

Kennedale Independent School District

Kennedale High School

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
School Processes & Programs	10
Perceptions	14
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: EXEMPLARY STUDENT ACHIEVEMENT: KHS will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.	21
Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY: KHS will engage students, families, and community stakeholders to foster shared responsibility for student success.	38
Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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.	45
Goal 4: HIGHLY EFFECTIVE SYSTEMS: KHS will establish systemic and systematic operational processes to align resources with its mission, vision, and goals.	67
Policies, Procedures, and Requirements	68
Policy Documents & Addendums	69

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

KHS identified the top 4 priorities and goals based upon the 2022-23 Campus Needs Assessment:

1. KHS must improve campus student attendance rates to pre-COVID levels (95-96% or greater) and reduce historically high rates of truancy and tardies. Students cannot be successful academically unless they are in class, on time, and engaged in learning.
2. KHS must continue to improve teacher/employee retention rates by addressing the concerns employees have with discipline/safety, by developing ways to make employees feel valued, and by adopting competitive salary, stipend, and benefit packages for all positions.
3. KHS must improve the number and percentage of students who meet College Readiness criteria through improved performance on college entrance exams, increase Dual Credit course completion, College Bridge completion, improved AP exam performance, and other factors.
4. KHS must re-imagine and restructure the ESL/EB program. Key components could include professional development for teachers, inclusion services for Beginning/Intermediate students, the addition of ELDA courses, a “Newcomer Academy” model for students new to U.S. schools, and aggressive scheduling of students in need into appropriate courses.

Demographics

Demographics Summary

Demographics Overview for 2023-24:

- Four of the largest cohorts in Kennedale ISD are at Kennedale High School.
- Without added enrollment from move-ins or transfers, Kennedale High School could see an enrollment decrease of 15-20% or more within four years.
- Although the campus is expected to have a decrease in enrollment, the campus is also expected to have an increase in the number and percentage of SPED, EB/ESL, and Economically Disadvantaged students.
- One of the strongest indicators of change on the campus is the number and percent of mobile students.
 - The campus mobility rate in 2023-24 was 21.28%.
 - The campus mobility rate in 2021-22 was 12.40%.
- The campus must prepare for and respond to the key demographic changes to meet the needs of learners.

KHS recognized the following demographic trends in 2023-24:

Increasing LEP/EB Population

Increasing Number of Families with Non-English Home Language

Increasing SpEd Population (In Future Years)

Increasing Minority Populations (Especially Hispanic)

Increasing Mobility Rates

Increasing Number of DAEP Placements

Increasing Percentage of Economically Disadvantaged Students

Decreasing Enrollment (In Future Years)

Decreasing White/ Caucasian Population

Decreasing Number of Chronic Absent Students

Stabilizing 504 Population

KHS identified the following demographic problem statements for 2023-24:

- The campus experienced an increase in the number of disciplinary incidents and students receiving disciplinary placements (especially DAEP). Incidents of violence, disrespectful behavior, and truancy need to be addressed.
- The campus has an underrepresentation of underrepresentation in the G/T, 504, and Dyslexia programs.
- The diversity of the campus faculty and staff does not mirror the diversity of the student body.
- Although the campus ADA rate has stabilized, the campus has historically low ADA rates (post- COVID). The campus has also experienced high rates of tardies and truancy.

- Emergent Bilingual students now represent more than 9% of the campus and are one of the lowest performing subgroups on State assessments. KHS needs to improve upon the successes of the Newcomer Model to support EB students and address the influx of 1st and 2nd year students in US schools.

KHS identified the following demographic priorities/goals for 2024-25:

1. The campus must be more consistent and responsive in handling disciplinary referrals, tardies, and dress code tardies and improve communication regarding disciplinary actions with teachers.
2. The campus must improve attendance, truancy, and tardy rates to pre-COVID levels.
3. The campus must adapt to the rising number of students in the EB/EL, SPED, and At-Risk subpopulations and increase the achievement of students in these subpopulations.

