of: a) Faculty Community Advisory Committee b) Campus Improvement Teams c) Instructional Learning Teams (ILTs) d) Grade Level Professional Learning Committees (PLCs) **Strategy's Expected Result/Impact:** Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and develop intervention plans to address identified areas of weakness. **Staff Responsible for Monitoring:** Principals	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Coordinate and integrate federal, state, and local funding to provide effective, timely assistance to struggling students. **Strategy's Expected Result/Impact:** Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. Maintenance of Effort reports prepared by the Business Office will demonstrate the integration of funds from various sources. **Staff Responsible for Monitoring:** Principals; SD of Alternative Educ.; Dir. of Advanced Academics and Post-Secondary Readiness; AS of Curr. & Inst.; Dir. of Special Programs	Formative		
	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide campuses with intervention programs that are scientifically based in research, such as: a. Fountas & Pinnell b. Reading Inventory c. Lexia d. Reading Recovery f. Amplify Intervention based on mCLASS data g. Imagine Learning **Strategy's Expected Result/Impact:** Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** Principals; Dir. of Advanced Academics and Post-Secondary Readiness; AS of Curr. & Inst.; Dir. of Special Programs **Title I:** 2.4, 2.5, 2.6	Formative		
	Oct	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide varied parental involvement opportunities to promote increased participation, such as: a) District Parent Conferences b) Campus Family Literacy Nights c) PTO d) Open House f) Health Education Parent Nights g) Bilingual Family Nights h) Campus Family Math Nights **Strategy's Expected Result/Impact:** Maintain or increase the current number of parent involvement opportunities. Maintain or increase the current number of parents involved. **Staff Responsible for Monitoring:** Principals; Dir. of Advanced Academics and Post-Secondary Readiness; Dir. of Special Programs; Dir. of Early Childhood; LSSP **Funding Sources:** - Compensatory Ed. (199-...-24-000), - Federal Title I, Part A - (211-...-), - Federal Bilingual/ESL Title III, Part A - (263-)	Formative		
	Oct	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide supplemental tutoring to students who are at-risk for failing STAAR/EOC. **Strategy's Expected Result/Impact:** Each semester the Central Office Administrative Team will review the progress of students not likely to pass STAAR and discuss the intervention plan to ensure student success. **Staff Responsible for Monitoring:** Principals; Dir. of Special Programs **Funding Sources:** - Federal Title I, Part A - (211-...-), - Compensatory Ed. (199-...-24-000)	Formative		
	Oct	Feb	June

Strategy 9 Details	Formative Reviews		
Strategy 9: Provide increased access to communications systems designed to facilitate communication with families regarding school activities, opportunities for parent involvement, and safety alerts (call-out system, web hosting, mobile app). Provide training for staff members for use of systems **Strategy's Expected Result/Impact:** Usage reports and parental evaluations will reflect success **Staff Responsible for Monitoring:** Dir. of Special Programs; AS of Admin. & HR **Funding Sources:** - Federal Title I, Part A - (211-...-)	Formative		
	Oct	Feb	June

Strategy 10 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 10: Provide a Title I Parent Liaison to strengthen relationships within the parent community and foster a more personal approach to information-sharing needs. **Strategy's Expected Result/Impact:** Title I Parent Surveys will show increased satisfaction with parent programs. **Staff Responsible for Monitoring:** Dir. of Special Programs **Funding Sources:** staff - Federal Title I, Part A - (211-...-) - $3,914			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

Evaluation Data Sources: Perkins V Supplemental Report; CCMR Accountability Reports; Evidence of Career Fairs; CTE Advisory Board records; Annual Board Report detailing certifications earned

Strategy 1 Details	Formative Reviews		
Strategy 1: Encourage career and academic awareness in all grades with a focus on "Career Awareness" at the elementary level, "Career Assessments/Interest" in the middle school, and "Career Experience" at the high school level.	Formative		
Strategy's Expected Result/Impact: The CTE advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses.	Oct	Feb	June
Staff Responsible for Monitoring: Counselors			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop Personal Graduation Plans aligned to Endorsements for all students (7-12).	Formative		
Strategy's Expected Result/Impact: The campus counselors and THS Associate Principal will verify that career plans are in place for all students in compliance with the Federal grant.	Oct	Feb	June
Staff Responsible for Monitoring: Dir. of Advanced Academics and Post-Secondary Readiness; THS Assoc. Principal; THS & HPMS Counselors			

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze the STAAR/EOC passing rate of students enrolled in career and technology education classes, including all special populations and special needs students; use campus intervention plan to support struggling students; provide targeted support through a trained paraprofessional.	Formative		
Strategy's Expected Result/Impact: Campus interventions will meet student needs to foster success; RDA and Perkins V data will be used to analyze success of CTE.	Oct	Feb	June
Staff Responsible for Monitoring: Dir. of Advanced Academics and Post-Secondary Readiness; THS Principal; THS Assoc. Principal; THS Counselors			
Funding Sources: Paraprofessional - Perkins - 244 E 11 6129... - $30,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to offer certifications in all career pathways to provide industry standard training and job skills to students at Tivy High School. **Strategy's Expected Result/Impact:** The CTE advisory board will evaluate and make recommendations for industry standard improvements in all career and tech courses. **Staff Responsible for Monitoring:** Dir. of Advanced Academics and Post-Secondary Readiness; THS Assoc. Principal	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: CTE staff work collaboratively with the Special Education staff to ensure CTE students have the support necessary to ensure academic success **Strategy's Expected Result/Impact:** Improved student performance on state assessments. **Staff Responsible for Monitoring:** SD of Special Ed; Dir. of Advanced Academics and Post-Secondary Readiness **Title I:** 2.4, 2.5, 2.6	Formative		
	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Use student survey data, course selection process, and data from the TX Workforce Commission to make programming decisions. **Strategy's Expected Result/Impact:** More certifications leading to job-ready students for CTE pathway. **Staff Responsible for Monitoring:** Dir. of Advanced Academics and Post-Secondary Readiness; THS Counselors; THS Principal	Formative		
	Oct	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to build capacity of CTE teachers through targeted professional development to include embedded coaching and reading/writing support. **Strategy's Expected Result/Impact:** Increased student success in attaining certifications and completing a program of study. **Staff Responsible for Monitoring:** Dir. of Advanced Academics and Post-Secondary Readiness; THS Principal	Formative		
	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

