



Kaufman Independent School District Improvement Plan

KISD Mission: KISD will equip students to become lifelong learners committed to academic **EXCELLENCE**, **INTEGRITY**, and **SERVICE** to others.

KISD Vision: **PREPARATION | PURPOSE | PRIDE!**

KISD Motto: ***“Big City Education. Small Town Values.”***

A **KAUFMAN ISD** Graduate is **prepared** for college or career, has a strong sense of **purpose**, and takes **pride** in oneself and others.

PREPARATION: College, Careers, & Life

Kaufman ISD graduates complete rigorous academic courses and explore career opportunities through classes, internships, and work-study opportunities. They exhibit grit and determination in all aspects of life; engage in healthy life choices; are literate and articulate; proficient with technology; and are creative and solutions-oriented problem solvers.

PURPOSE: Servant Leaders & Collaborative Team Members

Kaufman ISD graduates demonstrate confidence while maintaining a kind demeanor; prioritize the needs of others while accepting responsibility for themselves and accountability for their own actions. They work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team and make meaningful contributions within the team. KISD graduates apply their knowledge and problem-solving skills in meaningful and productive ways.

Pride: Respect for Self and Others, Compassionate Citizens, and Life-Long Learners

Kaufman ISD graduates respectfully and actively listen to others; apply their values to decision-making; and appropriately engage in courageous conversations. They are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; and actively exercise their rights within our democracy. Kaufman ISD graduates approach life with wonder and curiosity; seek creative opportunities; possess the ability to adapt to change; and are confident in their ability to pursue and attain futures beyond what they can imagine!

DISTRICT PRIORITIES:

1. **EXCELLENCE** in Student Performance
2. **EXCELLENCE** in a Collaborative Work Environment
3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement



Kaufman Independent School District Improvement Plan

Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR) Anticipated Release December 2025	60%	51%	TBD					
3 rd		60%	45%						
4 th		60%	45%						
5 th		60%	53%						
6 th		60%	50%						
7 th		60%	45%						
8 th		60%	54%						
9 th		60%	54%						
10 th		60%	61%						

SMART Goal: We will increase the percentage of students scoring at the "meets" or "exceeds" standard on the STAAR ELA assessment from 51% to 60% by May 2030.

Fidelity Checks:

- Campus administrators complete 10 walkthroughs/week
- Cadence of Accountability System
- MAP and Quarterly Assessment Data Disaggregation

Resources:

- Protected PLC time for grade level/content STAAR teachers
- Elementary RLA instructional coaches
- Embedded intervention time
- Common planning periods for STAAR teachers

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PK Circle data	X				X				X
Kindergarten map data	X				X				X
1 st MAP data	X				X				X
2 nd MAP data	X				X				X
3 rd MAP data	X				X				X
4 th MAP data	X				X				X
5 th MAP data	X				X				X
6 th MAP data	X				X				X
7 th MAP data	X				X				X
8 th MAP data	X				X				X
9 th Common Assessments		X		X			X		X
10 th Common Assessments		X		X			X		X



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Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR) Anticipated Release December 2025	55%	46%	TBD					
3 rd		55%	38%						
4 th		55%	53%						
5 th		55%	49%						
6 th		55%	50%						
7 th		55%	54%						
8 th		55%	19%						
Algebra I		55%	49%						

SMART Goal: We will increase the percentage of students scoring at the "meets" or "exceeds" standard on the STAAR Math assessment from 46% to 55% by May 2030.

Fidelity Checks:

- Campus administrators complete 10 walkthroughs/week
- Cadence of Accountability System
- MAP and Quarterly Assessment Data Disaggregation
- Bluebonnet Fidelity Observation Checks

Resources:

- Protected PLC time for grade level/content STAAR teachers
- Elementary Math instructional coaches
- Embedded intervention time
- Common planning periods for STAAR content teachers
- Strong Foundation Implementation Region 10 Support

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PK Circle data	X				X				X
Kindergarten map data	X				X				X
1st MAP data	X				X				X
2nd MAP data	X				X				X
3rd MAP data	X				X				X
4th MAP data	X				X				X
5th MAP data	X				X				X
6th MAP data	X				X				X
7th MAP data	X				X				X
8th MAP data	X				X				X
Algebra I Common Assessment		X		X			X		X



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Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBCs

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR) and Local Tracking	90%	96%	99%					
TSIA2 Combined RLA/Math Performance		60%	27%	53%					
SAT/ACT		25%	10%	16%					
IBC's + Completer		35%	26%	26%					

SMART Goal: Sustain a College, Career, and Military Readiness compliance rate of 90% or above for all graduates through June 30th, 2030, using the combined metrics of TSIA2, SAT/ACT, and Industry-Based Certifications.

