

# **Kennedale Independent School District**

## **District Improvement Plan**

**2024-2025**



# Mission Statement

The mission of the Kennedale Independent School District is to provide a diverse, engaging, and safe environment where all stakeholders are responsible and accountable for student success.

## Vision

Engage, Enrich, Equip, Excel

## Core Beliefs

### We believe:

- Students are a diverse community of learners who will be equipped and provided with broad opportunities and experiences that cultivate integrity, leadership skills, community involvement and support for success. Success is reflected by evidence of grit, appreciation for diverse perspectives and experiences, with global competitiveness.
- Parents and families should be active essential partners who work together with mutual respect and trust for the benefit of students and staff.
- Teachers represent a diverse group that love their job, love their students, are flexible, and create a safe and engaging learning environment that is equitable for all because they are the backbone of the district.
- Campus leadership should be innovative, responsive, and accountable community builders.
- Central Office and the Superintendent exist to provide a transparent and visionary operation that is dedicated to servant leadership, in conjunction with district staff & students. In addition, ensuring that all campuses will be safe, secure spaces, while meeting the essential needs of all students.
- The School Board should be engage with the community and held accountable for student learning by listening, collaborating, and building consensus to make decisions base upon best practices and research while remaining within the scope of their elected responsibilities.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kennedale ISD is located in the Dallas-Fort Worth metroplex and serves 2,827 students in five campuses, including one early childhood center, two elementary schools, one junior high school, and one high school. KISD has seen a slight decrease in overall enrollment over the past four years while the level of diversity of our student population has continued to grow.

- 94.2% daily attendance
- 208 teachers
- 206: 2022-2023 graduates
- 2.8% average discipline

### Demographics Strengths

- Diverse student population
- Experienced Staff
  - Most staff have over 11 years of experience
  - Increase in 20+ years experience
    - Student- teacher ratio below state average
    - Increased identification of economically disadvantaged students provides additional targeted resource.
    - Increase in teachers with a Master's degree by 2.2% since 2022-2023.
    - Consistent student-teacher ratio over time.
    - Spring 2024 brought the largest graduating class since 2019.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There has been an increase in students served in our Special Education and Emergent Bilingual programs, which has increased the need for specialized resources to support the unique needs of these populations. **Root Cause:** KISD demographic trends reflect demographics across the Texas.

**Problem Statement 2:** Strategies for diverse populations, such as students who are at-risk, students in foster care, English learners, racial and ethnic minorities, and students experiencing homelessness, taught during targeted professional development to all staff members who support instruction are not consistently evident in classroom activities. **Root Cause:** Research based instructional strategies are not monitored consistently.

# Student Learning

## Student Learning Summary

During the 2022-2023 school year, the overall district rating was a B. Despite continued learning disruptions caused by the pandemic, overall student achievement remained the same across all STAAR performance levels. For the second year in a row, more students met the passing standard in STAAR after a prior non-mastery due to intensive accelerated learning efforts related to HB1416. Additionally, the district made gains in closing the gaps of learning with our economically disadvantaged students.

Areas of opportunity for KISD include accelerating growth in language proficiency for secondary Emergent Bilingual students and in STAAR performance among students in special education. At the elementary level in Reading and Math, KISD remain below the state in all performance levels and is a focus point for improvement. Attention is needed to address low summative state testing performance in the area of social studies. A priority for the district is ensuring that students at the meets and masters performance level grow at expected rates.

## Student Learning Strengths

- **Kindergarten** students demonstrated the **highest rates of growth and achievement** across the district. They placed nationally in the 99th and 98th percentiles for reading and math growth, respectively, and in the 92nd percentile in reading and math achievement.
- **Elementary reading STAAR** scores showed **gaps are closing** between the state and district passing rates. The majority of **ethnicity** and **program** subgroups made gains in **Meets and Masters** over last year, particularly in grades 3 and 5. Longitudinal data showed increases in all three performance levels for both 4th and 5th grade **KISD cohorts**. Over 20% of students showed accelerated growth from last year to this year.
- **Elementary math STAAR** scores showed **gaps are closing** between the state and district rates at all three proficiency levels – Approaches, Meets, and Masters. Longitudinal data showed increases in students performing at grade level (Meets) for both 4th and 5th grade KISD cohorts.
- **Secondary math STAAR EOC** (Algebra 1) results showed 89% of **ethnicity** and **program subgroups** had significantly higher percentages at each of the three performance levels, with the highest **increase in Masters**.
- Passing rates for **secondary science EOC** are **above the state** and indicate significant **increases in Meets** grade level rates for students in the **African American** and **Hispanic** ethnicity groups as well as those in the **Emergent Bilingual** and **special education** programs.
- Passing rates for **secondary social studies STAAR** were **above the state** this year (below the state last year) and indicate significant **increases in Meets** level rates for students in the **African American** and **Hispanic** ethnicity groups as well as those in the **Emergent Bilingual** and **special education** programs.
- **TELPAS** data indicates **improvement in language proficiency** rates across elementary and secondary Emergent Bilingual students. Language proficiency **Advanced High composite ratings increased 3%** over last year, providing more students the opportunity to be considered for reclassification.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While KISD closed the gap in elementary reading STAAR passing rates across all tests and Meets and Masters levels across most tests, it is important to continue to increase scores at every performance level category. **Root Cause:** Elementary students scored significantly lower than the state in the spring of 2023, leaving double-digit gaps to overcome in one year. While slightly increased over last year, the high rate of non-mastery performance on extended constructed responses significantly contributed to lower overall scores.

**Problem Statement 2:** Elementary science STAAR passing rates are below the state this year, with ethnicity and program subgroup reporting dips in performance. **Root Cause:** The high rate of non-mastery performance on multi-point questions significantly contributed to lower overall scores on this test. Walkthroughs were conducted at a lower rate in science classes than in math and RLA; therefore, data for fidelity of implementation of district resources is not as reliable.

**Problem Statement 3:** SAT mean scores and TSIA passing rates decreased from last year to this year. **Root Cause:** There is a disparity between the content and strategies prioritized in curriculum and what and how content is tested in the standardized exams. Lack of teacher capacity and adequate time for preparing students for test content and format limits the level of support they can provide students. No-cost preparation opportunities for students provided by the district are not fully leveraged.

