

Kerrville Independent School District



Accountability Rating: C

2025-2026 District Improvement Plan

Mission Statement

We Value...

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

We Believe...

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

#KISDinspires

Vision

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

Value Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

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Lever 1: Strong District Leadership & Planning

Summary

Kerrville Independent School District - an educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens.

Our district's vision, values and beliefs are the cornerstones of our educational framework, guiding our efforts to provide a nurturing and challenging environment for all students. We are committed to fostering a community where every student is encouraged to reach their full potential, supported by a dedicated team of educators who share a common goal of excellence in education. Our beliefs and values are deeply rooted in respect, integrity, and inclusivity, ensuring that every member of our school community feels valued and empowered.

We emphasize the importance of a growth mindset, encouraging students to embrace challenges and view failures as opportunities for learning and development. By cultivating resilience and perseverance, we aim to equip our students with the skills necessary to navigate an ever-changing world. Our educators are trained to model and instill this mindset, creating a supportive environment where students are motivated to take risks and explore new ideas.

The culture and climate of our district are integral to our success, as they shape the daily experiences of our students and staff. We strive to create a positive and welcoming atmosphere that promotes collaboration, respect, and a sense of belonging. By fostering strong relationships and open communication, we ensure that our school remains a safe and inclusive space where everyone can thrive. Our commitment to maintaining a healthy culture is reflected in our ongoing efforts to engage with students, parents, and the wider community.

Strengths

Strengths of Kerrville ISD1. Clear Vision and Strong Core Values

- **Vision-Driven Leadership:** KISD positions itself as an educational leader in the Hill Country, with a clear mission to inspire lifelong learners and productive citizens.
- **Core Values:** Emphasis on **respect, integrity, and inclusivity** provides a strong ethical foundation for decision-making and community engagement.

2. Commitment to Student Growth and Development

- **Growth Mindset Culture:** The district promotes resilience, perseverance, and a positive attitude toward learning from failure—key traits for student success in a dynamic world.
- **Whole-Child Focus:** The nurturing and challenging environment supports not just academic achievement but also emotional and social development.

3. High-Quality Educators and Staff

- **Dedicated Educators:** Teachers are described as committed and aligned with the district's goals, suggesting strong professional culture and collaboration.

- **Professional Development:** Training in growth mindset and student support indicates investment in continuous improvement for staff.

4. Positive School Culture and Climate

- **Welcoming Environment:** A focus on belonging, collaboration, and open communication fosters a safe and inclusive atmosphere.
- **Community Engagement:** Active efforts to involve students, parents, and the broader community strengthen trust and shared responsibility.

5. Strategic Community Integration

- **Hill Country Identity:** Embracing its regional identity helps build pride and a sense of place, which can enhance student and community engagement.
- **Productive Citizenship:** The district's mission includes preparing students to contribute meaningfully to society, aligning education with civic responsibility.

Problem Statements Identifying Lever 1: Strong District Leadership & Planning Needs

Problem Statement	Root Cause
1★ 71% of KISD's 66 Campus Professional Learning Communities (PLC) Teams developed and monitored SMART Goals in the 24-25 SY. Not all Campus instructional leaders in the district have consistently established SMART goals resulting in inconsistent PLC implementation across campuses, which limits KISD's ability to enhance student achievement.	Lack of clear district expectations and guidance. Leaders and campus teams have been left to interpret expectations independently.
2★ 22% campus instructional leaders achieved the KISD's leadership expectation of conducting five instructional walkthroughs with feedback per week, leading to insufficient monitoring of classroom instruction, limited feedback to teachers, and inconsistent implementation of district instructional priorities, which hinders the district's ability to meet Lever 1's expectations for strong leadership	Campus leader time constraints and competing priorities are a probable cause. KISD lacks a robust system of monitoring walkthrough completion.
3★ Inconsistent Academic Growth Across Campuses and Subjects. Student performance across the district is inconsistent, with significant declines in STAAR Meets and Masters levels in core content areas across some campuses.	Inconsistent implementation of a guaranteed and viable curriculum. Limited use of aligned real-time assessment data to guide instruction. Variation in instructional rigor and Tier 1 effectiveness across campuses.
4★ Algebra I Meets Grade Level performance declined by 9% at HPMS and remains low at THS, indicating secondary math readiness gaps.	Gaps in vertical alignment and algebraic thinking in grades 6-9. Inconsistent use of formative data to drive timely interventions. Low student engagement with conceptual math learning
5★ Standards-based instruction and use of high-quality instructional materials: Science performance showed extreme variability, with Done campus gaining +37% in Approaches while another dropped -14%, reflecting inconsistent delivery of effective science instruction.	Science often de-emphasized in lower grades. Lack of structured time, resources, and support for science labs and vocabulary development. Inconsistent teacher confidence in inquiry-based science pedagogy.

6
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The district is not fully capitalizing on all eligible funding sources due to under-identification of economically disadvantaged students and inefficiencies in federal reimbursement processes. As a result, Kerrville ISD risks leaving significant funding unclaimed, which could be directed toward improving student learning outcomes.

Under-identification of eligible students: Homeless and economically disadvantaged students are not consistently identified early enough to ensure accurate reporting for NSLP (National School Lunch Program).

7
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Without consistent review and optimization of budget allocations for capital assets and programmatic operations, the district may incur unnecessary expenses and miss opportunities for cost savings, potentially diverting funds from instructional priorities.

* Outdated replacement schedules: Lack of an up-to-date and cyclical replacement plan for capital assets (buses, tech, uniforms, instruments). * Limited financial efficiency reviews: Program budgets are reviewed inconsistently or not aligned with performance outcomes leading to limited communication in real time regarding expenditures.

8
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The district currently lacks comprehensive systems for using student performance data and resource usage metrics to inform budget decisions. Additionally, limited stakeholder understanding of budget structures and finance issues undermines transparency and public trust in fiscal decisions.

* Disconnect between student data and budget decisions: Resource allocations are not clearly communicated or consistently aligned with performance outcomes (e.g., STAAR, AP, CTE). * Low stakeholder budget literacy: Staff have limited understanding of how school finance works and how funds are allocated.

★ = Priority

Lever 2: Strategic Staffing

Summary

Our instructional staff consistently meets high effectiveness standards, demonstrating a commitment to excellence in teaching while fostering a positive learning environment for students. We support both new and early-career educators through programs like the New Teacher Academy and Inspire Academy, while also offering leadership development opportunities through the Ignite Academy, ensuring our educators are equipped to succeed and grow within our educational community.

Strengths

Our instructional staff members consistently meet the highly effective standard, demonstrating their commitment to excellence in teaching and their ability to foster a positive and productive learning environment for our students. This achievement reflects the dedication and skill of our educators, who continually strive to enhance their instructional practices and contribute to the academic success of our students.

We have successfully organized department job fairs, which have proven to be an effective platform for connecting talented educators with opportunities within our school. These events not only help us attract high-quality candidates but also allow us to showcase the strengths and values of our educational community, ensuring that we recruit individuals who are aligned with our mission and vision.

Our district provides the opportunity for teachers to participate in the Teacher Incentive Allotment, a program designed to reward and recognize outstanding educators. This initiative not only incentivizes excellence in teaching but also supports our goal of retaining top talent by offering financial rewards for those who demonstrate exceptional performance and impact in the classroom.

We are proud to host the New Teacher Academy annually, an event dedicated to supporting educators who are new to our school. This academy provides essential training, resources, and mentorship to help new teachers acclimate to our school culture and expectations, ensuring they have the tools and support needed to succeed in their roles.

In addition to supporting new teachers, we also host the Inspire Academy for teachers who have been in the profession for three years or less. This program is designed to nurture early-career educators by providing them with professional development opportunities, peer networking, and guidance to help them grow and thrive in their teaching careers.

Furthermore, we offer the Ignite Academy for teachers who are pursuing leadership opportunities within the educational field. This academy equips aspiring leaders with the skills, knowledge, and experiences necessary to take on leadership roles, fostering a culture of growth and development that benefits both our educators and our students.

Problem Statements Identifying Lever 2: Strategic Staffing Needs

Problem Statement	Root Cause
1 ★ KISD staff do not reflect the racial and ethnic diversity of the student population, particularly in the underrepresentation of Hispanic and other minority groups. This lack of representation may hinder culturally responsive instruction, student connection, and inclusive school culture. Hispanic staff representation (14.9%) is significantly lower than the student population (46.3%).	Limited recruitment from diverse educator pipelines Insufficient emphasis on representation in hiring committees and leadership roles
2 ★ In Kerrville ISD, 50.0% of Bilingual/ESL teachers lack proper certification, significantly higher than the Texas state average of 27.3%. This certification gap may hinder the district's ability to effectively serve English Learners. Significant disparities exist in Meets-level performance among English Learner students across ELA and Math subjects with 33% of EB achieving meets across subjects.	Limited local certification pathways: Teachers may not have easy access to affordable certification programs. Recruitment challenges: A statewide and national shortage of certified bilingual educators limits the talent pool. Retention issues: High workload, lack of mentorship, or insufficient support for bilingual/ESL teachers may contribute to turnover or barriers to seek certification.
3 ★ Teacher turnover rate is 17.2, High turnover in key positions and difficulty staffing high-need areas weakens instructional consistency and turnover rates can significantly impact student performance. High turnover rates can lead to disruptions in learning, loss of experienced educators, and lower morale among staff, all of which negatively affect the quality of education and student growth.	Insufficient feedback loops on staff satisfaction (e.g., stay surveys, climate data). Mismatch between district messaging and actual teacher experience.
4 ★ State-wide teacher and auxiliary staff shortages increase the challenges associated with bringing talented individuals into the KISD system	KISD has modified its Job Fair schedules and structures to streamline processes and increase the likelihood that qualified individuals, both local and outside the local community, will engage with the hiring process.

5



Survey data shows only 63% of staff approve of the 2024-2025 compensation and benefits package offered by KISD.

State funding deficits negatively impact what KISD can offer its staff in compensation and benefits. KISD makes every effort to offer annual raises to remain competitive with the surrounding markets. Misunderstandings exist within the employee pool regarding how school funding works, how hiring pay schedules work, and how KISD offers higher pay in some areas than surrounding districts offer.

 = **Priority**

Lever 3: Positive District Culture

Summary

Our district has established campus systems that are integral to fostering a positive school culture. These systems are designed to clearly communicate explicit behavioral expectations to all students, ensuring that everyone understands the standards of conduct that contribute to a respectful and productive learning environment. Additionally, we have implemented school-wide culture routines that reinforce these expectations and create a sense of consistency and community throughout the campus.

Our approach also includes proactive and responsive student support services, which are essential in addressing the diverse needs of our students. By providing timely interventions and resources, we are able to support students in overcoming challenges and achieving their full potential. Furthermore, we recognize the vital role that families and communities play in the educational process. Therefore, we actively involve them in our school culture, fostering strong partnerships that enhance student learning and well-being. Through these collaborative efforts, we are committed to creating a nurturing and inclusive environment for all members of our school community.

Comprehensive School Counseling Program (CSCP)

Kerrville ISD's Comprehensive School Counseling Program (CSCP) demonstrates a strong, research-informed commitment to providing a safe learning environment through data-driven practices, alignment with the Texas Model for Comprehensive School Counseling Programs, and a proactive focus on Tier 1 interventions. It emphasizes student well-being, early mental health identification, and family engagement, while offering clear, actionable strategies for improvement.

Special Education Behavior Improvement

Kerrville ISD is facing a sharp rise in behavior incidents that hinder student learning, with a 63% increase in behavior-related special education evaluations and a concerning disciplinary removal rate. These issues are compounded by underdeveloped social skills and inconsistent behavior support systems. To address this, the district is implementing a comprehensive behavior improvement plan that includes structured Tier 1 and Tier 2 supports, staff training, and the use of proven programs like PBIS. These efforts aim to reduce disruptions, improve student outcomes, and foster a more inclusive and supportive learning environment.

Parent & Family Engagement

Kerrville Independent School District is committed to our vision as an educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens. To enact this vision, we dedicate ourselves to delivering high-quality, individualized education by fostering strong partnerships with families and the broader community. As part of this commitment, we proudly participate in the Title I, Part A State Program, which

provides essential funding to schools serving students from low socioeconomic backgrounds. In return, we uphold the standards and expectations set forth by the Texas Education Agency and the U.S. Department of Education, ensuring accountability and excellence in all that we do. This policy document provides detailed information regarding our plan to support parental and family engagement.

Strengths

Kerrville ISD values effective communication with parents and the community to enhance student success, utilizing various methods such as social media, newsletters, and local news outlets. The district encourages involvement through campus-level committees, district-wide advisory groups, and the Kerrville Public School Foundation, providing opportunities for collaborative support and charitable contributions.

Our **Comprehensive School Counseling Program (CSCP)** contributes to our strength as a district by acknowledging the critical link between mental health and academic success, understanding that emotional well-being is foundational to effective learning. This holistic approach ensures that we address the comprehensive needs of our students, recognizing that their mental health is as important as their academic achievements. We have established academic supports that reflect a proactive stance toward learning challenges. By having these systems in place, we are prepared to address and support students' academic needs promptly, ensuring that no student falls behind due to unaddressed learning difficulties. Our district's reliance on credible research to highlight the prevalence and often invisible nature of mental health issues underscores our commitment to making informed, evidence-based decisions. This approach ensures that our strategies are grounded in reality and are effective in addressing the true needs of our student population. We possess a clear self-awareness regarding the limitations of reactive interventions, understanding the necessity for a more systematic approach. This awareness drives us to seek out and implement strategies that are not only responsive but also preventive, ensuring long-term success and well-being for our students. The plan to implement a universal mental health screener is a testament to our proactive and preventive mindset. By focusing on early identification and support, we aim to address potential issues before they escalate, providing timely assistance to those in need. In anticipating potential barriers such as privacy concerns, training requirements, and sustainability, we demonstrate strategic planning and a sense of responsibility. This foresight allows us to navigate challenges effectively, ensuring the successful implementation of our mental health initiatives. Our goal of creating a safe, supportive, and inclusive environment reflects our strong commitment to equity and student well-being. By fostering such an environment, we ensure that every student feels valued and supported, paving the way for both personal and academic growth.

Special Ed Behavior Program Strengths

1. Data-Driven Awareness
 - The district is actively tracking and analyzing behavior incident trends, including evaluation and referral data, which supports informed decision-making.
2. Identification of Critical Issues
 - Clear recognition of the impact of behavior incidents on instructional time and student outcomes, including the connection to disciplinary removals and RDA Level 2 identification.
3. Commitment to Tiered Support Systems
 - Emphasis on implementing structured Tier 1 and Tier 2 behavior support systems, such as:
 - Behavior Solutions
 - Capturing Kids' Hearts
 - Positive Behavioral Interventions and Supports (PBIS)
4. Focus on Social-Emotional Learning (SEL)

- Acknowledgement of the need for explicit social skills instruction to support students with self-regulation and reduce recidivism in disciplinary actions.
5. Stakeholder Engagement
 - Input from teachers, parents, and students is being gathered to inform the development of behavior support strategies, ensuring a more comprehensive and inclusive approach.
 6. Recognition of Cultural and Environmental Factors
 - Consideration of broader societal influences, such as increased screen time and its impact on social skill development, shows a holistic understanding of student behavior.
 7. Strategic Vision for Long-Term Impact
 - The plan connects behavior support to broader educational goals, such as fostering productive citizens and lifelong learners, indicating a forward-thinking approach.