Evaluation Data Sources: Staffing and student reports will reflect the appropriate placement of students in need of dyslexia program support.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs	Formative		
Strategy's Expected Result/Impact: Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success. **Staff Responsible for Monitoring:** Dir. of Special Programs	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure appropriate implementation of a scientifically-based dyslexia program that will provide support to assist dyslexic students in succeeding in school	Formative		
Strategy's Expected Result/Impact: Each semester the Dyslexia Campus Coordinators will review the progress of identified dyslexia students with the Director of Special Programs to ensure proper program implementation as well as student success. **Staff Responsible for Monitoring:** Dir. of Special Programs	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff development and distribute the most recent district dyslexia and dysgraphia handbook updates	Formative		
Strategy's Expected Result/Impact: Documentation will show staff development records. **Staff Responsible for Monitoring:** Dir. of Special Programs	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Coordinate with testing coordinators to ensure Dyslexia Accommodations are implemented for testing purposes	Formative		
Strategy's Expected Result/Impact: Records kept by Campus Test Coordinators and the District Test Coordinator will reflect accurate implementation of test accommodations. **Staff Responsible for Monitoring:** Dir. of Special Programs District Testing Coordinator	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 5: Provide campus-based services to students identified with dysgraphia risk factors, using appropriately designed materials and/or programs; staff will be appropriately trained. **Strategy's Expected Result/Impact:** Handwriting and dysgraphia concerns will be appropriately addressed as measured by campus SAT documentation. **Staff Responsible for Monitoring:** Dir. of Special Programs			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 13: The KISD Academic Excellence Committee will consider best practices and programs related to instructional technology, implementing the RtI model to provide strategies for student assistance teams, analyzing the K-2 state-approved reading assessments to determine which one best fits district needs, and studying the weakest SEs for success of STAAR/EOC exams.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: The AEC instructional technology committee will research best practices to continuously update teacher's use of technology in the classroom and provide appropriate training for all teachers in the district	Formative		
Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2022 **Staff Responsible for Monitoring:** AEC Co-Chairs	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The AEC curriculum committees will research best practices to improve weaknesses in curriculum, instruction, or assessment to improve district and campus results on STAAR/EOC exams, and improve Advanced Placement assessments	Formative		
Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2022 **Staff Responsible for Monitoring:** SD of Curr. & Inst. AS of Curr. & Inst.	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: The AEC Social & Emotional Learning committee will research best practices for meeting the social and emotional needs of all students and ways to address those needs.	Formative		
Strategy's Expected Result/Impact: AEC Committee program review and recommendations in Spring 2022. **Staff Responsible for Monitoring:** SEL Coordinator AS of Curr. & Instr.	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 4: The Teacher Incentive Allotment AEC will create a system for all subject areas that is valid, equitable and sustainable over time. **Strategy's Expected Result/Impact:** AEC Committee program review and recommendations in Spring 2022. **Staff Responsible for Monitoring:** Coord. of Prof. & Digital Learning AS of Curr. & Instr.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 14: Differentiate the curriculum to meet the needs of gifted students in gifted and talented cluster classes on all elementary campuses, the HORIZONS classes at HPMS, and in the Pre-AP and AP classes at THS.

Evaluation Data Sources: Campus walk-throughs, PLC data, student success on G/T projects, and AP exam score will provide evidence of differentiation.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Provide professional development on differentiation strategies for gifted students in grades K - 12. **Strategy's Expected Result/Impact:** Classroom walk-through data will reflect higher instances of the use of differentiation strategies. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 2: Provide a NMSQT prep class prior to the October administration to increase the number of finalists, semifinalists, and commended students in KISD. **Strategy's Expected Result/Impact:** Numbers of commended, semifinalists, and finalist on NMSQT will be compared to prior years for adjustments to the prep class curriculum. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness; THS Counselors; THS Assoc. Principal			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 3: All 1st through 8th grade G/T students will complete an independent study project in an area of interest within the Texas Performance Standards Project. **Strategy's Expected Result/Impact:** Student projects will showcase student growth. EOY survey data will support G/T program value. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 15: Increase the number of students taking AP courses and both the number and percentage of students passing the AP tests each year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to monitor and support the AP teachers with training, materials, and expectations through benchmarking process	Formative		
Strategy's Expected Result/Impact: Growth in student scores over time when comparing the current-year AP scores to those of the last three years; teacher growth should be reflected in T-TESS ratings. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; THS Assoc. Principal **Funding Sources:** supplemental textbooks, pay for multiple AP tests - General Funds (199...) - $6,000	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Communicate the importance of taking the AP tests to the students in AP classes	Formative		
Strategy's Expected Result/Impact: Growth in student scores over time when comparing the current-year AP scores to those of the last three years. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; THS Assoc. Principal	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate the effectiveness of teachers based on resulting AP test scores	Formative		
Strategy's Expected Result/Impact: Growth in student scores over time when comparing the current-year AP scores to those of the last three years. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; THS Principal; THS Assoc. Principal	Oct	Feb	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Conduct parent meeting regarding dual credit co-enrollment and advanced placement options; update course selection booklet to accurately detail dual credit options and virtual school options in both core content and CTE classes. **Strategy's Expected Result/Impact:** Compare number of students enrolled in dual credit courses as well as the variety of courses offered each Fall to student enrollment numbers and course variations in Fall of past years; monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center and Schreiner University. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness; THS Counselors			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 2: Enroll graduating seniors at Alamo Colleges Greater Kerrville Center to ensure that each student has the opportunity to continue with higher education. **Strategy's Expected Result/Impact:** Distribute Alamo Colleges acceptance letters with diplomas at graduation. **Staff Responsible for Monitoring:** THS Counselors; THS Testing Coord.			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 3: Conduct college entrance testing each Spring for dual credit course and TSI eligibility. **Strategy's Expected Result/Impact:** Compare number of students enrolled in dual credit courses as well as the variety of courses offered each Fall to student enrollment numbers and course variations in Fall of past years; monitor the enrollment of students at the Alamo Colleges Greater Kerrville Center and Schreiner University. **Staff Responsible for Monitoring:** THS Counselors; THS Testing Coord.			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Continue to offer a PSAT prep program. **Strategy's Expected Result/Impact:** Monitor the number of students who participate in the summer PSAT program who qualify as a semi-finalist or finalist on the National Merit Scholarship Qualifying Test. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness; THS Counselors **Funding Sources:** consultant - Local/General (199...) - $4,000			

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Provide students with engaging, rigorous, personalized (academic and character building) learning experiences that meet individual student needs, foster student ownership of learning and develop 21st century skills for lifelong learning.