**Problem Statement 4:** Math 6-8 STAAR passing rates dropped from last year to this year. **Root Cause:** Walkthrough data indicated misalignment with daily instruction and district pacing calendars. District instructional materials were observed in fewer than half of classroom visits. Research based instructional strategies were not consistently evident in classroom activities. New teachers comprised 33% of the mathematics teaching team and had a steep learning curve.

# District Processes & Programs

## District Processes & Programs Summary

In addition to the core academics, the district provides program options related to career and technical education, athletics, fine arts, gifted and talented, and college-level coursework. Additionally, procedures and services are in place to ensure there is a professional and collaborative approach to address the needs of diverse student populations, including those participating in GT, MTSS/RtI, Special Education, Bilingual, ESL, and Section 504 programming. All KISD students have a Chromebook to ensure equitable access to course content and online instructional applications and increase engagement in learning in and out of the classroom. The district's emphasis on a focused app/software catalog, user devices, network performance/security, technical support, increasing teacher tech proficiency, and investing in training highlights its commitment to effective technology integration in education.

In addition to student supports, KISD provides multiple options for staff to participate in professional development aligned with the district's goals as well as more personalized opportunities for professional growth. KISD takes a more collaborative approach with our technology specialist and campus eCoaches to offer more individualized and differentiated training for teachers. The majority of staff participated in PD related to using technology in the learning process. The district continues to use the PD tracking system to provide leaders and staff with an easy way to track required professional development as well as additional training selected to advance professional goals.

## District Processes & Programs Strengths

- Ongoing communication with all stakeholders.
- Campus-wide positive behavior support system in place at all campuses.
- Visuals of standard response protocols are posted around campuses.
- Scheduled safety drills are conducted.
- Master schedules are designed to ensure instructional time is maximized.
- Student and staff emotional safety is supported.
- Student and staff feel their campus is a safe place to learn/work.
- Safety protocols for visitors to campuses in place.
- Vacancy postings on other educational job sites such as TASA, THSCA, TMEA and Handshake.
- Utilizes Humanex as a screening tool for teacher and campus administrator interviews to select the best talent that focuses on culture, climate, relationship, and work style themes.
- Principals assign teachers to grade level and content area that best suits the teacher's strength.
- KISD attended 4 job fairs this year, Tarleton State University, UNT/TWU, and UTA and Prairie View A&M.
- Streamlined selection of apps and software ensures high-quality, relevant tools for teaching and learning.
- Staff and student devices are regularly refreshed and maintained to provide equitable access to reliable technology.
- The district prioritizes network performance and security through investments in technology infrastructure and cybersecurity measures.
- Technical assistance is readily available for quick resolution of issues and minimal disruptions.
- Ongoing training aligns with district goals to enhance staff proficiency in using technology for teaching and learning.
- Staff report greater confidence in utilizing core instructional resources consistently since 2021

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** There is a need to strengthen development of master schedules that allow for research-based instructional practices to be implemented and provide protected instructional time, specifically in Math and Reading. **Root Cause:** There are many variables that need to be considered when developing master schedules, including individual students participation in special programs, areas of interest, and postsecondary goals for students.

**Problem Statement 2:** There is a continued need for training and modeling of positive behavior support for staff and implementation of MTSS strategies regarding classroom management skills and targeted behavior supports. **Root Cause:** While there has been various trainings on classroom management and school-wide positive behavior support practices, campuses need the opportunity to develop skills in adjusting and implementing appropriate behavioral supports, based on the needs of the students.

**Problem Statement 3:** Difficult to offer competitive salaries for both new and experienced staff, as a mid-sized district competing for high quality staff with larger neighboring surrounding districts. **Root Cause:** Due to enrollment and budgeting factors, offering competitive salaries to retain and recruit high-quality, diverse staff is more challenging in a mid-sized district as compared to larger districts surrounding KISD. KISD has done an exceptional job over the past 4 years increasing starting pay for all staff members, including increasing stipends for hard to fill positions.

**Problem Statement 4:** Nationwide shortage of certified teachers. **Root Cause:** Post secondary students are not choosing education as a pathway in college, so there are fewer qualified applicants to choose from which hiring. Districts are relying on their District of Innovation (DOI) exemption for hard to fill certification areas.

**Problem Statement 5:** Opportunity to continued to strengthen structured and comprehensive strategy to effectively respond to cybersecurity incidents, including data breaches or malware attacks. **Root Cause:** Staff may lack awareness of the importance of incident response planning or the potential consequences of cyber threats. Limited time, budget, or expertise may hinder the development and implementation of comprehensive incident response plans.

**Problem Statement 6:** The district lacks comprehensive monitoring systems for network performance, detection of unauthorized network devices, and timely identification of outages. **Root Cause:** Insufficient Monitoring Tools: The district may lack advanced tools and technologies needed to continuously monitor network performance and detect anomalies. Resource Constraints: Constraints in budget, staffing, and time may prevent the implementation of robust monitoring systems and procedures.

**Problem Statement 7:** Most research-based strategies were not observed consistently in classrooms during administrator walkthroughs. **Root Cause:** New materials presented a large learning curve for teachers and increased preparation time reviewing content and anticipating pacing. This resulted in less focus on how to incorporate research based strategies for engagement and rigor, and additional training is needed for both teachers and administrators. Embedded coaching was limited or not available.

**Problem Statement 8:** Content based language instruction (CBLI) was not observed across classrooms consistently . **Root Cause:** Classrooms varied in the level of language-rich environments they provided for students. Strategies addressed during back to school trainings were not observed consistently. While data was tracked throughout the year to measure progress and identify strengths and weaknesses, embedded coaching was not available to support teachers in responding to the data within their content instruction.

**Problem Statement 9:** Accelerated instruction resources, strategies, and progress monitoring processes are not consistent across secondary classrooms. **Root Cause:** Master schedules were not conducive to a core group of educators focused on accelerated instruction, resulting in challenges related to training, monitoring, and efficient documentation. Instruction and progress monitoring were not consistently aligned to individualized student data. More training was needed on resources and programming for campus administrators who are supervising AI teachers.

