

**Kermit Independent School District
District Improvement Plan 2017 – 2018**

Kermit Independent School District

District Improvement Plan

2017 – 2018

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DISTRICT SITE-BASED DECISION MAKING COMMITTEE MEMBERS

Administration

Denise Shetter – Superintendent
Gayle Fuqua – Executive Director of Finance
Roxane Greer – Executive Director of Special Programs
Jan Hunt – Director of Curriculum and Instruction

Kermit Elementary

Sonia Gonzales – Principal
James Kisner – Assistant Principal
* Claudia Awbrey - Counselor
* Marle Reynolds
* Arlene McDaniel
*Brenda Holguin
**** Judy Jennings
* Rose Stewart

Kermit Junior High

Laura Miller – Principal
Crystal Payne – Assistant Principal
*Vacant – Counselor
*Omar Esquivel
*Karina Rodriguez
***James Brown

Kermit High School

Brandon Enos – Principal
Mason Kyle – Assistant Principal
*Amanda Urias – Counselor
* Ashleigh Bible
* Tonia Tidwell
* Hoskere Kumar

KWL Cooperative

Roxane Greer – Executive Director of Special Services & Special Education

*Gayla Brown

**James Hedrick

Community and Parent Representatives

*Mirta Acosta
*Christi Gonzales (christigonzales@co.winkler.tx.us)
*Elizabeth Froese
*Cecilia Hayes
*Asusena Valencia
*Jan Cates

*denotes voting member

**denotes Chairperson of the Committee

***denotes Vice Chairperson of the Committee

****denotes Secretary of the Committee

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Mission Statement

The mission of Kermit Independent School District, in partnership with the community, is to provide a comprehensive, caring educational experience for all children. Kermit Independent School District creates a fulfilled, socially responsible, lifelong learner by nurturing the unique talents of each individual and promoting a culture of respect, which values diversity. Kermit Independent School District remains driven by the expectation that we maintain the highest social and educational value. Every student will succeed by striving for excellence today while preparing students for success in a technical world tomorrow.

District Goals

1. Promoting a safe, orderly learning environment.
2. Recruit, develop, and retain student-centered qualified employees.
3. Provide engaging instruction to develop students who will be college and career ready.
4. Provide prudent stewardship of district resources to best support student success, educational equity, and choice.

Improvement Plan Goals

1. All campuses will continue to improve their state assessment scores in the areas of Reading, Writing, English Language Arts, Mathematics, Science, and Social Studies.
2. Involve more teachers and parents in the decision-making process, in addition to increasing parental engagement in school activities.
3. Maintain the district's dropout rate of one percent or less while maintaining an attendance rate of 95% or greater.
4. Continue, in a progressive, pro-active manner, to integrate technology at all grade levels and campuses.
5. Enhance the implementation of a comprehensive program to address the needs of all students, including special populations, such as gifted/talented, bilingual/ESL, dyslexia, special education, at-risk, 504, and migrant.
6. Implement strategies to increase student awareness of healthy habits, and decrease drug abuse and violent/aggressive behavior to assure student wellness and safety for all students and employees on all campuses.
7. Provide high quality professional development opportunities for faculty and staff.
8. Continue to provide all migrant students eligible to obtain the required Priority for Services with quality academic support programs to create a positive impact on student achievement.

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GOAL 1: All campuses will continue to improve their state assessment scores in the areas of Reading, Writing, English Language Arts, Mathematics, Science, and Social Studies.				
OBJECTIVE 1: All campuses will close the achievement gap between all student groups in the district so that the passing rate increases to within 10 points of the highest demographic group.				
Indicator: Reading/ELA: 56% Math: 63% Social Studies: 60% Science: 69% Writing: 53%				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Provide training and resources for campus instructional leaders to provide quality, consistent and support of the implementation of the Texas Essential Knowledge and Skills (TEKS).	Local Funds Federal Funds SPED Funds	Superintendent, Curriculum Director, Sp. Ed. Director Campus Principals	July 2017 - June 2018	Walkthroughs per week; documents showing participation in trainings; Improved student mastery of TEKS through benchmark data
2. Utilize the Instructional Materials Allotment and programs to the maximum extent appropriate for instruction. Provide additional support in core areas for students with special needs.	Local Funds IMA Funds	Superintendent, Curriculum Director, SPED Director, Campus Principals	July 2017 – June 2018	Lesson plans will include state-adopted resources and the TEKS-Resource System.
3. Utilize supplemental materials to enhance instruction in reading/language arts, math, science, writing, and social studies.	Local Funds Federal Funds SPED Funds	Campus Principals, Teachers, Curric. Director, SPED Director	July 2017 – June 2018	Lesson plans will show utilization of purchased programs and/or materials.
4. Disaggregate assessment data to gather information for targeting areas of student’s weakness.	Federal Funds SPED Funds Local Funds	Campus principals, Curriculum Director, Sp. Ed. Director	July 2017 – June 2018	Schedule of RTI students in remediation.