Performance Objective 19: Monitor DAEP placement and performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor student groups served by Disciplinary Alternative School for over-representation (economically disadvantaged, race/ethnicity, disability, limited English proficient)	Formative		
Strategy's Expected Result/Impact: Discipline Committee meets twice a year to review data to look for a decrease in over-represented groups at DAEP.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; SD of SpEd; Secondary Principals; AP Disc./Alt. Campus			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor student attendance rates for Disciplinary Alternative School.	Formative		
Strategy's Expected Result/Impact: Daily attendance rates for students attending DAEP will show an improvement of Home Campus attendance.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; Secondary Principals; AP Disc./Alt. Campus			

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor dropout rates, graduation rates, and recidivism rates for students attending Disciplinary Alternative School.	Formative		
Strategy's Expected Result/Impact: Reduced drop-out and recidivism rates.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; Secondary Principals; AP Disc./Alt. Campus			

Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor student transition from home campus to DAEP.	Formative		
Strategy's Expected Result/Impact: Grades before and after DAEP attendance will show a reduction in lost credits for DAEP students.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; Secondary Principals; AP Disc./Alt. Campus			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide counseling services for each DAEP student throughout the day.	Formative		
Strategy's Expected Result/Impact: Reduced drop-out and recidivism rates.	Oct	Feb	June
Staff Responsible for Monitoring: SD of Alternative Educ.; HCHS Counselor; AP Disc./Alt. Campus			

Strategy 6 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 6: Per HB2184, provide re-entrance counseling for DAEP students (6-12). Campus Admin will develop a plan for each student. **Strategy's Expected Result/Impact:** Student re-entrance to the regular campus setting will be structured and monitored. **Staff Responsible for Monitoring:** DAEP Admin; Campus Admin			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Students will read on grade level from 3rd grade and will successfully complete Algebra coursework.

Evaluation Data Sources: Key Performance Indicators -- mClass/Amplify data, Algebra I success at 9th grade, EOC passing at Meets, Algebra II success, SAT Reading/Math Averages, % TSI ready graduates, NWEA MAP data

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementation of KISD Literacy Initiative and provide new opportunities for parental involvement components, celebrations, and cross-curricular activities.	Formative		
Strategy's Expected Result/Impact: District Literacy Plan will be updated and revised. Student Lexiles will rise on universal screener results in grades K-10 and with special targeted populations **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Dir. of Advanced Academics & Post-Secondary Readiness;	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue teacher professional learning that supports small group learning opportunities for all students in English language arts/ reading and mathematics courses. District and campus administrators will monitor and provide feedback and support for teachers.	Formative		
Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners. **Staff Responsible for Monitoring:** Principals; Dir. of Advanced Academics & Post-Secondary Readiness; **Title I:** 2.4, 2.5, 2.6	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional learning opportunities that support the incorporation of writing across the curriculum.	Formative		
Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Title I:** 2.4, 2.5, 2.6	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ECC-2nd grade teachers vertical alignment opportunities and ongoing professional learning on innovative instructional strategies for early literacy success and algebraic reasoning.	Formative		
Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Principals; Dir. of Advanced Academics & Post-Secondary Readiness; **Title I:** 2.4, 2.5, 2.6	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide opportunities for vertical alignment discussions between 3rd grade math through Algebra II teachers, and explore viable and cost-effective universal screeners.	Formative		
Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners, and the # of students who attain Algebra I credit on their 1st attempt. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Title I:** 2.4, 2.5, 2.6	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Use teacher-made resources to continue focus on Math Fact Fluency and implement a parent involvement component for grades K-4 at each elementary school.	Formative		
Strategy's Expected Result/Impact: Student results will show growth on benchmarks, SATs, STAAR, and universal screeners **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Dir. of Advanced Academics & Post-Secondary Readiness **Title I:** 2.4	Oct	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Use a K-12 universal screener system to measure and track Lexile levels of all students.	Formative		
Strategy's Expected Result/Impact: Universal screeners will be used effectively as measured by usage reports. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Principals	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: Use AWARE Reports to aid campus-level and district-level Student Assistance Teams (SAT) in identifying students at-risk of failing STAAR/EOC. Develop Response to Intervention Plans based on data. **Strategy's Expected Result/Impact:** Monitor student progress through an analysis of Benchmark and Checkpoint data from October through April. **Staff Responsible for Monitoring:** AS of Curr. & Inst. **Funding Sources:** Aware Platform Access - Local/General (199...) - $11,840			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 2: Close the performance gap between economically disadvantaged and non-economically disadvantaged student performance on STAAR and EOC exams: a) Identify EcoDis students who are in need of intense interventions b) Provide individual interventions c) Monitor EcoDis students' progress on checkpoint, benchmark, and teacher-made tests throughout the school year d) Make adjustments in intervention plans as needed e) Following the administration of Benchmark tests, the DLT and teachers will meet to analyze the results, focusing on the performance of EcoDis students. Curriculum and Instructional Strategies will be revised to improve EcoDis student performance on lowest scoring Student Expectations (SEs). **Strategy's Expected Result/Impact:** Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments. **Staff Responsible for Monitoring:** AS of Curr. & Inst.; Dir. of Advanced Academics & Post-Secondary Readiness **Title I:** 2.4, 2.5, 2.6			

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 3: Monitor student performance on Advanced Placement assessments through benchmarks and formative assessments. Create Intervention Plans to assist in student success. **Strategy's Expected Result/Impact:** Monitor student progress through an ongoing analysis of teacher-made, Benchmark, and Checkpoint assessments. Intervention Plans will demonstrate students' needs and goals **Staff Responsible for Monitoring:** AS of Curr. & Inst.			

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 3: Provide multiple Parent and Family Engagement opportunities.