**Problem Statement 10:** The district is not meeting its College, Career, and Military Readiness (CCMR) targets, as students are not meeting the necessary benchmarks for readiness. **Root Cause:** Current preparation programs may not be adequately equipping students with the skills and knowledge necessary for success. There may be missed opportunities for early interventions, as students needing additional academic or career support might not be identified promptly. The curriculum may not fully address CCMR standards, potentially leaving students less prepared for post-secondary education.

**Problem Statement 11:** The district's building security systems present opportunities for improvement due to varying technologies and components that have reached the end of their service life. Collaborative updates will modernize monitoring and access management, enhancing student safety and protection from potential intrusions. **Root Cause:** Evolving school safety needs necessitate updates to building security systems with better integration. Budgetary constraints have limited upgrades, making collaborative efforts essential to enhance student protection and meet current safety standards.



# Perceptions

## Perceptions Summary

Overall data reflects a positive perception of the district atmosphere. Surveys indicate that parents have high levels of satisfaction in their children's schools, students feel physically safe on campus, and that administrators protect instructional time for teachers and students and provide timely, relevant information communication to staff. Strong working relationships among stakeholders is evident, and families and communities are aware of happenings through district newsletters and campus communications, and are contribute to the work of district committees.

Areas requiring attention include more training for staff in behavior management and consistency in expectations for behavior in the classrooms. Additionally, new teachers need more frequent and targeted support and recruitment efforts must be strengthened to fill the areas of highest need with qualified personnel. The 2023-2024 retention rate for overall KISD staff was 73% and 73% for teachers. Additional and ongoing training in safety protocols and tools must be an increasing priority to ensure maximally secure environments. Community stakeholder involvement opportunities need to be offered more frequently and scheduled more effectively to allow increased participation.

## Perceptions Strengths

- KISD parents see evidence that their child's **teacher(s) sets high expectations** for their student.
- Continued family support through **Parent and Community Teams (PACT)** for special programs.
- Significant **participation in KISD Santa Night** for families.
- District Parent Involvement Committee
- **Increased participation** with Emergent Bilingual Watch Parties.
- Retention rate: 2023-2024 | 73% overall, 72% teacher
- Semi-monthly compensation for staff
- Approved calendar offering two breaks in the second semester
- New Teacher Mentor Academy

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students in 6th and 9th grades experience a significant rise in disciplinary incidents during their transition to new campuses. There is a need for enhanced support and targeted interventions during these critical transitional years to help students adapt and reduce behavioral issues. **Root Cause:** There may be inadequate support systems in place to help students adjust when moving to a new campus, contributing to behavioral issues. Students might not receive adequate social-emotional guidance and resources during these critical transitional years, leading to increased disciplinary incidents.

**Problem Statement 2:** The large majority of disciplinary removals across the district are students who come from economically disadvantaged backgrounds. **Root Cause:** Students from economically disadvantaged backgrounds have unique academic and social-emotional needs, and these needs are not always being met consistently. Staff need a more consistent, aligned, and proactive system for teaching and reinforcing positive behavior management.

**Problem Statement 3:** Potential variance in reporting of discipline and bullying incidents at the elementary and secondary levels. **Root Cause:** Varying standards and protocols across schools may lead to discrepancies in reporting disciplinary and bullying incidents, causing under reporting. Lack of Training and Awareness: Staff may not be consistently trained to recognize and report behavioral and bullying issues accurately, resulting in under reporting.

**Problem Statement 4:** Limited participation in many parent and community events all KISD campuses. **Root Cause:** Communication about these activities is inconsistent and is not distributed from a single platform (e.g., Blackboard, Facebook, Smore, Remind, etc.). Many parents do not see value in the events and/or how it will benefit them and their students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: September 11, 2024

## Goal 1: STUDENT ACHIEVEMENT:

We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

**Performance Objective 1:** KISD will prepare all students to meet or exceed grade-level expectations for learning by providing a guaranteed and viable curriculum, aligned assessments, and aligned instructional materials across all content areas.

### HB3 Goal

**Evaluation Data Sources:** State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8, STAAR End-of-Course exams, TSI/SAT/ACT participation and performance, GOLD Assessment, TELPAS, TAPR, [texasassessment.gov](http://texasassessment.gov)

Strategy 1 Details
<b>Strategy 1:</b> Ensure the consistent implementation of core high-quality instructional materials (HQIM) and district-adopted resources to support student learning and achievement. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, 90% of classrooms will show evidence of the usage of district-adopted HQIM as reported by classroom walk-throughs.
Strategy 2 Details
<b>Strategy 2:</b> Increase the effective use of research-based instructional strategies (RBIS) across all classrooms to enhance instructional quality and student engagement. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, evidence of RBIS (small-group purposeful talk, formative assessment, critical writing, productive struggle, etc.) implementation will be seen in 80% of classroom visits, as evidenced through classroom walk-throughs.
Strategy 3 Details
<b>Strategy 3:</b> Monitor the fidelity of usage of specialized instructional programs, including online tools, to ensure engagement and academic growth, for students with disabilities. <b>Strategy's Expected Result/Impact:</b> By the end of the school year, 90% of classrooms will use specialized instructional programs, including Read180 and Math180, evidenced by classroom walk-throughs.
<b>Results Driven Accountability</b>

#### Strategy 4 Details

**Strategy 4:** Provide and monitor curriculum-focused, embedded professional learning to support special education teachers in effectively use Goalbook for writing IEP goals that align with students' individual needs and district standards.

**Strategy's Expected Result/Impact:** By the end of the academic year, 80% of KISD special education teachers will demonstrate the use of Goalbook to develop effective, standards-aligned IEP goals, as evidenced by IEP audits and platform usage reports, leading to improved student performance on individualized goals.

#### Results Driven Accountability

#### Strategy 5 Details

**Strategy 5:** Implement campus-wide student data binders or data walls to monitor individual student progress and allow students to set goals between formative and/or summative assessments, allowing for personalized instruction based on each student's needs, strengths, and areas for improvement.

**Strategy's Expected Result/Impact:** By the end of the school year, 100% of campuses will have operational data binders or data walls, with 90% of teachers utilizing these tools to facilitate goal-setting with 90% of their students, as measured by documented goals set by student and data binder reviews.

