

# **Kirbyville CISD -Delay of Certification Action Plan**

## **Purpose and Statutory Requirement**

In accordance with Texas Education Agency (TEA) requirements, the District has developed this Delay of Certification Action Plan prior to submitting its application. The purpose of this plan is to outline how the District will meet statutory teacher certification requirements and come into full compliance no later than the start of the 2029–2030 academic year. This plan includes a reasonable timeline, targeted annual goals, strategies to support uncertified teachers in completing certification, and recruitment pipelines to increase the number of certified teachers; while attempting to sustain plans and commitments to our staff that were already in place before HB 2 was adopted.

In developing this plan, the District reviewed available employment and certification data, to better understand current certification gaps and inform strategic planning.

## **Current Status (start of 2025–2026 School Year)**

For the 2025–2026 school year, the District employed a total of 15 uncertified teachers in core subject areas:

- Elementary (Core Areas): 6 uncertified teachers
- Secondary (Core Areas): 9 uncertified teachers
  - ELA – 2
  - Math – 2
  - Social Studies – 3
  - Science - 2

The District currently operates under a District of Innovation plan that allows teachers who are actively working toward certification to serve as teachers of record in core subject areas. Legislative changes enacted during the 89th Legislative Session require a phased approach to full certification compliance in English Language Arts, Mathematics, Science, and Social Studies, culminating in full compliance by the 2029–2030 school year.

## **Educator Preparation Program (EPP) Partnerships**

The District has established and maintained partnerships with multiple Educator Preparation Programs (EPPs) to support uncertified teachers and build future pipelines of certified educators. The district has teachers working to gain certification through the following programs:

- Teachworthy
- Texas Teachers
- Teachers for Tomorrow
- iTeach
- Region 5 ESC
- Stephen F. Austin State University (traditional university-based EPP)

The District has also developed partnerships with Indiana Wesleyan University (IWU) and Teachworthy to support degree completion. Currently, five instructors are actively working toward earning their bachelor’s degrees.

## Strategies to Support Certification

To reduce the number of uncertified teachers and support successful certification, the District will implement the following strategies:

- Individual certification plans for all uncertified teachers, including timelines and testing milestones.
- Ongoing collaboration with EPP partners to monitor progress and provide targeted support.
- Use of data reviews and regular check-ins to identify barriers and provide timely intervention.
- Prioritizing the hiring of certified teachers whenever possible to minimize the addition of new uncertified staff.

## Annual Goals and Timeline

### 2025–2026 School Year

- Began the year with 15 uncertified teachers in core areas.
- Continue supporting current teachers enrolled in EPPs and degree-completion programs.
- Emphasize support of teacher preparation programs and invite student teachers to be placed at our campuses.
- Limit the hiring of new uncertified teachers to only those deemed essential after exhausting certified applicant pools.
- **Goals:**
  - Certify approximately 20% of currently uncertified teachers by the beginning of the next school year.
  - All uncertified teachers will continue on a work agreement.
  - Avoid hiring uncertified elementary core teachers in the Spring hiring process.

### 2026–2027 School Year

- The district will plan to start with 12 uncertified teachers in core areas.
- Reduce the number of uncertified teachers through successful certification completions.
- Kindergarten – Fifth Grade teachers will have an adjustment to their salary and a title change to Classroom Instructor until which time they become certified.
- Increase participation in residency and clinical teaching partnerships.
- Conduct six-week progress monitoring meetings to assess testing readiness and program completion.
- **Goals:**
  - Certify an additional 20% of remaining uncertified teachers.
  - All uncertified teachers will remain on work agreements.
  - Avoid hiring uncertified elementary and secondary core teachers in the Spring hiring process.

### 2027–2028 School Year

- The district will plan to start with 10 uncertified teachers in core areas.
- Focus on remaining uncertified teachers, in alignment with phased statutory requirements.
- Conduct six-week progress monitoring meetings to assess testing readiness and program completion.

- Continue strengthening recruitment pipelines through university and substitute/paraprofessional pathways.
- **Goals:**
  - Ensure **100%** of remaining uncertified teachers are fully enrolled in an EPP and on track to complete certification requirements.
  - Uncertified teachers will remain on work agreements and remain Classroom Instructors for the upcoming school year, 2028-2029.
  - Prioritize hiring only fully certified teachers for all core subject vacancies.

### **2028–2029 School Year**

- Finalize certification for remaining teachers.
- Prioritize hiring only fully certified teachers for all core subject vacancies.
- **Goal:** Reduce uncertified teachers in core areas to zero by the end of the school year.

### **2029–2030 School Year**

- The District will be **fully compliant** with all statutory teacher certification requirements for core subject areas.

## **Transition Plan to Full Certification by 2029-2030**

- Uncertified teachers will be on work agreements.
- All Classroom Instructors will have two years from their date of hire to achieve full certification, ensuring all are certified by 2029-2030.
- Certified teachers currently teaching outside their certification area will be phased out through attrition by 2029-2030. As vacancies arise, these teachers will be reassigned to positions matching their certification. Teachers wishing to earn certification in their current assignment will be given the same two-year window and access to EPP support, coursework, and mentorship.
- All uncertified core teachers will participate in structured PD focused on pedagogy, classroom management, and content expertise.
- As required by HB 2, parents are notified when their child is assigned to a teacher that is not fully certified, including the anticipated certification date.

## **Recruitment and Future Pipelines**

To ensure long-term compliance and sustainability, the District will:

- Expand partnerships with universities and EPPs to recruit certified teachers.
- Continue developing substitute/paraprofessional-to-teacher pathways.
- Consider residency and clinical teaching models to attract and retain high-quality candidates.
- Monitor workforce data annually to proactively address certification needs.

## **Board Approval and Public Posting**

Upon completion, this Delay of Certification Action Plan will be presented to the District Board of Trustees for approval. Following board approval, the plan will be posted in an easily accessible location on the District’s website in accordance with TEA requirements. Final approval will be issued by TEA through the application process.

