

**Kaufman Independent School District**  
**District Improvement Plan**  
**2018-2019**



# Mission Statement

KISD will equip students to become lifelong learners committed to academic excellence, integrity, responsible citizenship, and service to others.

## Vision

Preparation Purpose Pride

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# Comprehensive Needs Assessment

Revised/Approved: November 01, 2018

## Demographics

### Demographics Summary

Kaufman ISD is a public school district that meets the unique needs of approximately 4000 K-12th grade students. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. The district consists of seven campuses; Helen Edwards Early Childhood Center (Head Start, PK, K), Monday Elementary (grades 1-5), Phillips Elementary (grades 1-5), Lucille Nash Elementary (grades 1-5), O.P. Norman Junior High School (grades 6-8), Kaufman High School (grades 9-12), and Gary Campbell High School (an alternative high school campus). Our four campuses that serve PK through 5th grade are all identified as title I campuses. This is the first year for KISD to have three community-based elementary schools.

According to the 2016-2017 Texas Academic Performance Report, we have 63% Economically Disadvantaged students, 45.4% Hispanic, 46.5% White, 5.1% African American, and 2% two or more races. 43.9% of our students are identified as At-Risk. 15.8% of our students are English Language Learners (ELLs). 5.5% of our students are identified as Gifted and Talented and 9.1% are identified as Students with Disabilities.

Attendance rates are above the state average and have remained steady over the years. Last year we had an attendance rate of 95.9%. The dropout rate for 2015-2016 was .3%, which is significantly below the state average.

The federal mandate for highly qualified teachers has now expired, but KISD continues to place a high priority on employing a high quality, talented staff. Our average years of experience for teachers is 13.8 years.

### Demographics Strengths

KISD has a diverse student population that provides a rich school culture and community that values education. Our population is fairly stable and growing at about 1% per year with expectation to continue in this pattern over the next 10 years.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

The 2018 STAAR scores include the performing levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are likely to succeed in the next grade level. The +/- on the following charts show the direction of scores from 2016 to 2017.

2018 is the first year for districts to be graded on the A-F scale. KISD's grade for 2018 was a B.

2018 Accountability Report Card							
Enter Name of District		Kaufman ISD					
		District					
Enter % EcoDis - Fall 2017 Snapshot		69.7					
	Raw Score	Enter Scale Score*	Letter Grade	Overall Grade Components		Weight	Total
Domain I - Student Achievement		75	C	Best Scale Score: Domain I, Domain II-Part A or Domain II-Part B	84	70%	58.8
STAAR Component (40%)	44	75	C				
CCMR (40%)	37	68	D				
Graduation Rate (20%)	97.8	90	A				
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		84	B				
Part A - Academic Growth	72	84	B				
Part B - Relative Performance	41	74	C				
Domain III - Closing the Gaps	32	71	C	Domain III Scale Score	71	30%	21.3
Academic Achievement (%age of Indicators Met)	32						
Graduation Rate (%age of Indicators Met)	60						
EL Proficiency (%age of Indicators Met)	100						
School Quality (%age of Indicators Met)	0						
* To find the Scale Score applicable to each Raw Score, click on the link below and select Accountability Ratings Scaled Score Conversion Tool				Overall Score		80	
<a href="https://tea.texas.gov/2018scalingresources.aspx">https://tea.texas.gov/2018scalingresources.aspx</a>				Overall Letter Grade		B	