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5. Implement horizontal alignment and vertical teaming in academic areas with the use of TEKS Resource System.	Federal Funds SPED Funds Local Funds	Campus principals, Curriculum Director, Sp. Ed. Director	July 2017 – June 2018	Minutes of department/grade level meetings
6. The district will ensure the strategies and the principles outlined in the Fundamental Five (F5) are delivered with fidelity.	Federal Funds SPED Funds Local Funds	Campus principals, Curriculum Director	July 2017 – June 2018	Lead4ward implementation calendar, sign-in sheets, walkthroughs
7. The district will ensure an assessment program that includes curriculum based assessments (CBAs) every grading period and at least one benchmark.	Federal Funds SPED Funds Local Funds	Campus principals, Curriculum Director	July 2017 – June 2018	District assessment calendar, CBA forms, data from CBAs and Benchmarks
8. Monitor and analyze district test data to adjust instruction and intervention.	Federal Funds SPED Funds Local Funds	Campus principals, Curriculum Director SPED Director	July 2017 – June 2018	Campus data analysis showing student results; copies of intervention schedules
9. Increase professional development and collaboration opportunities for teachers.	Federal Funds, SPED Funds, Local Funds	Campus principals, Curric. Director, SPED Director	August 2017 – June 2018	Sign-in sheets and/or training certificates and badges
10. Implement the Targeted Plan(s) created on the “Improvement Required” campuses by the PSP, DCSI, and campus teams to improve teacher instruction and student learning by paying close attention to the sub-populations (ie: special education, migrant, Bilingual/ESL, and CTE).	Federal Funds SPED Funds Local Funds	Campus Principals Curriculum Director SPED Director	August 2017 – June 2018	Copies of the targeted plan(s) presented to the school board

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GOAL 2: Kermit ISD will provide more opportunities for teachers and parents to participate in the decision-making process, in addition to increasing parental involvement opportunities in school activities.				
OBJECTIVE 1: Increase in participation of parents and teachers by 10%.				
Indicator: The number of parent involvement opportunities, at the district level, will increase.				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Work in partnership with campus staffs to improve relations in levels of involvement among families, school staffs, businesses, and community representatives.	Local Funds Federal Funds SPED Funds	Superintendent, Campus principals	July 2017 - June 2018	Volunteers in the district/ campus will increase by 10%; copies of sign in sheets
2. Promote and sponsor PTO (Parent Teacher Organizations) and/or Booster meetings on each campus.	Local Funds	Superintendent, Campus principals	July 2017 – June 2018	Attendance logs.
3. Continue parental outreach programs to provide parents, teachers, and community with information: <ul style="list-style-type: none"> • Special Education • Bilingual/ ESL • Gifted/Talented • Dyslexia • 504 • Migrant • Title I • McKinney-Vento 	SPED Funds Local Funds Federal Funds	Sp. Ed. Director, Curriculum Director, Migrant Coordinator, Instructional Auxiliary Coordinator, Campus principals	August 2017- May 2018	Log of parents attending sessions will be monitored.

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4. Annually develop the parent/school compact.	Local funds	Campus Principals	August 2017	Maintain signed copies of the compact
5. Organize campus parental involvement activities including but not limited to the following: <ul style="list-style-type: none"> • Parent Conference Day • Thanksgiving Meal • Donuts for Dads • Muffins for Moms • Music Programs • Math Make and Take Nights • Field Trips • Red Ribbon Week/Bullying Awareness Week • Student College and Career Awareness Counseling • Meet the Teacher Day/Night • Transition Workshop 	SPED Funds Local Funds Federal Funds	Campus Principals, SPED Director, Campus Counselors	July 2017 - June 2018	Sign-in sheets will be kept on file from each activity where applicable
6. Organize, publicize and host GED classes.	Local funds	Campus Principals	August 2017 - June 2018	Master calendar will reflect that classes are being held
7. Review district and campus accountability performance in a public forum.	Federal Funds SPED Funds Local Funds	Superintendent, Campus principals, Curric Director, SPED Director	August 2017 - June 2018	Meeting artifacts and agenda
8. Recognize students' accomplishments in a variety of ways (i.e. Awards of Excellence, Rotary Student of the Month, Campus Awards)	Local Funds	Campus Principals	August 2017 - June 2018	Log of student recognition activities