Problem Statements Identifying Lever 3: Positive District Culture Needs

Problem Statement	Root Cause
1★ Despite alignment with the Texas Model for Comprehensive School Counseling Programs and efforts to implement Tier 1 interventions, elementary school counselors are spending 55% of their counseling sessions addressing student anger, behavior, and conflict.	Elementary students exhibit a high prevalence of self-regulation and social skill challenges, negatively affecting both academic performance and social development.
2★ The district is facing growing challenges in supporting students' academic and emotional well-being due to the lack of a systematic, proactive approach to identifying mental health concerns.	Many students with issues such as anxiety, depression, and trauma remain undetected until their struggles escalate, leading to academic decline and social difficulties. Current interventions are largely reactive, placing additional strain on school counselors and support staff, and limiting the district's ability to provide timely, effective support.
3★ There has been a significant increase in classroom behavior incidents that disrupt learning, as reflected in the rise of special education evaluations for behavior (from 82 to 134 in one year) and a 30% referral rate for behavior evaluations. This has led to increased disciplinary removals and a Level 2 identification under the RDA framework.	A sharp rise in behavior incidents-- a 63% increase in behavior-related special education evaluations and a concerning disciplinary removal rate--hinders student learning. These issues are compounded by underdeveloped social skills and inconsistent behavior support systems.

★ = Priority

Lever 4: High-Quality Instructional Materials and Assessments

Summary

Our District ensures that all students have access to instructional materials and assessments that are aligned with the Texas Essential Knowledge and Skills (TEKS) standards. These resources are carefully selected to provide high-quality educational experiences that challenge students appropriately, fostering an environment where learning is both rigorous and supportive. By engaging with these materials daily, students are better equipped to meet academic expectations and develop a deeper understanding of the subject matter. Additionally, our district prioritizes Tier 1 instructional strategies and supports to ensure that all students receive high-quality, evidence-based instruction in the general education classroom. These strategies are designed to meet the diverse needs of our students by incorporating differentiated instruction, formative assessments, and engaging learning activities. By implementing these foundational supports, we aim to create an inclusive and supportive learning environment where every student has the opportunity to succeed academically. Our commitment to these strategies reflects our dedication to fostering a culture of excellence and continuous improvement in teaching and learning.

KISD has made substantial progress in improving **College, Career, and Military Readiness (CCMR)**, growing from 53% in 2021 to a projected 88% in 2025. This growth has led to better student outcomes and community benefits. However, 12% of students remain unprepared, prompting the district to continue and enhance its strategies. These include collaborative efforts, curriculum improvements, targeted supports, and data monitoring. With the addition of Tivy Early College High School and a goal of a 3% increase by 2027, KISD is committed to ensuring all students are ready for life after high school.

KISD has identified a critical challenge in the transition from middle to high school, where many students opt out of **advanced academic pathways** in math and reading. With only 7% of students achieving Masters level on STAAR assessments, foundational skill gaps and confidence issues are evident. To address this, the district plans to enhance communication, increase instructional rigor, and align curriculum through professional development. These strategies aim to boost advanced course enrollment and academic performance by 5–8% by 2026, ultimately improving college and career readiness.

Strengths

Our district is committed to providing quality Tier 1 access and use, ensuring that all students receive high-quality, evidence-based instruction in the general education classroom. This foundational level of support is designed to meet the diverse needs of our student body, promoting academic success and engagement for every learner. By implementing effective teaching strategies and utilizing data-driven decision-making, we strive to create an inclusive and supportive learning environment where all students can thrive. Our dedicated educators are continuously trained and equipped with the necessary resources to deliver instruction that is both rigorous and accessible, fostering a culture of excellence and equity in education.

Our Professional Learning Committees (PLCs) work to collaborate to improve the use of HQIM and Tier 1 instructional practices.

College, Career and Military Readiness Strengths

- Significant Growth in CCMR: The College, Career, and Military Readiness (CCMR) rate in KISD has increased from 53% in 2021 to an

anticipated 88% in 2025.

- Positive Outcomes: Growth in CCMR correlates with better job placements, improved college admissions, and increased military enlistments.
- Broader Impact: Enhances the local workforce and cultivates more informed, adaptable citizens.
- Effective Strategies Already in Place:
 - Increased collaboration at campus and district levels.
 - Intentional curriculum enhancements.
 - Targeted student supports.
 - Regular progress monitoring using a CCMR data tracker.
 - Launch of Tivy Early College High School.

Advanced Academics Strengths

- Identification of Key Transition Points: The program recognizes the critical transition from middle to high school as a pivotal moment for advanced academic course enrollment.
- Data-Driven Awareness: Specific data points (e.g., 22 students not enrolling in Geometry Pre-AP, 29 not continuing in English 1 Pre-AP) highlight where drop-offs occur.
- Clear Academic Targets: The goal to increase both advanced course enrollment and STAAR Masters-level performance by 5–8% by 2026 shows a commitment to measurable improvement.
- Strategic Focus Areas:
 - Enhanced communication with students and parents.
 - Increased rigor and differentiation in middle school instruction.
 - Professional development and curriculum alignment through PLCs.

Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments Needs

Problem Statement	Root Cause
1 ★ Continue to improve curriculum alignment and rigor of instruction across grade levels and content areas.	Unclear expectations lead to lack of fidelity of adopted HQIM.
2 ★ Despite notable progress, 12% of students remain unprepared for college, career, or military (CCMR) pathways.	Secondary campuses have increased their monitoring efforts in this area yet gaps persist in ensuring each student has identified a CCMR path for the future.
3 ★ Only about 7% of students are achieving Masters level on STAAR assessments from 6th grade math through 9th grade Algebra.	There is a notable decline in student enrollment in advanced academic courses during the transition from middle to high school, particularly in math and reading. Additionally, gaps exist in foundational skills and confidence that may deter students from pursuing advanced coursework.

★ = Priority

Lever 5: Effective Instruction

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.

Our district has implemented Professional Learning Committees (PLCs) as a strategic approach to enhance teaching methods and student outcomes. These committees serve as a collaborative platform where educators can engage in the analysis of student work and data, with a particular focus on refining Tier 1 instruction and implementing effective differentiation strategies. The PLCs are guided by our campus administration and instructional coaches, ensuring that the discussions and initiatives are aligned with our educational goals and standards. KISD is launching a district-wide initiative to fully implement Professional Learning Communities (PLCs) across all campuses during the 2025–2026 school year. While over 130 teachers have already received PLC training, there is still a need for stronger alignment and collaboration. The initiative includes structured scheduling, goal setting, documentation, and weekly meetings focused on data-driven instruction. These efforts aim to enhance Tier 1 instruction and improve student outcomes through consistent, collaborative professional practices.

Our analysis of longitudinal district STAAR data for mathematics and Reading Language Arts (RLA) in grades 3 through 9 has revealed a concerning trend. Certain readiness TEKS have consistently shown lower scores when compared to district averages over the period from 2022 to 2024. This pattern of low student performance in readiness TEKS is particularly troubling as it often leads to challenges in mastering future vertically aligned TEKS in subsequent grade levels. Addressing these gaps is crucial for ensuring that our students are well-prepared for academic success as they progress through their educational journey.

The District is facing significant curriculum misalignment in elementary RLA classrooms, leading to inconsistent instruction, unreliable assessment data, and stagnant student performance. Teachers use a mix of resources without clear guidance, resulting in varied instructional quality. To address this, the district plans to communicate clear expectations, provide targeted training, align assessments, and implement consistent monitoring practices. The ultimate goal is to strengthen Tier I instruction and ensure more students are reading at grade level by 3rd grade.

In the area of Special Education, we have identified a significant need for improvement based on the past three years of STAAR scores for grades 5 and 8 Social Studies. These scores have been categorized at Level 3 under Results Driven Accountability, indicating a critical area for intervention. The Federal Report Card for KISD further highlights that students with disabilities are performing well below their peers without disabilities across all STAAR tested areas. Additionally, these students have shown a lower rate of academic growth from year to year. It is imperative that we address these disparities to ensure equitable educational opportunities and outcomes for all

students.

Our instructional delivery for ESL students is currently insufficient in providing the necessary second language support. This shortfall is evident in our limited use of differentiation strategies that are crucial for effective second language acquisition. To address this, we must enhance our implementation of the English Language Proficiency Standards (ELPS), clearly defined language objectives, and Seidlitz strategies, all of which are designed to support ESL students in their language development and academic success.

Furthermore, we recognize the importance of strengthening our Tier 1 instruction to ensure that all students, including those who are English language learners, receive high-quality, evidence-based teaching practices. By focusing on improving the core instructional practices in our classrooms, we can better meet the diverse needs of our student population and foster an inclusive learning environment.

Lastly, we are committed to ensuring that our teachers are well-equipped to support ESL students by prioritizing teacher certification. This involves providing professional development opportunities that focus on ESL strategies and ensuring that our educators are certified and trained to meet the specific needs of English language learners. By investing in our teachers' professional growth, we can enhance the overall quality of education and support provided to our ESL students.

Strengths

Special Education Program Strengths

- Clear Identification of Gaps: The district has pinpointed specific academic areas (e.g., 5th and 8th grade Social Studies) where students with disabilities are underperforming.
- Use of Multiple Data Sources: The plan incorporates STAAR performance data, federal accountability reports, educator feedback, and administrator observations.
- Recognition of Effective Practices: Some classrooms with targeted inclusion practices have shown better outcomes, indicating that success is possible with the right strategies.
- Commitment to Excellence: The plan aligns with KISD's broader vision of educational excellence and inclusion.

Early Literacy Program Strengths

- Use of Multiple Resources: Teachers are utilizing both HMH and district-created materials, indicating access to a variety of instructional tools.
- Existing Intervention Systems: Tier 2 interventions and Reading Interventionists are in place to support students.
- Awareness of the Problem: The district has identified misalignment and its impact on instruction and assessment.
- Commitment to Improvement: Clear action steps have been proposed to address the issues.

ESL Program Strengths

- District-Wide Implementation of Seidlitz 7 Steps
 - Provides a structured framework for language acquisition.
 - Enhances academic success for English Language Learners (ELLs).
 - Ensures consistent and effective support across all classrooms.
 - Fosters an inclusive and supportive learning environment.
- Introduction of ELLA Courses for Grades 6–8
 - Targets Emergent Bilingual students at Beginning or Intermediate levels.
 - Addresses unique linguistic and academic needs of middle schoolers.
 - Builds English proficiency and confidence in academic contexts.
 - Bridges the gap between language learning and content mastery.

- Prepares students for future academic challenges.
- Enhanced High School ELLA Offerings with ELDA Block
 - Provides intensive language development for newcomer students.
 - Offers additional time and resources for focused language support.
 - Tailored to meet diverse student needs.
 - Reinforces commitment to academic and long-term success.

Professional Learning Communities Strengths

At Kerrville ISD, we are fortunate to have access to a comprehensive array of data sources. This access allows us to make informed decisions that are grounded in empirical evidence, ensuring that our educational strategies are both effective and responsive to the needs of our students. By leveraging these data sources, we can continuously monitor and enhance our educational outcomes, aligning our efforts with best practices and emerging trends in education.

Our campus Professional Learning Communities (PLCs) serve as a cornerstone for collaborative data analysis and the evaluation of our instructional practices. These PLCs provide an ideal setting for educators to come together, share insights, and engage in meaningful discussions about student performance and instructional strategies. Through this collaborative approach, we are able to critically assess our current practices, identify areas for improvement, and implement targeted interventions that drive student success. The synergy within our PLCs fosters a culture of continuous improvement and professional growth, ultimately benefiting our entire school community.

Throughout the 2025-2026 school year, the district will engage in:

- District-Wide PLC Implementation: All KISD campuses will fully implement PLC systems and processes from September 2025 to May 2026.
- Professional Development Investment: Over 130 teachers have been trained through the Solution Tree PLC Institute, demonstrating a strong foundation and commitment to professional learning.
- Structured PLC Framework:
 - Campus-wide PLC schedules
 - Documented meetings with agendas and notes
 - Annual, measurable team goals aligned with campus goals
 - Weekly meetings focused on data analysis, instructional strategies, and student performance improvement

Problem Statements Identifying Lever 5: Effective Instruction Needs

Problem Statement	Root Cause
1 ★ Longitudinal STAAR data shows a need to improve instructional practices to address historically low performing readiness TEKS in both reading and math.	Teachers are not able to view previous year's STAAR data in Aware after the Skyward rollover. Longitudinal data tracking has not been provided to campuses and/or teachers.
2 ★ Teachers lack training in CBLI or intentional academic language instruction in all content areas. Data sources: STAAR, TELPAS, RDA 3rd & 8th Science/SS, Eduphoria training certificates.	As a district, we've operated by the minimum state requirement for ESL certifications. We lack follow-through on best practices such as Seidlitz 7 Steps at the campus level.
3 ★ The insufficient rigor in inclusion support has resulted in measurable academic gaps between students in inclusion programs and their general education peers which have remained consistent in most areas, with the exception of specific classrooms where targeted inclusion practices have been prioritized.	Inadequate professional development on inclusion models for both special education and general education teachers Limited access to the PLC process for inclusion teachers due to scheduling constraints Inconsistent implementation of evidence-based Tier 2 and Tier 3 interventions
4 ★ Insufficient second language academic English support provided by general education teachers has resulted in gaps in the passing rate between ESL students and general education students on the STAAR Science and Social Studies tests.	Instructional delivery for ESL students is lacking in adequate second language support; this includes a wide variety of differentiation strategies such as ELPS, language objectives and Seidlitz strategies.
5 ★ Students are underperforming on STAAR RLA in 3rd grade as measured by State cut points for Approaches, Meets, and Masters.	Curriculum misalignment and inconsistent use of instructional materials leads to uneven Tier I instruction and unreliable assessment data in K-3 classrooms. A lack of clear expectations and monitoring has contributed to overreliance on interventions and stagnant student performance across elementary RLA classrooms.

6



Despite significant training efforts, there remains a need for greater alignment and collaboration across all levels in the PLC model.

Systemic inconsistencies in how PLCs are being implemented and utilized to drive instructional improvement and student outcomes.

 = **Priority**



Priority Problem Statements

Problem Statement

Root Cause

1
★

Despite alignment with the Texas Model for Comprehensive School Counseling Programs and efforts to implement Tier 1 interventions, elementary school counselors are spending 55% of their counseling sessions addressing student anger, behavior, and conflict.