#### Strategy 6 Details

**Strategy 6:** Implement a comprehensive framework with defined evaluation criteria to guide campus leaders in monitoring and assessing the effectiveness of Accelerated Instruction programs.

**Strategy's Expected Result/Impact:** By the end of the school year, there will be an 80% fidelity rate of Accelerated Instruction Framework implementation, as evidenced through classroom walk-throughs. 75% of students who received accelerated instruction will increase at least one level of projected proficiency as measured by STAAR, each earning 1 accountability AL point.

#### Strategy 7 Details

**Strategy 7:** Monitor effectiveness of learning plans developed by Student Support Team (SST) to increase intervention outcomes as part of enhancing implementation of Multi-Tiered System of Supports (MTSS) framework.

**Strategy's Expected Result/Impact:** By the end of the school year, 90% fidelity in implementation of intervention learning plans as monitored through DMAC intervention logs and progress monitoring assessment notes.

#### Results Driven Accountability

**Goal 1: STUDENT ACHIEVEMENT:**

We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

**Performance Objective 2:** KISD students will graduate college, career, and/or military ready.

**High Priority**

**Evaluation Data Sources:** College ready graduates, Career and Military graduates, Course enrollment and completion, SAT/ACT/TSIA/Advanced Placement exam participation, IBC participation, ASVAB participation, Survey Data, Credit recovery participation, WSC enrollment

Strategy 1 Details
<p><b>Strategy 1:</b> Increase college readiness by providing targeted preparation resources and workshops for the ACT, SAT, and TSIA, as well as offering these exams during school hours to ensure accessibility for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, increase the percentage of students meeting the minimum TSI score for college readiness benchmarks on the ACT, SAT, and TSIA by 5%, as compared to the previous year.</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Increase percentage of students earning college credit in Advanced Courses (AP, OnRamps, Dual Enrollment) by implementing early intervention strategies, including mandatory progress check-ins, academic counseling, and student recognition programs.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, reduce the dropout rate in Advanced Courses (AP, OnRamps, Dual Enrollment) by 25% as measured by course enrollment and final grade data and increase the percentage of students earning college credit.</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Align all CTE courses with Industry-Based Certification (IBC) requirements and provide targeted resources, such as tutoring and exam preparation, to support increased number of students in earning IBCs.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of CTE courses will be aligned with IBC requirements, and the percentage of students earning IBCs will increase by 5%, as measured by certification completion rates.</p>
Strategy 4 Details
<p><b>Strategy 4:</b> Increase CTE Completer status from 17% to 30% and CTE Concentrator status from 34% to 44%, with a focus on supporting Special Education students to graduate with a Completed IEP and Workforce Readiness (Graduation Type Code 34 &amp; 35).</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, achieve a 30% CTE Completer rate and a 44% CTE Concentrator rate, with a 20% increase in the number of Special Education students graduating with a Completed IEP and Workforce Readiness designation, as measured by audit of high school transition records and progress towards individual graduation plans.</p>

**Strategy 5 Details**

**Strategy 5:** Increase opportunities for students to explore military enlistment as a viable postsecondary option through informational programs, career exploration events, and/or advising sessions through counseling services.

**Strategy's Expected Result/Impact:** By the end of the school year, 85% of students who participate in military information sessions will report a greater understanding of military career paths and their personal alignment with those options, as reported by surveys.

**Strategy 6 Details**

**Strategy 6:** Implement Junior Achievement (JA) programming in 100% of Kinder-5th grade classrooms, ensuring that all students participate in at least one JA lesson or activity annually.

**Strategy's Expected Result/Impact:** By the end of the school year, 100% of K-5th grade students will have participated in at least one JA lesson or activity, with 90% of teachers reporting increased student engagement in financial literacy and career readiness topics, as measured by post-lesson surveys and classroom observations.



**Goal 1: STUDENT ACHIEVEMENT:**

We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

**Performance Objective 3:** KISD leaders will align and strengthen curriculum-focused and embedded professional learning to build capacity among staff.

**High Priority**

**Evaluation Data Sources:** Vector survey results, Professional Development agendas and training documentation, BrightBytes Clarity data, Curriculum Toolbox Usage Reports, PLC agenda, Dyslexia start/end Dates in CALTs Attendance Records, RTI/CARE Team Documentation, AP Assessment Data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Enhance campus leaders' capacity to effectively monitor the daily implementation of Amplify, Eureka, and Carnegie curricula by providing targeted training, coaching, and calibration sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunities for individual campus leader training and coaching in observing HQIM classrooms and providing personalized and effective teacher feedback are conducted at least once per month. Fall to spring self-assessment survey results show improvement of one level in 75% of indicators.</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide job-embedded coaching for core subject teachers with a focus on lesson internalization, implementing research based instructional strategies (RBIS), differentiation for diverse learners including GT and students with disabilities, and content based language instruction (CBLI) for English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Research-based Instructional Strategies are observed in 80% of classroom visits as reported on the district Powerwalk dashboard.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Conduct collaborative data meetings across district and campus personnel to optimize academic growth across all student groups, focusing on ethnicity and program subgroups as well as students receiving accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, MAP Growth data in math and reading will show that all student groups, including ethnicity and program subgroups, will meet or exceed expected growth toward accountability Academic Achievement interim targets. Additionally, at least 75% of assessments (both math and reading) will achieve scores that are on track to earn a full accountability Accelerated Learning (AL) point.</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Implement a Professional Learning Plan for district instructional coaches to build their capacity for effective PLC facilitation and 1:1 support using the district coaching model.</p> <p><b>Strategy's Expected Result/Impact:</b> By mid-year (MOY), instructional coaches will report an average increase of one level in confidence and proficiency in HQIM and 1:1 coaching, as measured by survey results. By the end of the year (EOY), survey results will show an average increase of two levels in these areas.</p>

**Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY:**

We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success.

**Performance Objective 1:** KISD leaders will create opportunities for all stakeholders to collaborate in improving programs and services to support the academic, physical, social, and emotional well-being of all students.