Demographics Strengths

KHS identified the following demographic strengths from 2023-24:

- Campus diversity fuels success in academics, athletics, and fine arts.
- Campus has low teacher- to-student ratio.
- Campus was able to stabilize enrollment through addition of 79 transfer students.
- Although the percentage of economically disadvantaged students is growing, the rate is below state average.
- Campus has more equitable disciplinary placements among RDA target sub-populations.
- The percentage of teachers with multiple years of experience and master's degrees are higher than state averages.
- Campus stabilized ADA and reduced the number of students with chronic attendance issues.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus has struggled to adjust to the increase in EB/LEP students during the last 5-6 years. EB/LEP students have had poor academic performance on STAAR and TELPAS, although gains were made for the past 2 years. **Root Cause:** KHS must re-imagine and restructure the ESL/EB program. Key components could include professional development for teachers, inclusion services for Beginning/Intermediate students, the addition of ELDA courses, a "Newcomer Academy" model for students new to U.S. schools, and aggressive scheduling of students in need into appropriate courses.

Problem Statement 2: The campus faculty and staff do not mirror the diversity of the student population. **Root Cause:** The campus needs to be more active and aggressive in recruiting teachers and staff. KHS administrators should attend job fairs at diverse colleges and universities.

Problem Statement 3: KHS must close the achievement gaps between Economically Disadvantaged, Hispanic, and African American students, as compared to other sub populations. **Root Cause:** Hispanic and African American students are more likely to be Economically Disadvantaged. and At-Risk. The campus must first address social and emotional issues before academic performance will increase.

Problem Statement 4: KHS must improve attendance, truancy, and tardy to pre-COVID levels. **Root Cause:** KHS must improve campus student attendance rates to pre-COVID levels (95-96% or greater) and reduce historically high rates of truancy and tardies. Students cannot be successful academically unless they are in class, on time, and engaged in learning.

Problem Statement 5: The campus needs a fair, consistent, and responsive disciplinary system. Historically, African Americans and Special Education students have a high risk ratio

for disciplinary placements, although some improvements have been made in recent years. **Root Cause:** The campus must revise the campus management plan to include restorative techniques to promote equity. Teachers report that discipline is not handled quickly and fairly. The campus needs to provide a systematic program to assist students with social and emotional needs. The campus must seek to improve consistency in implementing rules and applying discipline (i.e. cell phone use, dress code, etc.). Although a discipline matrix exists, KHS administrators still use this guiding document inconsistently. KHS also does not have PBIS and/or other systems that systematically promote positive behaviors.

Student Learning

Student Learning Summary

KHS identified the following problem statements from 2023-24:

1. KHS has high student failure and retention rates.
2. Because of high failure rates and poor performance on STAAR EOC Algebra 1 and English 1, KHS will have a high number and percentage of students who will need to recover credits and Tier III intervention (MTSS/AL) in 2024-25.
3. KHS African American, Hispanic, At-Risk, Eco Dis, LEP/EB, SpEd, and At-Risk students have various achievement gaps on STAAR, college readiness measures, career readiness measures, and graduation rates.
4. KHS students perform well below the State average in College Readiness, as measured by many factors.
5. KHS is below State average in the number and percentage of students taking SAT/ACT.

KHS identified the following priorities in 2024-25:

1. KHS must improve the number and percentage of students who meet College Readiness Math criteria through improved performance on college entrance exams by accelerating more students into advanced Math at earlier grade levels and establishing a campus goal of increasing Algebra 2 completion and reducing the number of students graduating on the Foundation Plan.
2. KHS must improve Tier I instruction in Math and ELA through effective PLCs (offered during class periods) and teacher development through KISD Instructional Coaches.
3. KHS must close the achievement gaps of African American, Hispanic, At-Risk, Economically Disadvantaged, LEP/EB, SpEd, and At-Risk students on State and National Assessments.
4. KHS must reduce high failure and retention rates through the MTSS process.