Evaluation Data Sources: Parent and family feedback

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 1: All campuses provide many and various opportunities for parental and family engagement in the school setting, especially through participation as a member of district and campus committees (PTO, CIT, SHAC, FCAC, etc.). Title I campuses follow ESSA guidelines (Distribute compact, Title I Parent Night, Title I Parental Involvement Evaluation at the end of the year, etc.). **Strategy's Expected Result/Impact:** Parental and Family Engagement surveys from Title I campuses will show positive results for involvement opportunities. **Staff Responsible for Monitoring:** Principals; AS of Curr. & Inst.; SD of Alternative Educ.; Public Relations Specialist; Dir. of Special Programs; Dir. of ECC/TCDC **Funding Sources:** Supplies - Federal Title I, Part A - (211-...-), Supplies - Federal Bilingual/ESL Title III, Part A - (263-)			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Key Performance Indicators--Graduation Plans, STEM, CTE % of participants, CTE Certification #, Dual Credit and AP completion, Grad rates, endorsement data, AP data scores, # of college hours, National Clearinghouse data

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a comprehensive counseling guidance plan that will address career pathways and educational requirements to help all students grow to their fullest potential-- academically, socially and intellectually.	Formative		
Strategy's Expected Result/Impact: Creation and effective implementation of plan.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Curr. & Inst			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop a K-12 comprehensive Post-Secondary Educational Planning Guide to assist parents and students in making decisions about courses, colleges, and career pathways and post-secondary costs.	Formative		
Staff Responsible for Monitoring: AS of Curr. & Inst	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Identify reading and math TEKS aligned to Advanced Placement assessments and college entrance exams and provide professional learning opportunities for teachers to continue to maximize student success.	Formative		
Strategy's Expected Result/Impact: A rise in the number of students entering college/CCMR and completing one year.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Curr. & Inst.; Dir. of Advanced Academics & Post-Secondary Readiness			

Strategy 4 Details	Formative Reviews		
Strategy 4: Expand CTE course offerings based on student input and interest, Texas Workforce Commission data, and community feedback while balancing state accountability; continued recruitment of industry experts to support growth of programs.	Formative		
Strategy's Expected Result/Impact: A rise in the number of certifications attained	Oct	Feb	June
Staff Responsible for Monitoring: AS of Curr. & Inst.; Dir. of Advanced Academics & Post-Secondary Readiness; THS Principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide all students opportunities to participate in STEM activities at the elementary level through STEM labs.	Formative		
Strategy's Expected Result/Impact: An EOY survey will demonstrate appropriate participation levels.	Oct	Feb	June
Staff Responsible for Monitoring: Principals; Dir. of Advanced Academics & Post-Secondary Readiness			
Funding Sources: - Federal Title IV (289...)			

Strategy 6 Details	Formative Reviews		
Strategy 6: Expand co-op, apprenticeship, work shadow, and internship experiences for students at the high school level.	Formative		
Strategy's Expected Result/Impact: A rise in participation	Oct	Feb	June
Staff Responsible for Monitoring: THS Principal; Dir. of Advanced Academics & Post-Secondary Readiness			

Strategy 7 Details	Formative Reviews		
Strategy 7: Increase student participation and college career military readiness (CCMR) success measures on SAT/ACT/ASVAB assessments.	Formative		
Strategy's Expected Result/Impact: EOY reports will show gains.	Oct	Feb	June
Staff Responsible for Monitoring: THS Counselors; THS Assoc. Principal			

Strategy 8 Details	Formative Reviews		
Strategy 8: Develop systems to identify and monitor students' post-graduation plans which will include annual progress monitoring sessions with feedback to students.	Formative		
Strategy's Expected Result/Impact: Documentation will show plans and monitoring,	Oct	Feb	June
Staff Responsible for Monitoring: THS Counselors; THS Assoc. Principal			

Strategy 9 Details	Formative Reviews		
Strategy 9: Promote future-ready thinking and learning skills through early-access campus-based Robotics programs; provide staff and equipment appropriate for programs.	Formative		
Strategy's Expected Result/Impact: Increased access to STEM and CCMR learning opportunities; students will demonstrate growth in problem-solving skills	Oct	Feb	June
Staff Responsible for Monitoring: Dir. of Advanced Academics & Post-Secondary Readiness			
Funding Sources: supplies and staff stipends - Federal Title IV (289...) - $13,000			

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 2: Maintain Guidance and Counseling Program Compliance

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement and evaluate the state-mandated comprehensive developmental guidance program (TEC 33.001 - 33.009)	Formative		
Strategy's Expected Result/Impact: KISD Guidance Counselors will annually review the requirements of a comprehensive developmental guidance program. **Staff Responsible for Monitoring:** Counselors; AS of Curr. & Inst.	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Kerrville ISD counselors will develop activities to meet the goal of the comprehensive and specific guidance plan which will lead Kinder through 12th grade students through a process of preparation for college, career, and military readiness.	Formative		
Strategy's Expected Result/Impact: Graduates of Kerrville ISD will leave the district prepared to pursue post-secondary endeavors of their choice. **Staff Responsible for Monitoring:** AS of Curr. & Inst.	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Guidance Counselors will complete the Personal Graduation Plans as required by legislation for students who failed to meet assessment standards on the prescribed evaluation instruments or are at-risk of not completing high school.	Formative		
Strategy's Expected Result/Impact: 100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support. **Staff Responsible for Monitoring:** HPMS & THS Principals; HPMS & THS Counselors; AS of Curr. & Inst.	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: The HPMS Counselors will meet with all 8th grade students and develop individual four-year graduation plans.	Formative		
Strategy's Expected Result/Impact: Completion of a four-year plan for each 8th grader; use of id.Naviance.com to provide a career interest inventory for all students in grade 8-12 to help create a 4-year plan leading up to a post-secondary goal **Staff Responsible for Monitoring:** HPMS Principal; HPMS Counselors; Dir. of Advanced Academics & Post-Secondary Readiness	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Provide specialized services (academic and social) for teen parents through counseling, home-bound services, and day care. **Strategy's Expected Result/Impact:** 100% of teen parents graduate from high school. **Staff Responsible for Monitoring:** Dir. of Advanced Academics & Post-Secondary Readiness; Dir. of ECC/TCDC; HPMS & THS Counselors	Oct	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Use the Naviance framework to: connect students to job pathways and post-secondary education; and to track compliance and completion. **Strategy's Expected Result/Impact:** Documentation will show implementation and completion rates. **Staff Responsible for Monitoring:** Counselors 6-12; Dir. of Advanced Academics & Post-Secondary Readiness	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Evaluation Data Sources: Key Performance Indicators -- % of teachers with ESL, SpEd, and/or GT endorsements; SIOP training; T-TESS data (% of teachers and staff that meet annual growth goals); depth of applicant pools; competitive salaries; vacancy tracking; # of aligned professional learning opportunities provided for staff; teacher retention rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the KISD Profile of a Graduate, Profile of a KISD Teacher, KISD Vision 2021 to drive recruitment, development, and retention processes.	Formative		
Strategy's Expected Result/Impact: Surveys and principal walk-through data will reflect the vision in action.	Oct	Feb	June
Staff Responsible for Monitoring: Superintendent			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use a district-wide "exit" and "stay" interview process and use the data to refine systems.	Formative		
Strategy's Expected Result/Impact: Interview data will lead to refinements.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 3 Details	Formative Reviews		
Strategy 3: Incorporate "IPLP," an individualized professional learning plan within the KISD three-year Professional Development Plan and scaffold the implementation of digital collaboration between faculty and staff.	Formative		
Staff Responsible for Monitoring: AS of C & I	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a comprehensive teacher/staff induction program.	Formative		
Staff Responsible for Monitoring: AS of C & I	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Incorporate a new teacher mentoring plan and use participant feedback to refine the program.	Formative		
Strategy's Expected Result/Impact: Participant feedback will drive program updates.	Oct	Feb	June
Staff Responsible for Monitoring: AS of C & I; Principals			

