

Kirbyville CISD
District Improvement Plan
2018-2019



Mission Statement

The mission of Kirbyville Consolidated Independent School District is to engage all students in a high quality education so they may become responsible, productive citizens in a global society.

Vision

The student comes first in the Kirbyville Consolidated Independent School District (KCISD). Good communication occurs among both staff and students, and there exists an atmosphere of mutual respect and trust coupled with high expectations for all. Students want to be in attendance to partake in a wide variety of available programs. Through participation in our program offerings, students graduate believing that they can make a positive difference in the world.

KCISD is an exemplary learning institution recognized for its excellence. It is the kind of school system that all parents would want for their children. Potential employees desire jobs in the system and current employees wish to remain because of the student-focused, positive, and supportive climate which is further enhanced by the district's benefits and compensation package. At KCISD students and employees enthusiastically accept the challenge to become the very best they can be.

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Comprehensive Needs Assessment

Revised/Approved: October 15, 2018

Needs Assessment Overview

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

Improvement Planning Data

- District goals
- 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 I: Student Achievement STAAR Performance
- Domain II: School Progress
- Domain III: Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- 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
- Progress on prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 & 8
- Local common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, etc.
- Economically Disadvantaged/Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting service to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

Demographics

Demographics Summary

Kirbyville CISD's demographics have remained relatively consistent for the past 3 years (based on the TAPRs for 2015-16, 2016-17, and 2017-18). The ethnicity breakdown for the district and the changes in the makeup of the student population are as follows:

KCISD Total Enrollment: 1504

- African American - 10.6% to 9.4% (1.2% decrease)
- Hispanic - 6.5% to 7.4% (0.9% increase)
- White - 78.2% to 78.3% (0.1% increase)
- American Indian - 0.4% to .1% (0.3% decrease)
- Asian - 0.4% to 0.5% (.1% increase)
- Two or More Races - 3.9% to 4.3% (0.4% increase)

Student by special populations and their trends over the past 3 years are broken down as follows:

- At Risk - 45.6% to 37.2% (8.4% decrease)
- Career & Technical Education - 27.1% to 26% (1.1% decrease)
- Gifted & Talented - 2.9% to 5.1% (2.2% increase)
- Economically Disadvantaged - 60% to 63.4% (3.4% increase)
- Special Education - 3.3% to 7.3% (4.0% increase)
- English as a Second Language - 2.6% to 2.1% (0.5% decrease)

Demographics Strengths

- Kirbyville CISD staff members are dedicated to providing all students a quality education through a rigorous and challenging curriculum using evidence-based instructional strategies.
- Kirbyville CISD considers a variety of data sources, such as teacher surveys, walkthrough data, assessment results, etc., to plan professional development activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Kirbyville Consolidated School District has difficulty attracting and retaining teachers with effective teaching practices because our salary packages have not been competitive with neighboring districts nor have we provided adequate supports to improve teacher performance and teacher retention. **Root Cause:** Because salary packages are small, teachers who are looking for jobs are more attracted to high salary and incentive packages in other districts.

Problem Statement 2: 69% of ESL students in grades 3-8 did not meet the passing standards on STAAR Reading. **Root Cause:** Teachers need more training on the effective use of ELPS strategies and sheltered instruction.

Student Academic Achievement

Student Academic Achievement Summary

Data is disaggregated after each checkpoint and state assessment by every program and student group and evaluated with administration and teachers. STAAR data indicates fewer African American students met the Approaches level than other ethnicity groups in reading and mathematics. Special education students and EL student groups were significantly lower than students in other program areas in all content areas.

Student Academic Achievement Strengths

- Kirbyville CISD students continue to perform well on STAAR as compared to Region 5 and the state at the Approaches Level in the areas of: 3rd grade reading, 5th grade reading, 5th grade science, 5th grade math, 7th and 8th grade reading, 8th grade science, 6th - 8th grade math, 7th grade writing, English I and II, Algebra I, and Biology.
- At the Meets Level: 5th grade science and math, 6th grade math, 7th grade reading and math, 8th grade reading, science, and math, and Biology.
- At the Masters Level: 3rd grade reading, 5th grade science, 6th grade math, 7th grade reading, science, and math, 8th grade reading, science, and math, Biology, and US History.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students receiving special education services performed lower than the district on state assessments. **Root Cause:** Teachers need more time to effectively plan and prepare lessons.

