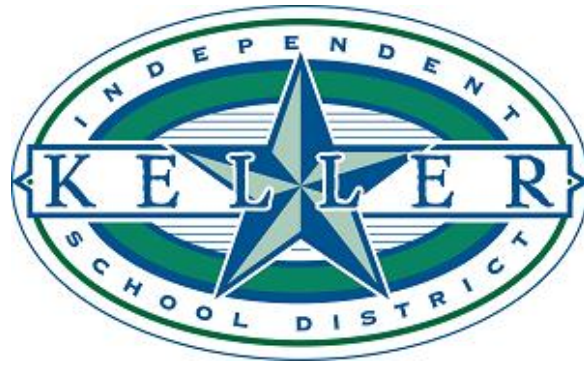# Keller Independent School District

District Improvement Plan

2012-2013

Mission Statement

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

Values

We hold ourselves accountable for providing exceptional educational opportunities.

We inspire educational excellence through collaborative relationships.

We cultivate life-long learning for all.

We provide approachable, responsive customer service.

We embrace diversity.

We embrace change and innovation.

We make data-driven decisions.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keller ISD's student population continues to grow each year; however, over the past three years this growth has been negatively impacted by the economy showing only a 3.7% increase this year. Currently KISD enrollment stands at 32,746, up almost 9,000 students from 2005.

In terms of ethnicity, there has been a decline in the white student population from 2007 to 2011 of 7%, while increases are being seen in two of the subgroups, African American and Hispanic/Latino. Probably the most significant increase in a student population subgroup has been seen in the Economically Disadvantaged Category which has increased 6% from 2007 to 2011. In 2011, Keller saw the highest ever Economically Disadvantaged population with just over 20%.

Transfer Students have increased from 130 in 2007, to 162 this year. There could be several variables affecting this statistic including the addition of several new campuses in the past five years as some students are offered the option of being grandfathered. The number of Dropouts decreased dramatically falling to 56 this year as compared to 141 in 2007. There would be an assumption that this number would be going in the opposite direction with the increases in student enrollment; however, better, more effective processes of tracking dropouts and monitoring the completion rates have helped improve these statistics. Graduation percentages have shown the same trend, up 3% from 2007.

Demographics Strengths

- Our administrative staff has grown in diversity based on ethnicity and experiences.
- Growing enrollment at PK for early intervention of at-risk students.

Demographics Needs

- Campuses are continuing to face challenges with meeting the academic, social, and emotional needs of their minority, Limited English and economically disadvantaged sub-populations.
- If we cannot afford to keep class sizes at their current levels, it will be necessary to establish support mechanisms for classroom teachers to transition to larger classes and ensure effective instruction is delivered to all students.
- If we are unable to afford to bus students we are not legally required to transport, it is probable that student attendance will decline. We need to establish additional processes to ensure acceptable attendance rates and enforce truancy laws.
- Opportunities for family support and involvement at all campuses.
- Examine physical proximity of campus to home to eliminate some busing.

Student Achievement

Student Achievement Summary

The academic year of 2010-2011 closed out the life-span of the state accountability system. For the 2011-2012 school year, a new accountability system with increased rigor and number of assessments was implemented in the state. The data that we have received shows that we were above 90% for all new high school state assessments and above the state averages. K-8 state performance scores will not be released until later this year and plan adjustments will occur throughout the year as data provides us insight as to gaps and the impact of our strategies.

Changes in the federal accountability system also occurred this year. The federal targets for student performance increased the minimum performance by 7% in reading to high level of 87% and increased minimum math performance by 8% to the level of 83% passing to meet the standard. We will address any issues arising from these new requirements once the data are received.

Locally-developed, criterion-referenced assessments that align to the district curriculum provide one source of data for guiding instructional decisions and intervention support. They point the direction for how to continuously improve our instruction and help students with their learning. Data are evaluated routinely to adjust instructional emphasis at the student, classroom, campus and district levels. Also, the use of local and state assessments provides quantitative and qualitative evidence of student acquisition of foundational skills. Early, intensive interventions are provided for students not progressing toward meeting grade level standards. Our local assessment program will undergo several changes in the 2012-2013 school year based on data, stakeholder input and the redesign of the state accountability system.