Strategy 6 Details	Formative Reviews		
Strategy 6: Design and implement KISD Leadership Academy for current professional staff; engage university partners for advanced degree opportunities for staff.	Formative		
Strategy's Expected Result/Impact: Applications will show interest in the program. Survey data will show the program meets the needs of staff	Oct	Feb	June
Staff Responsible for Monitoring: AS of C & I			

Strategy 7 Details	Formative Reviews		
Strategy 7: Analyze benefit packages and salary ranges to continue to offer competitive comprehensive salary plans.	Formative		
Strategy's Expected Result/Impact: Campus Satisfaction Survey will show staff response to strategy.	Oct	Feb	June
Staff Responsible for Monitoring: Superintendent			

Strategy 8 Details	Formative Reviews		
Strategy 8: Develop a systemic staff recognition plan that includes campus and district personnel.	Formative		
Strategy's Expected Result/Impact: Campus Satisfaction Survey will show staff response to strategy.	Oct	Feb	June
Staff Responsible for Monitoring: Superintendent			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Key Performance Indicators -- % of teachers with ESL, SpEd, and/or GT endorsements; SIOP training; T-TESS data (% of teachers and staff that meet annual growth goals); depth of applicant pools; competitive salaries; vacancy tracking; # of aligned professional learning opportunities provided for staff; teacher retention rates

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor and attend applicable statewide job fairs. **Strategy's Expected Result/Impact:** Receive applications from high quality potential employees met at state job fairs. **Staff Responsible for Monitoring:** AS of Admin. & HR; AS of Business Services; Dir. of Personnel	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Host the annual KISD Job Fair **Strategy's Expected Result/Impact:** Maintain 100% highly effective teacher/leader status each school year. **Staff Responsible for Monitoring:** AS of Admin. & HR; AS of Business Services; Dir. of Personnel	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain relevant recruitment materials that highlight Kerrville ISD and the Kerrville community. **Strategy's Expected Result/Impact:** Materials will add value to recruitment process. **Staff Responsible for Monitoring:** AS of Admin. & HR; AS of Business Services; Dir. of Personnel	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Educator Ethics Training to ensure all faculty and staff maintain the highest level of professionalism with students; **Strategy's Expected Result/Impact:** Appropriate boundaries are established and maintained as evidenced by professional/student teacher communications and demeanor. **Staff Responsible for Monitoring:** AS of Admin. & HR; Personnel Director	Formative		
	Oct	Feb	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide the New Teacher Academy each August to ensure new teachers are fully inducted into the KISD program.	Formative		
Strategy's Expected Result/Impact: Teacher Rating forms at completion of academy will show program value. **Staff Responsible for Monitoring:** AS of Curric. & Inst.; New Teacher Development Coord. **Funding Sources:** staff - Federal Title II, Part A Prof. Dev. (255-...) - $100,000	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure each new teacher has an assigned campus mentor.	Formative		
Strategy's Expected Result/Impact: Each new teacher is assigned a campus mentor. EOY program evaluation will show positive impact of mentor relationship. **Staff Responsible for Monitoring:** AS of Curric. & Inst.; New Teacher Development Coord.	Oct	Feb	June

No Progress


Accomplished

Continue/Modify

Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain current percentages of KISD contributions to TRS, health insurance, and long-term disability.	Formative		
Strategy's Expected Result/Impact: Percentage of contributions maintained by September each year.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR; AS of Business Services			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement a competitive salary schedule.	Formative		
Strategy's Expected Result/Impact: Annual August presentation to Board of Trustees	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR; AS of Business Services			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Maximize all funding sources.

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify additional economically disadvantaged students to achieve higher and correct funding level for the district.	Formative		
Strategy's Expected Result/Impact: Develop automated system to enroll identified homeless students in NSLP; compare NSLP list of students to other reports available to district; identify more NSLP participants before the start of school.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Business Services; Dir. of Special Programs			

Strategy 2 Details	Formative Reviews		
Strategy 2: Maximize Medicaid funding from SHARS and MAC programs.	Formative		
Strategy's Expected Result/Impact: Review Federal Reimbursement Requests quarterly; develop SHARS reimbursement transportation report.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Business Services; SD of Special Education			

Strategy 3 Details	Formative Reviews		
Strategy 3: Leverage Federal relief funds to address issues stemming from the COVID-19 pandemic, to include but not limited to: revenue shortfalls, increased material and staffing needs, learning loss.	Formative		
Strategy's Expected Result/Impact: Relief funds will mitigate funding gaps caused by COVID-19.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Business Services			

No Progress


Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: Decrease district expenditures.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Continue to maintain and develop replacement budgets for technology equipment, buses, choir and band uniforms, band instruments, and other district capital assets. **Strategy's Expected Result/Impact:** Review budget requests annually. **Staff Responsible for Monitoring:** AS of Business Services; Principals; Campus Dept. Heads	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Review programs for efficiency/additional revenues. **Strategy's Expected Result/Impact:** Review Child Nutrition, TCDC, Revenue & Expenditure statements monthly. **Staff Responsible for Monitoring:** AS of Business Services; AS of Admin. & HR; Dir. of ECC/TCDC; Dir. of Child Nutrition	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 3: Provide staff development.