Problem Statement 2: Integration of technology in classroom instruction across all curricular areas should be further enhanced. **Root Cause:** Lack of resources prevent teachers and students from accessing appropriate technology integration.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- 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)
- 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
- 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.
- Gifted and talented 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
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals



Revised/Approved: October 15, 2018






Goal 1: KCISD will meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.






Performance Objective 1: KCISD will maintain and refine a viable District curriculum and support its effective implementation in every classroom.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) KCISD will evaluate and update the District Technology Plan to support student learning and 21st Century teaching.</p>	2.4, 2.5	Superintendent, Technology Director	<p>Results of a comprehensive Technology Audit; staff surveys</p> <p>Effective technology integration throughout the curriculum</p> <p>Improved scores on district and state assessments</p>				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.</p>	2.4, 2.6	Superintendent, Assistant Superintendent, Technology Director	Increased teacher effectiveness				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide Gifted and Talented update training for all teachers in core subject areas to improve services to gifted and talented students.</p>		<p>Assistant Superintendent, Principals</p>	<p>Targeted professional development</p> <p>Teachers will better address the academic, social, and emotional needs of GT students.</p>				
<p>Funding Sources: Title II Part A - 500.00</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Continue the use of an aligned curriculum and incorporate it in all subject areas.</p>		<p>Superintendent, Assistant Superintendent, Principals</p>	<p>TEKS Resource System (curriculum framework, lesson plans</p> <p>Teachers will provide high-quality instruction across all content areas.</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Funding Sources: Rural and Low Income - 5390.00</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Monitor and evaluate the effectiveness of all instructional programs</p>	<p>2.5</p>	<p>Principals</p>	<p>STAAR results, progress monitoring data</p> <p>Improved student outcomes</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Dyslexia services are provided to students who meet the district guidelines for qualification as a student with dyslexia. KCISD will provide intensive, systematic, multisensory, research-based reading instruction to identified students with dyslexia.</p> <p>The qualification assessments and interventions are aligned with the Texas Dyslexia Handbook, Revised 2014</p>	<p>2.6</p>	<p>Principals, Dyslexia specialist</p>	<p>Improved outcomes for students with Dyslexia</p> <p>STAAR results, TPRI results, Dyslexia testing</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>							
<p>Funding Sources: SCE Funds - 100.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide information to parents and students about high school CTE programs, college, military, and other Post-Secondary options.</p>		<p>Campus principals, counselors</p>	<p>Increased number of students taking and passing CTE courses and completing coherent sequence of CTE courses, number of students attending college, enlisting in the Military, or pursuing other post-secondary opportunities</p>				

Comprehensive Support Strategy Critical Success Factors CSF 1 8) Teachers in grades Kindergarten and 1st will use a supplementary intervention system to improve literacy achievement of struggling readers in grades K through 1 with engaging leveled books and fast-paced systematically designed lessons.	2.5, 2.6	Principal	Increase the percentage of students in Grades Kindergarten and 1st achieving the Tier II level or above on the summative Phonemic Awareness domain assessment from 85% to 88%. ISIP Early Reading Summative assessment				
	Funding Sources: Title I Part A - 2381.00, Title II Part A - 4500.00						
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Performance Objective 1 Problem Statements:



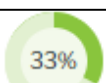
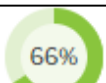
Curriculum, Instruction, and Assessment
Problem Statement 1: Sub-populations (African American, EL, Special Education, Hispanic, ECD) perform below grade level in comparison to the overall district performance Root Cause 1: The staff has not been appropriately trained to differentiate instruction to adequately meet the needs of the diverse sub-populations.
Student Academic Achievement
Problem Statement 1: Students receiving special education services performed lower than the district on state assessments. Root Cause 1: Teachers need more time to effectively plan and prepare lessons.
Problem Statement 2: Integration of technology in classroom instruction across all curricular areas should be further enhanced. Root Cause 2: Lack of resources prevent teachers and students from accessing appropriate technology integration.





Goal 1: KCISD will meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.








