

Kerens Independent School District

District Improvement Plan

2024-2025



Mission Statement

Kerens ISD, in partnership with parents and community, will teach a rigorous and engaging curriculum, in a safe and orderly environment, preparing our students for success in the 21st century.

Vision

"Igniting Potential-Motivated to Succeed"

Value Statement

BUILDING FOR OUR FUTURE!!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
District Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Engagement	13
District Organization	14
Technology	15
Demographics	16
Student Learning	17
District Processes & Programs	18
Perceptions	19
Priority Problem Statements	20
Comprehensive Needs Assessment Data Documentation	21
Goals	23
Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.	23

Goal 2: Kerens ISD will ensure that all students meet high expectations, and are college and/or career ready when they graduate.	39
Goal 3: Parents, Community and the School District will work collaboratively to develop a school that meets the needs of all students.	42
Goal 4: Kerens ISD will be a safe and orderly environment.	44
Goal 5: Kerens ISD will work to keep the financial integrity of the District a top priority	52
State Compensatory	54
Budget for District Improvement Plan	54
Personnel for District Improvement Plan	54
Title I - Previous	56
1.1: Comprehensive Needs Assessment	56
2.1: Campus Improvement Plan developed with appropriate stakeholders	56
2.2: Regular monitoring and revision	56
2.3: Available to parents and community in an understandable format and language	56
2.4: Opportunities for all children to meet State standards	56
2.5: Increased learning time and well-rounded education	56
2.6: Address needs of all students, particularly at-risk	57
3.1: Annually evaluate the schoolwide plan	57
4.1: Develop and distribute Parent and Family Engagement Policy	57
4.2: Offer flexible number of parent involvement meetings	57
Title I - Updated	57
Title I Personnel	58
Assurances	59
Statutorily Required Assurances	59
District Funding Summary	60

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

While we have many great and exciting things happening at Kerens ISD, there is still room for improvement. It is our focus and goal to improve our meets and masters rates for our students on the STAAR and End of Course tests. We completed all of our facilities, and starting to see growth of students, and staff to our district. We will improve our reading and writing scores at every grade level this year. Our focus is still on Meets and Masters of the STAAR and End of Course Exams given by the state each year. This past year, our District scored an 86. We would like to strive to push that score to an A rating this next year.

Demographics

Demographics Summary

- The enrollment has gone up from 537 in 2022-2023 school year to 667 at the beginning of 2024-2025 school year.
- The demographics of Kerens ISD have shifted with hispanic being the majority population:
 - Hispanic- 259
 - White- 230
 - Black- 104
 - Multiple- 66
 - Islander- 6
 - Asian- 2
- Student mobility rate is steady
- The ESL population is growing and is underperforming in ELA and Math
- The Low-Socioeconomic White population is underperforming in Reading, and Writing.

Demographics Strengths

Strengths include:

- Staff to student ratio is below state average
- Hispanic students are some of the highest performers
- Less minority students in ISS, DAEP placements compared to previous years

Demographics Needs

Needs include:

- improve attendance rates
- continue to accept transfer students in grade levels with low student numbers
- provide appropriate reading and math interventions for students who are economically disadvantaged or at-risk, SPED and performing below average
- focus on interventions for all student groups, including ESL and African-American students
- be cognizant of student demographics of the district when looking to hire
- SPED disciplinary placements have a PBMAS indicator of 2 for over representation of SPED students placed in ISS for the district

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 2 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Student Achievement

Student Achievement Summary

KISD believes in offering and promoting a well-rounded education that encourages the development of problem-solving skills, a positive attitude, self-confidence, adaptability, team building, and a strong work ethic.

KISD seeks to afford every student the opportunity to be college, military, and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

Student Achievement Strengths

Strengths include:

- KISD core teachers have access to a vertically aligned curriculum by use of TEKS Resource System
- KISD core teachers have access to DMAC, having the ability to adjust instruction for the success of all students
- The KISD counseling staff meets regularly placing focus on student college and career readiness
- KISD students are exposed to 21st century learning skills through authentic learning experiences
- 100% Graduation rate
- Extracurricular participation
- 95% participation rate on SAT

Student Achievement Needs

Needs include:

- successful implementation of a consistent, aligned curriculum through the TEKS Resource System by creating a district wide system
- high quality staff development to promote student learning improvement
- ensure teachers have time and technical support for data disaggregation using DMAC for local CBA development so that individual student needs are met
- seek to offer new graduation endorsements and course offerings for college and career readiness
- improve access to instructional technology that engages students and prepares them to learn and work in 21st century environments
- all students meet the required state standard for STAAR and all students increase their scores by 10% to meet measurable progress on all STAAR

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students are not at the state levels at Meets and Masters on State Mandated Testing

Root Cause: Reading and Writing levels of our students are below the state average at multiple grade levels. A lack of a strong instructional leader at the Elementary Campus has led to a decline in reading and writing scores.

Problem Statement 2 (Prioritized): Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause: A majority of our students come from low income families, and are not prepared to start school on time.

Problem Statement 3 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Problem Statement 4 (Prioritized): We have made strides in getting one to one technology in our classrooms, however we are still lacking in technology usage for our teachers and students.

Root Cause: Budgeting issues from the last few years have kept us from spending the money that is needed to continue making improvement to technology usage in KISD.

District Culture and Climate

District Culture and Climate Summary

Culture on our campuses is steadily increasing. Our students and teachers are doing a better job of developing positive professional relationships in the classroom, and the results are showing on local and state testing.

District Culture and Climate Strengths

A-F Score of 87. Better than most of the schools in Navarro County

Class Sizes of Teacher to Students Ratio

New Facilities are improving school culture

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 2 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

KISD uses a variety of strategies to recruit and retain high-quality staff. Recruitment strategies include placement of interns and student teachers in the district, a teacher induction program for new teachers, access to up-to-date technology and hardware, and payment of testing fees for adding certifications to meet District needs, effective leadership, insurance coverage, longevity pay, and administrative support. This past year, we were blessed to raise the salaries of all of our teachers and staff significantly.