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

No Progress



Accomplished


Continue/Modify


Discontinue

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

Performance Objective 4: Maintain Long-Range Facilities Plan Development

Strategy 1 Details	Formative Reviews		
Strategy 1: Inform public of safety, infrastructure, and replacement cycle needs of all campuses.	Formative		
Strategy's Expected Result/Impact: Successful passage of bond **Staff Responsible for Monitoring:** Superintendent; AS of Admin. & HR	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a district facilities infrastructure replacement cycle and complete specific projects on the list.	Formative		
Strategy's Expected Result/Impact: Completed projects **Staff Responsible for Monitoring:** Superintendent; AS of Admin. & HR	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Use student progress data, resource usage data, and staff feedback to analyze the effectiveness of resources and curriculum alignment. **Strategy's Expected Result/Impact:** Use student outcomes (STAAR Reading & Math, AP scores, CTE certifications earned, Dual credits earned) to evaluate program effectiveness. **Staff Responsible for Monitoring:** AS of Curric. & Inst.	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate the professional learning program to ensure alignment with instructional practices and improve student learning and engagement. **Strategy's Expected Result/Impact:** Use student outcomes (STAAR Reading & Math, AP scores, CTE certifications earned, Dual credits earned) to evaluate program effectiveness. **Staff Responsible for Monitoring:** AS of Curric. & Inst.	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase public and staff knowledge and awareness of district budgets and public school finance through transparent communication including meetings, editorials, and use of digital media outlets. **Strategy's Expected Result/Impact:** Use "data dashboard" on website to measure effectiveness of programs. **Staff Responsible for Monitoring:** AS of Business Services; AS of Curric. & Inst.	Formative		
	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify and develop replacement/upgrade cycles that include technology and technology infrastructure, furniture and instructional spaces and equipment that provide students with 21st century learning opportunities. **Strategy's Expected Result/Impact:** Implementation of replacement cycles will result in increased 21st Century learning opportunities. **Staff Responsible for Monitoring:** AS of Business Services; AS of Curric. & Inst.	Formative		
	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Hold District Safety and Security Committee meetings three times a year.	Formative		
Strategy's Expected Result/Impact: School district, law-enforcement and emergency responders establish strong relationships and are equipped to respond in a unified and efficient manner to emergencies.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 2 Details	Formative Reviews		
Strategy 2: Train all district staff in Standard Response Protocol (SRP), Citizen Response to Active Shooter Event (CRASE) and Stop the Bleed, and provide necessary supplies, materials and follow up information to ensure understanding and ability to carry out plans if necessary.	Formative		
Strategy's Expected Result/Impact: All staff are equipped to take life-saving action in emergencies.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain a student/parent reunification plan using the Standard Reunification Method, train appropriate staff, and provide for necessary supplies and materials to ensure successful implementation.	Formative		
Strategy's Expected Result/Impact: A district reunification site is established and specific plans for reunification are written and practiced.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 4 Details	Formative Reviews		
Strategy 4: Train teams of teachers and staff in CPR, First Aid and the use of Automated External Defibrillator (AED).	Formative		
Strategy's Expected Result/Impact: Teachers and staff can perform life-saving measures in the event of an emergency.	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct safety audits on a three-year schedule: Year 1 - All KISD campuses audited; Year 2 - KISD self-audits; Year 3 - All KISD non-campus sites audited	Formative		
Strategy's Expected Result/Impact: Review audit findings annually and make necessary changes	Oct	Feb	June
Staff Responsible for Monitoring: AS of Admin. & HR			

Strategy 6 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 6: Provide Safe and Supportive Schools Program Coordinator (SSSPC) in response to SB 11 to coordinate efforts to support incidence prevention through the tiered Positive Behavior Intervention & Supports (PBIS) system, provide mental health early interventions and resources to families in crisis, and coordinate responses with the district Threat Assessment Team **Strategy's Expected Result/Impact:** District will have a plan in place to increase awareness of prevention strategies and required responses to traumatic events **Staff Responsible for Monitoring:** AS of Admin & HR SSSPC **Funding Sources:** SSSPC - Compensatory Ed. (199-...-24-000) - $90,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement campus and district level threat assessment teams who are trained to assess the level of threat a student, staff-member, parent, or community member poses to themselves or others.	Formative		
Strategy's Expected Result/Impact: Assess threats made by students to determine appropriate response and interventions that prevent school- or community-based violence. Review intervention plans monthly to determine effectiveness and effect on student. **Staff Responsible for Monitoring:** AS of Admin. & HR	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide direct anti-victimization instruction to elementary age students.	Formative		
Strategy's Expected Result/Impact: Students will be equipped to recognize and to resist bullying and sexual abuse **Staff Responsible for Monitoring:** AS of Admin. & HR	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Use the P3 Campus reporting app and website to: a) provide students and community members a way to report safety concerns, from mental health issues to threats of violence including dating violence b) provide school staff an opportunity to respond quickly and appropriately to student safety concerns including required parental notifications	Formative		
Strategy's Expected Result/Impact: Students and community are trained to use the app to report school safety concerns Review reports in a timely manner to ensure student safety and a positive campus climate **Staff Responsible for Monitoring:** AS of Admin. & HR Campus Principals SRO	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 4: Provide educator ethics training to faculty and staff to ensure employees maintain a high level of professionalism at all times. **Strategy's Expected Result/Impact:** Kerrville ISD staff act in a professional and appropriate manner both in the school and out in the community. **Staff Responsible for Monitoring:** AS of Admin. & HR			

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 5: Provide appropriate training to secondary staff in safety and prevention of student engagement in, and signs and symptoms of, sexual abuse, dating violence or suicidal characteristics or behaviors, to include student-to-student sexual harassment and bullying issues **Strategy's Expected Result/Impact:** Increased student achievement and maintenance of student well-being Records of Mental Health Training for all Alternative Education Staff **Staff Responsible for Monitoring:** AS of Admin. & HR HPMS & THS Principals Safe and Supportive School Program Coordinator SD of Alternative Educ.			

Strategy 6 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 6: Provide supplemental social-emotional support to students referred by a school counselor, social worker, or the district Threat Assessment team; support will bridge gaps between school, home, and community agencies in an effort to respond proactively to students who may be in crisis. **Strategy's Expected Result/Impact:** Tracking of identified students will demonstrate decreased possibilities of negative outcomes driven by social-emotional factors. **Staff Responsible for Monitoring:** AS of Admin. & HR SD of Alternative Educ. **Funding Sources:** Salary See Goal 1, PO 9, Strategy 11 - Federal Title IV (289...)			