Performance Objective 2: KCISD will maintain a set of comparable districts to Kirbyville and compare our overall scores and sub-populations to those districts. The District will perform favorably in comparison to those districts. Credit recovery and student attendance are vital indicators in accomplishing this objective.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Continue the use of data disaggregation tools to determine staff development needs.</p>		Superintendent, Assistant Superintendent, Principals	Improved and targeted professional development Walkthrough summaries, staff development records, six weeks grades, failure reports, State Accountability				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue to utilize ESC consultants</p>		Assistant Superintendent, Principals	Provide staff development for improved and effective instruction.				
Funding Sources: Local Funds - 5500.00, Rural and Low Income - 9220.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Implementation of Response to Intervention (RtI) at all grade levels to identify and provide interventions to support students struggling in the areas of Reading/Languages Arts, Math, and Behavior</p>	2.4, 2.6	Principals	RtI is addressed through Tier I best practices for all students. Tier II and Tier III are more targeted, research-based interventions to meet the needs of individual students. Curriculum based assessments, progress monitoring data, STAAR results				
Funding Sources: SCE Funds - 19480.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide effective, strategic professional development to instructional staff.</p>		Assistant Superintendent, campus principals	To enable teachers to differentiate instruction for students in the Gifted and Talented Program. STAAR data, sign in sheets, teacher participation and feedback				
Funding Sources: Title II Part A - 39000.00							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) Provide support for teachers to include teaching strategies (i.e., differentiated instruction) to improve the success of students with disabilities in the inclusive classroom.</p>	2.4, 2.6	Assistant Superintendent, Campus Principals, Powerwalk observers	<p>Student improvement in core academic areas and improved results on state assessments</p> <p>STAAR/STAAR Alternative 2 results, PBMAS data, walkthrough surveys</p>				
<p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Title II Part A - 5000.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Provide support for campuses in the implementation of programs and interventions for students who have failed to meet standard on STAAR assessments.</p>	2.4, 2.6	Campus principals	<p>Improved success rate for all students on state assessments.</p> <p>STAAR scores</p>				
<p>Funding Sources: SCE Funds - 3400.00, Rural and Low Income - 2250.00</p>							
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>7) Provide professional development throughout the school year on Sheltered Instruction and research-based EL strategies for secondary teachers.</p>	2.4	Assistant Superintendent, campus principals	<p>Provide teachers a set of practices valuable to all teachers in helping ELs learn English and, at the same time, learn content material in English.</p> <p>Increased teacher effectiveness, improved STAAR and TELPAS results for ELs</p>				
<p>Problem Statements: Demographics 2</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.</p>		Technology Director, Assistant Superintendent	Teacher feedback, sign in sheets				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>9) Provide intensive instructional support to identified at-risk students through credit recovery and accelerations for students who did not meet standards on any STAAR assessments.</p>	2.4, 2.6	Principals, counselors	<p>Number of students utilizing the credit recovery program, data from Odysseyware, number of students participating in afterschool tutorials, state and local assessment results, and number of students graduating on time</p>				
<p>Funding Sources: Rural and Low Income - 14600.00, Title II Part A - 3000.00</p>							

10) Increase the number of students taking dual credit courses		Superintendent, Assistant Superintendent, High School principal, high school counselors, TXVSN facilitator	Student participation, report cards, completion rate				
Critical Success Factors CSF 4 CSF 5 CSF 6		Principals, Attendance clerks, Truancy Officer, School Resource Officer	Decrease in the number of excessive absences, reduction in the number of students referred to truancy court				
11) Provide truancy prevention measures	Funding Sources: SCE Funds - 3600.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7	2.4, 2.6	Campus Principals	Increase the academic achievement of academically fragile students.				
12) The district will provide the necessary supports to close the state assessment performance gaps that exist between student groups and improve student growth.	Problem Statements: Student Achievement 1, 2 Funding Sources: Title II Part A - 18667.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Sub-populations (African American, EL, Special Education, Hispanic, ECD, and At-Risk) perform below grade level in comparison to the overall district performance. Root Cause 1: The staff has not been appropriately trained to differentiate instruction to adequately meet the needs of the diverse sub-populations.
Problem Statement 2: 71% of Special Education students enrolled in CTE courses did not meet passing standards on STAAR Algebra I EOC assessments. Root Cause 2: The staff has not been appropriately trained to differentiate instruction to adequately meet the needs of the diverse sub-populations.
Demographics
Problem Statement 2: 69% of ESL students in grades 3-8 did not meet the passing standards on STAAR Reading. Root Cause 2: Teachers need more training on the effective use of ELPS strategies and sheltered instruction.

Goal 1: KCISD will meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.