The following chart indicates the change in STAAR achievement from 2017 to 2018

	District*		African American*		Hispanic*		White*		Two or More Races*		Special Ed*		Econ Disadv*		ELL*	
<b>All Subjects</b>																
Approaches	74	+3	66	-1	69	+3	80	+5	80	+3	44	+9	70	+3	49	+5
Meets	41	+4	29	-1	35	+3	50	+8	44	+8	22	+4	35	+5	14	+4
Masters	16	+3	9	+1	12	+2	21	+4	19	+7	8	+2	12	+2	4	-6
<b>Reading/ELA</b>																
Approaches	69	+1	61	-6	63	-3	76	+1	71	-6	38	+8	64	=	40	+3
Meets	37	-3	28	-3	29	-4	47	+1	39	-6	19	+2	30	-3	9	-1
Masters	13	+1	9	+3	9	-1	17	+1	16	+5	6	=	9	=	2	-2
<b>Mathematics</b>																
Approaches	80	+4	74	+2	76	+3	84	+4	84	+6	52	+14	77	+4	63	+7
Meets	45	+6	30	-1	41	+5	51	+8	47	+5	26	+3	41	+7	23	+1
Masters	20	+5	11	+5	17	-2	24	+5	27	+12	12	+6	17	+6	9	+1
<b>Writing</b>																
Approaches	59	-5	68	+9	49	-12	67	=	92	+1	18	-11	52	-7	29	-12
Meets	30	=	28	-5	22	-5	39	-8			10	-18	24	=	5	-15
Masters	6	-1			5	+1	8	-2					4	=		
<b>Science</b>																
Approaches	83	+9	64	-16	79	+10	89	+11	85	-3	57	+15	79	+7	58	+20
Meets	50	+7	25	-9	44	+10	58	+5			23	+4	43	+7	15	+5
Masters	21	+6	11	=	14	+4	28	+8					15	+3		
<b>Social Studies</b>																
Approaches	78	+10	71	-3	74	+13	85	+10			44	+5	73	+9	50	+17
Meets	44	+9	39	+1	38	+11	53	+13			33	+15	37	+7		
Masters	19	+5			14	+4	26	+9					12	+1		

## **Student Academic Achievement Strengths**

- Although our passing rates are not as high as we would like for them to be, we did show positive growth in most areas
- Scores across the board are beginning to rise. We expect this to continue in 2019.
- Math, Science, and Social Studies showed significant improvement in 2018.
- KISD's grade of 'B' places the district somewhere in the top 40% of Texas districts
- Reading levels in PK through grade 2 continue to improve



## District Processes & Programs

### District Processes & Programs Summary

KISD employs 260 certified teachers, 38 support professionals, 26 administrative staff members, 66 educational aides, and 95 other paraprofessionals and auxiliary staff for a total of 484 staff members.

Over the past few years, we have completely overhauled our literacy program k-6. This includes a complete revamp of the scope and sequence, the implementation of guided reading including the purchase of leveled libraries, purchase and implementation of comprehension toolkits, and a renewed commitment to phonics education with the purchase and implementation of Saxon Phonics. Last year we began placing more emphasis on writing with the implementation of Writer's Workshop (Lucy Calkins Units of Study). This year we are strengthening our focus on writing.

We also implemented new Math scope and sequence for grades 3 and 4 in 2016-2017 and grades k-2 in 2017-2018. The district Math teachers also collaborated to develop and implement a unified district problem solving model.

We are using Leveled Literacy Intervention for tier 3 intervention. We are in the third year of full implementation and have seen significant improvement amongst our tier 3 students.

At the high school level, we continue to expand and enhance our program offerings to help prepare students for life beyond high school. The CTE program has nearly doubled in the past five years. We offer students multiple pathways in all five endorsement options. We completed construction of a new high school with features specifically designed to support our endorsement pathways including:

- A state of the art performing arts center
- Ag Science and Floral Design classrooms and shop
- A beautiful gym with seating for 1400
- A complete culinary arts commercial kitchen and learning space
- Multiple computer labs with new computers
- A Journalism lab with new Mac computers
- A fully functioning TV studio
- A digital graphics and animation lab
- New rehearsal spaces for theater, band, and choir
- New or newly refinished classrooms for all classes
- New collaboration-friendly classroom furniture for all classrooms
- An engineering lab with a robotics section and lab
- A two-level media center
- A Go-Center for college and career prep

In 2018, we implemented the Read Right program at JH and HS to assist students who struggle with reading. The program has already shown incredible success.

### **District Processes & Programs Strengths**

- Renewed approach to both Math and Reading instruction over the past few years
- Instructional Facilitators for Bilingual education as well as math and reading
- Planning days built into calendar
- All principals use some form of Friday focus to communicate with staff
- Safety plans and monthly drills in place
- The district benefits from many experienced teachers
- The new HS will greatly benefit FA and CTE programs as well as general education classes
- New PAWS safety system implemented this year to combat bullying and threats to student and teacher safety

## Perceptions

### Perceptions Summary

Our yearly climate survey for teachers indicates that the campus climates throughout the district are fairly positive from the teachers' perspective.