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GOAL 3: Kermit ISD will maintain the district’s dropout rate of one percent or less while maintaining an attendance rate of 95% or greater.				
OBJECTIVE 1: Activities that will encourage attendance and address the needs of at-risk students will be implemented.				
Indicator: Attendance rate: 95%				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Students will be recognized for certain personal milestones birthdays, achievements, and honors (i.e. grades, attendance, and honors, Rotary student of the month, K-awards, etc.).	Local Funds	Campus Principals	August 2017 - June 2018	75% of all students will be recognized with at least one award.
2. Tutorials will be offered for struggling students with success on curriculum standards, as well as, in the four core academic areas.	Local Funds Federal Funds SPED Funds	Campus Principals, Curriculum Director	August 2017 - June 2018	Tutorial attendance will be monitored. 95% of all students needing tutorials will attend.
3. Enhance the career and technical courses and certificates available to students through Early College High School (ECHS)	Local Funds Federal Funds SPED Funds	HS Principal Counselors, Instructional Auxiliary Coord.	August 2017 - June 2018	Partnership with Odessa College and/or UTPB
4. The district will take steps to ensure that more students are college and career ready by applying to be recognized as an ECHS student.	Federal Funds SPED Funds Local Funds	HS Principal, Curric Director, Auxiliary Coord. Counselor	August 2017 - June 2018	Application will be submitted to TEA, partnerships will be formed with OC and UTPB.

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5. Encourage students to participate in community service organizations: <ul style="list-style-type: none"> • Rotary Interact • 4-H • Boy Scouts • Girl Scouts 	Local Funds	Campus Principals	August 2017 - June 2018	Monitor the number of students participating
6. Improve student self-respect through character education courses and recognition of positive behavior (i.e. <i>Words of Wisdom, CHAMPS, WHO program</i>)	Local Funds Federal Funds	Counselors, Campus Principals	August 2017 - June 2018	Student awards distributed. Reduce campus referrals by 10% or more.
7. Provide teachers with tools and training necessary to assist with instruction and classroom management.	SPED Funds Federal Funds Local Funds	Curriculum Director, Campus Principals, Sp. Ed. Director, Reading Specialist	August 2017 - June 2018	Certificates for sessions attended will be kept on file.
8. Attendance committee meetings will be held on each campus each six weeks.	Local Funds	Campus Principals	August 2017 - June 2018	Record of meeting, sign-in sheets
9. Maintain a system to assist in addressing the needs of students: (At-risk, 504, Migrant, Dyslexia, LEP, SPED and G/T)	SPED Funds Local Funds Federal Funds	Sp. Ed. Director, Superintendent, Curriculum Director	August 2017 – June 2018	Employment record & completion of at-risk data
10. Provide students with opportunities for self-paced 6 week credit recovery and tutorials.	SPED Funds Federal Funds Local Funds	Campus Principals, Curriculum Director	August 2017 – June 2018	Number of students receiving credit/remediation through program will decrease.

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GOAL 4: Kermit ISD will continue in a progressive, pro-active manner to integrate technology at all grade levels and campuses.

OBJECTIVE 1: Kermit ISD students and staff will increase the use of technology in the classroom.

Indicator: The number of students reporting that teachers regularly use technology for teaching in the classroom will increase by 10% percentage points.

ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Provide technology training for all staff through online training, distance learning, and in personal platforms.	Local Funds Federal Funds SPED Funds	Campus Principals Curriculum Director	August 2017 to June 2018	95% of teachers will participate in at least one technology session
2. The District Technology Committee will meet a minimum of three times per year.	Local Funds Federal Funds SPED Funds	Superintendent Technology Director	August 2017 - June 2018	Maintain sign-in sheets with 90% attendance
3. Continued implementation of elements of the District Technology Plan.	Local Funds Federal Funds SPED Funds	Campus Principals Technology Director	August 2017 - June 2018	Inventory documentation will be updated and maintained
4. Purchase additional software and hardware for classroom instructional use, as needed.	Federal Funds SPED Funds Local Funds	Campus Principals SPED Director	August 2017 - June 2018	Increase district usage by 15%
5. Purchase, utilize, and assess students using online core academic content programs.	Federal Funds SPED Funds Local Funds	Campus Principals SPED Director	August 2017 - June 2018	Disaggregate data from programs

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GOAL 5: Kermit ISD will enhance the implementation of a comprehensive program to address the needs of all students, including special populations, such as Gifted/Talented, Bilingual/ESL, Dyslexia, Special Education, 504 and Migrant.				
OBJECTIVE 1: 90% of students in special programs will master their program goals by May, 2018.				
Indicator: Based on KES STAAR reporting category comparison scores: Reading: 56% Math: 63% Social Studies: 60% Science 69% Writing: 53%				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Provide professional development on identification and needs: <ul style="list-style-type: none"> • Gifted/Talented • Bilingual/ ESL • 504 • Dyslexia • Special Education • CTE • Migrant • Homeless • At-Risk 	Local Funds Federal Funds SPED Funds	Sp. Ed. Director, Curriculum Director Campus Principals	August 2017 - June 2018	All students will be properly identified for the appropriate program.
2. Review and/or revise district policies and procedures regarding <ul style="list-style-type: none"> • Gifted/Talented • Bilingual/ ESL • 504 • Dyslexia • Special Education • CTE • Migrant 	Local Funds Federal Funds SPED Funds	Sp. Ed. Director, Curriculum Director	August 2017 - June 2018	A copy of each handbook and/or policies is on file.

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<p>3. Provide instruction specific to the instructional needs of special population students based on data disaggregation including the following:</p> <ul style="list-style-type: none"> • Gifted/Talented • Bilingual/ ESL • 504 • Dyslexia • Special Education • CTE • Migrant • Homeless • At-Risk 	<p>Local Funds Federal Funds SPED Funds</p>	<p>Sp. Ed. Director, Curriculum Director Campus Principals</p>	<p>August 2017 - June 2018</p>	<p>Attendance log of each session</p>
<p>4. Provide Success Ed training for staff with access in 504, LEP, and SPED.</p>	<p>Federal Funds SPED Funds Local Funds</p>	<p>SPED Director Campus Principals</p>	<p>August 2017 - June 2018</p>	<p>Attendance log of training will be monitored. Decrease in the number of requests for assistance.</p>
<p>5. Parent needs assessment/surveys and letters distributed for different programs.</p>	<p>Federal Funds SPED Funds Local Funds</p>	<p>Campus Principals, Curriculum Director SPED Director</p>	<p>Spring 2018</p>	<p>Copies of letters will be kept on file. Data Reports</p>
<p>6. Provide interactive enrichment programs. Field trips for migrant students for cultural real world experiences.</p>	<p>Federal Funds Local Funds</p>	<p>Migrant Coordinator</p>	<p>August 2017 - June 2018</p>	<p>Minutes or sign in logs</p>

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<p>7. The Migrant Education Program (MEP) will focus on the following areas: migrant services coordinator, identification and recruitment, early childhood education, graduation enhancement, parental involvement, secondary credit accrual/exchange, New Generation System (NGS) for student records transfer.</p>	<p>Federal Funds Local Funds</p>	<p>Migrant Coordinator</p>	<p>August 2017 - June 2018</p>	<p>MEP action plan</p>
<p>8. MEP preschool program will include students aged 3-5; based on needs assessment, delivery may include home-based instruction using Stepping Stones Program.</p>	<p>Federal Funds Local Funds</p>	<p>Migrant Coordinator</p>	<p>August 2017 - June 2018</p>	<p>List of participating students and log of interaction</p>