Performance Objective 3: Continually develop a sense of ownership in students for learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify areas of student interest for potential course offerings.	2.5	Principals, counselors	Survey results, analysis of endorsements selected by students				
2) As a part of Kirbyville CISD's school stability plan, each foster child's individual case is considered on its own factors to determine continued enrollment in the foster child's school of origin. Collaboration will take into account the proximity of the placement of the child's school and to ensure the child can remain in the school of origin if it is in the child's best interest.	2.6	Superintendent, District Foster Care Liaison, Transportation Director	Transportation procedures				
3) Provide services to students identified as homeless under the McKinney-Vento Assistance Act.	2.6	McKinney-Vento Liaison	Increase in attendance and passing rate of identified homeless students				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: KCISD will meet the educational needs of every student by continually addressing teaching and learning so all students reach their maximum potential.

Performance Objective 4: Ensure a climate of high expectations for student behavior to support academic success and post-secondary achievement.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Each campus will develop and deliver a comprehensive character education program.</p>		Principals, counselors	Decrease in the number of discipline referrals Lesson plans				
Funding Sources: SCE Funds - 76708.00							
<p>2) Make timely information available to students about educational opportunities post-high school. This includes:</p> <p>Scholarship information, offer visits to college and university campuses, visits by military recruiters, offer test preparation and TSI testing opportunities for students to meet college entrance and placement requirements, continue use of web-based career exploration programs.</p>		Principal, Counselors	Increase in the number of students applying to colleges, vocational/technical schools, or the military				
<p>3) Ensure all seniors apply to a college, vocational or technical school, or enlist in the military</p>		Principal, counselors	Completed applications, percentage of graduates from these areas				
<p>Critical Success Factors CSF 1</p> <p>4) Expand access to technology, instruction, and coursework so that students may acquire industry-based certifications</p>	2.5	Principal, counselor	Increase in the percentage of secondary students who graduate with a TEA-approved industry-based certification w				
Problem Statements: Curriculum, Instruction, and Assessment 2							
Funding Sources: Carl Perkins Career and Technical - 16439.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 2: Only 1% of secondary students graduated with a TEA-approved industry-based certification **Root Cause 2:** Limited opportunities for students to earn an industry-based certification

Goal 2: KCISD will maintain a high quality workforce to support student success.

Performance Objective 1: KCISD will maintain and refine a recruitment plan that attracts high quality individuals.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) KCISD will offer an incentive and savings plan to all district employees based on employee contribution and attendance.		Superintendent, Principals, HR department	Increase staff attendance in the 2018-19 school year to 96%. Recruit and retain high quality individuals.				
Critical Success Factors CSF 6 CSF 7 2) Continue to offer a New Teacher Academy		Superintendent, principals	Improved teacher retention rate T-TESS evaluations				
3) Continue to maintain a salary schedule that is above state base.		Superintendent, HR Department	Improved teacher retention rate				
Funding Sources: SCE Funds - 345237.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: KCISD will maintain a high quality workforce to support student success.

Performance Objective 2: KCISD will maintain and enhance a working environment that retains high quality employees.

Evaluation Data Source(s) 2: The district will continue to provide a competitive total compensation and professional development package.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training for teachers in discipline management, bullying prevention, suicide prevention, conflict resolution, dating violence, violence prevention, reporting sexual abuse and other maltreatment of children, Crisis Prevention Intervention (CPI), sexual harassment, Texas Educator Code of Ethics, blood-borne pathogens, CPR and AED procedures, and Child Find.		Assistant Superintendent, Principals, Counselors	Sign-in sheets, agendas				
2) Provide a coordinated school health curriculum as made available by TEA.		SHAC	Student participation				
Funding Sources: SCE Funds - 2000.00							
Critical Success Factors CSF 3 CSF 7		Superintendent, Assistant Superintendent, Principals	Teacher participation, sign in sheets, teacher feedback				
3) Provide professional development training on the state teacher appraisal system (T-TESS) to all teachers and T-PESS to all principals.							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: KCISD will optimize resources to support district goals and student success.

Performance Objective 1: Identify and implement best practices to enhance revenue and efficiency in District operations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Continue to budget funds from available areas in order to secure needed instructional materials.		Superintendent, Principals	efficacy in closing performance gaps, increased student achievement Variety of materials used, report cards, state assessment data				
	Funding Sources: SCE Funds - 16000.00, Title I Part A - 39245.00, Title II Part A - 14132.00, Rural and Low Income - 500.00, Title IV Part B - 9800.00						
2) In accordance with Kirbyville CISD's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract for professional and consultant services with SAFE Services LLC to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.		Assistant Superintendent & CFO	Increased student achievement				
	Funding Sources: Title I Part A - 7696.00, Title II Part A - 976.00, Title IV Part B - 508.00, Carl Perkins Career and Technical - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: KCISD will optimize resources to support district goals and student success.