The teachers and staff at KISD continue to be committed to ensuring we provide a safe, secure and nurturing learning environment that provides students with a quality education and helps parents become part of the learning process. We hope that each and every child that walks our halls, leaves knowing that they matter, are valued, and hold worth. We work hard as a staff to meet the needs of each individual student.

We set our expectations high for academic success, and it is also our expectation that students will be good citizens at school and in the community. Parents are a vital component to the achievement and success of our students.

The new community alignment of our elementary schools should help facilitate sustained family involvement. Reaction to the realignment has been extremely positive.

### Perceptions Strengths

- Positive staff relationships
- The community in general is highly supportive of school activities
- The School works hard to give back to the community

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: November 01, 2018

## Goal 1: Improve Student Achievement

**Performance Objective 1:** State assessment scores in all core areas will meet or exceed state standards for all student groups.

**Evaluation Data Source(s) 1:** STAAR Results

TAPR

Eduphoria

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Continue to support and improve guided reading program in grades k-6	2.4, 2.5, 2.6	Principals Instructional Facilitator Asst Sup of Academics	Small group instruction in reading will lead to better targeted instruction and a higher percentage of students reading on or above grade level				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7  2) Provide district-wide staff development in areas of specific need	2.4, 2.5, 2.6	Asst Sup of Academics Directors Principals	Teachers will be better prepared to attack areas of weakness				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  3) Fully implement revamped Math Scope and Sequence for K-6 with TEKS and Vocabulary focus	2.4, 2.5, 2.6	Asst Sup of Academics Principals Math Inst Facilitator	The new guides focus attention on the TEKS which will assist the teachers in building the required knowledge and skills in their students.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  4) Use Lexia to track student reading levels and reinforce reading instruction	2.4, 2.5, 2.6	Teachers Principal Inst Facilitator	Teachers will have a better understanding of student learning gaps. This will guide instruction that leads to improved reading. Students will benefit from personalized intervention.				

<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 5) Use computer Math program ( Dreambox) to fill gaps and build student math skills	2.4, 2.5, 2.6	Principals Math Inst Facilitator	Students will increase their mathematical abilities and will perform better on state and local assessments				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 6) Employ RTI facilitator to continually improve effectiveness and efficiency of the RTI program	2.4, 2.6	Principals Asst Sup of Academics	Our RTI program will meet the intervention needs of students allowing them to progress toward grade level.				
<b>Critical Success Factors</b> CSF 1 CSF 2 7) Use common assessments and data reviews to help guide instruction.	2.4, 2.5, 2.6	Principals Instructional Facilitators	Data driven instruction will lead to more effective teaching and intervention which will make the students more successful.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 8) Use LLI with Tier 3 readers	2.6	RTI Facilitator Principal Intervention Teachers	Tier 3 readers will significantly improve reading abilities				
<b>Critical Success Factors</b> CSF 1 9) Use Saxon Phonics in K-2		Principals Reading Facilitator Teachers	Students will have a better foundation in phonics as a result of using this proven system				
<b>Critical Success Factors</b> CSF 1 CSF 2 10) Continue to provide and support intensive reading intervention in PK-6		Principals Reading Intervention Teachers	Struggling readers will show significant progress toward grade level.				
	Funding Sources: Title I Funds - 489273.00						
<b>Critical Success Factors</b> CSF 1 CSF 4 11) Support and provide early instructional support for ELLs in PK-1st with additional paraprofessionals		Principals Bilingual teachers Paraprofessionals	Students will improve English speaking skills when provided with this additional support.				
	Funding Sources: Title III Funds - 54948.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div><div>0%</div></div><div>= No Progress</div></div> <div><div>✗</div><div>= Discontinue</div></div>							



## Goal 1: Improve Student Achievement

**Performance Objective 2:** Percentage of students mastering grade level on state accountability will meet or exceed state average in all subjects for all student groups