Elementary students exhibit a high prevalence of self-regulation and social skill challenges, negatively affecting both academic performance and social development.

2
★

The district is facing growing challenges in supporting students' academic and emotional well-being due to the lack of a systematic, proactive approach to identifying mental health concerns.

Many students with issues such as anxiety, depression, and trauma remain undetected until their struggles escalate, leading to academic decline and social difficulties. Current interventions are largely reactive, placing additional strain on school counselors and support staff, and limiting the district's ability to provide timely, effective support.

3
★

Longitudinal STAAR data shows a need to improve instructional practices to address historically low performing readiness TEKS in both reading and math.

Teachers are not able to view previous year's STAAR data in Aware after the Skyward rollover. Longitudinal data tracking has not been provided to campuses and/or teachers.

4
★

Teachers lack training in CBLI or intentional academic language instruction in all content areas. Data sources: STAAR, TELPAS, RDA 3rd & 8th Science/SS, Eduphoria training certificates.

As a district, we've operated by the minimum state requirement for ESL certifications. We lack follow-through on best practices such as Seidlitz 7 Steps at the campus level.

5
★

The insufficient rigor in inclusion support has resulted in measurable academic gaps between students in inclusion programs and their general education peers which have remained consistent in most areas, with the exception of specific classrooms where targeted inclusion practices have been prioritized.

Inadequate professional development on inclusion models for both special education and general education teachers Limited access to the PLC process for inclusion teachers due to scheduling constraints Inconsistent implementation of evidence-based Tier 2 and Tier 3 interventions

6
★

Insufficient second language academic English support provided by general education teachers has resulted in gaps in the passing rate between ESL students and general education students on the STAAR Science and Social Studies tests.

Instructional delivery for ESL students is lacking in adequate second language support; this includes a wide variety of differentiation strategies such as ELPS, language objectives and Seidlitz strategies.

7
★

Students are underperforming on STAAR RLA in 3rd grade as measured by State cut points for Approaches, Meets, and Masters.

Curriculum misalignment and inconsistent use of instructional materials leads to uneven Tier I instruction and unreliable assessment data in K-3 classrooms. A lack of clear expectations and monitoring has contributed to overreliance on interventions and stagnant student performance across elementary RLA classrooms.

8
★

There has been a significant increase in classroom behavior incidents that disrupt learning, as reflected in the rise of special education evaluations for behavior (from 82 to 134 in one year) and a 30% referral rate for behavior evaluations. This has led to increased disciplinary removals and a Level 2 identification under the RDA framework.

A sharp rise in behavior incidents-- a 63% increase in behavior-related special education evaluations and a concerning disciplinary removal rate--hinders student learning. These issues are compounded by underdeveloped social skills and inconsistent behavior support systems.

9
★

Despite significant training efforts, there remains a need for greater alignment and collaboration across all levels in the PLC model.

Systemic inconsistencies in how PLCs are being implemented and utilized to drive instructional improvement and student outcomes.

10
★

Despite notable progress, 12% of students remain unprepared for college, career, or military (CCMR) pathways.

Secondary campuses have increased their monitoring efforts in this area yet gaps persist in ensuring each student has identified a CCMR path for the future.

11
★

Only about 7% of students are achieving Masters level on STAAR assessments from 6th grade math through 9th grade Algebra.

There is a notable decline in student enrollment in advanced academic courses during the transition from middle to high school, particularly in math and reading. Additionally, gaps exist in foundational skills and confidence that may deter students from pursuing advanced coursework.

12
★

Continue to improve curriculum alignment and rigor of instruction across grade levels and content areas.

Unclear expectations lead to lack of fidelity of adopted HQIM.

13
★

71% of KISD's 66 Campus Professional Learning Communities (PLC) Teams developed and monitored SMART Goals in the 24-25 SY. Not all Campus instructional leaders in the district have consistently established SMART goals resulting in inconsistent PLC implementation across campuses, which limits KISD's ability to enhance student achievement.

Lack of clear district expectations and guidance. Leaders and campus teams have been left to interpret expectations independently.

14
★

22% campus instructional leaders achieved the KISD's leadership expectation of conducting five instructional walkthroughs with feedback per week, leading to insufficient monitoring of classroom instruction, limited feedback to teachers, and inconsistent implementation of district instructional priorities, which hinders the district's ability to meet Lever 1's expectations for strong leadership

Campus leader time constraints and competing priorities are a probable cause. KISD lacks a robust system of monitoring walkthrough completion.

15
★

KISD staff do not reflect the racial and ethnic diversity of the student population, particularly in the underrepresentation of Hispanic and other minority groups. This lack of representation may hinder culturally responsive instruction, student connection, and inclusive school culture. Hispanic staff representation (14.9%) is significantly lower than the student population (46.3%).

Limited recruitment from diverse educator pipelines
Insufficient emphasis on representation in hiring committees and leadership roles

16
★

Teacher turnover rate is 17.2. High turnover in key positions and difficulty staffing high-need areas weakens instructional consistency and turnover rates can significantly impact student performance. High turnover rates can lead to disruptions in learning, loss of experienced educators, and lower morale among staff, all of which negatively affect the quality of education and student growth.

Insufficient feedback loops on staff satisfaction (e.g., stay surveys, climate data). Mismatch between district messaging and actual teacher experience.

17
★

In Kerrville ISD, 50.0% of Bilingual/ESL teachers lack proper certification, significantly higher than the Texas state average of 27.3%. This certification gap may hinder the district's ability to effectively serve English Learners. Significant disparities exist in Meets-level performance among English Learner students across ELA and Math subjects with 33% of EB achieving meets across subjects.

Limited local certification pathways: Teachers may not have easy access to affordable certification programs. Recruitment challenges: A statewide and national shortage of certified bilingual educators limits the talent pool. Retention issues: High workload, lack of mentorship, or insufficient support for bilingual/ESL teachers may contribute to turnover or barriers to seek certification.

18
★

Inconsistent Academic Growth Across Campuses and Subjects. Student performance across the district is inconsistent, with significant declines in STAAR Meets and Masters levels in core content areas across some campuses.

Inconsistent implementation of a guaranteed and viable curriculum. Limited use of aligned real-time assessment data to guide instruction. Variation in instructional rigor and Tier 1 effectiveness across campuses.

19
★

Algebra I Meets Grade Level performance declined by 9% at HPMS and remains low at THS, indicating secondary math readiness gaps.

Gaps in vertical alignment and algebraic thinking in grades 6-9. Inconsistent use of formative data to drive timely interventions. Low student engagement with conceptual math learning

20
★

Standards-based instruction and use of high-quality instructional materials: Science performance showed extreme variability, with Done campus gaining +37% in Approaches while another dropped -14%, reflecting inconsistent delivery of effective science instruction.

Science often de-emphasized in lower grades. Lack of structured time, resources, and support for science labs and vocabulary development. Inconsistent teacher confidence in inquiry-based science pedagogy.

21
★

State-wide teacher and auxiliary staff shortages increase the challenges associated with bringing talented individuals into the KISD system

KISD has modified its Job Fair schedules and structures to streamline processes and increase the likelihood that qualified individuals, both local and outside the local community, will engage with the hiring process.

22
★

Survey data shows only 63% of staff approve of the 2024-2025 compensation and benefits package offered by KISD.

State funding deficits negatively impact what KISD can offer its staff in compensation and benefits. KISD makes every effort to offer annual raises to remain competitive with the surrounding markets. Misunderstandings exist within the employee pool regarding how school funding works, how hiring pay schedules work, and how KISD offers higher pay in some areas than surrounding districts offer.

23
★

The district is not fully capitalizing on all eligible funding sources due to under-identification of economically disadvantaged students and inefficiencies in federal reimbursement processes. As a result, Kerrville ISD risks leaving significant funding unclaimed, which could be directed toward improving student learning outcomes.

Under-identification of eligible students: Homeless and economically disadvantaged students are not consistently identified early enough to ensure accurate reporting for NSLP (National School Lunch Program).

24



Without consistent review and optimization of budget allocations for capital assets and programmatic operations, the district may incur unnecessary expenses and miss opportunities for cost savings, potentially diverting funds from instructional priorities.

* Outdated replacement schedules: Lack of an up-to-date and cyclical replacement plan for capital assets (buses, tech, uniforms, instruments). *
Limited financial efficiency reviews: Program budgets are reviewed inconsistently or not aligned with performance outcomes leading to limited communication in real time regarding expenditures.

25



The district currently lacks comprehensive systems for using student performance data and resource usage metrics to inform budget decisions. Additionally, limited stakeholder understanding of budget structures and finance issues undermines transparency and public trust in fiscal decisions.

* Disconnect between student data and budget decisions: Resource allocations are not clearly communicated or consistently aligned with performance outcomes (e.g., STAAR, AP, CTE). *
Low stakeholder budget literacy: Staff have limited understanding of how school finance works and how funds are allocated.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ 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
- ☒ STEM and/or STEAM 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
- ☒ 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
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Professional development needs assessment data

- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PSS data

Parent/Community Data

- ☒ Parent 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



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 High Priority

Increase the STAAR 3-8 Science passing rate for ESL students from 33.3% to at least 50% by the end of the 2025-2026 academic year, aligning closer to the state cut point of 65.0%.

Evaluation Data Source: Science STAAR data in Aware

Next Year's Recommendation: Analyze data and hold data meetings after the Checkpoint pulling TEKS data from CP and Common Assessment to plan for intervention groups in January.

Strategy 1 Results Driven Accountability

Implement targeted science interventions

Strategy's Expected Result/Impact: Improved Science scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews

No Progress

September

January

Some Progress

April



Continue/Modify

June

Strategy 2 Results Driven Accountability

Provide professional development for teachers

Strategy's Expected Result/Impact: Improved Science scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews

Some Progress

September

January

Moderate Progress

April



Continue/Modify

June

Strategy 3 Results Driven Accountability

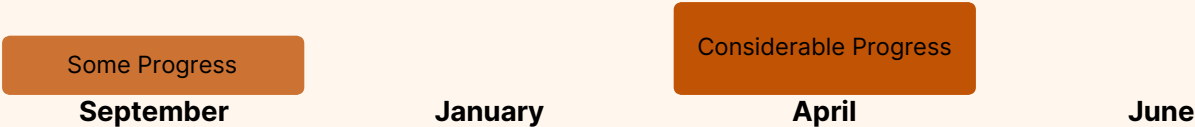
Increase access to bilingual resources including CBLI and Seidlitz 7 Steps

Strategy's Expected Result/Impact: Improved Science scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews



Performance Objective 1 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement	Root Cause
4 Insufficient second language academic English support provided by general education teachers has resulted in gaps in the passing rate between ESL students and general education students on the STAAR Science and Social Studies tests.	Instructional delivery for ESL students is lacking in adequate second language support; this includes a wide variety of differentiation strategies such as ELPS, language objectives and Seidlitz strategies.

Performance Objective 2

Increase the STAAR 3-8 Social Studies passing rate for ESL students from 21.7% to at least 40% by the end of the 2025-2026 academic year, progressing toward the state cut point of 65%.

Evaluation Data Source: STAAR Social Studies scores in Aware

Strategy 1 Results Driven Accountability

Increase access to bilingual resources including CBLI and Seidlitz 7 Steps

Strategy's Expected Result/Impact: Improved Social Studies scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews



Strategy 2 Results Driven Accountability

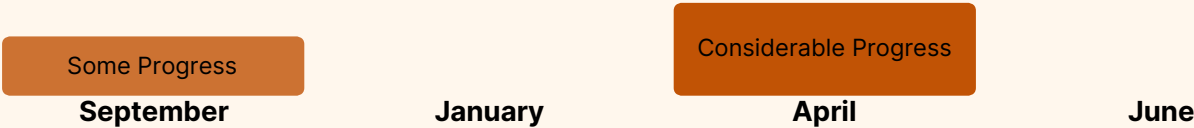
Offer small-group instruction

Strategy's Expected Result/Impact: Improved Social Studies STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews



Strategy 3 Results Driven Accountability

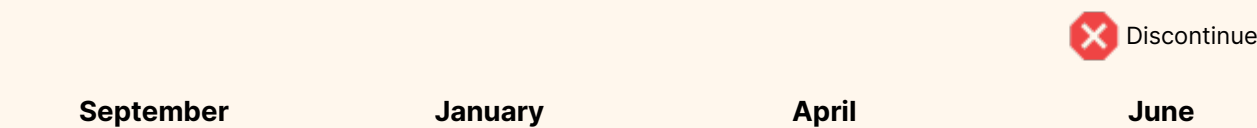
Integrate multimedia resources to improve engagement

Strategy's Expected Result/Impact: Improved Social Studies STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education

Problem Statements: Lever 5: Effective Instruction 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement		Root Cause
4	Insufficient second language academic English support provided by general education teachers has resulted in gaps in the passing rate between ESL students and general education students on the STAAR Science and Social Studies tests.	Instructional delivery for ESL students is lacking in adequate second language support; this includes a wide variety of differentiation strategies such as ELPS, language objectives and Seidlitz strategies.

Performance Objective 3

Raise the STAAR 3-8 Science passing rate for SPED students from 35.2% to at least 50% by the end of the 2025-2026 academic year, moving closer to the state cut point of 65.0%.

Strategy 1 Results Driven Accountability

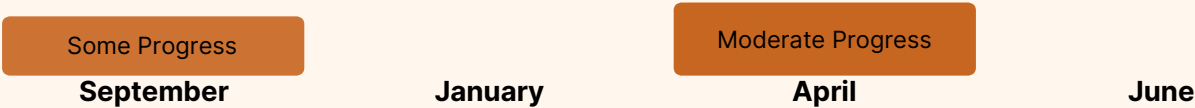
Targeted professional development on best practice inclusion models, science instruction, adaptive learning materials, and hands-on learning experiences

Strategy's Expected Result/Impact: Improved Science STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews



Strategy 2 Results Driven Accountability

Intentional planning through PLCs

Strategy's Expected Result/Impact: Improved Science STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education. Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews



Strategy 3 Results Driven Accountability

Implementation of evidence-based Tier 2 and Tier 3 interventions

Strategy's Expected Result/Impact: Improved Science STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews

No Progress

September

January

Some Progress

April



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

3

The insufficient rigor in inclusion support has resulted in measurable academic gaps between students in inclusion programs and their general education peers which have remained consistent in most areas, with the exception of specific classrooms where targeted inclusion practices have been prioritized.

Inadequate professional development on inclusion models for both special education and general education teachers
Limited access to the PLC process for inclusion teachers due to scheduling constraints
Inconsistent implementation of evidence-based Tier 2 and Tier 3 interventions

Performance Objective 4

Increase the STAAR 3-8 Social Studies passing rate for SPED students from 22.7% to at least 40% by the end of the 2025-2026 academic year, progressing toward the state cut point of 65.0%.