Performance Objective 2: Ensure that facilities are updated and maintained in ways that maximize student access to equitable, safe, and high-quality facilities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Continue to provide a District Security Officer to serve all campuses		Principals, Assistant principals, DAEP coordinator	Reduced discipline referrals, ISS, OSS, and DAEP referrals				
2) Installation of additional security cameras and upgrade existing systems		Technology Director	Surveillance recordings, decrease in percentage of reported incidents				
3) Provide CPR and AED use training for all district employees		Superintendent, nurses	Provide a safe environment for students, staff, and visitors				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: KCISD will proactively improve communication and perception of KCISD by engaging the students, community and district employees.

Performance Objective 1: KCISD will build spirit, pride, commitment and ownership within KCISD and our community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) Gather feedback/suggestions from parents on what is needed to assist and promote parent participation in the educational process	3.1, 3.2	Superintendent, Assistant Superintendent, Principals	Increased parent participation Parent and Family Engagement plan will be evaluated and revised in conjunction parents' and families' input Parent surveys				
Critical Success Factors CSF 5 2) Implement a district-wide communication system for parents through School Messenger to facilitate improved communication with parents about school-wide events and emergency situations		Superintendent, Technology Director, Principals	Number of call outs				
Critical Success Factors CSF 5 3) Maintain and update district and campus websites, Face Book, and Twitter		Superintendent, Technology Director, Campus Principals, Campus Web Page Coordinators	District and Campus web pages, Face Book and Twitter postings				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 5: Migrant PFS Action Plan: Give priority to migratory children who are failing, or most at risk of failing, to meet the challenging State academic content standards, and whose education has been interrupted during the regular school year.

Performance Objective 1: To assist all PFS students with the necessary instructional services per the identified need. All PFS students will be served on a timely basis.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) On a monthly basis, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	2.6	ESC MEP Staff	PFS Report				
2) Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria defining student success, including time lines for achieving stated goals and objectives.	2.6	Migrant Specialist	PFS Action Plan				
3) Priority placements for these students in Migrant Education Program activities	2.6	MEP Staff	NGS Priority for Service Reports				
<p>Critical Success Factors CSF 1 CSF 5</p> 4) Partner with Region 5 ESC to provide the following Migrant program services: 1. Identification and Recruitment 2. Early Childhood 3. Parental Involvement 4. Secondary Credit Accrual 5. Graduation Enhancement 6. Migrant Services Coordination	2.6	Region 5 ESC	Assessment data, progress reports, student grades				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$2,381.00
3	1	1			\$39,245.00
3	1	2			\$7,696.00
Sub-Total					\$49,322.00
Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$500.00
1	1	8			\$4,500.00
1	2	4			\$39,000.00
1	2	5			\$5,000.00
1	2	9			\$3,000.00
1	2	12			\$18,667.00
3	1	1			\$14,132.00
3	1	2			\$976.00
Sub-Total					\$85,775.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$5,500.00
Sub-Total					\$5,500.00
Title IV Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		28911639900103824000	\$9,800.00
3	1	2			\$508.00
Sub-Total					\$10,308.00

SCE Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$100.00
1	2	3	Audible Books		\$500.00
1	2	3	Supplemental Reading Materials for English courses (@-risk)		\$3,000.00
1	2	3	Guided Reading Materials for small group instruction		\$12,480.00
1	2	3	web-based online reading and math intervention programs		\$3,500.00
1	2	6	Science and Social Studies tutorials materials		\$3,400.00
1	2	11			\$3,600.00
1	4	1			\$76,708.00
2	1	3			\$345,237.00
2	2	2			\$2,000.00
3	1	1			\$16,000.00
Sub-Total					\$466,525.00
Rural and Low Income					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$5,390.00
1	2	2			\$9,220.00
1	2	6			\$2,250.00
1	2	9			\$14,600.00
3	1	1			\$500.00
Sub-Total					\$31,960.00
Carl Perkins Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$16,439.00
3	1	2			\$1,000.00
Sub-Total					\$17,439.00
Grand Total					\$666,829.00