### Evaluation Data Source(s) 2: STAAR Results

TAPR

Eduphoria

### Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 1) Support Dual Credit / AP / Pre-AP courses	2.4	Asst. Sup of Academics Principal	Students who take these courses will expand their knowledge and abilities and will experience higher levels of success				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 2) Continuously emphasize the value of high expectations and rigor through various modes of communication and training.	2.4, 2.5, 2.6	Asst Sup of Academics Principals Teachers	Teachers will maintain high expectations for themselves and for students leading to higher levels of knowledge and skills among students.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 3) Focus attention on student progress rather than just meeting a standard	2.4	Principals Teachers	With focused attention on growth for every child, students will be more likely to reach their full potential				
<b>Critical Success Factors</b> CSF 1 4) Administer PSAT to all Sophs and Jrs		Principal Counselor	Students will be more prepared when it comes time to take the SAT/ACT leading to higher scores and higher rates of student acceptance in colleges of their choice.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 5) Utilize Math Instructional Facilitator position	2.4, 2.5, 2.6		The facilitator will help teachers disaggregate data and refine teaching skills leading to higher levels of student success.				
Funding Sources: Title II Funds - 65000.00							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 6) Utilize a Math consultant	2.4, 2.5, 2.6	Math Facilitator Principals Asst Sup of Academics	The consultant will help make sure we are on track with our approach to mathematics instruction which help teachers and students maximize their potential.				





<b>Critical Success Factors</b> CSF 1	2.4, 2.5, 2.6	HS Principal HS Counselor	This will allow some students to attend college who may not have the opportunity otherwise.				
7) Pay DC tuition for low-socio students							
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

## Goal 2: Improve Student Career and College Readiness

**Performance Objective 1:** Percentage of students graduating with an endorsement will meet or exceed state averages.

**Evaluation Data Source(s) 1:** Graduation records  
PEIMS

### Summative Evaluation 1:



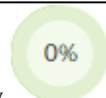

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Continue to develop and support multiple pathways in each of the 5 endorsement tracks.	2.5	Asst Sup of Academics Principals Associate Principal Counselors Teachers	Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers				
<b>Critical Success Factors</b> CSF 1 CSF 6  2) Implement new CTE courses to add to pathways as students reach the upper levels	2.5	Asst Sup of Academics Principals Associate Principal Counselors Teachers	Students will be able to graduate with endorsements in areas of interest and will be more prepared for college or careers				
<b>Critical Success Factors</b> CSF 5 CSF 6  3) Develop partnership with TVCC and Texas Health Presbyterian Hospital to support addition of CNA program to Health Science in 2018-2019	2.5	Asst Sup of Academics Principals Associate Principal	By 2018-2019 we will have a program that will allow students to graduate with a CNA and be prepared for careers in health science. This will benefit the students, the hospital, the local community, and the greater medical community.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  4) Counselors will meet with all current HS students to review grad plans and with all 8th grade students and their parents to design or select grad pathways	2.5, 2.6	Principal Counselors	Personal connection will help parents and students to be more informed and make wise decisions regarding college and career prep.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

**Goal 2:** Improve Student Career and College Readiness

**Performance Objective 2:** Completion rates, attendance rates, and dropout rates will meet or exceed state standards and averages.

**Evaluation Data Source(s) 2:** PIEMS Reports  
TAPR

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1  1) Provide an alternative choice HS - GCHS to meet the needs of at-risk students	2.6	Superintendent GCHS staff	Through a supportive and individualized atmosphere, this campus will allow at-risk students to graduate who may have otherwise had a very difficult time doing so.				
<b>Critical Success Factors</b> CSF 1  2) Provide night school for at-risk students at GCHS	2.6	GCHS Principal	This will allow at-risk students to graduate who may have otherwise had a very difficult time doing so.				
<b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  3) Conduct data review with principals to identify and locate leavers from the previous year.	2.6	Assistant Sup for Academics Director of Accountability Secondary Principals, Counselors, and Registrar	This process will help keep kids from falling through the cracks. Particularly, students who withdraw to attend another school, but never show up at that school.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

**Performance Objective 1:** The district will provide high quality staff development.

**Evaluation Data Source(s) 1:** Eduphoria Workshop  
R10 Offerings

#### Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Provide district-wide staff development in areas of specific need.		Asst Sup of Academics	Teachers will be better prepared to attack areas of weakness leading to improvement in those areas.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7 2) Use exchange hour program for professional development.		Asst Sup of Academics Principals	This will allow teachers to seek training on topics of interest or need. It will allow them to target training in line with their T-TESS goals. This will help them better serve their students' needs.				
<b>Critical Success Factors</b> CSF 3 CSF 7 3) Utilize district-developed, principal-led compliance training for required professional development.		Asst. Sup Principals`	Face-to-face training will allow principals to emphasize important aspects of the law and district expectation in order to better inform teachers.				
<b>Critical Success Factors</b> CSF 3 CSF 7 4) Implement campus-based, ongoing ethics training.		Asst Sup Principals	This training will strengthen teachers' awareness of ethical practices and help avoid unethical behavior.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