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GOAL 6: Kermit ISD will implement strategies to increase healthy habits and awareness and decrease drug abuse and violent/aggressive behavior to assure student/employee safety on all campuses.				
OBJECTIVE 1: Decrease the number of student discipline referrals and incidents of drug/alcohol abuse by 10%.				
Indicator: Discipline referrals will decrease 10% on all campuses.				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Detection canine services will be used regularly to discourage the use of illegal drugs and alcohol.	Local Funds Federal Funds	Campus Principals	August 2017 - June 2018	Decrease the number of detection incidents.
2. Publicize, organize, and encourage participation in Bullying Awareness/Red Ribbon Week activities and in the abstinence program. Students, teachers, and parents are encouraged to participate in activities.	Local Funds	Counselors Campus Principals Nurses	October 2017	Increase the number of parents/students participating in the activities by 20%.
3. Maintain and create a campus/district environment that promotes positive self-esteem and encourages self-respect.	Local Funds	Campus Principals Superintendent	August 2017 - June 2018	Decrease student discipline referrals and ISS/AEP incidents by 30% or more.
4. All campuses will practice Fire Safety and Prevention and participate in fire and disaster drills each month, fire safety presentation & fire truck rides	Local Funds	Campus Principals Director of Student Services	August 2017 - June 2018	Maintain a log of each drill monthly to ensure practice.
5. CPR and First Aid training is available to additional staff, other than those required to complete the course.	Federal Funds SPED Funds Local Funds	Campus Principals Nurses	August 2017 – June 2018	A log of all certified Personnel will be kept on file.

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6. Random drug testing will be implemented for students in extracurricular activities as well as those who are allowed to park on campus.	Federal Funds SPED Funds Local Funds	Campus Principals, Superintendent	August 2017 - June 2018	Decrease in positive drug results
7. Each campus will continue to have a Crisis Response Team and set up campus procedures for responding to varied levels of crises. [CPI training provided in support of the Texas Behavior Support Initiative (TBSI)].	SPED Funds Federal Funds Local Funds	Campus Principal Sp. Ed. Director	August 2017 - June 2018	Log of meetings and minutes will be kept on file
8. All campuses will implement the recommendations of the district SHAC as required by law.	Local Funds	Campus Principals Nurses	August 2017 - June 2018	Programs in place; Campus Improvement Plan
9. The district safety committee will meet annually to review district emergency operating procedures (EOP).	Local Funds	Superintendent Director of Student Services	August 2017 - June 2018	District EOP revised document, meeting artifacts such as sign- in sheets and agendas
10. The district will conduct safety audits every 3 years as required by law.	Local Funds	Superintendent Director of Student Services	August 2017 - June 2018	Safety audit report generated by outside consultant
11. The district has established a plan for addressing sexual abuse and other maltreatment of children found under policy FFG (EXHIBIT).	Local Funds Federal Funds	Superintendent SPED Director	August 2017 - June 2018	KISD Board Policy Online; Compliance Training, Employee handbook

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GOAL 7: Kermit ISD will provide high quality professional development opportunities for faculty and staff.				
OBJECTIVE 1: Professional development opportunities will be available for 100% of employees.				
Indicator: All employees will obtain the required number of hours of professional development to meet the needs of each area of specialization.				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Professional development opportunities for specific subject areas will be provided based on campus/district needs as reported in the district needs assessment. Specifically addressing the following areas: Reading, Writing, Science, Social Studies, and Math	Federal Funds SPED Funds Local Funds	Campus Principals Curriculum Director SPED Director	August 2017 - June 2018	Maintain log of those attending professional Development. Certificate of Completion on file. Copy of the district Needs assessment.
2. Continue district-wide horizontal alignment and creation of subject specific timelines. (TEKS-RS)	Federal Funds SPED Funds Local Funds	Campus Principal Curriculum Director	August 2017 - June 2018	Copies of timelines will be maintained on file.
3. Continue a district vertical team for the following: <ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies/History • TEKS-RS 	Federal Funds SPED Funds Local Funds	Campus Principal Curriculum Director	August 2017 - June 2018	Attendance and minutes of vertical team meetings will be kept on file.
4. District-wide professional development over general topics such as bullying, FERPA, discrimination, sexual harassment, instructional, and motivational strategies will be conducted.	Federal Funds SPED Funds Local Funds	Campus Principals Sp. Ed. Director, Curriculum Director	August 2017 - June 2018	Certificates of attendance will be kept on file. Attendance log will be maintained.