Student Learning Strengths

KHS recognized the following student achievement strengths in 2023-24:

- KHS students reached State- level competitions in many extracurricular and co- curricular activities: 23 State Qualifiers in FBLA, 4 State Qualifiers in TAFE, 20 State Qualifiers in Band, 10 State Qualifiers in Choir, and 1 State Qualifier in UIL Academics.
- 3 students reached National-level competition in TAFE and FBLA.
- KHS Art student won a Congressional Art Contest.
- KHS reached the playoffs in Football, Boys and Girls Basketball, Boys Soccer, Volleyball, Baseball, and Softball.
- KHS students at the Wildcat Success Center continued high levels of success.
- KHS Robotics hosted its first Regional contest.
- KHS students have SAT and ACT scores above both State and National averages.
- KHS has higher than State averages of students completing OnRamps courses.
- The Class of 2024 had strong graduation and CCMR Met rates.
- KHS won its 7th consecutive UIL Academic District Championship.
- KHS had an aggressive State and National Assessment Program, increasing the number of ASVAB, TSIA, and ACT tests.
- KHS had 7 11th Grade students recognized in the College Board's Big Future program for performance on the ACT.
- KHS had two Seniors earn Texas Leadership Scholars Awards, which include full-ride scholarships to Texas public universities.

- KHS has increase STAAR EOC US History and Biology performance three years in a row.
- KHS had significant improvements in TELPAS, resulting in 19 students qualifying for exit from the EB/ESL program.
- KHS has four straight years of graduation years of graduations near 95% and above (estimated).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: KHS had very high retention rates over the past three years, and the 2024-27 cohorts have high percentages of at-risk students because loss of credits. **Root Cause:** Learning loss, attendance/truancy issues, and poor student engagement since the COVID closure of 2020 has resulted in poor academic performance.

Problem Statement 2: KISD must vertically align curriculum and provide opportunities for teacher collaboration across grade levels and campuses. **Root Cause:** Although some resources are available, KISD has limited central office personnel to develop curriculum guides for the extensive academic program. Over the past three years, the CSS team has improved resources and created an online "hub" for teachers to access resources; however, improved vertical alignment is still a growth area.

Problem Statement 3: KHS must expand the Dual Credit program to ensure completion rates are at or above State averages. **Root Cause:** The addition of the OnRamps program in 2020-21 helped improved options for students. KHS has standing registration problems during the past two years with TCC, with counselors fielding numerous complaints from students and parents. KHS should seek new options for online Dual Credit courses from new providers.

Problem Statement 4: KHS must improve the number and percentage of students who meet College Readiness criteria. **Root Cause:** KHS must improve the number and percentage of students who meet College Readiness criteria through improved performance on college entrance exams, increase Dual Credit course completion, College Bridge completion, improved AP exam performance, and other factors.

Problem Statement 5: KHS must close the achievement gaps between Economically Disadvantaged, Hispanic, and African American students, as compared to other sub populations. **Root Cause:** Hispanic and African American students are more likely to be Economically Disadvantaged. and At-Risk. The campus must first address social and emotional issues before academic performance will increase.

Problem Statement 6: The campus has struggled to adjust to the increase in EB/LEP students during the last 5-6 years. EB/LEP students have had poor academic performance on STAAR and TELPAS, although gains were made for the past 2 years. **Root Cause:** KHS must re-imagine and restructure the ESL/EB program. Key components could include professional development for teachers, inclusion services for Beginning/Intermediate students, the addition of ELDA courses, a "Newcomer Academy" model for students new to U.S. schools, and aggressive scheduling of students in need into appropriate courses.

Problem Statement 7: KHS/KISD must improve teacher/employee retention and address low employee morale. **Root Cause:** KHS must continue to improve teacher/employee retention rates by addressing the concerns employees have with discipline/safety, by developing ways to make employees feel valued, and by adopting competitive salary, stipend, and benefit packages for all positions.