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

**Performance Objective 2:** The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff.

**Evaluation Data Source(s) 2:** Personnel reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 7 1) Give hiring preference to fully certified candidates		Asst Sup of HR and Operations	This will ensure that we are putting the most qualified teachers in the classroom.				
<b>Critical Success Factors</b> CSF 7 2) Provide new teacher orientation		Superintendent Asst Superintendents	New teachers will be able to assimilate to the KISD culture. Expectations will be made clear				
<b>Critical Success Factors</b> CSF 7 3) Provide a mentor program for teachers new to the profession		Asst Sup or HR Mentor Program Advisor	This program will help brand new teachers progress in their development and help keep them from feeling overwhelmed.				
<b>Critical Success Factors</b> CSF 1 CSF 7 4) Use T-TESS system with Student Learning Objectives		Principals	This system helps keep the teachers focused on continual growth for themselves and their students.				
<b>Critical Success Factors</b> CSF 1 CSF 7 5) Ensure that low income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers.		Asst Superintendent of HR	All students will have equal access to high quality teachers.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Goal 4: Improve Student Programs & Services



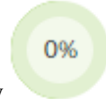

**Performance Objective 1:** Technology will be integrated throughout the district.

**Evaluation Data Source(s) 1:** Usage Reports

Tech Plan

Tech survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 1) Additional ipad carts, laptop carts, stationary labs, Chromebooks	2.4, 2.5, 2.6	Director of Technology Asst Sup of Academics Principals	The addition of new devices will allow more students and teachers to use technology at the same time leading to greater learning opportunities.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 2) The new HS is completely outfitted with new computers including all checkout labs, teaching labs, teacher laptops, journalism Mac lab, band practice room laptops, and TV/graphics and animation lab.	2.5	Asst Sup of Academics Director of Technology CFO Technology Staff	New computers will allow students to prepare for life beyond high school in a technological world.				
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6 3) Upgrade and redesign the district website		Director of Technology All Directors All Administrators	The new design will help convey the vision of the district and make it easier for parents and community members to find important information.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 4) Build a mobile literacy lab and put it into use.	2.4, 2.5, 2.6	Asst. Sup Technology Director Reading Facilitator	This mobile lab will expand learning opportunities for students during the school-year and the summer.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## Goal 4: Improve Student Programs & Services

**Performance Objective 2:** Students in need of specialized services will be properly identified and served.





### Evaluation Data Source(s) 2: Program Data and Evaluations

SST Data

RTI Data

PIEMS

### Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 1) Continue enhanced EL progress tracking and intervention system on every campus.	2.4, 2.5, 2.6	Principals Teachers	EL STAAR passing rates will improve by 10% in all subject areas. For younger campuses with no STAAR, the percentage of ELs reading on grade level will improve by 10%.				
<b>Critical Success Factors</b> CSF 1 2) Ensure continuum of services to address student needs including the treatment of dyslexia.		Director of Special Populations	Recently acquired training will be utilized to identify and assist students with dyslexia allowing the students to be more successful.				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 3) Utilize updated RTI policies and procedures		RTI Facilitator	Students in need of intervention will be better served and will make greater progress toward grade level achievement.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 4) Support elementary and junior high campuses through the first year of realignment.		Board Superintendent All administrators All directors	Moving to community elementary schools will help with continuity of education and services since students will not be changing schools every two years. Parents will be more plugged in with more consecutive years on a single campus. As a result, student learning will improve which will be evidenced by local and state assessments.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 5) Add Bilingual Facilitator/Parent Liason	2.4, 2.5, 2.6	Assistant Superintendent Principals Director of Special Populations	The bilingual facilitator will work with teachers to ensure effective practices are used to help our ELs. She will also work to engage our Spanish-speaking parents in the school system.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							