Fidelity Checks:

- Weekly progress checks for TSIA2 testing
- Track and monitor student CTE Pathway progress/completion and required courses with corresponding IBC's each semester.
- Semester tracking of students taking SAT/ACT

Resources:

- CCMR and CTE Director
- TSIA2 Intervention teacher
- ACT/SAT Review/iXL
- ACT/SAT/TSIA2 Testing Costs



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Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.3: Ensure the Safety and Well-Being of Students

Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	2.0%	3.7%	TBD					

1.3.2 SMART Goal: By May 2030, the district will decrease the total percentage of student discipline placements (including In-School Suspension, Out-of-School Suspension, DAEP, and Expulsion) from the current baseline of 3.7% to a target rate of 2.0%

Fidelity Checks:

- Implementation of restorative practices
- Comparison of district and state data when available
- Monthly monitoring of discipline data by campus



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Priority #2: EXCELLENCE in a Collaborative Environment

Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being

Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	90%	85%	TBD					
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	35%	NA	NA	TBD				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	90%	NA	TBD					

2.1 SMART Goal: By May 2030, the district will increase the teacher retention rate from 85% to 90%, as measured by HR retention data, through enhanced mentoring, onboarding, and targeted professional support initiatives.

Resources/Strategies:

- Provide instructional coaching cycles and job-embedded PD for early-career teachers.
- Principals will conduct stay interviews mid-year to identify and address concerns proactively
- Offer continued and additional wellness and work-life balance supports

Fidelity Checks:

- Quarterly HR reports on teacher turnover trends
- Principal monitoring of stay interview implementation and follow-up actions.

2.2 SMART Goal: By May 2030, the district will increase the percentage of teachers earning a Teacher Incentive Allotment designation from 20% to 35%, as reported by TEA, through improved calibration, data accuracy, and instructional support aligned to the T-TESS rubric.

Fidelity Checks:

- Monitor T-TESS calibration completion rates.
- Review student growth and observation data each semester.
- Conduct analysis of TIA designation submissions versus eligibility projections.

Resources/Strategies:

- Provide T-TESS calibration training for all appraisers annually.
- Campus level data meetings to analyze student growth and review designation requirements.



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2.3 SMART Goal: By June 2030, the district will increase overall staff satisfaction on the annual employee survey by 10 percentage points, focusing on communication, recognition, and workload balance.

Fidelity Checks:

- Track participation rates in advisory councils and listening sessions.
- Document and review recognition program activities and communication updates.

Resources/Strategies:

- Focus on the DEIC to increase two-way communication.
- Implement a Staff Recognition Program highlighting monthly and annual excellence.
- Review and adjust non-instructional duty assignments to reduce workload.

Priority #3: INTEGRITY-Driven District and Campus Operations

Strategic Objective 3.3: Maintain a "Superior" rating in the FIRST System.

Evaluation Data Sources: Campus-level budgets (local/federal/state)

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
3.3 Maintain a "Superior" rating in the FIRST System.	TEA FIRST	<i>Superior</i>	Superior	Superior					

3.3 Smart Goal: Maintain a minimum score of 90 on the Texas Education Agency (TEA) FIRST rating for the current fiscal year by ensuring timely and accurate submission of all required financial data, conducting regular internal audits of all financial indicators, and achieving an unmodified opinion on the annual financial report from external auditors by the submission deadline.

Fidelity Checks:

- Quarterly Internal Audits
 - Systematically review all 21 financial indicators used in the FIRST rating at regular intervals, not just at year-end. This allows for proactive identification and correction of issues.
- Audit of Critical Indicators
 - Confirm compliance with the critical indicators that result in an automatic "Substandard Achievement" or "F" rating if not met.
- External Auditor Feedback Review
 - Review the results of the annual external audit, particularly the independent auditor's opinion and any findings related to internal controls.

Resources:

- Independent Audit
- Professional Development
- Chart of Accounts



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Priority #4: Community SERVICE and Engagement

Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction

Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
4.1 Increase family satisfaction with the district.	Survey Data	90%	NA	88%					

4.1 Smart Goal: By the end of 2030, the percentage of families who report being satisfied or very satisfied with the district will increase from the baseline of 88% to 90%, as measured by the annual District Family Survey.