School Processes & Programs

School Processes & Programs Summary

KHS identified the following problem statements for Staff Quality, Recruitment, and Retention in 2023-24:

- There is a shortage of teachers and applicants for hourly positions. KHS has a few applicants for most posted positions. Specialty positions such as CTE, STEM, and coaching are even harder to fill. It is not uncommon for KHS to hire the first (and sometimes only) qualified applicant.
- Teacher and staff have reported low morale, needs for mental health support, and have waning confidence in district and campus leaders. Teachers have indicated a disconnect between campus and district personnel.
- In recent years, the percentage of new, inexperienced, and alternatively certified teachers hired at KHS has increased.
- KHS had low fill rates for open substitute positions (<70%) in 2023-24.
- KHS teachers report that PLCs are not effective when they are expected to meet before school, after school, or during Study Hall.
- KHS teachers report that stipend structures are not competitive with local districts: coaching, CTE, tested-subjects, OnRamps, etc.

KHS identified the following priorities and goals for 2024-25 for Staff Quality, Recruitment, and Retention:

1. KHS/KISD must be more aggressive and innovative in recruiting paraprofessionals and teachers, with an emphasis on improving diversity. Moving forward, we must adopt the mantra, “it is never too early to start recruiting teachers.”
2. KHS/KISD must improve teacher/employee retention by addressing the concerns employees have with discipline/safety, by developing ways to make employees feel valued, and by adopting competitive salary, stipend, and benefit packages for all positions.
3. KHS/KISD must recognize that most new teachers in Texas come from alternative certification programs; therefore, the district/campus must rethink and improve support, mentor, and development programs.
4. KHS must provide teachers and staff members with improved opportunities for input and collaboration on campus decisions and professional development planning.

KHS identified the following problem statements for Curriculum, Instruction, and Assessment in 2023-24:

- Teachers report inconsistencies in curricular and resource offerings for non-core and upper-level courses.
- Teachers report there is a disconnect between the campus and district regarding curricular needs.
- Teachers report there is not enough time for teachers to plan together, and/or process new information and initiatives before they are expected to implement them in their classroom.

KHS identified the following priorities and goals for 2024-25 for Curriculum, Instruction, and Assessment:

1. KHS and KISD must provide access to resources for ALL content areas, including fine arts, elective and CTE courses.
2. KHS must provide PLCs during the school day for PLCs to operate effectively and provide all teachers a chance to participate.
3. KHS and KISD must provide sufficient lead time when introducing new initiatives, so teachers are better able to plan for effective implementation.
4. KHS and KISD must include teachers in critical decision-making about changes to supplemental software and resources.

KHS identified the following problem statements for School Context and Organization in 2023-24:

- The Study Hall Period has proven ineffective in curbing failure rates and producing higher student outcomes. Teachers report high rates of discipline and truancy issues during

the period.

- The KHS Accelerated Learning Program has not yielded desired results on STAAR EOC retests for the past three years, especially in ELA.
- KHS cannot improve academic achievement until improvements are made to historically low attendance rates and historically high truancy and tardy rates.

KHS identified the following priorities and goals for 2024-25 for School Context and Organization:

1. KHS must make the Accelerated Learning program more effective through curriculum development and professional development of AL teachers.
2. KHS must provide time during the school day for teachers to collaborate through PLCs and to provide opportunities for mentors and instructional coaches to support new/inexperienced teachers (not during Study Hall).
3. KHS must work with district leaders to ensure staffing reflects enrollment and changing sub-populations.