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Continue Community Partnerships and Planned Activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue effective communication and information sharing with local law enforcement	Formative		
Strategy's Expected Result/Impact: Felony/Arrest notifications are shared with the home campus. At-Risk graduation rates will increase with more support. **Staff Responsible for Monitoring:** Superintendent SD of Alternative Educ. Public Relations Specialist	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue relations with Community Service Agencies to ensure timely, effective response for students and/or families struggling with issues that are beyond the scope of the schools. Such agencies include, but are not limited to: Enhanced Horizons, K'STAR, Hill Country Crisis Council, Hill Country Council on Alcohol and Drug Abuse, Families in Literacy, American Red Cross, Kerrville Child Advocacy Place, Christian Assistance Ministries, San Antonio Food Bank, BCFS, Salvation Army.	Formative		
Strategy's Expected Result/Impact: Campus Principals annually evaluate community resources used. Staff attends various community programs to increase awareness and knowledge of services available to students. **Staff Responsible for Monitoring:** LSSP SD of Curr. & Inst. SD of Alternative Educ. Dir. of Special Programs	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Senior Director of Alternative Education attends Kerr County training as required for Emergency Preparedness	Formative		
Strategy's Expected Result/Impact: Review training certificates annually **Staff Responsible for Monitoring:** SD of Alternative Educ.	Oct	Feb	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: Maintain Guidance and Counseling Program Responsive Services

Strategy 1 Details	Formative Reviews		
Strategy 1: Guidance Counselors will implement the aligned curriculum through classroom presentations and school programs.	Formative		
Strategy's Expected Result/Impact: 100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support. **Staff Responsible for Monitoring:** Counselors	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: School Counselors will implement responsive services including individual and small group counseling addressing, but not limited to, these district-wide issues: *Bullying *Anger-Management *Conflict Resolution *Trauma Intervention (Death, Divorce, Crisis, Loss, etc.) *Suicide Prevention and *Internet Safety, and Dating Violence.	Formative		
Strategy's Expected Result/Impact: 100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support. **Staff Responsible for Monitoring:** LSSP Counselors	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Guidance Counselors will implement the Suicide Intervention program outlined in the Trauma Response Manual to ensure appropriate and timely response.	Formative		
Strategy's Expected Result/Impact: 100% of guidance counselor departments will develop monthly guidance plans which incorporate level-appropriate percentages of time spent in the four guidance components: curriculum, responsive services, individual planning, and system support. **Staff Responsible for Monitoring:** LSSP Counselors	Oct	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 4: Based on SEL AEC research, the district will provide a tool for gathering SEL-related data by surveying students, staff, and families. **Strategy's Expected Result/Impact:** SEL survey data will be used to provide targeted responses to students, staff, and families; the survey data will be used to guide responses to school climate concerns. **Staff Responsible for Monitoring:** Curriculum Department **Funding Sources:** - Federal Title IV (289...) - $24,310			

Strategy 5 Details	Formative Reviews		
	Formative		
	Oct	Feb	June
Strategy 5: The district will provide professional development to the district-wide leadership team in regard to interpreting the data from the SEL tool; specific professional development will be provided to campus counselors to explain campus survey results and to facilitate the use of the SEL platform to address SEL needs in a coordinated manner. **Strategy's Expected Result/Impact:** Subsequent SEL surveys of students, staff, and families should show a higher rate of positive responses. **Staff Responsible for Monitoring:** Curriculum Department			

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Review implementation of multiple Coordinated Health Programs	Formative		
Strategy's Expected Result/Impact: Programs reviewed annually at SHAC meeting **Staff Responsible for Monitoring:** Dir. of Special Programs	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: School Health Advisory Council (SHAC) meets regularly and develops recommendation(s) to the Board of Trustees.	Formative		
Strategy's Expected Result/Impact: Annual SHAC activity report to the Board of Trustees will summarize any recommendations **Staff Responsible for Monitoring:** Dir. of Special Programs	Oct	Feb	June

No Progress



Accomplished


Continue/Modify


Discontinue

District Funding Summary

Compensatory Ed. (199-...-24-000)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Staffing, supplies, transportation		$0.00
1	9	5	Staffing and supplies		$0.00
1	9	9	Staffing and supplies		$0.00
1	10	7			$0.00
1	10	8			$0.00
6	1	6	SSSPC		$90,000.00
				Sub-Total	$90,000.00
				Budgeted Fund Source Amount	$3,792,680.00
				+/- Difference	$3,702,680.00

Local Bilingual/ESL (199-...-25-000)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$202,048.00
				+/- Difference	$202,048.00

Federal Title I, Part A - (211-...-)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Payroll		$56,233.00
1	9	4	Staffing and supplies		$0.00
1	9	8			$400.00
1	10	1			$0.00
1	10	7			$0.00
1	10	8			$0.00
1	10	9			$0.00
1	10	10	staff		$3,914.00
2	3	1	Supplies		$0.00

Federal Title I, Part A - (211-...-)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$60,547.00
				Budgeted Fund Source Amount	$1,237,637.00
				+/- Difference	$1,177,090.00

Federal Title II, Part A Prof. Dev. (255-...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Registration and Travel for PD opportunities		$2,000.00
4	3	1	staff		$100,000.00
				Sub-Total	$102,000.00
				Budgeted Fund Source Amount	$173,227.00
				+/- Difference	$71,227.00

Federal Bilingual/ESL Title III, Part A - (263-)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	7			$0.00
2	3	1	Supplies		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,403.00
				+/- Difference	$35,403.00

Federal Title IV (289...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$0.00
1	8	4			$30,000.00
1	9	11	Salary		$39,000.00
1	9	14	Salary See Goal 1, PO 9, Strategy 11		$0.00
3	1	5			$0.00
3	1	9	supplies and staff stipends		$13,000.00
6	2	6	Salary See Goal 1, PO 9, Strategy 11		$0.00
6	4	4			$24,310.00
				Sub-Total	$106,310.00
				Budgeted Fund Source Amount	$92,988.00
				+/- Difference	-$13,322.00

Federal Title V (270-...-)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$30,000.00
				Sub-Total	$30,000.00
				Budgeted Fund Source Amount	$108,470.00
				+/- Difference	$78,470.00

Special Education (199-...23-000)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,987,870.00
				+/- Difference	$3,987,870.00

IDEA-B (224-...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$984,612.00
				+/- Difference	$984,612.00

IDEA-B Pre-School (225-...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$26,584.00
				+/- Difference	$26,584.00