Staff Quality, Recruitment, and Retention Strengths

Strengths include:

- access to high quality professional development through Region 12 ESC and district instructional leaders
- district provided transportation, meals, lodging for staff development travel is competitive with other districts
- Ongoing New Teacher Support group at the high school to building new teacher and mentor capacity
- online training and support
- access to technology such as laptops, ipads, chromebooks, projectors
- class sizes are below state averages
- insurance contributions meet or exceed other districts of our size
- Stipends are offered for high need areas: Science, Math, Spanish

Staff Quality, Recruitment, and Retention Needs

Needs include:

- continued funding for high quality professional development.
- future salary increases to match competitive districts for retention of quality teachers and staff
- improvements to buildings, classroom, and grounds are maintained at high levels for quality work environment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A lack of a quality mentorship program at the Elementary school has led to the loss of teachers and quality staff.

Root Cause: Leadership at KES was lacking certain qualities to help our teachers grow in the profession.

Problem Statement 2 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 3 (Prioritized): Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause: A majority of our students come from low income families, and are not prepared to start school on time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Kerens ISD believes that student success is measured in a variety of ways. KISD student learning will be systematically measured and reported in multiple ways. Assessment will include traditional state required tests along with other oral and written processes and products. KISD will assure the effectiveness of our curriculum and instruction through curriculum based assessments. Academic planning will be based on relevant data, and instruction will be adjusted accordingly.

Kerens ISD has a vertically and horizontally aligned curriculum and a variety of means of assessment (e.g. textbooks, software). Provide staff with time to study, understand and then implement the curriculum and assessment programs. All campuses strive to use strategies that research has identified as effective and that result in maximizing student learning. The rigor of instruction is aligned with State standards. The use of strategies is monitored by walk-throughs and formal appraisals.

Curriculum, Instruction, and Assessment Strengths

Strengths include:

- TEKS Resource System provides a curriculum that is aligned with State standards both vertically and horizontally among all core subjects and grade levels
- assessment results are used to address individual student's instructional needs using DMAC, TAPR report
- students in need of intervention are identified and served through RTI; all campuses, KES, KMS, and KHS, have designated time for interventions with activity periods and embedded tutorial schedules.
- G/T program provides ongoing enrichment activities.
- each campus uses CBA, STAAR, and other state data reports to guide instruction
- Quarterly teacher/admin instructional coaching sessions at KHS
- lesson plans are collected, reviewed and monitored to ensure curriculum alignment is ongoing
- formative and summative data is used to modify instructional practices and increase student learning

Curriculum, Instruction, and Assessment Needs

Needs include:

- increase student achievement in Math, Reading, and Writing across the district
- provide funding for continued use of TEKS Resource System
- ensure and monitor teacher compliance with TEKS, RS, YAG, and IFD
- increase teacher capacity to provide rigor and relevance in all lesson delivery to build on 21st century skills and college readiness
- increase student scores on college readiness testing such as PSAT, TSI, SAT, ACT
- schedule time for teachers to meet in teams for planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause: A majority of our students come from low income families, and are not prepared to start school on time.

Problem Statement 2 (Prioritized): Our students are not at the state levels at Meets and Masters on State Mandated Testing

Root Cause: Reading and Writing levels of our students are below the state average at multiple grade levels. A lack of a strong instructional leader at the Elementary Campus has led to a decline in reading and writing scores.

Family and Community Engagement

Family and Community Engagement Summary

KISD will continue to enhance the District website to help improve parent and community relations. Staff will continue to implement and enhance the use of Facebook and Twitter on the District Website with a specific focus on improving accessibility and ease of navigation. KISD will continue to utilize TxEIS Parental Access programs that address parent accessibility to their student's grades, attendance, etc.

Family and Community Engagement Strengths

Strengths include:

- use of variety of ways to communicate- Facebook, Twitter, Remind App, KISD webpage, teacher webpages, School Messenger call out system, and parent portal
- campus based parent and community involvement opportunities - DEIC, SHAC, Bobcat Bash, volunteer and substitute training, mentoring programs, college night for seniors and parent, HB5 parent/student/counselor meetings

Family and Community Engagement Needs

Needs include:

- ease of website access
- monitor that all teacher pages are updated on a regular basis
- monitor the use of Facebook fan pages
- increase communication to all stakeholders

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Problem Statement 2 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

District Organization

District Organization Summary

Superintendent and Business Manager lead the organization. The Principals each follow suit on their campuses. We all have a job to do, and we do our job in and out of the classroom. Our organizational charts start with Central office staff then is followed by our campus staff. We are all one team, and no part of the team is more important than the other.

District Organization Strengths

We all work together as a team at KISD

Respect is never an issue among our organization

Technology

Technology Summary

Kerens ISD is committed to the education of all students in a 21st Century learning environment. KISD seeks to effectively use technology to improve productivity, increase learning, and to better communicate with parents and the community. This requires a commitment to staff development and the recognition that the path to new skills is ongoing and ever changing.

Technology Strengths

Strengths include:

- availability of instructional software
- full time technology director for the district
- access to parent portal
- Wi-Fi district wide

Technology Needs

Needs include:

- training for current technology
- increase high speed Wi-Fi connectivity for greater use of technology
- increase bandwidth to allow access to instructional materials and resources
- increase student 1:1 access to technology
- increase Internet security capability

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We have made strides in getting one to one technology in our classrooms, however we are still lacking in technology usage for our teachers and students.

Root Cause: Budgeting issues from the last few years have kept us from spending the money that is needed to continue making improvement to technology usage in KISD.