School Processes & Programs Strengths

KHS identified the following strengths for Staff Quality, Recruitment, and Retention in 2023-24:

- KISD and KHS have developed streamlined processes for hiring teachers, administrators, and other professional employees.
- The KISD DOI and new State laws have provided more flexibility to locally certify teachers.
- 100% of paraprofessionals meet the district's college credit and certification requirements.
- Student and parent surveys indicate students are adequately prepared for the next grade and for post-secondary plans.
- The majority of teachers report the district has "a clear vision of excellent instruction."
- KHS teachers are above the State average in experience/tenure and education levels (master's degree and above).
- KHS has a low student-to- teacher ratio (<15:1).
- KHS staff members report high levels of communication between staff and a sense of "belonging" ("very personable and inclusive").
- KHS has high participation rates among staff in leading/sponsoring extracurricular programs.
- KHS Administration ensures new hires are a good fit and involve committees in the hiring process.
- KHS staff members generally feel that the campus establishes high expectations for students and staff.
- KISD and KHS administrators attended career fairs to recruit recent college graduates.
- HumanEx Teacher and Principal Interview batteries provide researched-based ways for administrators to identify qualified candidates.
- The majority of teachers report "our campus leaders support teachers in implementing best practices..."
- Both parent and student surveys regarding the abilities and content knowledge of KHS teachers was positive.
- The majority of teachers report "feeling connected" with coworkers.

KHS identified the following strengths for Curriculum, Instruction, and Assessment in 2023-24:

- The campus has TEKS Resource System to guide and align curriculum in core content.
- The campus uses common assessments, built using released STAAR items, and instructional reports from DMAC and MAP to disaggregate and analyze data to drive instruction.
- The campus has access to a variety of assessment, instructional and intervention programs, such as Study Sync, Sirius, Desmos and Edgenuity.
- The campus has supplemental curriculum available for all core curriculum.
- Teachers report high levels of technology proficiency.
- Edgenuity provides expanded resources for credit recovery, summer programming, SEL supports, interventions, and national and state test preparation.

- The campus has fully integrated Chromebooks into classrooms (1:1 initiative).
- The KHS Fresh Start Program and Wildcat Success Center have provided an effective means to credit recovery and instructional acceleration.
- Because of improved CCMR tracking and intentional communication, over 84% of the 2024 KHS graduating class was CCMR met.
- KHS integrated Texas College Bridge in upper-grade core curriculum.
- KHS offered two SAT and one ACT school day to students, as well as the PSAT, PSAT 10 and the PSAT 8/9.
- KHS offered ASVAB and TSIA testing opportunities to all 11th and 12th grade, and some 10th grade students.

KHS identified the following strengths for School Context and Organization in 2023-24:

- The campus master schedule accomplished relatively low teacher to student ratios and accommodated all CTE programs.
- The campus offers a full spectrum of services for special needs students.
- The campus has an effective Fresh Start and Summer School (credit recovery) program.
- The Wildcat Success Center continues to provide at-risk students with an opportunity to graduate.
- KHS teachers feel that the campus enables students to pursue interests with a variety of electives and programs.
- The percentage of students earning CCMR points in OnRamps has equaled or surpassed those earned from TCC Dual Credit courses.
- KHS used a pair model to provide teachers with PLCs during Study Hall (two days per week.)
- Most Department Chairs were given PLC periods to perform duties.
- KHS did not have to “share” the Choir teachers, and a seven-year high of 10 students qualified for State in Solo and Ensemble.
- KHS Academic Teams, Athletic Teams, and other extracurricular programs continue to thrive under current scheduling.
- KHS has maintained high participation rates in CTE programs, with all reporting sustainable enrollment numbers. This could change as campus enrollment declines in future years.
- The KHS counseling and CIS systems have strong levels of organization and a system for students to request assistance. KHS counselors responded to almost 2396 student requests in 2023-24 and the CIS Social Worker reported 487 contacts.
- KHS Math and Science teachers mentored 3 Clinical Teachers from the UTA UTeach STEM program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus does not have a long-term plan to replace/renew instructional technologies. **Root Cause:** The district has relied on campus funds to purchase classroom projectors. Also, the district has not purchased enough graphing calculators to support instruction and assessment in Math.