Evaluation Data Source: Improved Social Studies STAAR scores

Next Year's Recommendation: Continue PLC structures in Social Studies courses that utilize student level data to drive interventions and decisions.

Strategy 1 Results Driven Accountability

Provide SPED-specific curriculum supports

Strategy's Expected Result/Impact: Improved Social Studies STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews

September

January

No Progress

April



Discontinue

June

Strategy 2 Results Driven Accountability

Offer small-group instruction

Strategy's Expected Result/Impact: Improved Social Studies STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews



Strategy 3 **Results Driven Accountability**

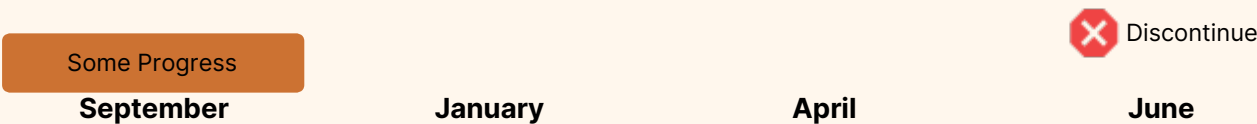
Integrate multimedia resources to improve engagement

Strategy's Expected Result/Impact: Improved Social Studies STAAR scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Education, Senior Director of SPED

Problem Statements: Lever 5: Effective Instruction 3

Formative Reviews



Performance Objective 4 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement		Root Cause
3	The insufficient rigor in inclusion support has resulted in measurable academic gaps between students in inclusion programs and their general education peers which have remained consistent in most areas, with the exception of specific classrooms where targeted inclusion practices have been prioritized.	Inadequate professional development on inclusion models for both special education and general education teachers Limited access to the PLC process for inclusion teachers due to scheduling constraints Inconsistent implementation of evidence-based Tier 2 and Tier 3 interventions

Performance Objective 5 **HB3 Goal**

Decrease the gap between All students and Special Education students, as measured by the STAAR Math 3-8 average score at meets, by 6% from 31% to at least 25% by the end of 2026 academic year.

Strategy 1 Results Driven Accountability

Inclusion Models: Strengthen inclusion models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.

Strategy's Expected Result/Impact: Targeted instructional collaboration leads to more responsive teaching, helping close the STAAR Math Meets gap between Special Education and All Students by at least 6% by 2026. Aligned Instruction: Co-teachers plan lessons that meet both IEP goals and grade-level TEKS, ensuring instructional alignment and better academic outcomes.

Real-Time Differentiation: Immediate in-class differentiation allows SPED students to engage with content at their level without being pulled from core instruction.

Data-Informed Decision-Making: Inclusion teachers participating in PLCs help interpret data for their students and co-develop reteach strategies, improving targeted intervention.

Shared Ownership: Inclusion teachers are seen as equal partners in instruction, shifting the mindset from "my students" to "our students."

Stronger Teacher Teams: Regular planning and data analysis with both gen ed and SPED teachers builds collective efficacy and increases consistency in supports.

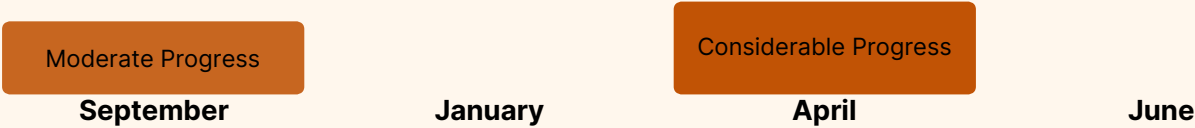
Capacity Building: Inclusion teachers build content knowledge through ongoing PLC collaboration, reducing reliance on pull-out models.

Improved IEP Goal Alignment: PLC discussions help ensure IEPs are written with meaningful, measurable, and standards-aligned goals.

Higher Retention of SPED Students in General Ed: Inclusive practices support student confidence, classroom engagement, and reduce the need for more restrictive environments.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

Formative Reviews



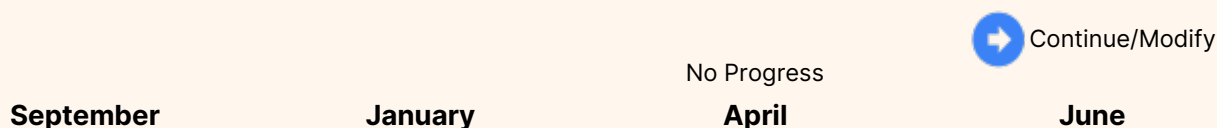
Strategy 2 Results Driven Accountability

Data-Driven Instruction
Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. Gap Analysis by Student Expectation (SE): Analyze TCMPC STAAR blueprint-aligned data to pinpoint which SEs are most missed by SPED students and reteach accordingly.
Individualized Goal-Setting: Develop student-specific content goals within IEPs aligned to grade-level TEKS and STAAR performance levels.

Strategy's Expected Result/Impact: Faster Response to Learning Needs: Teachers adjust instruction before misconceptions solidify, increasing SPED students' likelihood of reaching "Meets" on STAAR. More Precise Interventions: Data pinpoints specific concepts or SEs that need reteaching, reducing wasted instructional time. Improved Student Growth Rates: Regular checks ensure that instructional time is tied to student needs, accelerating progress toward grade-level mastery. Strategic Reteaching: Teachers focus reteach efforts on the highest-leverage SEs, leading to greater STAAR gains with fewer instructional adjustments. Increased Alignment with STAAR: Instruction becomes tightly connected to how content is assessed, giving SPED students better test familiarity and improved performance. Data Transparency: Teachers, interventionists, and administrators have a shared understanding of exactly where performance gaps exist and can target them collectively. Increased Relevance of IEPs: Students work toward goals that support access to the general curriculum and STAAR success. Improved Accountability: Clear, measurable objectives make it easier for teams to monitor progress and adjust supports. Motivated Students: Personalized goals tied to real academic outcomes increase ownership and engagement for SPED students. Accelerated Growth for SPED Students: Frequent, targeted feedback loops drive quicker mastery of priority content. Narrowed Achievement Gaps: Strategic interventions and goal alignment drive performance upward, reducing the STAAR Math "Meets" gap between SPED and All Students. Improved Instructional Precision: Teachers make smarter instructional decisions, maximizing the effectiveness of both Tier 1 and Tier 2 supports

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

Formative Reviews



Strategy 3 ☒ Results Driven Accountability

Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.

Strategy's Expected Result/Impact: Campus-Based Monitoring Teams: Proactive Problem-Solving: Performance dips or gaps are identified early and addressed before STAAR testing windows. Data-Driven Resource Allocation: Campus teams can deploy staff, intervention time, or tools where they're most needed. Increased Leader Involvement: Frequent engagement from administrators signals the priority of SPED student achievement, raising accountability across staff. Use of Fidelity Checklists: Stronger Implementation Integrity: Teachers are more likely to consistently deliver interventions when monitored with clear, supportive feedback. Reduced Instructional Variability: Consistency across classrooms improves instructional quality for SPED students districtwide. Documented Compliance: Checklists provide evidence of appropriate accommodations and instructional practices during audits or ARD meetings. Parent Communication Systems: Increased Home-School Partnership: Engaged parents are better positioned to support their child's math learning at home. Improved Student Motivation: Students are more accountable when families are regularly informed of their goals and progress. Fewer Surprises at ARD Meetings: Transparent, ongoing communication builds trust and reduces conflict during formal reviews. Tighter Feedback Loops: Regular monitoring, walkthroughs, and communication ensure SPED supports are not only planned but effectively executed. Improved Student Outcomes: When systems reinforce instructional quality and family engagement, math achievement rises for SPED students. Stronger Alignment Across Campuses: Consistent monitoring and accountability ensure all schools are progressing toward district-wide performance goals.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

Formative Reviews

Some Progress

September

January

Considerable Progress

April



Continue/Modify

June

Performance Objective 6 HB3 Goal

Decrease the gap between All students and Emergent Bilingual students, as measured by the STAAR Math 3-8 average score at meets, by 10% from 25% to at least 15% by the end of 2026 academic year.

Evaluation Data Source: STAAR results

Performance Objective 7

Increase the STAAR Algebra EOC passing rate for SPED students from 55.3% to the state cut point of 65% by the end of the 2025-2026 academic year.

Evaluation Data Source: Improved Algebra EOC scores

Next Year's Recommendation: Continue PLC structures that utilize student level data in the interventions and decision making process.

Strategy 1 Results Driven Accountability

Inclusion Models: Strengthen co-teaching models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.

Strategy's Expected Result/Impact: Targeted instructional collaboration leads to more responsive teaching, helping close the STAAR Math Meets gap between Special Education and All Students by at least 6% by 2026. Aligned Instruction: Co-teachers plan lessons that meet both IEP goals and grade-level TEKS, ensuring instructional alignment and better academic outcomes.

Real-Time Differentiation: Immediate in-class differentiation allows SPED students to engage with content at their level without being pulled from core instruction.

Data-Informed Decision-Making: Inclusion teachers participating in PLCs help interpret data for their students and co-develop reteach strategies, improving targeted intervention.

Shared Ownership: Inclusion teachers are seen as equal partners in instruction, shifting the mindset from "my students" to "our students."

Stronger Teacher Teams: Regular planning and data analysis with both gen ed and SPED teachers builds collective efficacy and increases consistency in supports.

Capacity Building: Inclusion teachers build content knowledge through ongoing PLC collaboration, reducing reliance on pull-out models.

Improved IEP Goal Alignment: PLC discussions help ensure IEPs are written with meaningful, measurable, and standards-aligned goals.

Higher Retention of SPED Students in General Ed: Inclusive practices support student confidence, classroom engagement, and reduce the need for more restrictive environments.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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Strategy 2 Results Driven Accountability

Data-Driven Instruction

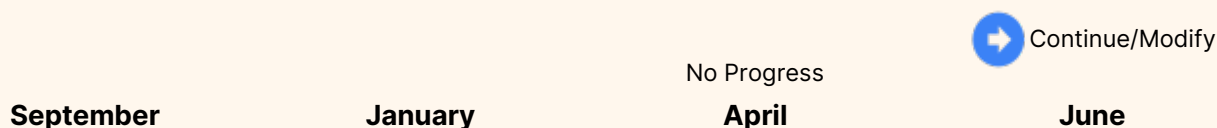
Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. Gap Analysis by Student Expectation (SE): Analyze TCMPC STAAR blueprint-aligned data to pinpoint which SEs are most missed by SPED students and reteach accordingly.

Individualized Goal-Setting: Develop student-specific content goals within IEPs aligned to grade-level TEKS and STAAR performance levels.

Strategy's Expected Result/Impact: Faster Response to Learning Needs: Teachers adjust instruction before misconceptions solidify, increasing SPED students' likelihood of reaching "Meets" on STAAR. More Precise Interventions: Data pinpoints specific concepts or SEs that need reteaching, reducing wasted instructional time. Improved Student Growth Rates: Regular checks ensure that instructional time is tied to student needs, accelerating progress toward grade-level mastery. Strategic Reteaching: Teachers focus reteach efforts on the highest-leverage SEs, leading to greater STAAR gains with fewer instructional adjustments. Increased Alignment with STAAR: Instruction becomes tightly connected to how content is assessed, giving SPED students better test familiarity and improved performance. Data Transparency: Teachers, interventionists, and administrators have a shared understanding of exactly where performance gaps exist and can target them collectively. Increased Relevance of IEPs: Students work toward goals that support access to the general curriculum and STAAR success. Improved Accountability: Clear, measurable objectives make it easier for teams to monitor progress and adjust supports. Motivated Students: Personalized goals tied to real academic outcomes increase ownership and engagement for SPED students. Accelerated Growth for SPED Students: Frequent, targeted feedback loops drive quicker mastery of priority content. Narrowed Achievement Gaps: Strategic interventions and goal alignment drive performance upward, reducing the STAAR Math "Meets" gap between SPED and All Students. Improved Instructional Precision: Teachers make smarter instructional decisions, maximizing the effectiveness of both Tier 1 and Tier 2 supports

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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Strategy 3 ☒ Results Driven Accountability

Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.

Strategy's Expected Result/Impact: Campus-Based Monitoring Teams: Proactive Problem-Solving: Performance dips or gaps are identified early and addressed before STAAR testing windows. Data-Driven Resource Allocation: Campus teams can deploy staff, intervention time, or tools where they're most needed. Increased Leader Involvement: Frequent engagement from administrators signals the priority of SPED student achievement, raising accountability across staff. Use of Fidelity Checklists: Stronger Implementation Integrity: Teachers are more likely to consistently deliver interventions when monitored with clear, supportive feedback. Reduced Instructional Variability: Consistency across classrooms improves instructional quality for SPED students districtwide. Documented Compliance: Checklists provide evidence of appropriate accommodations and instructional practices during audits or ARD meetings. Parent Communication Systems: Increased Home-School Partnership: Engaged parents are better positioned to support their child's math learning at home. Improved Student Motivation: Students are more accountable when families are regularly informed of their goals and progress. Fewer Surprises at ARD Meetings: Transparent, ongoing communication builds trust and reduces conflict during formal reviews. Tighter Feedback Loops: Regular monitoring, walkthroughs, and communication ensure SPED supports are not only planned but effectively executed. Improved Student Outcomes: When systems reinforce instructional quality and family engagement, math achievement rises for SPED students. Stronger Alignment Across Campuses: Consistent monitoring and accountability ensure all schools are progressing toward district-wide performance goals.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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Considerable Progress



Continue/Modify

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Strategy 4 Results Driven Accountability

Inclusion Models: Strengthen co-teaching models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.

Strategy's Expected Result/Impact: Targeted instructional collaboration leads to more responsive teaching, helping close the STAAR Math Meets gap between Special Education and All Students by at least 6% by 2026. **Aligned Instruction:** Co-teachers plan lessons that meet both IEP goals and grade-level TEKS, ensuring instructional alignment and better academic outcomes.

Real-Time Differentiation: Immediate in-class differentiation allows SPED students to engage with content at their level without being pulled from core instruction.

Data-Informed Decision-Making: Inclusion teachers participating in PLCs help interpret data for their students and co-develop reteach strategies, improving targeted intervention.

Shared Ownership: Inclusion teachers are seen as equal partners in instruction, shifting the mindset from "my students" to "our students."

Stronger Teacher Teams: Regular planning and data analysis with both gen ed and SPED teachers builds collective efficacy and increases consistency in supports.

Capacity Building: Inclusion teachers build content knowledge through ongoing PLC collaboration, reducing reliance on pull-out models.

Improved IEP Goal Alignment: PLC discussions help ensure IEPs are written with meaningful, measurable, and standards-aligned goals.

Higher Retention of SPED Students in General Ed: Inclusive practices support student confidence, classroom engagement, and reduce the need for more restrictive environments.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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Strategy 5 Results Driven Accountability

Data-Driven Instruction

Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. **Gap Analysis by Student Expectation (SE):** Analyze

Individualized Goal-Setting: Develop student-specific content goals within IEPs aligned to grade-level TEKS and STAAR performance levels.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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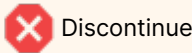
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Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.