Keller ISD will continue to focus on data analysis processes including gap analysis and in process measures to provide the basis for standardization, abandonment, and improvement.

Student Achievement Strengths

- 90% Passing rates in core content areas grades 2-12th grade
- Steady increase in student participation in national assessments with performance continuing to exceed state and national percentages
- Above state averages for all new high school state assessments in Algebra I, Biology, Chemistry, World Geography, Reading and Writing
- 90% of students in grades K-2 met end of year standard for math
- 86% of students in grades K-2 met end of standard for reading
- 10% increase in the number of students taking an AP exam, with increase in 6 out of the 7 subpopulations
- Percentage of Keller ISD students earning a 3, 4, or 5 on AP assessments has increased for the last 5 years
- SAT Critical Reading, Math, and Writing shows slight increases or remains steady with KISD students continuing to outperform students at the state and national levels

- KISD increased the % of students sitting for the SAT by over 20% and maintained strong scores with this significant increase in participation.
- Class of 2012, who took the PSAT as juniors in October 2010 had the largest number of students qualifying for College Board Recognition within the last 4 years.

Student Achievement Needs

- Implementation of a vertically aligned process for learning how to write with monitoring to ensure fidelity and a consistent writing process deployment
- Implementation of a "learning to read" framework for K-2
- Aligned framework for delivery of instruction to increase student opportunities for engagement and learning
- Implementation of continuous improvement process in the classroom for students to engage and partner in their own learning process

School Culture and Climate

School Culture and Climate Summary

KISD has experienced challenges in the past year in the areas of safety and security, as well as environmental awareness in new and existing facilities. While programs and personnel have achieved national recognitions, and their efforts have made KISD a safer and healthier place to be, there have been challenges traceable to the 2010-2011 budget cuts that have impacted both security and safety in KISD. We have improved our information transparency, primarily through on-line posting of data, use of dashboards, and accessibility of the public to district documents and data. There have been significant improvements in the process of shared decision-making through the district with improvments in the Teacher Advisory Committee, and the Non-Exempt Advisory Committee formation, as well as other district advisory groups. These groups provide valuable input for the district, and continue to function with above-50% attendance and participation. KISD has succeeded to a great degree in increasing the awareness of the district and a school district, as opposed to a random collection of schools by the implementation and enforcement of Administrative Regulations to align processes.

Campus culture and morale have been detrimentaly effected by the failure of the community to support a .13 cent tax increase to help fund schools, as well as the legislature's 4 billion dollar cut in the foundation school program. Teachers and principals perceive these as a lack of support, and building back the morale they need to be positive and productive people this coming year will be an opportunity we all share. The district also has opportunities to improve in the areas of addressing bullying appropriately and tracking the complaints and input of district stakeholders in a way that is positive and productive for the district. As well as we have done with shared decision-making, we can do better - the TAC, NEAC, and other groups need to continue to evolve and contribute to the district and its ability to serve all stakeholders.

School Culture and Climate Strengths

- Improvements have been made in the area of shared decision making. (eg., TAC, NEAC, GAAC)
- Transparency with information
- National recognition for safe/secure campuses.
- Environmental efforts
- Horizontal and Vertical alignment based on core documents and regulatory consistency.

School Culture and Climate Needs

- Shared decision making needs to continue to be an area of focus through designated stakeholder groups (TAC, DEIC, NEAC,GAAC, etc.).
- Tracking of complaints, parent concerns and resolutions.
- Utilizing stakeholder feedback to make decisions at all levels of the organization.