## Goal 4: Improve Student Programs & Services

**Performance Objective 3:** A safe and orderly learning environment will be provided on all campuses.

### Evaluation Data Source(s) 3: Discipline Records

Safe Schools report

School Resource Officer information

EOPT data

### Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 6 1) Utilize a discipline management plan that is effective and equitable		Assistant Superintendent Principals Assistant Principals	Fair, balanced, consistent and firm discipline practices will contribute to a safe and orderly learning environment.				
2) Campus administration and staff will use anti-bullying training and protocol		Asst Superintendent Principals Teachers	Students will have a safe and positive learning experience.				
<b>Critical Success Factors</b> CSF 3 CSF 6 3) Employ and oversee ISD police department		Asst Superintendent Police Chief	An effective police force will help ensure that the campuses are safe and able to provide an orderly learning experience.				
<b>Critical Success Factors</b> CSF 1 CSF 4 4) District will support proactive discipline strategies and look for alternatives to ISS		Asst Superintendent Principals Asst Principals	Proactive discipline will limit more serious discipline issues. Alternatives to ISS will allow students more time in the classroom for instruction.				
5) District Emergency Operations Procedures Team will conduct audits and update EOP as needed.		Asst Superintendent EOPT	The district will proactively deter terroristic activities and also be prepared to deal with campus emergencies as they arise.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 6) Implement new Protect the Pride safety system to combat threats to student and teacher safety	2.6	Asst. Sup. Principals Chief of Police	This program will help ensure that KISD provides a safe learning environment.				

<b>Critical Success Factors</b> CSF 3 CSF 6 7) Create a Student Safety Advisory Council		Assistant Superintendent	Student representatives from every grade level will meet periodically with the Assistant Superintendent to communicate student perspective on school safety issues. This information will be used to provide a safe and comfortable learning environment.				
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>→</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

**Goal 4:** Improve Student Programs & Services**Performance Objective 4:** Parental and community involvement will be prioritized.**Evaluation Data Source(s) 4:** PTO Data



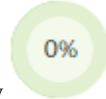

Lunch and Learn Participation

Parent survey

Social media feedback

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5  1) Continue district-wide outreach program for EL parents to help build connections and capacity	2.4, 2.6, 3.2	Director of Special Populations Principals Project implementation team	EOY parental survey will show that ELL parents feel more welcome, informed, and valued; and possess new knowledge and resources allowing them to better support their child's education.				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6  2) Provide meeting invitations in Spanish and provide interpreters at meetings	3.2	Principals	Our Spanish speaking parents will be better informed, will feel more welcome and valued, and will be better able to support their child's education.				
<b>Critical Success Factors</b> CSF 5 CSF 6  3) District will use website and social media to keep parents informed.		All District Admin	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.				
<b>Critical Success Factors</b> CSF 5 CSF 6  4) District will provide opportunities for parents to access campuses	3.2	All district admin KISD police	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.				
<b>Critical Success Factors</b> CSF 5 CSF 6  5) Increase parent night activities on all campuses	3.2	Principals	Parents will be better informed, feel a stronger connection to the school and better able to support their child's education.				



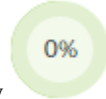

<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 6) Create community Wi-Fi Hotspot between KHS and GCHS	2.4, 2.5, 2.6	Asst. Sup. for Academics Directory of Technology	This hotspot will allow internet access after school hours for students and parents who do not have access at home.				
7) Provide ESL College Nights at KHS for Spanish-speaking parents of HS students.	3.2	HS Principal HS Counselor Bilingual Facilitator	These college nights will provide important college information to Spanish-speaking parents. We hope this will lead to more ESL students attending college.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

**Goal 4:** Improve Student Programs & Services

**Performance Objective 5:** The district will maintain compliance with state and federal laws and regulations.

**Evaluation Data Source(s) 5:** Policy  
R10 Compliance Check

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	July	Aug
<b>Critical Success Factors</b> CSF 3 1) Provide monthly and periodic legal/policy updates for administrators		Central admin Directors	Campus administrators will remain current on policy and legal issues and will be better equipped to inform their staff.				
2) Monitor federal and special programs to ensure compliance.		Asst Sup of Academics Director of Special Populations Director of Special Education	The district will be in compliance with regulations pertaining to federal and special programs				
3) Ensure compliance with all financial rules and regulations		CFO	District will be compliant with all financial rules and regs as confirmed by a clean audit and high FIRST rating				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 4) Conduct rotating program evaluations		Superintendent Central Admin Directors	Rotating program evaluations will help the district ensure that all programs are in compliance and meeting the needs of our students.				
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							