**Evaluation Data Sources:** Participation in campus/district events, Parent and Community Survey Data, Program Attendance, Social Media Metrics

Strategy 1 Details
<p><b>Strategy 1:</b> Distribute quarterly surveys to gather specific staff and parent feedback on school initiatives, communication effectiveness, and program impact. Share survey results with stakeholders and implement at least two actionable changes based on feedback each semester, ensuring that stakeholders see how their input influences district decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve at least a 70% response rate on each survey and implement two parent-driven changes per semester, with parent satisfaction scores increasing by 10% by the end of the school year, as measured by follow-up surveys.</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Host quarterly Family Learning Nights for families of students with special needs, each focused on a specific theme such as literacy, STEM, transition services, disability resources, digital citizenship, or college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Organize and hold quarterly Family Learning Nights focused for families of students with disabilities (such as Dyslexia, Transition services, disability resources, etc.) with 10% of families with students in special education/504 participating in at least one event and a satisfaction rating of 85% or higher from attendees.</p>

**Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY:**

We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success.

**Performance Objective 2:** KISD leaders will strengthen the instructional capacity of teachers and teacher leaders by establishing a collaborative culture of continuous improvement, professional learning, and reflective practice.

**Evaluation Data Sources:** Attendance at meetings/workshops, Parent and community surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Develop a districtwide mentor program that pairs experienced educators with teachers who are new to the profession or new to KISD, which includes monthly check-ins with mentors and mentees to assess progress, provide additional support, and address challenges.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of new to the profession teachers will participate in the mentor program, with at least 80% reporting increased confidence and support in their roles, as measured by end-of-semester surveys.</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Implement monthly instructional rounds focusing on observing, discussion, and analyzing effective teaching practices with district leaders, campus leaders, and instructional coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of teacher leaders will participate in at least 4 instructional rounds with 85% reporting improved confidence and ability to lead instructional improvements as measured by pre- and post-participation surveys.</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Enhance the leadership capacity of district and campus leaders through a targeted leadership coaching program that promotes reflective practice, effective decision-making, and the development of strategic leadership skills.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, 100% of participating leaders will complete at least 5 coaching sessions, with 85% reporting improved leadership skills and confidence in their roles, as measured by pre- and post-coaching assessments.</p>

**Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY:** We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

**Performance Objective 1:** KISD safety and security teams will facilitate safe and secure conditions for learning and working daily.

**Evaluation Data Sources:** Internal staff surveys and after action reports, on-site evaluations, training records, safety and security audits

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Communicate with parents and implement an intervention framework using a real-time tracker that addresses chronic absenteeism and truancy.  <b>Strategy's Expected Result/Impact:</b> By the end of the school year, an attendance from EOY 2024 94.2% to EOY 2025 96%.</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Campus safety protocols will be implemented through the collaborative efforts of the Campus Safety Teams in providing informed and focused strategies.  <b>Strategy's Expected Result/Impact:</b> The Campus Safety Team(s) will meet and identify needs and areas of improvement to be submitted to the Director of Safety and Security bi-monthly. DSS Quarterly Campus Safety Team meeting to discuss and plan for campus needs, with the first meeting being a needs/risk assessment and follow up meetings will identify progress made toward identified needs and risk mitigation.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Engage staff in documented scenario-based training identified in the campus EOP specific to active threats and conduct After Action Review(s) for each training to provide secondary documentation and include areas to improve. Scenarios will include tabletop exercises, reunification events, active shooter, chemical spill, and hazardous material training.  <b>Strategy's Expected Result/Impact:</b> Implement three small-scale events (10-20 participants) and one medium-scale event (40-60 participants) through the 2024/2025 school year and, in the 2025/2026 school year, a large-scale event with 80-100 participants. These events will be interagency collaborative engagements.</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Through the collaborative efforts of the Campus Behavioral Threat Assessment Team(s) (BTA), provide a focused approach that informs the implementation of BTA across the district addressing vulnerable populations' social and emotional needs.  <b>Strategy's Expected Result/Impact:</b> Students and staff encounter an environment with open communications, equitable accountability, and engagement that gets in front of the violence pathway behaviors, as measured by 3 annual surveys (BOY, MOY, EOY).</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Through collaborative efforts, the Director of Facilities and Operations, Director of Informational Technology, and the Director of Discipline and School Safety will identify structural and technology areas that will improve the district's safety and health/wellness infrastructure.  <b>Strategy's Expected Result/Impact:</b> Building safety systems will be updated and deployed for needed student access and protection from disrupting intrusion.</p>

**Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY:** We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders.

**Performance Objective 2:** KISD will develop and implement processes and systems within the security ecosystem to engage all stakeholders in maintaining safe learning environments.

**Evaluation Data Sources:** Campus security/police reports, access control system reports, campus and district parent and community surveys, substantiated bullying reports.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Complete Standard Response Protocol emergency drills as mandated by the state at all campuses. <b>Strategy's Expected Result/Impact:</b> 100% of campus staff will complete emergency drills to meet state requirements.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Complete Stop the Bleed, Establish Code Red Team on all campuses, CPR train designated staff, and CPR Trainer Certification upon campus nurse request. <b>Strategy's Expected Result/Impact:</b> 100% of campus staff will complete Stop the Bleed. 100% of campuses will have a Code Red Team. 100% of designated staff will complete CPR training. 100% of requested CPR Trainer Certification will be completed.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Campus "Code Red" teams will be created to assist/deal with emergency situations that may arise on a campus that require medical assistance. <b>Strategy's Expected Result/Impact:</b> Each campus will conduct "surprise" Code Red drills throughout the year to test the readiness of the campus teams, evaluate the data gathered from each drill, work through any needed next steps to improve campus teams efficiency, and ensure that each campus team is as prepared as possible for a medical emergency situation on campus.

**Goal 4: HIGHLY EFFECTIVE SYSTEMS:** We will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

**Performance Objective 1:** KISD leaders will attract, recruit and effectively induct high-quality staff for student success.

**Strategy 1 Details**

**Strategy 1:** Monitor and offer competitive salaries to retain high-quality staff and attract a large selection of candidates to ensure the best possible new hires.

**Strategy's Expected Result/Impact:** KISD will engage with TASB to complete an annual salary study. Maintain a 75% retention rate of staff.