Strategy's Expected Result/Impact: Campus-Based Monitoring Teams: Proactive Problem-Solving: Performance dips or gaps are identified early and addressed before STAAR testing windows. Data-Driven Resource Allocation: Campus teams can deploy staff, intervention time, or tools where they're most needed. Increased Leader Involvement: Frequent engagement from administrators signals the priority of SPED student achievement, raising accountability across staff. Use of Fidelity Checklists: Stronger Implementation Integrity: Teachers are more likely to consistently deliver interventions when monitored with clear, supportive feedback. Reduced Instructional Variability: Consistency across classrooms improves instructional quality for SPED students districtwide. Documented Compliance: Checklists provide evidence of appropriate accommodations and instructional practices during audits or ARD meetings. Parent Communication Systems: Increased Home-School Partnership: Engaged parents are better positioned to support their child's math learning at home. Improved Student Motivation: Students are more accountable when families are regularly informed of their goals and progress. Fewer Surprises at ARD Meetings: Transparent, ongoing communication builds trust and reduces conflict during formal reviews. Tighter Feedback Loops: Regular monitoring, walkthroughs, and communication ensure SPED supports are not only planned but effectively executed. Improved Student Outcomes: When systems reinforce instructional quality and family engagement, math achievement rises for SPED students. Stronger Alignment Across Campuses: Consistent monitoring and accountability ensure all schools are progressing toward district-wide performance goals.

Staff Responsible for Monitoring: Lynn Paulo, Senior Director of Special Education and Campus Principals

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Performance Objective 8

Increase the STAAR English I and II EOC passing rate for SPED students from 36.8% to at least 50% by the end of the 2025-2026 academic year, progressing toward the state cut point of 60%.

Evaluation Data Source: Improved English I and II EOC scores

Next Year's Recommendation: Continue PLC structures that utilize student level data for interventions and decision making.

Performance Objective 9

Full district-wide implementation of Professional Learning Community (PLC) systems from September 2025 to May 2026 will result in improved student performance at the Meets level or above on campus selected assessments.

Evaluation Data Source: Campus PLC data analysis and collaboration reports
STAAR scores

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: District level PD plan to include continued supports and trainings needed at the campus level on PD days as determined by the campus Guiding Coalition and administration.

Strategy 1

Standardize PLC implementation by:

- o Requiring each campus to create and follow a PLC schedule and
- o Ensuring documentation of meetings to promote transparency and accountability.

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on state tests

Staff Responsible for Monitoring: Assistant Superintendent of C & I; Directors of Elementary & Secondary Education

Problem Statements: Lever 5: Effective Instruction 6

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Strategy 2

Establish goal-oriented planning by:

- o Developing measurable, annual team goals aligned with broader campus objectives and
- o Monitoring progress quarterly at the district level.

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on state tests

Staff Responsible for Monitoring: Assistant Superintendent of C & I; Directors of Elementary & Secondary Education

Problem Statements: Lever 5: Effective Instruction 6

Formative Reviews

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Strategy 3

Establish collaborative practices such as weekly PLC meetings focused on:

- o Data analysis
- o Instructional strategy sharing
- o Targeted efforts to improve student performance by a specific pre-determined percentage

Strategy's Expected Result/Impact: Effective use of PLC systems
Increased student scores on state tests

Staff Responsible for Monitoring: Assistant Superintendent of C & I; Directors of Elementary & Secondary Education

Problem Statements: Lever 5: Effective Instruction 6

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Performance Objective 9 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

6

Despite significant training efforts, there remains a need for greater alignment and collaboration across all levels in the PLC model.

Systemic inconsistencies in how PLCs are being implemented and utilized to drive instructional improvement and student outcomes.

Performance Objective 10

Close the gap between White and African-American, Hispanic, and Economically Disadvantaged students on all STAAR tests at Exceeds and Meets to remain below the State cut-point of 11%.

Evaluation Data Source: STAAR

Strategy 1 Equity Plan

All elementary schools, the middle school, and high schools will engage in TEA's Talent Plan process.

Strategy's Expected Result/Impact: STAAR Meets & Exceeds gaps will decrease for African-American, Hispanic, and Economically Disadvantaged students as compared to White students

Staff Responsible for Monitoring: AS C&I

Problem Statements: Lever 2: Strategic Staffing 1

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Accomplished



Accomplished

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Performance Objective 10 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement

Root Cause

1

KISD staff do not reflect the racial and ethnic diversity of the student population, particularly in the underrepresentation of Hispanic and other minority groups. This lack of representation may hinder culturally responsive instruction, student connection, and inclusive school culture. Hispanic staff representation (14.9%) is significantly lower than the student population (46.3%).

Limited recruitment from diverse educator pipelines
Insufficient emphasis on representation in hiring committees and leadership roles

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

Campus PLCs will analyze longitudinal STAAR data to identify consistently low scoring TEKS, and will adjust instructional practices accordingly. Progress will be measured by a 2%-5% increase in targeted TEKS scores.

Evaluation Data Source: Longitudinal TEKS based data in Aware

Strategy 1

Provide teachers with campus specific longitudinal TEKS data.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Director of Elementary Education and Director of Secondary Education

Problem Statements: Lever 5: Effective Instruction 1

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Strategy 2

Campus Leadership will maintain longitudinal TEKS based data using Aware.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Lever 5: Effective Instruction 1

Formative Reviews

		Considerable Progress	 Accomplished
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Strategy 3

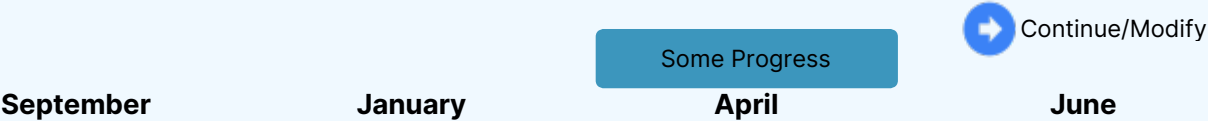
PLCs will plan and revise instructional practices to match the content and rigor of how the identified TEKS are assessed.

Strategy's Expected Result/Impact: Improved scores on low readiness TEKS

Staff Responsible for Monitoring: Campus Leadership

Problem Statements: Lever 5: Effective Instruction 1

Formative Reviews



Performance Objective 1 Problem Statements Identifying Lever 5: Effective Instruction

	Problem Statement	Root Cause
1	Longitudinal STAAR data shows a need to improve instructional practices to address historically low performing readiness TEKS in both reading and math.	Teachers are not able to view previous year's STAAR data in Aware after the Skyward rollover. Longitudinal data tracking has not been provided to campuses and/or teachers.

Performance Objective 2

Third Grade STAAR RLA scores (All students) will rise to meet State cut points of 90, 60, 30 for Approaches, Meets, and Masters. District 2024 rates for 3rd RLA were 85% Approaches, 55% Meets, and 23% Masters, constituting a need for local Approaches and Meets rates to rise 5%, while Masters must rise 7%.

Evaluation Data Source: RDA Data

Strategy 1 ☒ **Results Driven Accountability**

- Clearly communicate expectations regarding use of:
- * state-approved, district-adopted resources
 - * approved scope and sequence and
 - * standards-aligned common assessments.

Strategy's Expected Result/Impact: Increased early literacy achievement

Staff Responsible for Monitoring: Director Elementary Education

Problem Statements: Lever 5: Effective Instruction 5

Formative Reviews

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Strategy 2 Results Driven Accountability

Provide teachers training in:

- * use of their approved and adopted instructional resources,
- * Lesson Internalization, and
- * Lesson planning expectations.

Strategy's Expected Result/Impact: Increased early literacy achievement

Staff Responsible for Monitoring: Director Elementary Education

Problem Statements: Lever 5: Effective Instruction 5

Formative Reviews

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Strategy 3 Results Driven Accountability

Monitor instruction: Walkthroughs, PLC planning, Unit/Lesson Internalization protocols, and data analysis of common assessments.

Strategy's Expected Result/Impact: Increased early literacy achievement

Staff Responsible for Monitoring: Director Elementary Education

Problem Statements: Lever 5: Effective Instruction 5

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Moderate Progress

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Performance Objective 2 Problem Statements Identifying Lever 5: Effective Instruction

Problem Statement

Root Cause

5

Students are underperforming on STAAR RLA in 3rd grade as measured by State cut points for Approaches, Meets, and Masters.

Curriculum misalignment and inconsistent use of instructional materials leads to uneven Tier I instruction and unreliable assessment data in K-3 classrooms. A lack of clear expectations and monitoring has contributed to overreliance on interventions and stagnant student performance across elementary RLA classrooms.

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 HB3 Goal

100% of secondary students will identify a post-secondary path leading to college, career, or military.

Evaluation Data Source: STAAR EOC Domains 1-3, TAPR, SAT/ACT, CTE, PSAT, AP, Dual Credit, Post-Secondary CCMR graduates, Naviance (career interest survey), Personal Graduation Plans

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Calendarize specific dates for team to review the CCMR tracker by cohort.

Strategy 1

Maintain and expand current initiatives:

- o Continue collaboration and curriculum improvements.
- o Sustain targeted support systems.

Strategy's Expected Result/Impact: Better CCMR outcomes

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

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Strategy 2

Perform Data-Driven Monitoring via use of CCMR tracking data every six weeks to guide interventions.

Strategy's Expected Result/Impact: Better CCMR outcomes

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

Formative Reviews

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Strategy 3

Leverage the opening of Tivy Early College High School to provide more opportunities.

Strategy's Expected Result/Impact: Better CCMR outcomes

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

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Strategy 4

Set Clear Goals: Aim for a minimum 3% increase in CCMR for the 2027 Accountability Cycle.

Strategy's Expected Result/Impact: Better CCMR outcomes

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 2

Formative Reviews

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Continue/Modify

Performance Objective 1 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement

Root Cause

2

Despite notable progress, 12% of students remain unprepared for college, career, or military (CCMR) pathways.

Secondary campuses have increased their monitoring efforts in this area yet gaps persist in ensuring each student has identified a CCMR path for the future.

Performance Objective 2

Achieve a 5%-8% increase in freshman enrollment in advanced courses

Evaluation Data Source: G/T student data, enrollment trends, AP reports, dual credit reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Focus goal on curriculum alignment and expectations rather than solely on enrollment numbers.

Strategy 1

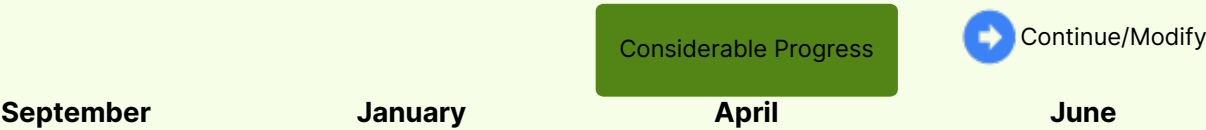
Enhance Communication: Inform students and parents at HPMS and THS about the benefits and expectations of advanced courses

Strategy's Expected Result/Impact: Increased enrollment in advanced courses; increased student success in advanced coursework; students scoring at the Masters level on 6TH-8TH grade STAAR Math and 9TH Algebra assessments by 2026.

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 3

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Strategy 2

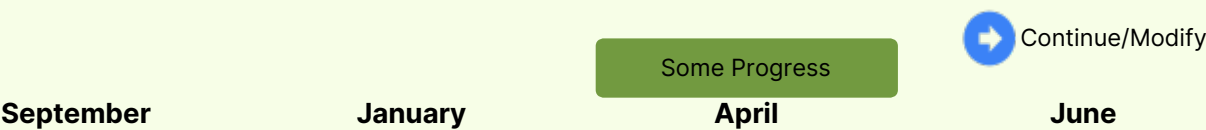
Increase rigor and differentiation in middle school lesson planning to better prepare students for advanced coursework.

Strategy's Expected Result/Impact: Increased enrollment in advanced courses; increased student success in advanced coursework; students scoring at the Masters level on 6TH-8TH grade STAAR Math and 9TH Algebra assessments by 2026.

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 3

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Strategy 3

Provide professional development designed to strengthen curriculum alignment and collaboration through Professional Learning Communities (PLCs) at both middle and high school levels.

Strategy's Expected Result/Impact: Increased enrollment in advanced courses; increased student success in advanced coursework; students scoring at the Masters level on 6TH-8TH grade STAAR Math and 9TH Algebra assessments by 2026.

Staff Responsible for Monitoring: Director of Secondary Education
Assistant Superintendent of C & I

Problem Statements: Lever 4: High-Quality Instructional Materials and Assessments 3

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Some Progress

Discontinue

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Performance Objective 2 Problem Statements Identifying Lever 4: High-Quality Instructional Materials and Assessments

Problem Statement	Root Cause
3 Only about 7% of students are achieving Masters level on STAAR assessments from 6th grade math through 9th grade Algebra.	There is a notable decline in student enrollment in advanced academic courses during the transition from middle to high school, particularly in math and reading. Additionally, gaps exist in foundational skills and confidence that may deter students from pursuing advanced coursework.

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

Continue to out perform the State in regard to teacher retention rates. KISD SY 23-24 rate was 17.0% while the State rate was 19.1%.

Evaluation Data Source: TAPR, LEA survey

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to utilize New Teacher, Academies, and mentoring support for teacher retention.

Strategy 1

Monitor staff retention percentages for improvement based on TAPR reports

Strategy's Expected Result/Impact: LEA retention rates will improve

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 3

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Strategy 2

Use the KISD Profile of a Graduate, Profile of a KISD Teacher, KISD Vision 2021 to drive recruitment, development, and retention processes.

Strategy's Expected Result/Impact: KISD staff will share the district's values and vision, contributing to a work environment where people find reasons to stay.

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 3

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Strategy 3

Implement a comprehensive new teacher induction program, including the New Teacher Academy each August, to ensure new teachers are fully inducted into the KISD program.

Strategy's Expected Result/Impact: Survey data from new teachers will show higher levels of job satisfaction and belonging.

Staff Responsible for Monitoring: AS of C&I, Professional Development Coordinator, HR Dept.

Problem Statements: Lever 2: Strategic Staffing 3

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Strategy 4

Incorporate a new teacher mentoring plan and use participant feedback to refine the program.

Strategy's Expected Result/Impact: Higher retention of new hires

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 3

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 5

Design and implement KISD Leadership Academy (Ignite) for current professional staff; engage university partners for advanced degree opportunities for staff.

Strategy's Expected Result/Impact: Survey data will show higher levels of job satisfaction

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 3

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Strategy 6

Provide training and mentorships to develop the capacity of campus instructional staff to teach and lead.