## District Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Intervention teachers		\$489,273.00
Sub-Total					\$489,273.00
Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Math Instructional Facilitator		\$65,000.00
Sub-Total					\$65,000.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Paraprofessionals		\$54,948.00
Sub-Total					\$54,948.00
Grand Total					\$609,221.00

## **Addendums**

# KISD DISTRICT IMPROVEMENT PLAN 2018-2019

## APPENDIX A: STATE AND FEDERAL MANDATES

### ***Anti-Bullying***

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All campuses will implement and support KISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. School staff members will be trained in the KISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals, and Campus Counselors Region X Online Training	Discipline Reports
3. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of HR	Discipline Reports, and Agendas

### ***Child Abuse & Sexual Abuse Prevention***

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All campus staff members will be trained to recognize and Report Child Abuse.	Region 10	Asst. Sup. of Academics, and Campus Counselors Region X Online Training	Training Certificates, Agendas, Survey Reports
2. All school staff members will follow the KISD Child Abuse reporting Protocol.	Region 10	Asst. Sup. Academics, and Campus Counselors, Region X Online Training	Counselor Documentation

### ***Coordinated Health - SHAC Council***

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes, Agendas, Sign-in
2. The council will provide the KISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents.	Student Services Budget	Co-Chairs	Membership List



### ***Suicide Prevention***

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will complete the Region X online training "Suicide Prevention: Don't Keep It a Secret"	Region 10	Principals/ Directors	Eduphoria Workshop Records

### ***Dating Violence Awareness***

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Secondary Schools will provide ongoing staff training on relationship abuse awareness, detection, and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
2. High Schools will implement programs to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Asst. Sup. of Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Report

### **Post-Secondary Preparedness: Admissions & Financial Aid Information**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Campuses will provide college and post high school information to all students including financial aid information.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
3. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
4. College & Career Day will be scheduled to offer opportunities for students and parents to visit with college recruiters & businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
5. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled & Passing in Dual Credit Courses

6. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget, and Campus Budgets	Asst. Sup. of Academics, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data
7. Department of Assistive Rehabilitation Services Meeting with Students and Parents	DARS	Special Populations Dir	Sign-in College enrollment

## KISD DISTRICT IMPROVEMENT PLAN 2018-2019

### APPENDIX B: STATE COMPENSATORY EDUCATION FUNDING

Under [Chapter §29.081 of the Texas Education Code](#) (TEC), compensatory education is defined as programs or services designed to supplement the regular education program for students identified as being at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. In Kaufman ISD, state compensatory education funds are allocated in the following manner:

Helen Edwards	15 FTE	\$288,125
Monday Elem.	8 FTE	\$168,651
Phillips Elem.	6 FTE	\$179,983
Lucille Nash Elem.	2 FTE	\$77,208
O.P. Norman J.H.	3 FTE	\$51,964
Kaufman H.S.	8 FTE	\$222,854
Cary Campbell H.S.	17 FTE	\$561,714
KISD Total	60 FTE	\$1,551,702

## **KISD DISTRICT IMPROVEMENT PLAN ACRONYM INDEX**

AP	Advanced Placement
Comp	Ed Compensatory Education
CTE	Career and Technical Education
EOC	End of Course
ELL	English Language Learner
ESL	English as a Second Language
GT	Gifted and Talented
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
ISS	In School Suspension
PBMAS	Performance Based Monitoring Assessment System
PBS	Positive Behavior Supports
PEIMS	Public Education Information Management System
RtI	Response to Intervention
SCE	State Comprehensive Education
SHAC	School Health Advisory Council
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:	The student in the public education system will demonstrate exemplary performance in the reading and writing of the	English
language.		
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.	
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.	
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.	

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Critical Success Factors**

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

### **1. Improve Academic Performance**

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

### **2. Increase the Use of Quality Data to Drive Instruction**

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

### **3. Increase Leadership Effectiveness**

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

### **4. Increased Learning Time**

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the

result of which is “higher academic achievement, especially for disadvantaged students.” (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

### **5. Increase Family and Community Engagement**

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

### **6. Improve School Climate**

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools’ effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

### **7. Increase Teacher Quality**

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.



# TEA Strategic Priorities

The TEA works to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems, working towards the vision that every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen. To achieve this vision for public education in Texas, the Agency has outlined specific strategic priorities to guide and focus our work on behalf of the more than five million school children in our State.