Local/General (199...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Supplies		$0.00
1	9	4	Staffing and supplies		$0.00
1	17	1	consultant		$4,000.00
2	2	1	Aware Platform Access		$11,840.00
				Sub-Total	$15,840.00
				Budgeted Fund Source Amount	$39,570,403.00

Local/General (199...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$39,554,563.00

CTE (199...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,164,724.00
				+/- Difference	$2,164,724.00

Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	3	Paraprofessional	244 E 11 6129...	$30,000.00
				Sub-Total	$30,000.00
				Budgeted Fund Source Amount	$53,725.00
				+/- Difference	$23,725.00

G/T (199...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$95,942.00
				+/- Difference	$95,942.00

General Funds (199...)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	15	1	supplemental textbooks, pay for multiple AP tests		$6,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$39,570,403.00
				+/- Difference	$39,564,403.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Contracted Staff and Materials		$500,000.00
1	2	2	PD		$0.00
1	4	1	Supplies		$788,298.02

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Instructional Software		$500,000.00
				Sub-Total	$1,788,298.02
				Budgeted Fund Source Amount	$2,500,000.00
				+/- Difference	$711,701.98

Federal Title III Immigrant (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	15			$4,656.00
				Sub-Total	$4,656.00
				Budgeted Fund Source Amount	$4,656.00
				+/- Difference	$0.00
				Grand Total Budgeted	$94,601,372.00
				Grand Total Spent	$2,233,651.02
				+/- Difference	$92,367,720.98

Addendums

Kerrville Independent School District
Parent & Family Engagement Policy
2024-2025

PART I. GENERAL EXPECTATIONS

The Kerrville ISD agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*
  - *that parents play an integral role in assisting their child's learning;*
  - *that parents are encouraged to be actively involved in their child's education at school;*
  - *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
  - *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Kerrville ISD will use Parent-Teacher Organizations (PTOs) and Campus Improvement Teams (CITs) to involve parents in the joint development of its district-wide parental involvement plan under section 1112 of the ESEA.
2. The Kerrville ISD will involve parents in the process of school review and improvement under section 1116 of the ESEA by inviting parents to serve on: Campus Improvement Teams, PTO Committees, the Faculty Community Advisory Committee (FCAC), and the School Health Advisory Council (SHAC).
3. The Kerrville ISD Director of Special Programs will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. The Kerrville ISD will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under Head Start.
5. The Kerrville ISD will ask parents and staff members to complete a Parent Involvement Evaluation Survey, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. The Kerrville ISD will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    A. The school district will, through the actions of its Title I, Part A schools described below, help parents of children in understanding certain education topics:
        - Title I, Part A schools will provide assistance to parents in understanding the state's academic content standards, known as the Texas Essential Knowledge and Skills (TEKS), and the state student achievement standards based on the State of Texas Assessment of Academic Readiness (STAAR), through school-wide meetings, parent conferences, and printed materials.
        - Title I, Part A schools will provide an annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. The annual meeting will be held in the Fall.
        - Title I, Part A schools will provide a school-parent compact, designed by parents and school staff, which outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
        - Title I, Part A schools will provide an opportunity for parent conferences as a means to discuss the progress of the student, the expectations for the grade level school curriculum, test information, and any other concerns the teacher or parent may have.
        - Title I, Part A schools will provide Open House and Meet-the-Teacher events to instruct parents regarding strategies to use to monitor student progress and to work with campus staff. Title I, Part A schools will provide timely reports of

student academic progress (Progress Reports and Report Cards every six-week grading period; other reports as necessary).

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement and to foster parental involvement, through programs such as:
    - Parent Orientation activities;
    - Bilingual Family nights (training for parents regarding ways to improve their children's academic achievement);
    - Family Curriculum Nights (provide an opportunity for parents to learn alongside their children and experience academic content applicable to students at every level);
    - Family Learning Day (designed for parents to learn in the classroom with their children, in all curricular and extracurricular activities);
    - In-Person Parent Consultation: for Academics; Social Service finding; Medical Referral; counseling; home behaviors; classroom behaviors (provide printed resources/online resources);
    - Other campus-specific parent involvement activities.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by providing:
    - Parent conferences
    - Parent orientations
    - Family Nights
    - PTO Meetings
    - Character & Kindness website: keeping abreast of C&K across district; online resource list; campus happenings
    - Bilingual Parent Advisory Council

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
        - Monthly Early Childhood Campus Parent meetings and trainings;
        - Early Childhood Campus Parent Committee participation;
        - Head Start Policy Council monthly meetings;
        - Early Childhood Campus Health Services Advisory Committee participation;

- Head Start and Early Childhood Campus Annual Self-Assessment process;
- Early Childhood Campus Character and Kindness Carnival;
- Early Childhood Campus Young Athletes Event-in coordination with Special Olympics of San Antonio;
- Early Childhood Campus Volunteer training and opportunities;
- Parent Resources and Take-Home Activities in Early Childhood Campus main office;
- Early Childhood Campus Mental Health Consultant support for families and provision of Play-Therapy as appropriate;

E. The school district will ensure that information sent to parents about school and parent-programs, meetings, and other activities, meets the following criteria:
   - Is printed in a language parents can understand following the
   - Details the activities of the school and asks for parent participation;
   - Indicates when childcare and language interpreters will be provided;
   - Uses a variety of communication strategies such as the district and campus web sites, social media, notification apps, personal contact, newsletters, notes sent home with the students, an automated call-out system, school marquees and e-mail

2024-2025 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters **Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.** COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature

F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. ● Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)

B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff .	By August 29
B. Eligibility review. ~~Forward COEs/E~~COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Program Manager/Consultants	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	**INDIVIDUALS RESPONSIBLE**	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	**TIMELINE** By Aug 30

incorporate appropriate changes into subsequent ID&R plan for continuous improvement.		
B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing

Title I, Part C – Migrant Education Program
Priority for Service (PFS) Action Plan Template
for Migratory Students

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

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date:
		2024-2025	08/23/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determining needs of eligible migratory students who are PFS.*
- *Providing services to eligible migratory students who are PFS.*

PFS Action Plan Completion Date: *Before First Day of School*

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		**ESC Assurance** ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		**ESC Reviewer Signature**	ESC Region 20
Date		**Date Review Complete**	08/23/2024

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant/Program Manager	Priority for Service Action Plan
Additional Activities			
▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant/Program Manager Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20		

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
▪			