- Increase district-wide morale after necessary budget and personnel reductions through increased focus on providing non-financial motivation and encouragement to employees.
- Consistency across campuses in efforts to eliminate bullying.
- Re-integration of SROs into high school culture.
- Connect with new superintendent and make sure face and name are known.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In adherence to the KISD Strategic Plan 2011-15 our staff will be recruited, developed and retained at high levels. The Workforce function, Leadership function, and Campus Administrators actively seek out only the best and brightest to work with and nurture Keller ISD students. Keller ISD's efforts to attract, develop, and retain a high-quality instructional and administrative staff is not without challenges, however, and while we work to stay competitive in our market we are also working to improve educational and professional environment that identifies us as intentionally exceptional in Keller.

The Board of Trustees has prioritized maintaining a 100% highly qualified and certified staff, and that priority, as well as very high performance from the administrative staff, has resulted in a high level of student learning and engagement across district campuses. Quality instructional and administrative staff members are attracted to Keller because they see the employment in the district as an opportunity for them to collaborate and work with other highly qualified and knowledgeable team members. They come from a highly qualified and competitive applicant pool, and the sifting process at the campus level for excellent candidates is thorough and very rigorous. The district has implemented a scientific, value-based assessment tool to assist in identifying applicants who are attentive to the district's core values. Despite efforts at both the district and campus levels to recruit highly qualified staff members, KISD's ability to recruit a thoroughly diverse staff is limited, meaning the staff does not reflect the demographic mix of our student body, and we struggle to include minority staff members at all levels of our teaching and administrative staffing, although progress is being made regularly, particularly at the administrative level. Another challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation. Our excellence in bringing in and training a quality staff, is however, intact, though a constant challenge.

Developing and increasing the capacity of professional staff at all levels of the professional organization is a priority in Keller ISD. The district has increased staff development and technology training aligned to district priorities, one of which is to increase the number of teachers with English as a Second Language (ESL) certifications. Administration and instructional staff are invited to apply for admission to initiatives like the Leadership Development Academy and Assistant Principal Cohort, as well as others. The district professional development has struggled to create a pattern of consistent attendance at professional development opportunities from all campuses.

Retaining a quality base of teachers has been a luxury Keller has enjoyed. Staff retention is typically at or above industry standard, and the resulting broad range of teachers with experience who elect to remain in Keller is definitely a strength of the district. However, due to budget constraints the district eliminated many administrative and support positions in 2011-12 and does not have the fiscal ability to restore the majority of these positions. Additionally, funding of recurring costs (employees) continues to be an issue the district must address. These actions may significantly impact the district's ability to recruit quality employees to meet future needs.

KISD continues to have challenges in staff attendance, and the level of shared decision making that should exist at campus and district levels in many cases does not manifest itself actively. Another challenge to staff continuity is a relative lack of succession planning in many departments district-wide, and in the district as a whole. With the significant reduction in first level administrative positions, the opportunities for career path development are extremely limited.

Staff members in Keller have an awareness of the core documents that define our mission, vision, and goals, and these documents are becoming, on a regular basis, the driving force behind decisions made throughout the organization.

Staff Quality, Recruitment, and Retention Strengths

- Quality administrators at each campus.
- Development of aspiring administrators through LDA and AP Cohort.
- Strong succession process for campus level administrators.
- Advancement of leaders developed in KISD
- Opportunities for collaboration and teamwork
- Addition of GAAC to other advisory committees such as TAC and NEAC
- High quality campus administration performance
- 100% Highly Qualified Staff
- Highly qualified applicant pool
- Core documents are distributed throughout organization -- Superintendent video highlighting Continuous Improvement and Core Documents incorporated into new hire orientation.
- Staff retention at or above industry standard
- Increased training aligned to district priorities
- Broad range of teacher experience
- Increasing number of teachers with ESL certifications
- Quality 1st year teacher mentoring program

Staff Quality, Recruitment, and Retention Needs

- More strategic and intentional plan for leadership development at all levels of the organization.
- Accurate, effective and ongoing feedback and appraisals of personnel
- Alignment of staff diversity with student diversity
- Ability to recognize staff through salary increases
- Increase in staff attendance
- Succession planning throughout organization and departments
- Market driven compensation
- Core documents are not fully embedded in the culture throughout organization
- Shared decision making at campus and district levels need more opportunities.
- Development of training "webinars" or other online training.
- Increase participation and involvement in stakeholder groups.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and best-practice, the district has designed and deployed a state-aligned curriculum. A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the written curriculum document. Data driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Embedded professional development, increased use of online written curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at the district and campus level.