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5. Update campus/district administrators and campus coaches on the walk-through method and ensure administrators are completing walk-throughs as required.	Federal Funds SPED Funds Local Funds	Campus Principal Curriculum Director SPED Director	August 2017 – June 2018	Maintain a log of walkthrough visits
6. Develop an equity plan for the district and each campus to ensure all staff are qualified or reach qualified status by the end of the school year.	Federal Funds SPED Funds Local Funds	Campus Principal Curriculum Director SPED Director	August 2017 - June 2018	Maintain a copy of the highly-qualified plan
7. Provide letters to the parents of those students being taught by non-qualified teachers by the end of the 4 th week of instruction.	Federal Funds SPED Funds Local Funds	Campus Principal Curriculum Director SPED Director	September 2017	Keep a file of letters mailed out to parents With a list of students by teacher.

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GOAL 8: Continue to provide all migrant students eligible to obtain the required Priority for Services with quality academic support programs to create a positive impact on student achievement.				
OBJECTIVE 1: 100% of Priority for Services (PFS) students will have access to supplemental instructional and support services.				
Indicator: All qualified students will obtain the required services of the program.				
ACTIVITIES/STRATEGIES	FUNDS/RESOURCES	PERSON/S ACCOUNTABLE	TIMELINE FOR COMPLETION	DELIVERABLE (Evidence of Success)
1. Monthly, run NGS Priority for service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Federal Funds Local Funds	NGS data personnel, Administrator, Migrant Coordinator	Monthly beginning July 1, 2017	Maintain log of those attending professional Development. PFS Reports
2. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Federal Funds Local Funds	MEP recruiters for the Migrant Educational Program (MEP)	August 2017 - June 2018	Priority for Services Action Plan
3. During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Federal Funds Local Funds	MEP staff	August 2017 - June 2018	PFS Implementation Process Criteria for Priority for Service
4. During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Federal Funds Local Funds	Migrant staff member	August 2017 - June 2018	PAC Meeting PAC Agenda

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5. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children.	Federal Funds Local Funds	MEP Staff	August, 2017 – May, 2018	Home visit logs and Phone logs
6. The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education programs activities.	Federal Funds Local Funds	MEP Staff	August, 2017- May, 2018	Activities Sign-in sheets Flyers
7. The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Federal Funds Local Funds	MEP Staff Counselors	August, 2017 – May, 2018	Student progress review form
8. The district's Title I, Part C Migrant Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Federal Funds Local Funds	MEP Staff	July, 2017 – June, 2018	Phone logs

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**APPENDIX B
COMPREHENSIVE NEEDS ASSESSMENT**



June 1, 2017 COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning.

List the actual data sources reviewed below

- Texas Academic Performance Report •
- STAAR Summary Reports •

Findings I Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

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emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths Needs

- High graduation rates
- More certified bilingual teachers
- Interventions are working
- More certified special education teachers
- Teachers are highly qualified
- Lower Turnover rates, retain teachers

Summary of Needs

- We need more certified bilingual and special education teachers.
- We need to be able to keep the teachers we have.
- Additional paraprofessionals are needed at the secondary level.

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Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose – improving learning for all students.

List the actual data sources reviewed below.

- Texas Academic Performance Report
- TELPAS Results
- STAAR Summary
- ACT Results

District Improvement Plan 2017 – 2018

Findings/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

- Benchmark
- Academic Vocabulary
- Individualized assessment
- Close reading gap
- ELL students are progressing at a faster rate
- Increase rigor of daily instruction to meet level of STAAR
- ACT scores are higher

Summary of Needs

- We need to stress academic vocabulary at every level.
- We need to close the reading gap at every level.

District Improvement Plan 2017 – 2018



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. Author Unknown

List the actual data sources reviewed below.

- Secondary faculty survey
- Elementary faculty survey
- Parent and community survey
- Student survey
- Focus Group

See page 9 of the guide for probing questions relate to school and culture and climate.