Problem Statement 2: KHS must improve SEL programs, especially those that can help reduce instances of bullying and cyberbullying. **Root Cause:** Current SEL programs are often not on-going. Although KHS offered more programs and services through the CIS Program, a more coordinated effort is needed between the KHS Counseling Department and the CIS program. On EOY surveys, KHS students report that the school is not doing enough to curb bullying. KHS must revise and strengthen the Social and Emotional Learning (SEL) Program to improve student support and increase student achievement. Although the acquisition of resources and programs has improved, KISD and KHS must identify priorities, goals, strategies, and time lines for implementation of Social and Emotional Learning (SEL) programs.

Problem Statement 3: When building the master schedule, KHS must create time/opportunities to facilitate teacher collaboration (such as PLC periods and common planning time). **Root Cause:** KHS has a limited number of teachers, yet has a large variety of course offerings and programs, which limits the number of periods available for PLCs and common planning time. KHS teachers are active, with a high percentage of teachers with sponsoring or coaching duties.

Problem Statement 4: KHS must increase participation rates on campus-level committees, stakeholder survey, and parent organizations. **Root Cause:** KHS does not intentionally and systematically communicate volunteer opportunities or provide consistent reminders to parents.

Problem Statement 5: KHS must offer more parent education classes about alcohol, drugs, self-harm, suicide, teen pregnancy, and health/wellness. **Root Cause:** The District's addition of Parent U and increased campus opportunities have improved matters over the past few years; however, this is still a growth area.

Problem Statement 6: KISD must vertically align curriculum and provide opportunities for teacher collaboration across grade levels and campuses. **Root Cause:** Although some resources are available, KISD has limited central office personnel to develop curriculum guides for the extensive academic program. Over the past three years, the CSS team has improved resources and created an online "hub" for teachers to access resources; however, improved vertical alignment is still a growth area.

Problem Statement 7: KHS staff members must be given more opportunities to be involved and have a stronger voice in decision-making processes. **Root Cause:** The Principal is viewed as a "business manager" and could benefit from shifting his role to instructional leader. KHS teachers generally have many responsibilities and are unable to attend meetings where decisions are made. KHS should more actively recruit members of committees. CAT and CLT meetings could be held during school hours (or more convenient hours) to improve staff participation.

Problem Statement 8: KISD/KHS must explore expanding course offerings to provide students with opportunities for vocational and technology education. These courses could be online, off-campus, or blended. **Root Cause:** KISD/KHS has limited personnel, facility, and funding resources that limit the number of vocational and technology course offerings and opportunities for students, as compared to larger schools. The addition of welding and automotive engine analysis repair have improved options; however, KHS should seek further options for special education students.

Problem Statement 9: The campus must seek to improve consistency in applying grading standards/policies and timeliness of entering grades. **Root Cause:** Teachers report that they do not feel all staff members are held accountable. KHS implemented systems in 2019-20 to include Department Chairs in monitoring grades. Some improvements were made; however, processes were not maintained with fidelity after COVID.

Problem Statement 10: KHS/KISD must improve teacher/employee retention and address low employee morale. **Root Cause:** KHS must continue to improve teacher/employee retention rates by addressing the concerns employees have with discipline/safety, by developing ways to make employees feel valued, and by adopting competitive salary, stipend, and benefit packages for all positions.

Problem Statement 11: KHS must improve attendance, truancy, and tardy to pre-COVID levels. **Root Cause:** KHS must improve campus student attendance rates to pre-COVID levels (95-96% or greater) and reduce historically high rates of truancy and tardies. Students cannot be successful academically unless they are in class, on time, and engaged in learning.

Problem Statement 12: KHS had very high retention rates over the past three years, and the 2024-27 cohorts have high percentages of at-risk students because loss of credits. **Root Cause:** Learning loss, attendance/truancy issues, and poor student engagement since the COVID closure of 2020 has resulted in poor academic performance.