The Keller strategic plan drives us to improve, innovate, and develop action plans based on strategic goals. The 2010-2015 KISD Strategic Plan offers much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are the four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2012-2013.

Intentional efforts and processes will be piloted to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

Curriculum, Instruction, and Assessment Strengths

- Worked cooperatively with principals in strengthening their ability to be instructional leaders
- Collaborated and supported principals in conducting a piloted of research based-lesson planning model
- Conducted pilots vertically in one feeder system and provided opportunity for all campuses to have a pilot team in the same researched based model
- Educated teachers and principals on the new state assessment - - STAAR
- Incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level
- Aligned Curriculum aligned to state standards, ACT, and SAT
- Increased the alignment of special program and regular education processes
- Enhanced the understanding of rigor and relevance
- Incorporated digital resources in support of strategic plan for increasing technology in the classroom

Curriculum, Instruction, and Assessment Needs

- Create a process for gathering data that drives increased student engagement and measures active learning opportunities

- Addressing the limitations of current software support
- Imbedding technology applications in curriculum for grades K-8
- Automate the process for managing inventory and tracking of instructional resources
- Increase the use of fidelity checks in the processes for programs, instruction, and curriculum

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement - Summary 2011-2012

Keller ISD is committed to the development and sustainability of family and community Involvement at the campus and district levels.   The district strives to achieve family and community partnerships that positively impact the success of all Keller ISD students.

Keller ISD has a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are organized parental entities that regularly interact with the district such as Parent-Teacher Associations. PTAs are active at all KISD campuses, and at the district level.   Keller ISD's booster clubs across the district are involved in campus activities and initiatives. The district's Keller Partners in Education (KPIE) is a partnership in which business, community or parent volunteers support schools through (financial or in-kind) donations or by volunteering on campus.

Communication is key to the effectiveness of all family and community involvement. Through the use of internal and external electronic and printed communication tools stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities students are more likely to receive common messages regarding the importance of school, collaboration, and partnerships. In addition a shared vision and strategic priorities translate into district-level committee participation. Some of the district committees include: the Citizen's Bond Oversight Committee (CBOC), DEIC, CBAC, TAC, and The Discovery Team all of which provide opportunities for engagement.

Family and Community Involvement Strengths

- Relationship with PTA
- Focus groups and advisory committees
- Improvement with addressing concerns and customer service
- Outreach programs through Health Services
- Drug/Alcohol Abuse awareness
- Web site
- Social media (Twitter, Facebook)
- Electronic publications
- Flyer distribution (students' take-home folders)
- Public Relations reps on every campus

- BIG Event
- KPIE at every campus
- Parent/Community involvement (CBOC, DEIC, CBAC)
- Parent/Community feedback (District/campus surveys)
- Parent/Community volunteer support at campuses
- Extra-curricular booster clubs
- Collaboration with Save-a-Smile and Community Storehouse
- Parent/Community Education programs (ESL classes, Drug/Alcohol Awareness, Love and Logic, Transition to HS)
- PAGE Parent Group

Family and Community Involvement Needs

- Transparency
- Improved communication (increase numbers for all social and electronic communication)
- Flyer distribution (students' take-home folders)
- Title 1 communication: education of families regarding 21st century learning
- Teacher websites lack current, consistent and relevant information.
- Continuous need for customer service training.
- Parent education regarding instructional practices.
- Maintaining the same level of outreach and community education with budget constraints.
- Improved customer service
- Continuing to provide opportunities for engagement
- Expanded Drug/Alcohol Abuse Awareness