Demographics

Demographics Summary

- All stakeholders are involved.
- Community backs the school as evident with the successful bond election.
- Student demographics have stayed relatively the same over the last 3-5 years, except for a slight decrease in the SPED population.
- 25% African American, 25% Hispanic, 47% White, 3% Other. District students are 78% ECD.
- Student population is more diverse than staff.
- Community is neither growing nor declining.

Demographics Strengths

- 87% of students graduate on programs above minimum requirements. This is higher than the state average of 80%.
- 25% of students graduate with college credit.
- Our CCMR rate was at 90%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Student Learning

Student Learning Summary

- White and SPED populations are performing lower than other student groups.
- Accelerated instruction is needed for struggling students.
- Major areas of assistance are needed with our African American and SPED populations in reading and math.
- Overall, our Math scores improved from the last few years in all categories. There is still plenty of room for growth in meets and masters for our students.
- The Texas Education Agency rated Kerens ISD with an 87 for our Accountability this past school year.
- KISD seeks to afford every student the opportunity to be college and/or career ready, through programs that prepare them for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

Student Learning Strengths

- Teachers have access to a vertically aligned curriculum.
- Teachers have access to technologies to assist with data desegregation and instruction assistance.
- Students are taught by highly qualified teachers and have access to 21st-century learning experiences.
- End of Course Algebra I had no retesters after the original test was given.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students are not at the state levels at Meets and Masters on State Mandated Testing

Root Cause: Reading and Writing levels of our students are below the state average at multiple grade levels. A lack of a strong instructional leader at the Elementary Campus has led to a decline in reading and writing scores.

Problem Statement 2 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 3 (Prioritized): Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause: A majority of our students come from low income families, and are not prepared to start school on time.

Problem Statement 4 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Problem Statement 5 (Prioritized): We have made strides in getting one to one technology in our classrooms, however we are still lacking in technology usage for our teachers and students.

Root Cause: Budgeting issues from the last few years have kept us from spending the money that is needed to continue making improvement to technology usage in KISD.

District Processes & Programs

District Processes & Programs Summary

- Walkthroughs, assessment data, and classroom observations support the implementation of the TEKS.
- Teachers are afforded the opportunity to participate in regular professional development, and conduct goal setting measures for performance.
- KISD core teachers have access to a vertically aligned curriculum by use of TEKS Resource System.
- KISD core teachers have access to DMAC, having the ability to adjust instruction for the success of all students.
- Students in need of intervention are identified and served through RTI; all campuses, KES, KMS, and KHS, have designated time for interventions with activity periods and embedded tutorial schedules.
- Formative and summative data is used to modify instructional practices and increase student learning.
- Each campus uses CBA, STAAR, and other state data reports to guide instruction.
- Administration is supportive and committed to teacher and student success.

District Processes & Programs Strengths

- Class sizes are below state averages.
- Insurance contributions meet or exceed other districts of our size.
- Stipends are offered for high need areas: Science, Math, Spanish.
- Incentive pay is offered for longevity.
- Technology access has been improved with new devices for teacher and student use, along with improved WiFi availability.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause: A majority of our students come from low income families, and are not prepared to start school on time.

Perceptions

Perceptions Summary

- KISD recently changed its mission and vision statement to reflect a new direction for the District.
- Culture and climate have improved, and the District will continue to implement positive impacts for students, teachers, and our community.
- The District aims to keep all stakeholders informed.
- The District is focused on keeping financial integrity a high priority.
- We are as safe and secure as possible with existing facilities.
- We have opened up new facilities, and have our last two remaining projects getting close to either start or completion.
- Bullying is addressed through staff training, student training and presentations, on-line reporting, and anonymous hot-line for reporting.

Perceptions Strengths

- Perception of KISD is positive and community supported.
- Community supports the academic and extracurricular programs at KISD.
- KISD is a District of Innovation (DOI).
- New District facilities are fueling excitement for the District, staff, students, and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 2 (Prioritized): KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause: Home life for our students and parents do not allow for involvement in their children's lives at school.

Priority Problem Statements

Problem Statement 1: Our students are not at the state levels at Meets and Masters on State Mandated Testing

Root Cause 1: Reading and Writing levels of our students are below the state average at multiple grade levels. A lack of a strong instructional leader at the Elementary Campus has led to a decline in reading and writing scores.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: Culture and Climate are issues that affect staff and student morale on our campuses

Root Cause 2: Various issues in education cause staff and student morale issues in and out of the classroom.

Problem Statement 2 Areas: Demographics - District Culture and Climate - Staff Quality, Recruitment, and Retention - Family and Community Engagement - Student Learning - Perceptions

Problem Statement 3: A lack of a quality mentorship program at the Elementary school has led to the loss of teachers and quality staff.

Root Cause 3: Leadership at KES was lacking certain qualities to help our teachers grow in the profession.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Our students lack an understanding of the knowledge needed to be successful in all of their core classes

Root Cause 4: A majority of our students come from low income families, and are not prepared to start school on time.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 5: KISD lacks parents that will get involved in their children's education and extracurricular activities.

Root Cause 5: Home life for our students and parents do not allow for involvement in their children's lives at school.

Problem Statement 5 Areas: Demographics - Student Achievement - District Culture and Climate - Family and Community Engagement - Demographics - Student Learning - Perceptions

Problem Statement 6: We have made strides in getting one to one technology in our classrooms, however we are still lacking in technology usage for our teachers and students.

Root Cause 6: Budgeting issues from the last few years have kept us from spending the money that is needed to continue making improvement to technology usage in KISD.

Problem Statement 6 Areas: Student Achievement - Technology - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 1: Kerens ISD students will be provided effective and appropriate instruction.