Strategy's Expected Result/Impact: Higher rates of job satisfaction on survey results

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 3

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Some Progress

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Moderate Progress

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Performance Objective 1 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement

Root Cause

3

Teacher turnover rate is 17.2, High turnover in key positions and difficulty staffing high-need areas weakens instructional consistency and turnover rates can significantly impact student performance. High turnover rates can lead to disruptions in learning, loss of experienced educators, and lower morale among staff, all of which negatively affect the quality of education and student growth.

Insufficient feedback loops on staff satisfaction (e.g., stay surveys, climate data).
Mismatch between district messaging and actual teacher experience.

Performance Objective 2

Hire 25% of open positions at the annual KISD Job Fair based on job availability; hire one custodial, one transportation, and one child nutrition worker from each Auxiliary Job Fair.

Evaluation Data Source: HR hiring reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Keep the job fair date late in March. Develop a clear vision of position absorption as early as possible.

Strategy 1

Host the annual KISD Job Fair and Auxiliary Job Fairs as needed throughout year.

Strategy's Expected Result/Impact: Increase in hiring at job fairs

Staff Responsible for Monitoring: AS of HR

Problem Statements: Lever 2: Strategic Staffing 4

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Performance Objective 2 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement

Root Cause

4

State-wide teacher and auxiliary staff shortages increase the challenges associated with bringing talented individuals into the KISD system

KISD has modified its Job Fair schedules and structures to streamline processes and increase the likelihood that qualified individuals, both local and outside the local community, will engage with the hiring process.

Performance Objective 3

Increase employee approval rating in regard to compensation and benefits from the 2024-2025 rate of 63%.

Evaluation Data Source: TASB Employee Opinion Survey

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to improve benefits and compensation communication and outcomes as reflected in the Employee Opinion Survey.

Strategy 1

Develop and implement competitive salary schedule.

Strategy's Expected Result/Impact: Increase in staff approval in survey results

Staff Responsible for Monitoring: AS of Admin & HR; AS of Business Services

Problem Statements: Lever 2: Strategic Staffing 5

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Strategy 2

Educate district staff on the benefits and salary schedules.

Strategy's Expected Result/Impact: Increase in staff understanding of school finance

Staff Responsible for Monitoring: AS of Admin & HR; AS of Business Services

Problem Statements: Lever 2: Strategic Staffing 5

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Performance Objective 3 Problem Statements Identifying Lever 2: Strategic Staffing

Problem Statement	Root Cause
5 Survey data shows only 63% of staff approve of the 2024-2025 compensation and benefits package offered by KISD.	State funding deficits negatively impact what KISD can offer its staff in compensation and benefits. KISD makes every effort to offer annual raises to remain competitive with the surrounding markets. Misunderstandings exist within the employee pool regarding how school funding works, how hiring pay schedules work, and how KISD offers higher pay in some areas than surrounding districts offer.

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

By June 2026, Kerrville ISD will increase the number of identified economically disadvantaged students by 5% through automated cross-checks of eligibility lists (NSLP, PEIMS, McKinney-Vento, SHARS, MAC), resulting in an increase of at least \$75,000 in compensatory and federal aid funding.

Evaluation Data Source: TAPR

Strategy 1

Automate cross-referencing between NSLP, PEIMS, McKinney-Vento, and other student rosters.

Train enrollment staff on identifying and documenting eligibility factors.

Strategy's Expected Result/Impact: Increase in accurate identification of economically disadvantaged and homeless students by 10%.

Improved alignment of enrollment data with funding reports before the first day of school.

Higher compensatory education and Title I funding for the district.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 6

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Strategy 2

Create Early Outreach Campaign: Partner with family services and community liaisons to identify and pre-qualify economically disadvantaged families in summer.

Strategy's Expected Result/Impact: Increase in number of students identified for NSLP

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 6

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Strategy 3

Initiate quarterly SHARS and MAC reviews by assigning clear checkpoints for claims processing, reimbursement tracking, and staff training.

Strategy's Expected Result/Impact: Increase in number of students identified for NSLP

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 6

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Lever 1: Strong District Leadership & Planning

Problem Statement	Root Cause
6 The district is not fully capitalizing on all eligible funding sources due to under-identification of economically disadvantaged students and inefficiencies in federal reimbursement processes. As a result, Kerrville ISD risks leaving significant funding unclaimed, which could be directed toward improving student learning outcomes.	Under-identification of eligible students: Homeless and economically disadvantaged students are not consistently identified early enough to ensure accurate reporting for NSLP (National School Lunch Program).

Performance Objective 2

By April 2026, the district will implement updated replacement schedules for all major capital assets and conduct monthly cost-efficiency reviews of Child Nutrition, ECC, and TCDC programs, achieving a 5% reduction in total operational expenditures.

Evaluation Data Source: Budget Documents

Strategy 1

Launch Lifecycle Budget Planner: Use asset age and condition data to schedule replacement for tech, uniforms, instruments, and buses.

Strategy's Expected Result/Impact: Timely identification and correction of budget variances or inefficiencies.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 7

Formative Reviews

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Strategy 2

Monthly Expenditure Dashboards: Share visual dashboards with principals and department leads to track budget-to-actuals.

Strategy's Expected Result/Impact: Timely identification and correction of budget variances or inefficiencies.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 7

Formative Reviews

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Strategy 3

Conduct Efficiency Audits: Use external or internal teams to audit operations (Child Nutrition, ECC, TCDC) and recommend cost-saving measures.

Strategy's Expected Result/Impact: Timely identification and correction of budget variances or inefficiencies.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 7

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Lever 1: Strong District Leadership & Planning

Problem Statement	Root Cause
7 Without consistent review and optimization of budget allocations for capital assets and programmatic operations, the district may incur unnecessary expenses and miss opportunities for cost savings, potentially diverting funds from instructional priorities.	* Outdated replacement schedules: Lack of an up-to-date and cyclical replacement plan for capital assets (buses, tech, uniforms, instruments). * Limited financial efficiency reviews: Program budgets are reviewed inconsistently or not aligned with performance outcomes leading to limited communication in real time regarding expenditures.

Performance Objective 3

By March 1, 2026, each campus will receive professional learning regarding an overview of supplemental funding processes.

Evaluation Data Source: Local professional development documentation

Strategy 1

Develop Budget Data Dashboard: Display key financial and student performance indicators for internal and public use.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 8

Formative Reviews

September	January	April	June
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Strategy 2

Integrate Budget with Student Data: Link program allocations to student achievement indicators (STAAR, AP, CTE) in decision-making tools.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 8

Formative Reviews

September **January** **April** **June**

Strategy 3

Annual Finance Workshops: Host sessions for staff and parents explaining budgeting, funding formulas, and district priorities.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 8

Formative Reviews

September **January** **April** **June**

Strategy 4

Instructional ROI Model: Develop a return-on-investment framework to evaluate the effectiveness of major instructional or professional learning expenditures.

Staff Responsible for Monitoring: AS Finance, AS C&I

Problem Statements: Lever 1: Strong District Leadership & Planning 8

Formative Reviews

September **January** **April** **June**

Performance Objective 3 Problem Statements Identifying Lever 1: Strong District Leadership & Planning

Problem Statement	Root Cause
8 The district currently lacks comprehensive systems for using student performance data and resource usage metrics to inform budget decisions. Additionally, limited stakeholder understanding of budget structures and finance issues undermines transparency and public trust in fiscal decisions.	* Disconnect between student data and budget decisions: Resource allocations are not clearly communicated or consistently aligned with performance outcomes (e.g., STAAR, AP, CTE). * Low stakeholder budget literacy: Staff have limited understanding of how school finance works and how funds are allocated.

Performance Objective 4

The district currently lacks comprehensive systems for using student performance data and resource usage metrics to inform budget decisions. Additionally, limited stakeholder understanding of budget structures and finance issues limits transparency and public trust in fiscal decisions.

Strategy 1

- Establish a data-informed budgeting model that links instructional expenditures to measurable outcomes (e.g., STAAR, AP, CTE certifications, attendance).
- Use existing data platforms to track the cost-effectiveness of programs by comparing student outcomes to financial investments.
- Involve principals and department heads in budget hearings where funding is reviewed through the lens of student impact.

Formative Reviews

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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

Introducing self-regulation kits to parent and family education groups of identified high-need elementary students, and implementation of Zones of Regulation curriculum, will result in a 25% decrease (55% to 30%) in the number of counseling sessions needed to address issues related to student anger, behavior, and conflict.

Evaluation Data Source: Skyward counseling session documentation

Strategy 1

Introduce self-regulation kits to high-need elementary students and provide parent and family education and support..

Strategy's Expected Result/Impact: Better student self regulation skills, leading to a reduction in counseling sessions to address anger, behavior and conflict.

Staff Responsible for Monitoring: Safe and Supportive Schools Program Coordinator

Problem Statements: Lever 3: Positive District Culture 1

Formative Reviews



Strategy 2

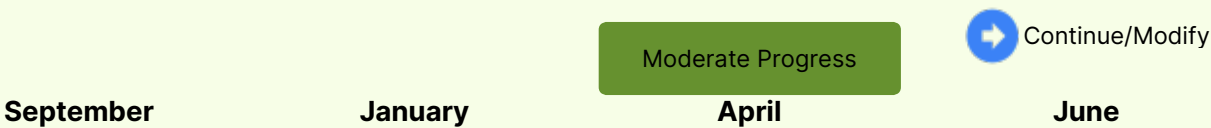
Through utilization of the Zones of Regulation curriculum, students will be able to identify and regulate their emotions fostering a safe and positive learning environment.

Strategy's Expected Result/Impact: Reduction in behavior referrals

Staff Responsible for Monitoring: Safe & Supportive Schools Program Coordinator

Problem Statements: Lever 3: Positive District Culture 3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Lever 3: Positive District Culture

	Problem Statement	Root Cause
1	Despite alignment with the Texas Model for Comprehensive School Counseling Programs and efforts to implement Tier 1 interventions, elementary school counselors are spending 55% of their counseling sessions addressing student anger, behavior, and conflict.	Elementary students exhibit a high prevalence of self-regulation and social skill challenges, negatively affecting both academic performance and social development.
3	There has been a significant increase in classroom behavior incidents that disrupt learning, as reflected in the rise of special education evaluations for behavior (from 82 to 134 in one year) and a 30% referral rate for behavior evaluations. This has led to increased disciplinary removals and a Level 2 identification under the RDA framework.	A sharp rise in behavior incidents-- a 63% increase in behavior-related special education evaluations and a concerning disciplinary removal rate--hinders student learning. These issues are compounded by underdeveloped social skills and inconsistent behavior support systems.

Performance Objective 2

Implementation of a mental health universal screener, a research-based tool administered to secondary students to assess their emotional and psychological well-being, will enable early detection of at-risk students, allowing for timely support, targeted interventions, and appropriate referrals. To build a baseline data set, 85% of parents of 6th through 12th grade students will permit their students to participate in the screening process.

Evaluation Data Source: Universal Screener Data

Strategy 1

Implement a universal mental health screener.

Strategy's Expected Result/Impact: Early detection of at-risk students, allowing for timely support, targeted interventions, and appropriate referrals.

Staff Responsible for Monitoring: Safe and Supportive Schools Coordinator

Problem Statements: Lever 3: Positive District Culture 2

Formative Reviews

September

January

Moderate Progress

April

June

Performance Objective 2 Problem Statements Identifying Lever 3: Positive District Culture

	Problem Statement	Root Cause
2	The district is facing growing challenges in supporting students' academic and emotional well-being due to the lack of a systematic, proactive approach to identifying mental health concerns.	Many students with issues such as anxiety, depression, and trauma remain undetected until their struggles escalate, leading to academic decline and social difficulties. Current interventions are largely reactive, placing additional strain on school counselors and support staff, and limiting the district's ability to provide timely, effective support.

Performance Objective 3

The district will implement strategies to bring their 2024 RDA SPED Total Disciplinary Removal Rate from 37.7 into alignment with the State's cut point rate of 19.0.

Evaluation Data Source: RDA Domain III Report

Strategy 1 Results Driven Accountability

Implement Tiered Behavior Support Systems:

- o Tier 1: Establish consistent, campus-wide behavior expectations and norms.
- o Tier 2: Provide structured interventions for students with recurring behavior challenges.

Strategy's Expected Result/Impact: Reduction in Special Education behavior referrals.
Reduction in Special Education out-of-placement disciplinary actions.

Staff Responsible for Monitoring: Senior Director of Special Education

Problem Statements: Lever 3: Positive District Culture 3

Formative Reviews

September

January

April

June

Strategy 2 Results Driven Accountability

Provide Professional Development:

- o Train staff in behavior management and intervention strategies.

Strategy's Expected Result/Impact: Reduction in Special Education behavior referrals.
Reduction in Special Education out-of-placement disciplinary actions.

Staff Responsible for Monitoring: Senior Director of Special Education

Problem Statements: Lever 3: Positive District Culture 3

Formative Reviews

September

January

April

June

Strategy 3 Results Driven Accountability

Set and communicate expectations for Social Skills Instruction:
o Explicitly teach self-regulation and social skills to students with high recidivism.

Strategy's Expected Result/Impact: Reduction in Special Education behavior referrals.
Reduction in Special Education out-of-placement disciplinary actions.

Staff Responsible for Monitoring: Senior Director of Special Education

Problem Statements: Lever 3: Positive District Culture 3

Formative Reviews

September

January

April

June

Strategy 4 Results Driven Accountability

Use Proven Programs:
o Leverage PBIS, Capturing Kids' Hearts, and Behavior Solutions to build a positive school culture.

Strategy's Expected Result/Impact: Reduction in Special Education behavior referrals.
Reduction in Special Education out-of-placement disciplinary actions.

Staff Responsible for Monitoring: Senior Director of Special Education

Problem Statements: Lever 3: Positive District Culture 3

Formative Reviews

September

January

April

June

Performance Objective 3 Problem Statements Identifying Lever 3: Positive District Culture

Problem Statement

Root Cause

3

There has been a significant increase in classroom behavior incidents that disrupt learning, as reflected in the rise of special education evaluations for behavior (from 82 to 134 in one year) and a 30% referral rate for behavior evaluations. This has led to increased disciplinary removals and a Level 2 identification under the RDA framework.

A sharp rise in behavior incidents-- a 63% increase in behavior-related special education evaluations and a concerning disciplinary removal rate--hinders student learning. These issues are compounded by underdeveloped social skills and inconsistent behavior support systems.

Performance Objective 4 HB3 Goal

Develop a comprehensive School Safety and Emergency Management Plan to address prevention, mitigation, and recovery.

Evaluation Data Source: District Emergency Operations Plan
School Safety Plan: SRO & Marshal

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to improve campus and district safety planning.

Strategy 1

Hold District Safety and Security Meetings three times per year.

Strategy's Expected Result/Impact: Build strong relationships with campus partners, SRO, school marshal, law-enforcement and emergency responders to ensure a unified response to emergencies.

Staff Responsible for Monitoring: Assistant Superintendent of Administration

Formative Reviews

Some Progress

September

Some Progress

January

Considerable Progress

April



Accomplished

June

Strategy 2

Train all staff in Standard Response Protocol, Civilian Response to Active Shooter Event, Stop the Bleed, Standard Reunification Method. Train required staff in CPR, AED, and First Aid.

