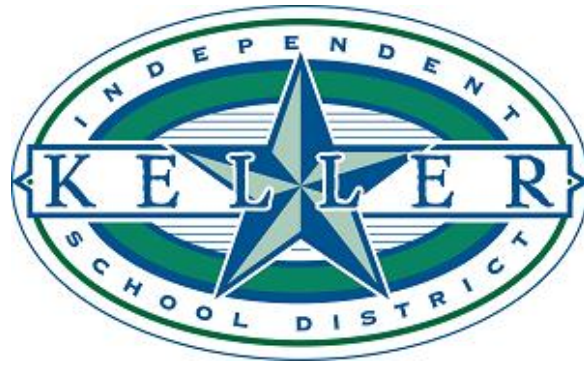


Keller Independent School District
District Improvement Plan
2013-2014 Comprehensive Needs Assessment



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.

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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.

We have a positive attitude toward the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keller ISD's student population continues to grow each year; however, over the past several years this growth has been negatively impacted by the economy, as well as the reduced number of acres remaining in the District that are still available to be developed. The growth of the District generated an enrollment increase of .71% over last year. Currently the KISD enrollment stands at 33,367, up over 3,000 students from 2009.

In terms of ethnicity, there has been a small increase over the last year in the Hispanic/Latino subgroup within the District of approximately 18.69% to 19.4%. Both the Asian and African American student population increased from 7.68% to 7.9%. The white student population continued to drop this year to a population percentage of 61%. The District continues to see an increase in the student population subgroup related to the Economically Disadvantage Category which has grown 3.7% from last year. Keller ISD is seeing the highest ever Economically Disadvantaged population in the District's history with just over 22%.

Transfer Students have increased from 162 in 2011, to 177 this year. There could be several variables affecting this statistic, however the percentage appears to be within a consistent range related to the overall District enrollment growth over the last five years. The number of Dropouts did increase to 126 from last year. This remains consistent with previous dropout numbers from the District in 2009 and 2010.

Demographics Strengths

- Our administration staff continues to grow in the diversity of our staff based on ethnicity and experiences.
- Regular bus transportation has been restored and with that effort service to the students is intended to assist with student attendance rates and minimize truancy.

Demographics Needs

- Campuses continue to face challenges with meeting the academic, social, and emotional needs of the growing minority, limited English and economically disadvantaged sub-populations.
- Opportunities for family support and involvement at all campuses throughout the District.

Student Achievement

Student Achievement Summary

The academic year of 2010-2011 closed out the life-span of the state accountability system. The STAAR system we are now under has presented the district with both challenges and opportunities for improvement. For the 2013-2014 school year, a now becoming-familiar accountability system with increased rigor and number of assessments was implemented in the state. The data that we have received shows that we were able in all but one campus to meet the state standard for acceptable performance, and the campus that did not meet the standard and has a "Required Improvement" label has that label in student growth index, or index 2. We were troubled by a number of safeguards for 10 campuses - that has now become an area of challenge for the C&I Dept.

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 2013-2014 school year based on data, stakeholder input and the redesign of the state accountability system. We will remain compliant with HB 5's mandate of no more than 2 benchmarks a year, but try to maximize that limited data to benefit all students.

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

- 96.6% Graduation Rate for students enrolled in KISD CTE courses
- 20.5% of KISD students enrolled in CTE classes (6765)
- 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

- Improve course completion rate of students in nontraditional classes
- Implement an alignment process between 8th Grade interest inventories, course offerings, and workforce data
- Increase number of DAP graduates
- Increase enrollment from traditionally underrepresented groups in AP and Pre-AP courses
- Define the counselor's role at all levels
- Provide suicide prevention at K-6 levels
- Provide consistent professional development to counseling
- 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
- Imbed tech TEKS in core area curriculum to insure student engagement with them
- 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

Keller ISD has experienced many positive changes over the past year. An intentional effort to be more visible on campuses, engaging staff in meaningful conversations, was experienced by campuses. Changes in the District's organizational structure to provide extra support to campuses began in the spring of 2013. Safety and security efforts improved and a heightened awareness was realized after the unfortunate incident at Sandy Hook. Professional development opportunities were abundant and offered teachers a variety of ways to improve their craft. Low attrition numbers continue to echo the fact that Keller ISD is an exceptional district to learn, live, and work. District wide customer service-centered processes increased with intentional efforts to engage non-traditional stakeholders in education processes. Information transparency continued to improve as we sought new, innovative ways to communicate. Improvements in the utilization of shared decision-making groups also continued from the previous year involving more community stakeholders in district decision-making processes. And, the District increased its focus on relationship building by addressing barriers that prevented effective communication. All of this resulted in District and community morale improving based on anecdotal comments, conversations as well as district survey results.

Opportunities remain for the District to improve in increasing opportunities for shared decision-making to take place through the various stakeholder groups. The solicitation and use of stakeholder feedback will be a focus to ensure that all voices are heard. Morale will continue to be addressed in order to maintain Keller ISD's level of academic success and alignment with the District's vision. Improvements will continue in the area of complaint tracking and management for both parents and staff members. The monitoring and resolution of bullying concerns will be carefully tracked and reported. Efforts will continue to increase information transparency as new mediums and platforms are revealed. And finally, the District will continue focusing on the maintenance of a heightened awareness regarding to safety and security.