Evaluation Data Sources: TAPR; STAAR;PEIMS Data; Attendance Data; PBMAS; SPP, HMH, IXL, IReady

Strategy 1 Details	Reviews			
Strategy 1: Provide access to TEKS Resource System Strategy's Expected Result/Impact: Documentation Stating that Teachers are using the TEKS Resource System. Staff Responsible for Monitoring: Superintendent, Campus Principals Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure TEKS Resource System is used with fidelity by all core subjects-YAG and IFD documents Strategy's Expected Result/Impact: TEKS RS access data, CBA data, Walk-thru data, calendar dates for Instructional/vertical alignment PD meetings Staff Responsible for Monitoring: District/Campus Admin Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide students with online learning opportunities such as Edgenuity, IXL, IReady, HMH, web-based learning, online Dual Credit, Freckles etc. Strategy's Expected Result/Impact: Site licence purchase orders, rosters of student enrollment, PEIMS records Staff Responsible for Monitoring: District/Campus Admin Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Evaluate the teaching effectiveness of student learning targets/objectives through district approved CBAs Strategy's Expected Result/Impact: CBA results Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide access to DMAC, Lead4Ward, and other data software to analyze and create individual learning plans for student improvement of all student groups Strategy's Expected Result/Impact: Service agreement for DMAC/Lead4Ward access documentation of logins from DMAC and Lead4Ward Staff Responsible for Monitoring: District/Campus Administration Funding Sources: - Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: KISD teachers will disaggregate student data and document how instruction is modified to increase effectiveness for all students Strategy's Expected Result/Impact: data reports, lesson plans, instructional coaching agendas, RTI minutes, vertical alignment/team meeting agendas Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Disaggregate walk-thru data to determine effectiveness of instructional strategies, level of rigor, student engagement, and classroom mgt. Strategy's Expected Result/Impact: Walk-thru documentation Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: All KISD teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Strategy's Expected Result/Impact: Lesson Plans, TEKS RS documents, walk-thru data, TTESS documents Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Provide and implement a common walk-thru form using an effective software program for district data collection and analysis of instructional improvement and student achievement Strategy's Expected Result/Impact: Walk-through data; Admin meeting agenda documenting analysis of campus and district data Staff Responsible for Monitoring: District Admin / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Each campus principal will report number of walk-throughs conducted each month determined by the Supt. Strategy's Expected Result/Impact: Walk-through reports Staff Responsible for Monitoring: Supt. / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide district-wide access to DMAC online assessments Strategy's Expected Result/Impact: Teacher usage reports from DMAC online assessments Staff Responsible for Monitoring: Technology Director / District Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Ensure all KISD teachers implement researched-based, age appropriate reading and writing instruction at least 2 times a week to promote student growth of literacy skills and higher order thinking Strategy's Expected Result/Impact: Lesson plans; TTESS ; walk-through data; STAAR reading/writing scores show student improvement Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 2: KISD staff will concentrate on student performance and improvement in Math & Science

Evaluation Data Sources: TAPR; STAAR results, PBMAS report

Strategy 1 Details	Reviews			
Strategy 1: KISD will provide at least 2 opportunities for math & science vertical teams to plan best practice math instruction and develop a common language for greater student achievement. Strategy's Expected Result/Impact: Vertical team meeting agendas and sign-in sheets Staff Responsible for Monitoring: District Admin / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide access to online curriculum practice for K-8 math support and interventions. Strategy's Expected Result/Impact: student reports, data, assessments Staff Responsible for Monitoring: KES/KMS Campus Principals Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide planning times for math & science teams to meet for analysis of student data and build teacher capacity for math instruction Strategy's Expected Result/Impact: Math/science departmental meetings agenda and sign in sheets Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure all math & science lessons implement a variety of instructional methods to meet the needs of all learners with a strong focus on student growth and improvement Strategy's Expected Result/Impact: Walk-through data; TTESS; DMAC CBA data showing student progression in Math & Science Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: Review progress in math & science for African American, Hispanic, White, Economically Disadvantaged, ELL, students and Special Education students. Strategy's Expected Result/Impact: STAAR Scores and Benchmarks Staff Responsible for Monitoring: Principals, Curriculum Coordinator, Associate Principal, Superintendent Funding Sources: - State Comp Ed, - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 3: KISD staff will concentrate on student performance and improvement on Reading & Writing throughout the district.

Evaluation Data Sources: TAPR; STAAR results; DMAC report

Strategy 1 Details	Reviews			
Strategy 1: KISD will provide opportunities for ELA vertical teams to plan best practice ELA instruction and develop a common language for greater student achievement. Strategy's Expected Result/Impact: Vertical team meetings agenda and sign-in sheets Staff Responsible for Monitoring: District Admin / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide planning time for core subject teams to meet for analysis of student data and build teacher capacity for core subject instruction Strategy's Expected Result/Impact: substitute calendar, meeting agenda and sign-in sheets Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide staff with the primary purpose of supporting grant activities aimed at improving academic achievement for students struggling to meet state standards. Strategy's Expected Result/Impact: hiring and payroll documentation Staff Responsible for Monitoring: Principals, Superintendent Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ELA teachers multiple opportunities to perform peer observations, promoting peer collaboration and increase reading and writing instruction Strategy's Expected Result/Impact: substitute calendar, peer coaching meetings with agenda and sign-in sheets Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
Strategy 5: ALL KISD ELA teachers will ensure weekly learning targets to include more reading and writing opportunities that are challenging and age appropriate and seek to meet the needs of all learners with a strong focus on student improvement. Strategy's Expected Result/Impact: Walk-through data, TTESS, DMAC CBA data showing student improvement in reading and writing Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Review progress in reading for African American, Hispanic, White, Economically Disadvantaged, ELL, students and Special Education students. Strategy's Expected Result/Impact: STAAR Scores and Benchmarks Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide access to online curriculum practice for K-8 reading support and interventions. Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide a Dyslexia Specialist to Diagnose and work with students who present Dyslexia Tendencies Strategy's Expected Result/Impact: Reading and Writing scores improve for all students regardless of their disabilities. Staff Responsible for Monitoring: Dyslexia Specialist Campus Principals SPED Co-Op Funding Sources: - Federal - \$44,720	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 4: All KISD teachers and administrators will participate in high quality evidence-based PD.