District Improvement Plan 2017 – 2018

Findings/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

- Drug testing program
- School Resource Office
- Hall Pass System
- Truant Officer Security
- Security access system
- Counseling for at-risk students
- Well established relationship with local law enforcement
- District wide alert-now system
- Twitter account

Summary of Needs

- School resource
- Truant officer
- At-risk counselor

District Improvement Plan 2017 – 2018



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skills, desire, and opportunity to personally success in a way that leads to collective organizational success. – Stephen Covey

List the actual data sources reviewed below:

- Texas Academic Performance Report
- Teacher surveys
- Focus group

District Improvement Plan 2017 – 2018

Finding/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strength Needs

- Beginning of the year training
- Annuity matching
- Mentor program
- Sign-on bonus
- Smaller teacher to student ratio in lower grades
- Department meetings
- Teacher/mentor availability
- Increase in discipline problems
- Incentives pay for longevity
- Region 18 cohort for new to district teachers
- Competitive salary

Summary of Needs

- Smaller teacher to student ratio, especially in lower grades
- Lack of resources in handling discipline problems/referrals
- Sign-on bonus
- Annuity matching

District Improvement Plan 2017 – 2018



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teacher, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High- Yield Strategies
- Lesson Study/Delivery processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student – Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. –Fenwick English

List the actual data sources reviewed below.

- Texas Academic Performance Report
- Student Surveys
- STAAR Summary Reports
- Focus group

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

District Improvement Plan 2017 – 2018

Findings/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

- 5th grade reading scores improved
- Time needed to plan with experts in the subject area
- Alignment of curriculum
- Fidelity in applying the curriculum
- Student have adequate materials for instruction
- System of checks and balances
- Adequate professional development

Summary of Needs

- Time needed to plan with experts in any subject area.
- Fidelity in applying the curriculum
- System of check and balances – when directed to instruct/assess; what is the follow through?

District Improvement Plan 2017 – 2018



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. Mary Catherine Bateson

List the actual data sources reviewed below.

- Sign-in sheets from various events
- Parent activity evaluations and feedback
- Texas Academic Performance Reports
- Surveys

Findings/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

- Family reading night

District Improvement Plan 2017 – 2018

- Parent not involved
- District wide conferences
- Meetings pares only cone to celebrations
- Book
- Up-to-date phone numbers for parents/guardians
- Sports/UII events
- Parents to check folders/backpacks
- Newsletter & calendars at elementary
- More participation of district wide meetings
- Alert Now
- Facebook account
- Newspaper Articles
- Twitter feed
- Communicate with parents using a different method, other forms of technology

District Improvement Plan 2017 – 2018



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

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- Family reading night

District Improvement Plan 2017 – 2018

- Parents not involved
- District wide conference
- Meetings parents only come to celebrations
- Book fair
- Up-to-date phone numbers for parents/guardians
- Sports/UII events
- Parents to check folders/backpacks
- Newsletter & calendars at elementary
- More participation of district wide meetings
- Alert Now
- Facebook account
- Newspaper Articles
- Twitter feed

Summary of Needs

- Communicate with parents using a different method, other forms of technology.

District Improvement Plan 2017 – 2018



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders.

Data Sources Reviewed

The traditional way we “do school” will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. –Superintendent

List the actual data sources reviewed below.

- Technology Committee
- Student Surveys
- Parent/Community Survey
- Professional development
- Technology plan

District Improvement Plan 2017 – 2018

Findings/Analysis

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

- SMART boards in computer classes
- Computer carts
- SMART boards
- Google docs
- Document projectors
- Ability to access email so they can learn to use emails
- Computers labs
- Access to more technology, such as cameras for classroom use so they can go above their learning experiences now available
- Classroom tablet sets
- Network specialist on hand
- Technology updated
- Twitter Feed

Summary of Needs

- Students need to be able to access some programs that are blocked by the firewall, such as email and music.
- Students need access to ancillary materials such as cameras so that they can learn through multimedia projects.

District Improvement Plan 2017 – 2018

Demographics

We need more certified bilingual and special education teachers.

We need to be able to keep the teachers we have.

Additional paraprofessionals are needed at the secondary level.

School Culture and Climate

At-risk counselor

Curriculum, Instruction and Assessment

Time needed to plan with experts in any subject area. Fidelity in applying the curriculum system of check and balances – when directed to instruct/assess; what is the follow through?

School Context. Organization

Vertical & horizontal alignment in content areas Staff development & interventions to close gaps in learning Communication between classroom teachers and substitutes

Student Achievement

We need to stress academic vocabulary at every level.

We need to close the reading gap at every level.

Teacher Quality

Smaller teacher to student ratio, especially in lower grades

Lack of resources in handling discipline problems/referrals.

Sign-on bonus

Annuity matching

Family. Community Involvement

Communicate with parents using a different method, other forms of technology.

Technology

Students need to be able to access some programs that are blocked by the firewall

Students need access to ancillary materials such as cameras so they can learn