**Strategy 2 Details**

**Strategy 2:** Increase and diversify recruitment efforts to place a targeted focus on high-need instructional areas to employ highly effective teachers and staff.

**Strategy's Expected Result/Impact:** KISD will maintain a pool of highly qualified staff and fill every opening with an appropriately certified teacher. KISD will increase the number of partnerships with local university teacher preparation programs.

**Goal 4: HIGHLY EFFECTIVE SYSTEMS:** We will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

**Performance Objective 2:** KISD faculty and staff will use multiple and appropriate modes of communication to encourage stakeholder input and participation in the educational process.

Strategy 1 Details
<p><b>Strategy 1:</b> Improve communication with stakeholders through district newsletters, web pages, social media, and data visualization tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase percentage of parents indicating 3 or higher on parent survey and community members of the community survey by 2% annually.</p>

**Goal 4: HIGHLY EFFECTIVE SYSTEMS:** We will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

**Performance Objective 3:** KISD leaders will be strategic in maintaining responsible stewardship of district funds.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Improve PEIMS processes to ensure students are coded correctly to maximize funding. <b>Strategy's Expected Result/Impact:</b> Provide training in written processes and procedures to campus and district leaders two times per year.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Conservative budgeting and monitoring by means of following TASB staffing matrix recommendations. <b>Strategy's Expected Result/Impact:</b> Continuous evaluation of personnel needs vs enrollment numbers and bi-annual PIC meetings and annual staffing and budgeting reviews.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Establish procedures to simplify the free and reduced meal application process. <b>Strategy's Expected Result/Impact:</b> Review the Direct Certification List 3 times each month to minimize the need for parents to submit applications.



**Goal 4: HIGHLY EFFECTIVE SYSTEMS:** We will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.

**Performance Objective 4:** KISD facilities leadership will support the educational learning environment.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Maintain clean and operational facilities via an effective work order system. <b>Strategy's Expected Result/Impact:</b> Utilize Incident IQ Work Order System and increase completed status of submitted work orders by 2%.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Enhance the quality of meals by ensuring they are accessible and appealing to all students. <b>Strategy's Expected Result/Impact:</b> Provide ongoing training for food service staff on best practices in food preparation, presentation, and customer service. Ensure staff is aware of current trends and student preferences utilizing a taste testing of new products 2 times per year.

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Print Plan for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Child Abuse and Neglect	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Coordinated Health Program	Sara Humphries		Tammy Dwomo	9/12/2024
Decision-Making and Planning Policy Evaluation	Dr. Julie Vu		Tammy Dwomo	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Jeff Davis		Tammy Dwomo	9/12/2024
Dropout Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Dyslexia Treatment Program	Monica Rawls		Tammy Dwomo	9/12/2024
Pregnancy Related Services	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Post-Secondary Preparedness	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Recruiting Teachers and Paraprofessionals	Tracy Williams		Tammy Dwomo	9/12/2024
Student Welfare: Crisis Intervention Programs and Training	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Jeff Davis		Tammy Dwomo	9/12/2024
Texas Behavior Support Initiative (TBSI)	Monica Rawls		Tammy Dwomo	9/12/2024
Technology Integration	Brian Franklin		Tammy Dwomo	9/12/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Sherry Dickens		Tammy Dwomo	9/12/2024

# Policy Documents & Addendums

**DISTRICT COMPLIANCE ADDENDUM**

**STATE MANDATES IMPLEMENTATION REFERENCE**

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Director of Counseling Services	<a href="#">KISD Bullying Prevention Webpage</a> <a href="#">FFI(Local) Board Policy</a> <a href="#">FFH(Local)</a>
2. Dropout Prevention	TEC 11.252	Director of Counseling Services	<a href="#">KISD Multi-Tiered Systems of Support</a> <a href="#">BQA (Legal)</a> <a href="#">BOB (Legal)</a>
3. Discipline Management, including: a. Physical & verbal aggression b. Bullying c. Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Director of School Safety & Discipline  Director of Counseling Services  Director of Special Student Services  Campus Principals	<a href="#">FFI(Local)</a>  <a href="#">FFH(Local)</a>

<p>4. Dating Violence, including:</p> <ul style="list-style-type: none"> <li>a. Dating violence is prohibited by the district,</li> <li>b. Procedures on reporting and immediately notifying a parent if a student as an alleged victim or perpetrator, and</li> <li>c. Guidelines for students who are victims.</li> </ul>	<p>TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFH (Legal)</a></p> <p><a href="#">FFH (Local)</a></p> <p><a href="#">FFH (Exhibit)</a></p> <p><a href="#">FFI (Local)</a></p>
<p>5. Sexual abuse, sex trafficking, and other maltreatment of children.</p> <p>The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children.</p>	<p>TEC 38.0041(a) TEC 11.252(c)(9)</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFG (Legal)</a></p> <p><a href="#">FFG (Local)</a></p>
<p>6. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>TEC 11.252(3)(G)</p>	<p>Director of Counseling Services  CCMR Coordinator</p>	<p><a href="#">KISD Career and Technology Education Webpage</a></p> <p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
<p>7. Information available to middle-high schools regarding Higher Education admissions and financial aid opportunities The TEXAS grant program and the Texas for Texas grant program Assist with curriculum choices to be prepared for beyond higher school.</p>	<p>TEC 11.252(c)(4)(A-D)</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
<p>8. Bullying Prevention, including:</p> <ul style="list-style-type: none"> <li>a. Identification,</li> <li>b. Response to, and</li> <li>c. Reporting of bullying or bully-like behavior.</li> </ul>	<p>TEC 11.252(a)(3)(E) Board Policy FFI(Local)</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD Bullying Prevention Webpage</a></p> <p><a href="#">FFI(Local)</a></p>