Evaluation Data Sources: Staff development reports will show 100% of teachers and administrators attended high quality staff development

Strategy 1 Details	Reviews			
Strategy 1: Provide KISD staff with ongoing access to high quality PD designed to improve teaching and learning. Strategy's Expected Result/Impact: PD attendance certifications, PD conference registrations, staff PD log in sheets Staff Responsible for Monitoring: District/Campus Administration Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide PD for teachers on meeting the needs of all learners such as ESL, SPED, 504, Dyslexia, GT Strategy's Expected Result/Impact: PD attendance certifications, staff PD log in sheets Staff Responsible for Monitoring: District/Campus Administration Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide access to distance learning webinars Strategy's Expected Result/Impact: PD attendance certifications, log-in sheets Staff Responsible for Monitoring: District/Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide hands-on training of district DMAC software for student data analysis and instructional improvement Strategy's Expected Result/Impact: PD sign-in sheets; DMAC training agenda Staff Responsible for Monitoring: District/Campus Admin/ Region 12 ESC Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing staff development to build teacher capacity and best practice implementation of reading and writing across the curriculum. Strategy's Expected Result/Impact: PD agendas and attendance records; walk-through and TTESS data Staff Responsible for Monitoring: District Admin / Campus Principals Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Participate in meetings with neighboring districts and ESC's to evaluate effective strategies for all around school improvement Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 5: All KISD students will be taught by a Texas Certified teacher.

Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Review teacher salaries to ensure recruitment and retainment of high quality teaching staff. Strategy's Expected Result/Impact: Current Salary Schedule Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attend job fairs to recruit highly qualified teachers Strategy's Expected Result/Impact: Job Fair registration and attendance documentation Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize various web sites for posting of teacher/staff vacancies such as TASANET and SchoolSpring.com Strategy's Expected Result/Impact: Website documentation of postings, screen shots of web page Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All new teachers with 1 year or less will attend new teacher orientation in August and be assigned a mentor teacher throughout the year. Strategy's Expected Result/Impact: New Teacher orientation/support meetings -agenda and sign-in sheets Staff Responsible for Monitoring: District/Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement a new teacher academy on each campus by providing mentors time to collaborate with new teachers and by providing necessary mentor training and resources Strategy's Expected Result/Impact: substitute calendar, web training module access/log in, material purchase receipts Staff Responsible for Monitoring: District Admin and Campus Principals	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 6: All KISD teachers will have high expectations for all learners, providing differentiated instruction to meet the needs of all learners including SPED, 504, ELL, GT and At-Risk students

High Priority

Evaluation Data Sources: walk-thru data, TTESS, STAAR, IEP documents, 504, IEP, TELPAS,

Strategy 1 Details	Reviews			
Strategy 1: Provide access to DMAC PGP for secondary counselor for students failing STAAR EOC Strategy's Expected Result/Impact: A review of all PGP's for all students failing STAAR EOC Staff Responsible for Monitoring: District Admin Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Allocate funds for implementation of a variety of age appropriate strategies to accelerate learning and continue to assist all students in recovering from Learning Loss. Strategy's Expected Result/Impact: Budget indicating money set aside for tutors, Para Professionals, RTI related teachers, materials, and other related services Staff Responsible for Monitoring: District Admin Results Driven Accountability - Equity Plan Funding Sources: - Federal - 270 Title V - \$16,672, - Federal - 211 Title I Funds - \$384,290	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ELPS training for all teachers servicing ELL using researched-based instruction and effective SIOP strategies Strategy's Expected Result/Impact: PD agenda and attendance sheets; access to online training modules Staff Responsible for Monitoring: District Admin / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Review RTI implementation progress Strategy's Expected Result/Impact: RTI meetings documentation; evidence of success from TTESS evaluations and walk-thru data Staff Responsible for Monitoring: Counselors; Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure lesson plans reflect a variety of evidence-based methods of delivery and differentiation strategies to meet the needs of all learners. Strategy's Expected Result/Impact: Lesson plans; walk-thru data; TTESS Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All KISD teachers will complete ELPS online training for ESL student improvement	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All KISD teachers will ensure consistent sequencing of Higher Order Thinking Skills (HOTS) through written and expressed learning targets which are posted and reviewed on a daily basis. Strategy's Expected Result/Impact: Progression of DMAC longitudinal student achievement data; lesson plans; Walk-thru data; TTESS evaluations Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Kerens ISD students are provided a quality educational experience through the use of 21st century curriculum, instruction, technology and assessment strategies.

Performance Objective 7: KISD will successfully implement technology using a variety of methods to increase student engagement and build capacity for 21st century skills.