Strategy's Expected Result/Impact: Staff are equipped to respond to emergency with the appropriate level of training and direction.

Staff Responsible for Monitoring: Assistant Superintendent of Administration

Formative Reviews

Considerable Progress

September

Considerable Progress

January



Accomplished

April



Accomplished

June

Strategy 3

Develop Board Policy and a Local Memorandum of Understanding with local law enforcement agencies to provide an armed security at each campus in the district.

Strategy's Expected Result/Impact: Increase school safety and response to emergencies on district property.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of Administration, School Board

Formative Reviews

Considerable Progress

September

Considerable Progress

January



Accomplished

April



Continue/Modify

June

Performance Objective 5

Develop and engage in strategies/activities which will educate and prevent school violence, physical or sexual assault or abuse, anti-victimization, dating violence, bullying, and harassment.

Evaluation Data Source: School discipline data
Campus Culture Climate Survey (Bullying Prevention Survey)

Strategy 1

Provide Safe and Supportive Schools Program Coordinator (SSSPC) in response to SB11 to coordinate efforts to support discipline management systems through incident prevention using tiered support with Capturing Kids Hearts, Positive Behavior Supports (PBIS), provide mental health early interventions and resources to families in crisis, and coordinate with the district Threat Assessment Team.

Strategy's Expected Result/Impact: District prevention and mitigation plans will increase awareness and responses to needs of our students and families.

Staff Responsible for Monitoring: Assistant Superintendent of Administration, Safe and Supportive Schools Coordinator

Formative Reviews

Some Progress

September

Moderate Progress

January

Moderate Progress

April



Continue/Modify

June

Strategy 2

Implement campus and district threat assessment teams who are trained to assess threat levels of students, staff, and community members who pose a threat to the district or campus.

Strategy's Expected Result/Impact: Assess threats made by students to determine appropriate response and interventions that prevent school-or community-based violence.

Staff Responsible for Monitoring: Assistant Superintendent of Administration, Safe and Supportive Schools Coordinator

Formative Reviews

Considerable Progress

September

Considerable Progress

January



Accomplished

April



Continue/Modify

June

Strategy 3

Provide appropriate training to all students (based on grade-levels) and all staff in safety and prevention of sexual abuse, dating violence, suicide prevention, substance abuse intervention and prevention, trauma-informed care, sexual abuse and maltreatment of children, conflict resolution, and mental health promotion strategies.

Strategy's Expected Result/Impact: Increased student and staff well-being and student achievement.

Staff Responsible for Monitoring: Assistant Superintendent of Administration, Assistant Superintendent of Curriculum and Instruction, Safe and Supportive School Coordinator

Formative Reviews

Some Progress

September

Moderate Progress

January

Considerable Progress

April



Continue/Modify

June

Strategy 4

School counselors will implement responsive services to include the Suicide Prevention Program outline in the Trauma Response Manual to ensure appropriate and timely responses to student and staff needs.

Strategy's Expected Result/Impact: Increased student and staff well-being and student achievement.

Staff Responsible for Monitoring: Safe and Supportive School Coordinator, District School Psychologists

Formative Reviews

No Progress

September

No Progress

January

No Progress

April

June



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Implement targeted science interventions
1	1	2	Provide professional development for teachers
1	1	3	Increase access to bilingual resources including CBLI and Seidlitz 7 Steps
1	2	1	Increase access to bilingual resources including CBLI and Seidlitz 7 Steps
1	2	2	Offer small-group instruction
1	2	3	Integrate multimedia resources to improve engagement
1	3	1	Targeted professional development on best practice inclusion models, science instruction, adaptive learning materials, and hands-on learning experiences
1	3	2	Intentional planning through PLCs
1	3	3	Implementation of evidence-based Tier 2 and Tier 3 interventions
1	4	1	Provide SPED-specific curriculum supports
1	4	2	Offer small-group instruction
1	4	3	Integrate multimedia resources to improve engagement
1	5	1	Inclusion Models: Strengthen inclusion models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.
1	5	2	Data-Driven Instruction Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. Gap Analysis by Student Expectation (SE): Analyze TCMPC STAAR blueprint-aligned data to pinpoint which SEs are most missed by SPED students and reteach accordingly. Individualized Goal-Setting: Develop student-specific content goals within IEPs aligned to grade-level TEKS and STAAR performance levels.
1	5	3	Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.
1	7	1	Inclusion Models: Strengthen co-teaching models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.
1	7	2	Data-Driven Instruction Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. Gap Analysis by Student Expectation (SE): Analyze TCMPC STAAR blueprint-aligned data to pinpoint which SEs are most missed by SPED students and reteach accordingly. Individualized Goal-Setting: Develop student-specific content

goals within IEPs aligned to grade-level TEKS and STAAR performance levels.

1	7	3	Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.
1	7	4	Inclusion Models: Strengthen co-teaching models where special education and general education teachers plan and deliver instruction together in inclusive settings. Include inclusion teachers in the PLC process.
1	7	5	Data-Driven Instruction Progress Monitoring: Use short-cycle formative assessments every 2-3 weeks to identify gaps and adjust instruction for SPED students. Gap Analysis by Student Expectation (SE): Analyze TCMPC STAAR blueprint-aligned data to pinpoint which SEs are most missed by SPED students and reteach accordingly. Individualized Goal-Setting: Develop student-specific content goals within IEPs aligned to grade-level TEKS and STAAR performance levels.
1	7	6	Systems & Accountability: Campus-Based Monitoring Teams: Assign leadership teams to review SPED performance each six weeks and adjust support strategies as needed. Use of Fidelity Checklists: Monitor implementation of accommodations and evidence-based interventions with classroom walk-throughs. Parent Communication Systems: Regularly update parents of SPED students on progress and provide home reinforcement tools.
2	2	1	Clearly communicate expectations regarding use of: * state-approved, district-adopted resources * approved scope and sequence and * standards-aligned common assessments.
2	2	2	Provide teachers training in: * use of their approved and adopted instructional resources, * Lesson Internalization, and * Lesson planning expectations.
2	2	3	Monitor instruction: Walkthroughs, PLC planning, Unit/Lesson Internalization protocols, and data analysis of common assessments.
6	3	1	Implement Tiered Behavior Support Systems: o Tier 1: Establish consistent, campus-wide behavior expectations and norms. o Tier 2: Provide structured interventions for students with recurring behavior challenges.
6	3	2	Provide Professional Development: o Train staff in behavior management and intervention strategies.
6	3	3	Set and communicate expectations for Social Skills Instruction: o Explicitly teach self-regulation and social skills to students with high recidivism.
6	3	4	Use Proven Programs: o Leverage PBIS, Capturing Kids' Hearts, and Behavior Solutions to build a positive school culture.



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The Local Education Agency (LEA) will oversee student progress in achieving the challenging State academic standards as outlined in Section 1112(b)(1) through the development and implementation of a comprehensive instructional program designed to address the diverse academic needs of all students.

This well-rounded program will feature:

1. **TEKS-Based Tier 1 Instruction:** A curriculum anchored in the Texas Essential Knowledge and Skills (TEKS) standards to ensure that all students receive high-quality instruction tailored to their learning requirements.
2. **High-Quality Instructional Materials:** The program will utilize effective and engaging instructional materials across all content areas, ensuring that resources are accessible and beneficial for all demographics.
3. **Highly Qualified Teachers:** Instruction will be delivered by educators who are certified and highly skilled in their respective fields, fostering an environment conducive to learning and growth.
4. **Professional Learning Communities (PLCs):** Collaborative teams focused on driving student improvement through in-depth data discussions. These PLCs will analyze student performance data to inform instructional practices and enhance educational outcomes.

The LEA monitors Tier 1 instruction and effective teaching through reviews of student performance and achievement data coupled with teacher credentialing and T-TESS scoring. The LEA follows TEA's guidance on HQIM. The PLC process plays a role in evaluating the convergence of instruction, high quality materials, and effective instruction, and is supported by data collected through the MTSS framework. Through these strategic components, the LEA aims to monitor and support students' progress effectively, ensuring alignment with State academic standards.

1.2 Identifying students who may be at risk for academic failure;

Monitoring Student Progress Toward State Academic Standards

The Local Education Agency (LEA) ensures that students at risk of academic failure are closely monitored through various methods. These include:

- **Multi-Tiered System of Support (MTSS)**
- **Attendance or Truancy Trackers**
- **Discipline Reports**
- **History of Academic Failures**
- **Retention Rates**
- **Homelessness Status**
- **Foster Care Situations**
- **English Language Learner Status**
- **Benchmark Data**
- **State Testing History**
- **Socio-Economic Status**
- **Migrant Status**
- **All Other State Compensatory Education indicators**

By using these indicators, the LEA effectively tracks and supports students' progress in meeting challenging State academic standards. The campus

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Summary of LEA Monitoring of Students' Progress

The Local Education Agency (LEA) will ensure that students make progress towards meeting the challenging State academic standards through a comprehensive approach that includes:

- Providing additional educational assistance to students identified as needing support.
- Implementing a systematic Multi-Tiered System of Supports (MTSS) process that emphasizes early interventions.
- Utilizing universal screeners to assess student needs.
- Offering targeted interventions in small groups or individual settings.
- Incorporating dedicated intervention times within the master schedule.
- Applying tiered support to address varying levels of student needs.
- Monitoring progress through data-informed practices.
- Engaging in Professional Learning Communities (PLCs) for collaborative improvement.
- Extending learning time to enhance educational opportunities.
- Utilizing research-based instructional strategies to improve teaching effectiveness.

Through the MTSS lens, campus staff continually evaluate their response to the interventions students need including incorporating an intervention time (WIN) into the master schedule each day.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Monitoring Student Progress Toward State Academic Standards

The Local Education Agency (LEA) will track students' progress in meeting challenging State academic standards by implementing various instructional strategies and programs. Key initiatives include:

- **Teacher Incentive Awards (TIA)** to promote effective teaching.
- **National Board Certification** to enhance educator qualifications.
- **Positive Behavioral Interventions and Supports (PBIS)** to create a supportive school environment.
- **Capturing Kids' Hearts** to foster positive relationships and engagement.
- **CHAMPS** to establish clear expectations for student behavior.
- **Professional Learning Communities (PLCs)** to encourage collaboration among educators.

Additionally, the LEA will focus on the horizontal and vertical alignment of the curriculum to ensure coherence and consistency in educational delivery across grade levels. Instructional coaches and PLCs evaluate the efficacy of instructional and other strategies being implemented with students. The survey from Capturing Kids' Hearts helps evaluate the school conditions for learning.

Descriptor 2: Teacher Quality

Summary of LEA's Strategy for Addressing Disparities in Teacher Effectiveness

The Local Education Agency (LEA) will identify and address disparities where low-income and minority students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers, as outlined in Section 1112(b)(2). This will be achieved by utilizing the KISD Profile of a Graduate, the Profile of a KISD Teacher, and the KISD Vision 2021 to guide recruitment, development, and retention efforts.

Key components of the strategy include:

- Implementation of a state-required Talent Plan.
- Establishment of a New Teacher Academy to support novice educators.
- Creation of the Inspire Academy for teachers with three years of experience or less.
- Support from Level Leaders and Instructional Coaches to enhance instructional quality.
- Collaboration through Professional Learning Communities (PLCs).
- Use of data to progress monitor student achievement and performance
- Empowerment of campus administrators as instructional leaders.
- Provision of out-of-district professional development tailored to specific teacher needs.

This comprehensive approach aims to ensure unbiased access to effective teaching for all students.

Descriptor 3: School Improvement and Support Activities

Starkey Elementary School participates in the Comprehensive Support and Improvement through TEA monitored through ESC-20 for Closing the Gaps on the 2023 state assessment. The campus plan focuses on Lever 4: High Quality Instructional Materials and Assessment. We are working with NIET and have provided training in the district RLA HQIM (HMH), RBIS Training, and Unity/Lesson Internalization. Teachers collaborate in PLC's to plan using the Lesson Internalization Protocol. Starkey has improved in their Closing the Gaps on the 2024 state assessment and has one more year in the Comprehensive Support and Improvement Status.

For a campus identified as a school in need of improvement, the Assistant Superintendent of Curriculum and Instruction steps in to guide and support them through the improvement process.

Starkey Elementary did receive the ESF (Essential Schools Framework) Grant to fund training, support, collaboration with NIET, and materials for the 2024-2025 and 2025-2026 school years. SES communicates information regarding the Comprehensive Support and Improvement status during stakeholder meetings such as PTO, Staff and Leadership meetings, and PLC's. We have also reported progress to the KISD Board of Trustees who has approved our Targeted Improvement Plan. These are also submitted on Plan4Learning. The Assistant Superintendent of Curriculum and Instruction and Director of Elementary Education both support Starkey with their plan implementation. ESC-20 provides support and visits to the campus 6 times per year.

The Targeted Improvement Plan is housed in Plan4Learning, Starkey Elementary ESF for 2023-2024.

The campus status needs to be updated with the release of the Accountability Report Card.

Descriptor 4: Measure of Poverty

Criteria for Data Collection

The criteria we use for data collection involve a combination of methods. We consider students eligible for Free/Reduced lunch under the National School Lunch Program (NSLP) and families receiving assistance under Title IV, Part A of the Social Security Act (TANF).

Data is collected and maintained through our Student Management System, also known as Skyward. This collection occurs from the beginning of the school year through the last Friday in October.

To identify these students, we utilize the NSLP application process and subsequently code the data in our Student Management System. Additionally, we submit our enrolled students to the state, which notifies the district if any of them are receiving TANF assistance. This information is then coded into the Student Management System as well.

The Every Student Succeeds Act of 2015 (ESSA) stipulates that eligible students enrolled in private, non-profit schools may receive educational support through federally-funded programs and services.

Federal program services available to eligible private school students, parents and teachers are: Title I, Part A Improving Basic Programs; Title I, Part C Education of Migratory Children; Title II, Part A Supporting Effective Instruction; Title III, Part A English Language Acquisition/Enhancement/Academic Achievement for English Learners; Title III, Part A Immigrant Students; Title IV, Part A Student Support and Academic

Enrichment; and IDEA-B Individuals with Disabilities Education Act.

Private, non-profit schools that elect to receive services must comply with all requisite federal policies and procedures. Services are coordinated through local education agencies. Private, non-profit schools interested in learning more about federally-funded programs and services may contact Kerrville ISD's Director of Special Programs for information.

The Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), P.L. 114-95, requires that consultation occur between the local educational agency (LEA) and private nonprofit school (PNP) officials. The Director of Special Programs completes the Affirmation of Consultation with Private Nonprofit (PNP) School Officials Formula Grants form after meeting with PNP officials before the start of the school year and assures that the method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools aligns with the district's methodologies.