<p>9. Pregnancy Related Services</p> <p>District-wide procedures for campuses, as applicable.</p>	<p>TEC 29.081(d)</p>	<p>Director of Counseling Services</p>	<p><a href="#">Pregnancy Related Services (PRS) Program</a></p>
<p>10. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Director of Counseling Services</p> <p>CCMR Coordinator</p>	<p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
<p>11. Student Welfare: Crisis Intervention Programs &amp; Training</p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Mental health promotion and positive youth development</li> <li>○ Early mental health intervention</li> <li>○ Substance abuse prevention</li> <li>○ Suicide prevention and suicide prevention including parent/guardian notification procedures</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> </ul> </li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD Counseling Services Webpage</a></p> <p><a href="#">FFI(Local)</a></p> <p><a href="#">FFH(Local)</a></p>

<ul style="list-style-type: none"><li>○ Sexual harassment</li><li>○ Harassment and dating violence</li><li>● Training for teachers, school counselors, principals and all other appropriate personnel</li></ul>	Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)		
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### **DROPOUT PREVENTION**

1. Campus Administrators and Counselors continually audit student records and transcripts.
2. Additional student supports and resources are reviewed and addressed through MTSS.
3. Potential retention reports are reviewed through MTSS.
4. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
5. Identification lists of potential dropouts will be sent by the PEIMS Department to the Kennedale High School Campus near the beginning of each school year.
6. Each student on the list will be located and documentation will be verified by campus officials.
7. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Wildcat Success Center.

### **McKINNEY-VENTO HOMELESS ASSISTANCE**

1. The Residency Questionnaire form within the registration process will be completed by the parent/guardian and submitted to the campus who will submit it to the District Homeless Liaison for verification.
2. Kennedale ISD guarantees that a family/student can enroll in school if residing:
  - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
  - b. In a hotel/motel, or weekly-rate housing
  - c. In a house or apartment with more than one family because of economic hardship or loss
  - d. In an abandoned building or a car, at a campground, or on the street,
  - e. In a temporary foster care
  - f. In a substandard housing (no electricity, no water, and/no heat)
  - g. With friends or family because the student is a runaway or unaccompanied youth
3. The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.



4. The following services are made available for students identified under the McKinney-Vento Act:
  - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
  - b. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
  - c. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
  - d. Transportation provided from student's current residence back to the student's school of origin
  - e. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

#### **PREGNANCY RELATED SERVICES (PRS) PROGRAM**

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
  - a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or CIS social worker.
  - b. Counseling services including the initial session when the student discloses the pregnancy.
  - c. Health services, including services from the school nurse and certified athletic trainer.
  - d. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
  - e. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

## **SUICIDE AWARENESS & PREVENTION**

In Kennedale ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age- related considerations.

The early childhood and elementary campuses utilize classroom lessons on the topics of citizenship, caring, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle school and high school campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus recognizes Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Kennedale ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Kennedale ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is referred to a campus counseling, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

**DISTRICT TRAUMA-INFORMED CARE POLICY** – [FFBA \(Legal\)](#) and [FFBA \(Local\)](#) are included in TASB Update 114.

**DISTRICT COMPLIANCE ADDENDUM**

**STATE MANDATES IMPLEMENTATION REFERENCE**

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
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<p>6. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>TEC 11.252(3)(G)</p>	<p>Director of Counseling Services  CCMR Coordinator</p>	<p><a href="#">KISD Career and Technology Education Webpage</a></p> <p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
<p>7. Information available to middle-high schools regarding Higher Education admissions and financial aid opportunities The TEXAS grant program and the Texas for Texas grant program Assist with curriculum choices to be prepared for beyond higher school.</p>	<p>TEC 11.252(c)(4)(A-D)</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
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<p>9. Pregnancy Related Services</p> <p>District-wide procedures for campuses, as applicable.</p>	<p>TEC 29.081(d)</p>	<p>Director of Counseling Services</p>	<p><a href="#">Pregnancy Related Services (PRS) Program</a></p>
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3. Discipline Management, including: a. Physical & verbal aggression b. Bullying c. Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Director of School Safety & Discipline  Director of Counseling Services  Director of Special Student Services  Campus Principals	<a href="#">FFI(Local)</a>  <a href="#">FFH(Local)</a>

<p>4. Dating Violence, including:</p> <ul style="list-style-type: none"> <li>a. Dating violence is prohibited by the district,</li> <li>b. Procedures on reporting and immediately notifying a parent if a student as an alleged victim or perpetrator, and</li> <li>c. Guidelines for students who are victims.</li> </ul>	<p>TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFH (Legal)</a></p> <p><a href="#">FFH (Local)</a></p> <p><a href="#">FFH (Exhibit)</a></p> <p><a href="#">FFI (Local)</a></p>
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<p>4. Dating Violence, including:</p> <ul style="list-style-type: none"> <li>a. Dating violence is prohibited by the district,</li> <li>b. Procedures on reporting and immediately notifying a parent if a student as an alleged victim or perpetrator, and</li> <li>c. Guidelines for students who are victims.</li> </ul>	<p>TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFH (Legal)</a></p> <p><a href="#">FFH (Local)</a></p> <p><a href="#">FFH (Exhibit)</a></p> <p><a href="#">FFI (Local)</a></p>
<p>5. Sexual abuse, sex trafficking, and other maltreatment of children.</p> <p>The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children.</p>	<p>TEC 38.0041(a) TEC 11.252(c)(9)</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFG (Legal)</a></p> <p><a href="#">FFG (Local)</a></p>
<p>6. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>TEC 11.252(3)(G)</p>	<p>Director of Counseling Services  CCMR Coordinator</p>	<p><a href="#">KISD Career and Technology Education Webpage</a></p> <p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
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<p>9. Pregnancy Related Services</p> <p>District-wide procedures for campuses, as applicable.</p>	<p>TEC 29.081(d)</p>	<p>Director of Counseling Services</p>	<p><a href="#">Pregnancy Related Services (PRS) Program</a></p>
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### **DROPOUT PREVENTION**

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5. Identification lists of potential dropouts will be sent by the PEIMS Department to the Kennedale High School Campus near the beginning of each school year.
6. Each student on the list will be located and documentation will be verified by campus officials.
7. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Wildcat Success Center.