Evaluation Data Sources: Technology PD certificates, technology audit, lesson plans, walk-thru data, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Survey teachers to assess technology needs Strategy's Expected Result/Impact: survey results Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide access to online educational sites such as Edgenuity, Discovery Education, TEXQUEST, and educational apps for students needing interventions such as at-risk, Credit Recovery, SPED, 504 Strategy's Expected Result/Impact: Payment invoice of site licenses; Lesson plans and walk-thru data indicating use of educational sites and apps Staff Responsible for Monitoring: Technology Dir. / Campus Principals Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide teachers and students with the most up-to-date technology available to promote 21st century skills using local, state, and Federal funding specifically ESSER II and III Funds. Strategy's Expected Result/Impact: TESS/Walk-thru data will reflect 10% increase in use of various technology in the classroom. Staff Responsible for Monitoring: Campus Principals Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide students with internet safety lessons including acceptable use, social media, and plagiarism Strategy's Expected Result/Impact: Agenda/Lesson Plan, Attendance sheets, student contracts Staff Responsible for Monitoring: Site License Coordinator, Technology Dir. Campus Principals Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide access to high speed Wi-Fi in all classrooms, library, and major meeting areas. Strategy's Expected Result/Impact: Wi-Fi hot-spots in every classroom, library and meeting areas Staff Responsible for Monitoring: Technology Director Funding Sources: - Local, State, Federal, - Federal - ESSER II and III	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase online learning opportunities such as web-based courses, online Dual-Credit courses, and distance learning to meet the needs of all learners Strategy's Expected Result/Impact: 10% increase enrollment of students in web-based learning courses compared to previous year. Staff Responsible for Monitoring: Technology Dir. / Campus Principals Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide access to technology that assists with the development and structure of the KISD Improvement Plan. Strategy's Expected Result/Impact: Copy of PO Staff Responsible for Monitoring: Superintendent Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Consider expanding the number of classroom technology carts such as IPAD, Chrome book, Promethean Boards, and Laptops Strategy's Expected Result/Impact: Agenda documentation of consideration to increase classroom technology Staff Responsible for Monitoring: Supt. / Technology Director Funding Sources: - Local, State, Federal, - State Comp Ed	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: Kerens ISD will ensure that all students meet high expectations, and are college and/or career ready when they graduate.

Performance Objective 1: KISD will offer programs that prepare students for higher education, career/technical school, military service, or direct entry into the workforce upon graduation.

Evaluation Data Sources: The board will receive a report detailing the district's plan for college and career readiness.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for parents and students to attend a college informational meeting to promote college readiness Strategy's Expected Result/Impact: College Night agenda; attendance sign-in sheet Staff Responsible for Monitoring: Secondary Counselor; KSS Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with 4 Year and 2 Year Universities and College to promote college readiness by providing opportunities for college visits to all Junior and Senior participants Strategy's Expected Result/Impact: documented college visits with student rosters; attendance records Staff Responsible for Monitoring: KSS Principal, KSS Associate Principal, Teachers, and HS Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide access and resources for 8th--10th graders to participate in the PSAT test, analyzing and interpreting data to make needed classroom instructional adjustments Strategy's Expected Result/Impact: PSAT score reports; lesson plans, walk-thru data, TTESS eval Staff Responsible for Monitoring: KSS Principal, HS Counselor Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: In collaboration with Navarro College, KHS will create a bell schedule allowing all students the opportunity to participate in at least 1 Dual Credit course per semester serviced either by internet, by in-house or by NC adjunct professors resulting in a 10% increase in DC enrollment. Strategy's Expected Result/Impact: PEIMS data showing enrollment in DC increases by 10% Staff Responsible for Monitoring: KSS Principal, HS counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: KISD will survey MS and HS students interest in CTE course endorsements for future planning of CTE needs. Strategy's Expected Result/Impact: Survey results Staff Responsible for Monitoring: District Admin, HS Counselor, KSS Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Ensure all students have an appropriate graduation plan that meets high expectations & reflects individual goals for college and career Strategy's Expected Result/Impact: Grad plan documentation; transcripts Staff Responsible for Monitoring: HS Counselor; KSS Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All seniors will apply to 1 or more college or technical schools and 100% seniors will receive 1 or more acceptance letter to the college/technical school of their choice. Strategy's Expected Result/Impact: 100% of seniors apply to 1 or more college/tech schools, 100% of seniors receive acceptance letters from 1 or more college/tech school Staff Responsible for Monitoring: KSS Principal, HS Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide parent/student information nights on scholarships, HB5 requirements and dual credit options Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Principal & Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Consider feasibility of providing transportation to Navarro College for students desiring to take college classes Strategy's Expected Result/Impact: Report feasibility cost to the DEIC and SB Staff Responsible for Monitoring: Supt. Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Consider providing funding for enrollment of dual credit students meeting admission and enrollment requirements. Strategy's Expected Result/Impact: Board meeting agenda and minutes. Staff Responsible for Monitoring: KSS Principal, counselor, Supt	Formative			Summative
	Nov	Jan	Mar	June





Strategy 11 Details	Reviews			
Strategy 11: Provide a Academic Specialist at Kerens Secondary School to assist Teachers, and Students on planning, and student testing throughout the school year. Strategy's Expected Result/Impact: Student scores go up on all tests, and Teacher Retention increases. Staff Responsible for Monitoring: KSS Principal, Superintendent, Business Manager Funding Sources: - Federal - \$31,159	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Parents, Community and the School District will work collaboratively to develop a school that meets the needs of all students.

Performance Objective 1: Parental Involvement and satisfaction with KISD will show improvement.

Evaluation Data Sources: TAPR; STAAR; Parental Involvement Records; Survey Information

Strategy 1 Details	Reviews			
Strategy 1: KISD will provide all letters & important messages in both English and Spanish to ensure effective communication with all stakeholders Strategy's Expected Result/Impact: Letters, mail-outs, voice messaging will include both English/Spanish translations Staff Responsible for Monitoring: District/Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: KISD will evaluate and enhance all forms of social media for effectiveness and utility for greater communication with all stakeholders Strategy's Expected Result/Impact: Facebook, Twitter, Instagram websites and fan pages Staff Responsible for Monitoring: Technology Director, District Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All KISD teachers will create and sustain a teacher web page for greater effective communication with all stakeholders Strategy's Expected Result/Impact: Teacher web pages Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: KISD will provide access to Parent Portal for greater communication between students, parents, and teachers. Strategy's Expected Result/Impact: Parent Portal service agreement Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: KISD campus will host a "Meet the Teacher" night in August and the elementary campus will host parent/teacher conferences one time per semester. Strategy's Expected Result/Impact: Parent sign-in sheets for Meet the Teacher night and parent/teacher conferences Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: KISD will give Parent involvement surveys for needs assessment and ongoing improvement at the end of the school year. Strategy's Expected Result/Impact: Survey results; Admin meeting documenting analysis of surveys and implementation of needed improvement Staff Responsible for Monitoring: District Admin and Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide campuses with updated uniform school-parent-student compacts Strategy's Expected Result/Impact: Updated school-parent-student compacts Staff Responsible for Monitoring: Supt / Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 1: Documented evidence will indicate an increase in efforts to provide a conducive learning environment for all students.