School Culture and Climate Strengths

- Community support (engaged parents)
- Low teacher attrition
- District wide professional development
- Shared decision-making groups (TAC, NEAC, DEIC, etc.)
- Information transparency
- District wide anti-bullying program and tracking system
- Complaint tracking system
- Campus security visibility

School Culture and Climate Needs

- Increase opportunities for shared decision-making through designated stakeholder groups
- Engage and utilize district stakeholder feedback in organizational decision-making
- Continue efforts to address district morale
- Continue tracking parent/staff complaints seeking positive resolutions
- Resolve and monitor bullying concerns as reported through the designated tracking system
- Maintain heightened awareness of district safety and security
- Continue efforts to increase information transparency

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; this 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. With prior year budget cuts and staff cuts, recruiting has been significantly reduced in the past few years. As we continue to grow student enrollment and our need to offer a broader spectrum of coursework, we will need to revise and expand our recruitment efforts. 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 use of digital learning resources and embrace the 21st Century Classroom. In addition, campus professional development is expected to support the district initiatives of Continuous Improvement, the district instructional model and digital resources that enhance the campus and district improvement plans.

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 is dedicated to creating a standard of high-quality offerings that will be available equitably to all campuses and staff.

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; the district was able to add back some positions in the 2013-14 budget. These positions were mainly at the campus level, but some positions were also added in the central office in order to better serve and support our teachers. Funding of recurring costs (employees) continues to be an issue the district must address. Budget constraints 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 although it is improving. 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
- Active advisory committees such as TAC, GAAC, 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
- Limited number of college graduates certified, highly qualified to teach in acute shortage areas such as math, science, bilingual education, CTE
- 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 data, including, but not limited to, walkthroughs and campus formative assessments. 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 2013-2014.

The Texas Legislature's passage of HB 5 will also drive innovation and change at multiple service levels within the Learnign Function, as well as the organization. Our greatest challenge will be at the 8th-12th grade levels, where endorsements will have to be established and four-year plans developed to improve our compliance with the new legislation.

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

- Growth of AVID program to all high school campuses and 1 MS, 1 IS
- ARD trainings related to state testing
- SPED teachers trained in IEP components based on Region 18 model
- STAAR performance in 12-13 very strong district wide
- Supported district writing initiative
- Deployed a district professional elarnign framework
- Deployed classroom Implementation of Continuous Improvment
- Worked cooperatively with principals, both individually and at large districyt-level meetings, in strengthening their capacity to be instructional leaders
- Collaborated and supported principals in conducting a pilote of research based-lesson planning model to improve student engagement and teacher effectiveness
- Conducted pilots vertically in one feeder system and provided opportunity for all campuses to have a pilot team in the same research-based model

- Provide teachers and principals guidance concerning the new state assessment system, their scores and score reports, and facilitated assistance for campuses and grade levels/subjects in need
- Incorporated limited assessment data (DCA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level
- Aligned KISD 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 for principals and department chairs monitoring instruction
- Incorporated digital resources in support of strategic plan for increasing technology in the classroom

Curriculum, Instruction, and Assessment Needs

- Increase awareness of tutoring process relative to AVID
- Integration of PLAAFPs and goals to accurately develop goals and IEPs
- SPED PD
- Understand and implement writing as a process K-12
- Understand and implement guided reading K-2
- Increase problem-based instruction in math
- develop systemic cycles for reinforcing district essential professional learning
- Create a process for RtI transitions between buildings
- Increase problem-based instruction in math
- 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

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 the Parent-Teacher Association (PTA). 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. Additionally, our shared vision and strategic priorities enhanced the opportunities for district-level committee participation. Some of the District committees include: the Citizen's Bond Oversight Committee (CBOC), District Education Improvement Committee (DEIC), and the Teacher Advisory Committee (TAC), all of which provide opportunities for engagement.

Because communication is a key factor to the effectiveness of all family and community involvement, Keller ISD uses internal and external electronic communication tools where by stakeholders receive information and are able to provide critical feedback. Frequent communication and interaction between our schools, our families and community members, help students receive a common message regarding the importance of school, collaboration, and partnerships.

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

- Increased transparency
- Improved communication outreach
- Title 1 communication: education of families regarding 21st century learning
- Updated teacher websites (lack current, consistent and relevant information)
- Parent education regarding instructional practices.
- Improved customer service
- Increase engagement opportunities
- Improve targeted community outreach

School Context and Organization

School Context and Organization Summary

Keller ISD is a high performing school district by current state standards, but it is also a school district looking to transform the education system. A primary goal and challenge for Keller ISD in the coming years is finding a way to transform education while maintaining high standards in testing and assessments in place. While we have strong people and processes in place, we must focus on interoperability, as solid communication between all moving parts of the organization is critical to continued success and growth. As education competition intensifies from private, charter, home, virtual, and neighboring schools it is imperative that we focus on continuous improvement in the area of customer service for all stakeholders. Strong customer and workforce focus will increase the likelihood that Keller ISD remains a school of choice.

School Context and Organization Strengths

- Implementation of vertical action plans and alignment to campus CIPs
- Strong foundation in place of campus/district processes
- Efficiency efforts at campuses
- Compliance with regulations
- Continued efforts for energy efficiency and air quality control, i.e. Cenergistic partnership
- Strong processes in place to support anti-bullying and harassment efforts

School Context and Organization Needs

- Vertical alignment implementation and unity
- Efforts needed to ensure cross-functionality with planning and implementation of action plans
- Use of Baldrige tools for campus planning and organization
- Analysis and use of data in all aspects of the organization
- Documentation of processes in priority areas
- Finding effective ways to utilize additional resources as becomes available
- Continued efforts for energy efficiency and air quality control within our older campuses
- Evaluation of redundancies within the system and a plan to correct those inefficiencies