### **McKINNEY-VENTO HOMELESS ASSISTANCE**

1. The Residency Questionnaire form within the registration process will be completed by the parent/guardian and submitted to the campus who will submit it to the District Homeless Liaison for verification.
2. Kennedale ISD guarantees that a family/student can enroll in school if residing:
  - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
  - b. In a hotel/motel, or weekly-rate housing
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  - d. In an abandoned building or a car, at a campground, or on the street,
  - e. In a temporary foster care
  - f. In a substandard housing (no electricity, no water, and/no heat)
  - g. With friends or family because the student is a runaway or unaccompanied youth
3. The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.

4. The following services are made available for students identified under the McKinney-Vento Act:
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#### **PREGNANCY RELATED SERVICES (PRS) PROGRAM**

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
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  - b. Counseling services including the initial session when the student discloses the pregnancy.
  - c. Health services, including services from the school nurse and certified athletic trainer.
  - d. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
  - e. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

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<p>11. Student Welfare: Crisis Intervention Programs &amp; Training</p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Mental health promotion and positive youth development</li> <li>○ Early mental health intervention</li> <li>○ Substance abuse prevention</li> <li>○ Suicide prevention and suicide prevention including parent/guardian notification procedures</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> </ul> </li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD Counseling Services Webpage</a></p> <p><a href="#">FFI(Local)</a></p> <p><a href="#">FFH(Local)</a></p>



<ul style="list-style-type: none"><li>○ Sexual harassment</li><li>○ Harassment and dating violence</li><li>● Training for teachers, school counselors, principals and all other appropriate personnel</li></ul>	Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)		
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### **DROPOUT PREVENTION**

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2. Additional student supports and resources are reviewed and addressed through MTSS.
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7. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Wildcat Success Center.

### **McKINNEY-VENTO HOMELESS ASSISTANCE**

1. The Residency Questionnaire form within the registration process will be completed by the parent/guardian and submitted to the campus who will submit it to the District Homeless Liaison for verification.
2. Kennedale ISD guarantees that a family/student can enroll in school if residing:
  - a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program)
  - b. In a hotel/motel, or weekly-rate housing
  - c. In a house or apartment with more than one family because of economic hardship or loss
  - d. In an abandoned building or a car, at a campground, or on the street,
  - e. In a temporary foster care
  - f. In a substandard housing (no electricity, no water, and/no heat)
  - g. With friends or family because the student is a runaway or unaccompanied youth
3. The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.

4. The following services are made available for students identified under the McKinney-Vento Act:
  - a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
  - b. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations
  - c. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district
  - d. Transportation provided from student's current residence back to the student's school of origin
  - e. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

#### **PREGNANCY RELATED SERVICES (PRS) PROGRAM**

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
  - a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or CIS social worker.
  - b. Counseling services including the initial session when the student discloses the pregnancy.
  - c. Health services, including services from the school nurse and certified athletic trainer.
  - d. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
  - e. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

## **SUICIDE AWARENESS & PREVENTION**

In Kennedale ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age- related considerations.

The early childhood and elementary campuses utilize classroom lessons on the topics of citizenship, caring, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle school and high school campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus recognizes Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Kennedale ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Kennedale ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is referred to a campus counseling, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

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Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district’s ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Director of Counseling Services	<a href="#">KISD Bullying Prevention Webpage</a> <a href="#">FFI(Local) Board Policy</a> <a href="#">FFH(Local)</a>
2. Dropout Prevention	TEC 11.252	Director of Counseling Services	<a href="#">KISD Multi-Tiered Systems of Support</a> <a href="#">BQA (Legal)</a> <a href="#">BOB (Legal)</a>
3. Discipline Management, including: a. Physical & verbal aggression b. Bullying c. Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Director of School Safety & Discipline  Director of Counseling Services  Director of Special Student Services  Campus Principals	<a href="#">FFI(Local)</a>  <a href="#">FFH(Local)</a>

<p>4. Dating Violence, including:</p> <ul style="list-style-type: none"> <li>a. Dating violence is prohibited by the district,</li> <li>b. Procedures on reporting and immediately notifying a parent if a student as an alleged victim or perpetrator, and</li> <li>c. Guidelines for students who are victims.</li> </ul>	<p>TEC 37.0831</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFH (Legal)</a></p> <p><a href="#">FFH (Local)</a></p> <p><a href="#">FFH (Exhibit)</a></p> <p><a href="#">FFI (Local)</a></p>
<p>5. Sexual abuse, sex trafficking, and other maltreatment of children.</p> <p>The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children.</p>	<p>TEC 38.0041(a) TEC 11.252(c)(9)</p>	<p>Director of Counseling Services</p>	<p><a href="#">FFG (Legal)</a></p> <p><a href="#">FFG (Local)</a></p>
<p>6. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	<p>TEC 11.252(3)(G)</p>	<p>Director of Counseling Services  CCMR Coordinator</p>	<p><a href="#">KISD Career and Technology Education Webpage</a></p> <p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
<p>7. Information available to middle-high schools regarding Higher Education admissions and financial aid opportunities The TEXAS grant program and the Texas for Texas grant program Assist with curriculum choices to be prepared for beyond higher school.</p>	<p>TEC 11.252(c)(4)(A-D)</p>	<p>Director of Counseling Services</p>	<p><a href="#">KISD College, Career, &amp; Military Readiness Webpage</a></p>
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<p>9. Pregnancy Related Services</p> <p>District-wide procedures for campuses, as applicable.</p>	<p>TEC 29.081(d)</p>	<p>Director of Counseling Services</p>	<p><a href="#">Pregnancy Related Services (PRS) Program</a></p>
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2. Dropout Prevention	TEC 11.252	Director of Counseling KHS Principal	<a href="#">KISD Response to Intervention Webpage</a> <a href="#">BOA (Legal)</a> <a href="#">BOB (Legal)</a> Dropout Process Information
3. Discipline Management, including: a. Physical & verbal aggression b. Bullying c. Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Director of Counseling Director of Special Student Services Campus Principals	<a href="#">FFI(Local)</a> <a href="#">FFH(Local)</a>

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## **DROPOUT PROCESS**

1. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
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At the middle school and high school campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus utilizes a Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Kennedale ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Kennedale ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self-harm is referred to a campus counseling, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

**DISTRICT TRAUMA-INFORMED CARE POLICY – [FFBA \(Legal\)](#) and [FFBA \(Local\)](#)** are included in TASB Update 114.