Fidelity Checks:

- Track community feedback following district events on social media.
- Monitor social media channels for posts, mentions, and shares following district events.
- Receive feedback collected through the quarterly newsletter.

Resources

- Annual Family District Satisfaction Survey
- Social Media Channels
- District Newsletter

APPENDIX A

Title I Descriptors

Title I, Part A-13 Descriptions in ESSA

Descriptor 1: Student Progress Monitoring and Supports: How the LEA will monitor students' progress in meeting the challenging State academic standards by: [Section 1112(b)(1)]

- A. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
- B. Identifying students who may be at risk for academic failure
- C. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards
- D. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

The LEA Plan shall describe how the LEA will ensure that all children receive a high-quality education and close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting such standards.

Subsection A - Well-Rounded Program of Instruction

Kaufman Independent School District implements a well-rounded instructional program by providing interventions such as Read Right and Leveled Literacy Intervention (LLI) for Tier 3 readers, utilizing IXL across subjects, and assigning instructional coaches to support teaching and learning. We ensure alignment with academic standards through ongoing assessment tools like STAAR, MAP, and Eduphoria to guide instruction and monitor progress.

Subsection B - Identifying At-Risk Students

We identify at-risk students through various data sources, including MAP testing, STAAR performance, and MTSS evaluations. These tools help us determine students who are not meeting grade-level expectations, enabling timely interventions such as summer school, after-school tutoring, and early academic support for Emergent Bilingual students in Pre-K through first grade.

Subsection C - Providing Educational Assistance

We provide educational assistance through targeted support services, including interventionists, summer school programming, and bilingual paraprofessionals. This ensures that students who are behind receive the necessary instruction and resources to meet challenging state academic standards.

Subsection D - Improving School Conditions and Academic Programs

We strengthen academic programs and school conditions by emphasizing data-driven instruction, offering professional development aligned with student needs, and embedding ethics and compliance training. These strategies contribute to a culture of continuous improvement and academic success.

Descriptor 2: Teacher Quality: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [Section 1112(b)(2)]

Kaufman Independent School District ensures that low-income and minority students are not taught at higher rates than other students by non-certified or inexperienced teachers. We prioritize hiring fully certified staff, provide recruitment stipends for high-need subjects like secondary math and science, and implement equity monitoring to guarantee all students have access to effective educators.

Descriptor 3: School Improvement and Support Activities: How the LEA will carry out its School Improvement activities responsibilities if any campuses within the LEA are identified by TEA as Comprehensive Support and Improvement, Targeted Support and Improvement and/or Additional Targeted Support. (See Campus Accountability Interventions and Guidance for additional detailed information) under Section 1111(d)(1) and (2). [Section 1112(b)(3)]

Kaufman ISD has developed a Targeted Improvement Plan to support our campus that has been identified as Comprehensive Support. We are working closely with our Education Service Center to implement and monitor this plan.

Descriptor 4: Measure of Poverty: The poverty criteria that will be used to select school attendance areas under Section 1113. (Within Allocations Procedures) [Section 1112(b)(4)]

Kaufman ISD uses the Fall PEIMS submission report to determine the enrollment of low socioeconomic status students at each campus. These numbers are used to determine the measure of poverty and allocate Title funding.

Descriptor 5: Nature of Programs: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Kaufman Independent School District primarily operates Schoolwide Title I programs and offers services such as summer school, tutoring, and supplemental instruction aligned with federal requirements.

Descriptor 6: Services to Homeless Children and Youth: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act. [Section 1112(b)(6)]

Kaufman ISD reserves funds to support homeless children and youth. Funds ensure that these students have clothing, food, and any other supplies needed for school. We also use funds to assist with transportation coordination when students who declare homelessness move outside the district during the school year.

Descriptor 7: Parent and Family Engagement Strategy: The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116.

Kaufman Independent School District implements a robust Parent and Family Engagement strategy

by hosting ESL college nights, supporting parent nights on all campuses, offering Spanish interpretation services, and maintaining communication via websites and social media. We also collaborate with parents to develop and disseminate a Parent and Family Engagement Policy in accessible formats.

Descriptor 8: Early Childhood Education Programs and Transition Plans: If applicable, how the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)].

Kaufman Independent School District supports early childhood education by placing paraprofessionals in PK–1st classrooms to assist English learners. KISD uses state comp funds,...