Evaluation Data Sources: TAPR Data; STAAR; PBMAS; technology Plan/Inventory; Texas School Safety Center Report

Strategy 1 Details	Reviews			
Strategy 1: KISD will provide annual training to increase awareness and recognition of issues of maltreatment, sexual abuse, suicide prevention, bullying, harassment, and include prevention techniques. Strategy's Expected Result/Impact: Training sign-in sheets, attendance records, agenda, region 11 online training Staff Responsible for Monitoring: District Admin, Counseling staff, Campus Principals Funding Sources: - Local, State, Federal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: KISD will create an Emergency Management Plan and provide training to all teachers and staff within the first semester of the school year. Strategy's Expected Result/Impact: Emergency Management Plan; PD training in Fall semester with attendance sign-in sheets Staff Responsible for Monitoring: Supt. and Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: KISD will post Bullying/Harassment Policy on the school web page Strategy's Expected Result/Impact: Bullying Policy posted on school web page Staff Responsible for Monitoring: Technology Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: KISD will implement a coordinated school health plan and revise it yearly Strategy's Expected Result/Impact: Up to date School Health Plan/Wellness Plan Staff Responsible for Monitoring: Supt, principals, SHAC committee and school nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor class sizes to ensure staff to student ratio. Strategy's Expected Result/Impact: PEIMS staff to student ratio report Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 2: KISD will utilize a variety of consequences as disciplinary actions such as corporal punishment, detention, ISS and/or DAEP services to promote a safe learning environment for all students.

Evaluation Data Sources: Referral form, ISS procedures and policies, DAEP service agreement





Strategy 1 Details	Reviews			
Strategy 1: All KISD campuses will have a discipline management plan which includes a variety of consequences that are appropriate. Strategy's Expected Result/Impact: Discipline Management Plan Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All KISD campuses will adopt a positive behavior plan appropriate for each age group and will train all teachers/staff in order to maximize effective implementation. Continue to provide access to TBSI and BBIS training. Strategy's Expected Result/Impact: Positive Behavior Plan, agenda for training, attendance sheet, training records Staff Responsible for Monitoring: Campus Principals, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: KISD will create a district-wide ISS/DAEP committee to meet 1 time per semester that consists of teachers, staff, DAEP representative and campus principals to evaluate ISS/DAEP effectiveness and address needs for improvement with researched-based practices, resulting in less ISS and DAEP placements Strategy's Expected Result/Impact: ISS committee meeting agenda and minutes with sign-in sheet; less placements in ISS/DAEP for the year Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide transportation for all students assigned to DAEP in Corsicana. Strategy's Expected Result/Impact: Bus route to DAEP Staff Responsible for Monitoring: Supt. / Transportation Dir.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: KISD will not Tolerate Dating Violence by any of our students, The Board of Trustees will establish procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator, and guidelines for students who are victims per SB 9. Strategy's Expected Result/Impact: Through Communication and a Coard Adopted Curriculum, we expect to not have any such incidents reported. Staff Responsible for Monitoring: All staff including Teachers, Paraprofessionals, Counselors, and Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 3: KISD will ensure all buildings and facilities are safe, clean, and orderly.





Evaluation Data Sources: Building and facilities audit is positive; zero accidents from staff/students are reported; custodial staff will have positive evaluations

Strategy 1 Details	Reviews			
Strategy 1: Involve the facilities planning committee to evaluate the current facilities of KISD Strategy's Expected Result/Impact: SB minutes documenting discussion of the passed bond election and progress of the new buildings and facilities. Staff Responsible for Monitoring: Supt., School Board, Director of Student Services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor reports from staff/students regarding accidents and inform facilities planning committee of issue. Strategy's Expected Result/Impact: Accident reports Staff Responsible for Monitoring: Campus Principals and Supt	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 4: Students who are homeless or in foster care will be identified and provided appropriate services.

Evaluation Data Sources: Records will indicate the number of homeless and/or foster care students identified and services provided.

Strategy 1 Details	Reviews			
Strategy 1: Identify students that might be homeless. Strategy's Expected Result/Impact: copies of student residency questionnaire Staff Responsible for Monitoring: Principal, counselor, supt	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Designate a POC for foster care services, and develop guidelines for transportation for foster care students. Staff Responsible for Monitoring: POC, Director of Transportation, Principal Funding Sources: - State & Local	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 5: Identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.

Evaluation Data Sources: state assessments scores, grades, attendance

Strategy 1 Details	Reviews			
Strategy 1: Identify students that might be migrant. Strategy's Expected Result/Impact: Copies of questionnaire from registration packet. Staff Responsible for Monitoring: Principal, Counselor, Supt	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 4: Kerens ISD will be a safe and orderly environment.

Performance Objective 6: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.





Evaluation Data Sources: Counselor and Social Worker case management, campus services lessons, PEIMS data sources.

Strategy 1 Details	Reviews			
Strategy 1: Board Policy (FFH & FFI) outline procedures for reporting bullying, harassment, dating violence and providing counseling supports. Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students overall wellbeing. Staff Responsible for Monitoring: Principals, Counseling Services, and student support services.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: Kerens ISD will work to keep the financial integrity of the District a top priority

Performance Objective 1: Balance the budget and add to fund balance.