Campus Allocations Overview

Campus allocations are determined using the following key documents and processes:

1. **ESC-20 Recommended Worksheet:** This worksheet is utilized to calculate and allocate funds based on the number of low-income students at each campus.
2. **SC-5000 Data:** The data in the SC-5000 is essential for assessing the number of low-income students, which directly influences funding decisions.
3. **School Improvement Considerations:** When a campus is flagged for school improvement, we take into account the specific needs of that campus to ensure appropriate support.
4. **Ranking and Service:** All campuses are ranked and served based on their economically disadvantaged (eco-dis) percentage and identified needs.

This structured approach ensures that funding is allocated effectively and equitably, addressing the unique requirements of each campus.

Descriptor 5: Nature of Programs

Not Applicable

Descriptor 6: Services to Homeless Children and Youth

Students served under the McKinney-Vento Homeless assistance Act receive free meals and transportation to the school of origin as appropriate. Several campuses offer weekend food with the assistance of a local organization. Also, basic emergency living supplies are given to students in need to supplement other local support.

Campus McKinney-Vento liaisons use current student needs assessments to project the Title I reservation for the following school year.

The District McKinney-Vento liaison trains the campus counselors on the process of identifying homeless children and determining the needs of the student and family. LEA and community resources are shared with the campus liaisons. Counselors and campus liaisons are aware of the district liaison position through the training on identification and requirements. The campus liaisons are made aware of the internal system for gathering the student residency questionnaire and how students are qualified. The LEA's liaison reviews campus McKinney-Vento records weekly to ensure prompt responses to student needs.

- Parents (or unaccompanied students) fill out a Student Residency Questionnaire.
- Campus liaison interviews parents using the Summary of Rights form and informs them of benefits available to them.
- District liaison approves campus determination and shares a report with Child Nutrition.

District liaison coordinates with child nutrition, transportation, and local shelters.

Descriptor 7: Parent and Family Engagement Strategy

See Addendum for KISD Parent & Family Engagement Policy

Descriptor 8: Early Childhood Education Programs and Transition Plans

The LEA coordinates state, local and federal funding sources to provide services for both Pre-K 3 and Pre-K 4 students and their families. Additionally, the LEA supports curricular Scope and Sequence coordination between the Pre-K Bilingual program and K-5 Bilingual programs.

ECC Elementary School Transition Activities

- **Campus Tour:** Students at the ECC visit an elementary school for a guided tour of the campus.
- **Kinder Night:** The ECC hosts a Kinder Night where students and their families can meet administrative staff and some teachers from the future elementary school.
- **ARD Meetings:** Individual ARD meetings are conducted at the elementary school to facilitate the transition by connecting ECC staff and services with Kindergarten.
- **Teacher Observations:** ECC teachers have observed Kindergarten classrooms at the elementary school. In the upcoming year, Kinder teachers are also scheduled to observe a Pre-K class.

ECC CIP Goals

- Increase parent involvement.
- Provide instructional supports.
- Address the needs of families with limited resources.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Not applicable as all our Title I schools have Schoolwide Programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Program Description for Transition Strategies

The Local Education Agency (LEA) implements various strategies to support students transitioning from middle school to high school and from high school to post-secondary education.

Course Catalogs:

Both the HPMS and THS Course Catalogs detail the necessary steps for a successful transition to the next educational level. These catalogs are updated annually and are accessible to students and parents through campus websites.

Transition Support Events:

To enhance transitions, each secondary campus organizes a Course Fair and an incoming parent meeting in January/February. These events communicate strategies and provide information to facilitate a smooth transition.

Counselor Assistance:

High school counselors visit the HPMS campus twice to assist students with transition planning and to initiate the development of each student's Personal Graduation Plan (PGP). The PGP is a crucial tool used throughout the high school years and aids in post-secondary transition planning. It requires signatures from both parents and students during initial planning and after any modifications.

Additional Programs:

Tivy High School offers a Career and Technology Education Tour for incoming freshmen in January, as well as Antler Camp and Parent Orientation in July before the start of their freshman year.

College and Career Advising:

A College and Career Advisor at Tivy High School works individually with students and collaborates with the counseling team to ensure a smooth transition to post-secondary options. This role focuses on helping each student formulate a plan after graduation, which may include attending a 2 or 4-year university, enrolling in trade school, military enlistment, or entering the workforce.

Decision Day:

The counseling team hosts a Decision Day each spring, allowing students to declare their post-secondary plans. Recognitions are given for student-athletes, military enlistment, and workforce/CTE commitments.

Future Developments:

Tivy High School plans to open an Early College High School in Fall 2025, utilizing PEIMS data to monitor increased access. Reports from partnerships with Institutes of Higher Education (IHE) and PEIMS coding will be used to verify dual credit enrollment.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Tivy will open an Early College High School in Fall 2025 and will use PEIMS data to track increased access. Reports from our Institutes of Higher Education (IHE) partnerships, along with PEIMS coding, are used to verify dual credit enrollment.

Student selection for the Tivy Early College High School is conducted through a blind, weighted lottery system to fill 35 spots per cohort.

Tivy ECHS students and families are provided a crosswalk for all four years that indicates how students earn 28 high school credits with the option of up to 60 college credits (Associate of Arts). Tivy ECHS has a designated high school counselor who serves as the main contact point regarding dual credit acquisition, scheduling, etc. The IHE also provide advising services to students and families. IHE advisors meet in person with students throughout the year. Tivy ECHS has a minimum of 4 parent/student conferences throughout the school year to inform parents of student progress towards goals, provide career counseling, and ongoing enrollment within the program.

Descriptor 11: Discipline Disproportionality

Support for Reducing Classroom Removals Due to Discipline Practices

The Local Education Agency (LEA) is committed to reducing the overuse of discipline practices that result in students being removed from the classroom. This initiative includes identifying and supporting schools that report high rates of disciplinary actions, with a focus on disaggregating data by various student subgroups [Section 1112(b)(11)].

Tracking Discipline Removals

Discipline removals from class are monitored through data on in-school suspensions and out-of-school suspensions. We will continue the work from the 2024-2025 school year where our primary objective was to ensure that all school discipline data was tracked accurately through the Skyward system. We recognize that our biggest challenge lies within elementary schools.

Discipline Reports

Discipline reports are generated every six weeks from all campuses, incorporating both year-to-date data and marking period data. Campus administrators adhere to Chapter 37 guidelines, which outline mandatory removals, as well as our Student Code

of Conduct regarding removals from instruction.

Training and Professional Development

To support our efforts in managing discipline effectively, it is mandatory for all staff to undergo discipline and behavior management training annually. This training is supplemented with updates throughout the year based on identified needs.

Focus on Tier 1 Behavior Prevention

For the 2025-2026 school year, we will concentrate on Tier 1 Behavior Prevention methods. These proactive approaches aim to equip our staff with best practices that keep students engaged and learning in the classroom. Training programs such as Capturing Kids Hearts and Behavior Solutions will be integrated into our professional development, with an emphasis on expanding participation across teams and campuses for the 2025-2026 academic year.

Monitoring and Goals

We will continue to monitor disciplinary behavior throughout the 2025-2026 school year using discipline data reports pulled by cohort and special populations at the campus level. Our goal is to reduce overall discipline referrals, with a specific aim to decrease the time students spend out of class due to disciplinary consequences.

This structured approach will ensure that we are effectively supporting our schools and students in creating a positive learning environment.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Program Description for KISD Career and Technology Education (CTE)

KISD offers **11 Career and Technology Education (CTE) pathways** that allow students to explore and engage with CTE content. The **Tivy High School Course Catalog** details the available programs, prerequisites, and industry-based certifications for each course.

To raise awareness about CTE offerings, the district employs various strategies for both parents and students. These include **campus newsletters**, **social media posts**, **parent meetings**, and **community events**.

Tivy High School collaborates with the **CTE Advisory Committee**, composed of local industry experts, twice a year. This collaboration facilitates feedback and recommendations, ensuring that the programs remain aligned with current industry needs.

Additionally, the curriculum features **Career Preparatory courses**, which provide students with opportunities that blend classroom instruction with paid employment in business and industry. This approach fosters strong partnerships among schools, businesses, and community stakeholders, aiming to equip students with diverse skills for a rapidly evolving workforce.

KISD also incorporates strategies such as **Student Job Fairs** and **Campus Career Days** to create connections and opportunities for students. The effectiveness of these strategies is assessed using data from sources like **Career, College, and Military Readiness** metrics, **TEA Accountability**, CTE Advisory Board surveys, and student interests determined during the pre-registration process.

The district benefits from the Perkins V grant to support priority CTE classes with instructional materials and professional development for teachers.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

The suite of CTE course offerings includes Career Preparatory courses in which students are provided opportunities to

participate in a learning experience that combines classroom instruction with paid business and industry employment and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. Tivy HS averages approximately 100 students per year participating in the Career Prep Course(s).

In compliance with the Student Attendance Accounting Handbook (SAAH), the Career Prep teacher must visit each student training site at least six times each year. As part of the coursework requirements, written training plans are kept on file for each student in a paid or unpaid work-based learning experience. Students participating in an unpaid practicum will receive all training from the teacher of record. The CTE Advisory Board is surveyed during meetings to explore potential employment and internship options for students. In addition, the THS counseling team and the career preparation teacher seek out connections in the community to assist in student employment. Tivy HS hosts a Student Job Fair on campus each spring to connect students to local businesses.

The number of participating businesses varies from year to year based on student placements and employment. Students enrolled in Career Prep courses are required to work a minimum of 10 hours per week and are encouraged to leave open periods in their schedule to complete work hours within the school day. Students who work 15 hours a week on average are enrolled into Career Preparation Extended with the opportunity to earn an additional high school credit. In addition, students whose employment aligns with Level 4 Practicum coursework within their CTE Pathway enroll in Career Preparation - Program of Study.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Teachers and administrators are trained to recognize and recommend students for testing. We specifically strive to identify students who are provided additional supports such as students who are emergent bilingual, dyslexic, or served in Special Education.

Our Challenge Lab teachers provide STEM activities for each grade level and can identify students who think outside the box and who are especially inquisitive.

We also hold a district wide parent meeting to share information about the characteristics of a GT student and steps in the identification process.

Students may be referred for testing at any time during the year. We are working on helping our GT students transition from elementary to middle school and inform parents about services at the secondary level.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

- All KISD school library programs promote reading as an essential skill for learning, personal growth and enjoyment which are essential skills for college, career, and community.
- KISD School library staff encourage students to read a variety of literature for information and pleasure. The school library provides access to physical and virtual collections of high quality, current resources in a variety of formats.
- KISD school library staff supports and supplements literacy instruction through local reading initiatives such as Beanstack reading challenges, book giveaways, March Madness Battle of the Books, and the Kerrville Book Blitz. Library staff also celebrate multiple communities through highlighting contributions and works during Hispanic

Heritage Month, Black History Month, and Poetry Month.

- KISD school libraries use and promote the use of technology applications and tools across content areas for discovery, collaboration, critical analysis, creations, and presentation of learning.
- Elementary school library staff use read alouds and library lessons to introduce students to a variety of literature and collaborate with classroom teachers to support curriculum.
- Secondary school librarians provide access and instruct students on the use of digital research collections and technology applications to demonstrate curriculum learning across content areas. Librarians also teach students how to use digital information responsibly, evaluate online sources, and follow citation and copyright rules.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Kerrville Independent School District Parent & Family Engagement Policy 2025-2026

Kerrville Independent School District is committed to our vision as an educational leader in the heart of the Hill Country, inspiring all students to become lifelong learners and productive citizens. To enact this vision, we dedicate ourselves to delivering high-quality, individualized education by fostering strong partnerships with families and the broader community. As part of this commitment, we proudly participate in the Title I, Part A State Program, which provides essential funding to schools serving students from low socioeconomic backgrounds. In return, we uphold the standards and expectations set forth by the Texas Education Agency and the U.S. Department of Education, ensuring accountability and excellence in all that we do. This policy document provides detailed information regarding our plan to support parental and family engagement.

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 1116 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 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA improvement 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. At a minimum, Spanish translations are provided for parent and family communications.
- 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 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following state definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

- *Families, community members, and educators work together in an equal and respectful partnership to create and provide effective, systemwide support for student learning and development from early childhood into college, a career, or the military, as evidenced by activities that support the following beliefs—*
 - *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.*

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 schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between 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
 - Capturing Kids' Hearts updates and celebrations
 - Bilingual Task Force

- 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 district translation policy;
 - 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.



Title I, Part C – Texas Migratory Education Program (TX-MEP)

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 Title I, Part C. 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 - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows <i>No Other Preschool Support.</i>

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 2 – 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: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
		2025-2026	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – 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 determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory 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	08/19/2025

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

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:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

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 eligible 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:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar, the Title I, Part C 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 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 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 District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

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 Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
The district's Title I, Part C 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	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
The district's Title I, Part C 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			

2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters</u> <u>Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes 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. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> 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. <u>Finalize all forms, documents, logs.</u> 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. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> 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/ECOEes as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes 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. <u>Complete COEs/ECOEes.</u> 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/ECOE.</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. <u>Other</u>		

V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC 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. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Program Manager/Consultants	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes 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. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	TIMELINE By Aug 30

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
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Title II, Part A: Supporting Effective Instruction

Prioritization Statement

Kerrville ISD prioritizes Title II, Part A funds to strengthen educator effectiveness, support the recruitment and retention of highly qualified staff, and build the district's capacity for sustained instructional improvement aligned with the goals of the 2025-2026 District Improvement Plan.

Needs assessment data reveal persistent gaps in educator diversity, with Hispanic staff representation at 14.9% compared to a student population that is 46.3% Hispanic. Additionally, 50% of Bilingual/ESL teachers lack proper certification, significantly exceeding the state average of 27.3%, which directly impacts the district's ability to serve English Learners effectively. These staffing gaps, combined with identified needs in high-quality instructional materials fidelity, differentiated instruction, and advanced academic pathway enrollment, underscore the urgency of investing in high-quality professional learning and educator development.

Title II, Part A funds are used to supplement, not supplant, state and local resources, and are prioritized for the following uses:

Expanding and sustaining educator development academies, including the New Teacher Academy, Inspire Academy, and Ignite Academy, to recruit, support, and retain effective teachers and leaders at all career stages

Providing targeted professional learning aligned with KISD's adopted high-quality instructional materials (HQIM), Tier 1 instructional practices, and the district's PLC implementation initiative

Supporting bilingual and ESL teacher certification pathways to reduce the district's certification gap and improve outcomes for English Learner students

Strengthening instructional coaching and leadership capacity at the campus level to ensure fidelity to adopted curriculum and evidence-based practices

Recruiting from diverse educator pipelines to better reflect the cultural and linguistic backgrounds of KISD's student community

These investments directly address the priority problem statements identified across Lever 2: Strategic Staffing and Lever 5: Effective Instruction, and are monitored through T-TESS

data, PLC documentation, certification reports, and student achievement outcomes including STAAR performance and CCMR rates.