School Context and Organization

School Context and Organization Summary

Keller ISD has benefited from campus efforts to reorganize themselves into functions and create more efficient campus alignment structures for process development and efficiency of service delivery. These reorganized administrative and instructional efforts have been helpful in developing the vertical plans that feeder patterns have for the effectuating of the KISD 5-year strategic plan, and will define its impact on our students. The district has also benefited from the national recognition of our air quality and school safety efforts. The ability of campuses to become more functional and agile reflects a desire at all levels of the organization to become more responsive AND more forward-thinking, in order to better serve our stakeholders. Campuses have also benefited from an increased effort to facilitate cross-campus feeder pattern work to align processes and spread good ideas through out the district.

The challenges and opportunites faced by the district in this area of the needs assessment are significant. The inital challenge is to gather the data at all levels with accuracy and fidelity, and place it in an understandable context for those stakeholders outside our system. There is an additional need to build context for the use of Baldrige tools and philosophy at the campus level, as an aide to develping effective processes at all levles to help us do far more work with a much diminished capacity for achievement in terms of personnel. The district contiues to struggle with compliance with regulations, and limiting the variance from campus-to-campus as far as day-to-day operations and requests. The other major issue with regard to challenges is aligning our older and newer campuses, and the processes within them. There is significant variance at all levels and in many areas, and we have opportunities from air quailty to security to align and work toward compliance throughout the coming year. This division in compliance and organizational adherance is an area we will focus on in 2012-2013.

School Context and Organization Strengths

- Implementation of vertical action plans and alignment to campus CIPs.
- Continued development of campus/district processes
- Efficiency efforts at the campuses
- Transition to organization by function rather than department has increased agility and system-wide awareness and thinking.
- Continued efforts for energy efficiency and air quality control - new campuses
- Implementation with fidelity of updated policies FFI and FFH

School Context and Organization Needs

- Vertical Alignment implementation and unity
- Use of Baldrige tools for campus planning and organization.

- Tracking of data in all aspects of the organization.
- Compliance with regulations
- Development of processes in priority areas.
- Reorganization within functions to complete necessary work with less resources and less people
- Continued efforts for energy efficiency and air quality control - older campuses

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. In the Keller ISD, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient that past practices and resources allowed. Throughout the District, students are not only learning with technology, they are learning about technology. All indications point to our students achieving academic success and becoming skilled digital users in the process. The instructional program is infused with technology in the delivery of curriculum content and instructional practice. District expectations regarding technology are outlined in the Keller ISD Technology Plan. The Keller ISD Technology Advisory Committee meets quarterly to review the current technology plan and monitor the progress toward meeting identified goals. The committee is comprised of educators, parents, students, business partners, and community members. The District Technology plan is aligned to the District Strategic Plan. The plan identifies strategies to meeting local, state, and national technology standards including 21st Century Skills. Instructional facilitators are part of a curriculum and instruction team that identify student expectations, write curriculum, and assists in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Technology Strengths

- Administrative use of technology for campus organization and communication.
- Emphasis on student use of technology in classrooms.
- Focused use of money on technology improvements
- The use of technology to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making and strategic planning. Software such as Aware on Forethought provide teachers on-line curriculum and assessment data to enable decision making.
- Pilot technology integration programs are being implemented at selected campuses to evaluate various technology tools.
- Classrooms are equipped with ceiling mounted projectors, document/web cameras, sound reinforcement, teacher laptop and docking station and student access to various technologies.
- All facilities have wireless access
- A co-sourcing agreement with Dell Services provides 24/7/365 technology support for all KISD ISD employees.

Technology Needs

- Consistency in use of technology for organization and communication.
- Student use of technology as a learning tool.
- Administrator and Teacher knowledge of technology.

- Disaster recovery plan to prevent data loss and insure 24 by 7 reliability of network resources.
- Establish a Business Continuance model to insure critica processes are maintained in the event of a disaster.
- Provide automation for routine tasks and process to increase efficiency and productivity.
- Create a common language for technology to support users in locating resouces and direction.