Evaluation Data Sources: Annual audit will reflect budget and fund balance amounts.

Strategy 1 Details	Reviews			
Strategy 1: Provide KISD board with specific information regarding finances for each regular board meeting. Strategy's Expected Result/Impact: copies of meeting agendas and board minutes. Staff Responsible for Monitoring: Supt and Business Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize ESC 12 resources and staff for grant support and monitoring. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: Title I Part A Funds - Federal	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Kerens ISD will work to keep the financial integrity of the District a top priority

Performance Objective 2: Use of Federal Money from ESSER III to provide staff, and resources to help students recover from COVID Loss.

High Priority

HB3 Goal

Evaluation Data Sources: Evaluations, Classroom Data, STARR and End of Course Data, Audits, and Continuous Review of Practices and Policies.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 32

Brief Description of SCE Services and/or Programs

--

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Jordan	Teacher	1
April McJunkins	Teacher	1
Belinda Faulk	Para	1
Brittany Mills	Teacher	1
Carol Foreman	Para	1
Cheyenne Donica	Teacher	1
Crystol Rushing	Teacher	1
Delinda Palos	Teacher	1
Denise Lincoln	Teacher	1
Doris Townsell	Para	1
Dusti Kent	Teacher	1
Hillary Lancaster	Teacher	1
Inetta Bailey	Teacher	1
Jamie McGlone	Teacher	1
Janet Guerra	Teacher	1
Jennifer Williams	Para	1
Kimberly Rowland	Teacher	1
Lana Engel	Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lauren Kaldahl	Teacher	1
Lisa Gonzales	Teacher	1
Megan Coody	Para	1
Meigan Torres	Teacher	1
Pam Lane	Teacher	1
Shalocka Kamp	Teacher	1
Stephanie Walters	Teacher	1
Teresa McNeese	Teacher	1
Teresa McNeese	Teacher	1
Tracy Moody	Teacher	1
Tracy Moody	Teacher	1
Tristan Clay	Para	1
Whitney Bonner	Teacher	1
Yolunda Ellison	Teacher	1

Title I - Previous

1.1: Comprehensive Needs Assessment

While we have many great and exciting things happening at Kerens ISD, there is still room for improvement. It is our focus and goal to improve our meets and masters rates for our students on the STAAR and End of Course tests. We completed all of our facilities, and starting to see growth of students, and staff to our district. We will improve our ELAR scores at every grade level this year. Our focus is still on Meets and Masters of the STAAR and End of Course Exams given by the state each year. With the most up to date accountability score, our District scored an 87. We would like to strive to push that score to an A rating this next year. With the assistance of all of our Federal Funds this will allow our teachers the resources needed to help close the gap, and allow our students to continue to grow in their learning.

2.1: Campus Improvement Plan developed with appropriate stakeholders

We incorporate stakeholders from our community to assist in the development of our Improvement Plan. We have teachers, administrators, parents, students, and community members that are on our committee.

2.2: Regular monitoring and revision

Our committee meets three times a year to check for goal attainment and goal reality.

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

The plan is posted on our website under the parents and students tab. We offer it at both schools, and administration office. We have an english and spanish version.

2.4: Opportunities for all children to meet State standards

The focus of our teachers, and staff are for the success of all students to meet all State and Federal Standards and to graduate and become productive citizens in and out of our local community.

2.5: Increased learning time and well-rounded education

We will utilize these funds to increase the amount of learning time for all of our students before, during, and after school hours. Our teachers and staff will do whatever it takes for our students to be successful in and out of the classroom. We expect all of our students to be well rounded students and citizens.

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

All of our students can and will be successful as our teachers and staff work to address their needs. Our focus is on all of our students, however the federal monies that have been awarded to Kerens ISD, allows for an even more in-depth work with our at-risk students. We have been able to bring on four interventionist and several paraprofessionals that assist our At Need Students.

3.1: Annually evaluate the schoolwide plan

Our committee, and our school board evaluate our plan annually to make sure that we are successful at meeting all of our goals, and we work together to formulate any and all changes that need to be made to our plan.

4.1: Develop and distribute Parent and Family Engagement Policy

We offer several opportunities for Parent and Family engagement throughout the school year. Our focus is on all of our students and families being comfortable in and around our schools. It is important that we all work together for the success of all of our students.

4.2: Offer flexible number of parent involvement meetings

Our parent and family involvement meetings are at various times throughout the school year. We have before, during, and after school meetings. We take great pride in spacing out our meetings so that multiple parents, and family members can participate. We offer food at breakfast, and lunch during the day. We offer food for our families when we have meetings at night after school. We will do whatever it takes to have our families involved in their childrens education.

Title I - Updated

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carol Foreman	Para	Secondary	1
Denise Lincoln	Interventionist	Secondary	1
Kristi Dalrymple	Interventionist	Seconday Ed	1.0
Megan Coody	Para	Elementary	1
Nikki Hurd	Interventionist	Elementary Ed	1
Pam Lane	Interventionist	Secondary	1
Sonia Anderson	Interventionist	Elementary Ed	1.0

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

District Funding Summary

Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	8			\$44,720.00
1	6	2		270 Title V	\$16,672.00
1	6	2		211 Title I Funds	\$384,290.00
1	7	5		ESSER II and III	\$0.00
2	1	11			\$31,159.00
5	1	2	Title I Part A Funds		\$0.00
Sub-Total					\$476,841.00
Local, State, Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	6	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00

Local, State, Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	5			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	7	8			\$0.00
2	1	3			\$0.00
2	1	9			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	4	2			\$0.00
1	6	1			\$0.00
1	7	2			\$0.00
1	7	6			\$0.00
1	7	8			\$0.00
Sub-Total					\$0.00
State & Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	2			\$0.00
Sub-Total					\$0.00