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program:

If an LEA has schools operating a Targeted Assistance (TA) program, how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A

Kaufman ISD does not have any schools operating as Target Assistance.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions: If an LEA has middle grades and/or high school grades, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? [Section 1112(b)(10)]

Kaufman Independent School District supports student transitions through College Bridge curriculum, dual credit opportunities, military recruiter access, and AP/Honors programming. We also provide college entrance exams on campus and pay dual credit tuition for economically disadvantaged students to ensure equitable access to postsecondary preparation.

Descriptor 11: Discipline Disproportionality: How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students?

Kaufman Independent School District addresses discipline disproportionality by promoting proactive strategies, using alternatives to ISS, and implementing character and social-emotional curricula. Anti-bullying protocols, threat assessments, and programs like Character Strong contribute to maintaining an inclusive and supportive learning environment for all student groups.

Descriptor 12: Coordination and Integration: If applicable, how will the LEA support programs that coordinate and integrate [Section 1112(b)(12)].

- Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Academic and Career Integration

Kaufman Independent School District aligns academic content with career and technical education through well-structured endorsement pathways and refined CTE course offerings. We implement instructional strategies that promote career readiness, including college prep courses and industry-based certifications.

Work-Based Learning Opportunities

We offer work-based learning experiences by providing access to industry professionals and aligning coursework with in-demand skills. These opportunities enhance student engagement and career preparedness, supported by staff such as the Director of CCMR and CTE.

Descriptor 13: Other Proposed Uses of Funds: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide.

N/A

APPENDIX B

Intent of Federal Funds for 2025-2026

Intent of Federal Funds for 2025-26

Title I, Part A - Improving Basic Programs

- 40% or higher free/reduced lunch eligibility, required to serve 75% or higher
- We serve 4 Title I school-wide campuses
- Expenditures must be supplemental to the standard program and must be spent to achieve goals outlined in the campus improvement plan (based on a comprehensive needs assessment)
- Title I funds aim to provide all children a significant opportunity to receive a fair, equitable, high-quality education, and close the educational achievement gaps.
- 1% of the grant is reserved for Parent Engagement activities.

Common uses of funds include: additional/supplemental staff, supplemental technology equipment, supplemental tutoring, supplemental instructional materials, parental engagement activities, and professional development

Title II - Supporting Effective Instruction

- Funds must be used to improve student achievement by improving teaching and leadership (teacher and principal staff development)
- Funds are also to be used to recruit and retain teachers

Kaufman ISD uses Title II funds for: supplemental staff to support teacher coaching, leadership development, and recruiting and retention stipends. Funds can be transferred to Title I, Part A.

Title III - ELA

- Funds must be used to help students who are identified as Limited English Proficient
- Funds must be supplemental to what is required by State law, and supplemental to all other federal funds as well
- Only 2% may be used for administrative costs

Kaufman ISD utilizes Title III funds for supplemental staff to provide instructional support and modeling to Bilingual/ESL teachers, translation services, supplemental instructional materials and technology for the Bilingual/ESL program, staff development in the area of English Language Learners, English classes for parents, activities for students, parental engagement activities, and summer school activities

Title IV

- Funds must be used to provide students with well-rounded educational opportunities
- Funds must be used to provide students with safe and healthy activities
- Funds must be used to support the effective use of technology

Kaufman ISD transfers Title IV funds to Title I to support staffing.

Please contact the Director of Federal Programs at 972.932.2622 for questions or comments regarding federal funding.

APPENDIX C

Title Funds

Title 1 Funds

Payroll: Math and Reading Instructional Coaches, RTI Teachers, Summer Literacy Bus

6100 - Payroll	\$783,580.00
6200 - Contracted Services (Possible PD)	\$5,277.57
6300 - Supplies & Materials (Parent/Family Engagement)	\$8,147.02
6400 - Other Expenditures (Homeless Reservation)	\$60.00

Title 2 Funds

Payroll: Recruitment stipends for “hard to fill” positions & Instructional Coach

6100 - Payroll	\$155,176.65
6200 - Contracted Services	\$1,000.00
6300 - Supplies & Materials	\$1,000.00
6400 - Other Expenditures	\$0

Title 3 Funds

Payroll: Bilingual Paraprofessionals, ESL Family Night Class

6100 - Payroll	\$91,657.00
6200 - Contracted Services (Possible PD)	\$865.00
6300 - Supplies & Materials (Family Engagement)	\$5,000.00
6400 - Other Expenditures	\$0

Title 4 Funds (serving as Title 1)

Payroll: Instructional Coach

6100 - Payroll	\$58,598.92
6200 - Contracted Services	\$0
6300 - Supplies & Materials	\$0
6400 - Other Expenditures	\$0