Problem Statement 13: KISD/KHS must develop a comprehensive professional development system that includes training opportunities for all staff members, is based upon need/interest, and is convenient. **Root Cause:** Recruiting, training, and retaining teachers is key to driving learner outcomes. Professional Development should be targeted to address areas of poor student performance. KISD/KHS has lacked a coordinated effort to accomplish this task. Also, professional development opportunities have been typically offered in a "one-size-fits-all" approach, and differentiation has been lacking. KHS must provide on-going professional development opportunities to improve Tier I instruction and intervention strategies for at-risk, LEP/EL, special education, and 504 students. Although some resources are available, KISD has limited central office personnel to develop curriculum guides for the extensive academic program.

Perceptions

Perceptions Summary

KHS identified the following problem statements for School Culture and Climate in 2023-24:

- Teachers and staff report inconsistencies with the handling of discipline in classrooms and in the office.
- The campus needs to involve teachers in decision-making processes that enable them to feel valued and heard.
- The campus needs improved, timely two-way communication between teachers and administrators.

KHS identified the following priorities and goals in 2024-25 for School Climate and Culture:

- KHS administrators must seek to restore the confidence of faculty members through consistency, collaboration, transparency and support.
- The campus seeks to create a safer environment for all students and staff by increasing security in bathrooms and hallways and creating a consistent discipline plan.
- Last year, the CNA recommended that we provide a strategic plan for increasing school spirit. The Renaissance Program was implemented this year and has successfully increased school spirit. We need to continue to support the Renaissance Program and the district needs to provide funding for the program.
- The campus will expand the Campus Leadership Team, to include department heads, with meetings held after school, in addition to the current Campus Advisory Team (SBDM) meetings.

KHS identified the following problem statements for Parent, Family, and Community Engagement in 2023-24:

Stakeholder participation on the campus site-based decision-making committee, PTO, and other groups has declined.

Although KHS has many opportunities for parent involvement outside of the day (booster clubs, student support groups, etc.), parents have indicated they would like to help more during the school day.

KHS has identified the following priorities and goals for Parent, Family, and Community Involvement in 2024-25:

1. KHS must appoint a campus volunteer liaison to develop, promote, and organize volunteer activities.
2. KHS must aggressively recruit parent, community members, and business leaders to serve on site-based decision-making committees.
3. KHS must create and communicate volunteer opportunities to all stakeholders.

KHS identified the following areas of opportunity for Technology in 2022-23:

- KISD/KHS has not adopted a plan/strategy to ensure classrooms have the same basic technologies in every room.
- KHS has technology issues with Wifi connections in some classrooms and the Library, students are able to bypass filters, and instructional resources are lacking or basic.
- KHS needs to establish a new Chromebook repair process with the loss of the computer maintenance program on the campus.

KHS identified the following priorities and goals in 2024-25 for Technology:

1. KHS must work with district leaders to ensure classrooms and teachers have equitable instructional technology resources.
2. KHS must work with district leaders to ensure purchasing plans are developed to replace aging technologies.

3. Living inventories of classroom technology need to be created and maintained. KISD barcodes must be regularly checked, distributed, or replaced.
4. KHS/KISD must develop a more comprehensive and ongoing professional development plan to address the technology needs of teachers and staff.

Perceptions Strengths

KHS identified the following strengths for School Culture and Climate in 2023-24:

- Surveys indicate that teachers “challenge students to learn.”
- The campus provides numerous extracurricular activities, clubs, and organizations for students, which creates a sense of belonging among students; however, students indicate that more may be needed to appeal to their interests.
- Most students indicate that teachers provide behavioral expectations.
- Most students say there is at least one teacher or staff member that "I could go to if I had a problem."

- Most students feel that there are enough opportunities to get additional help outside of class time.
- Teachers are generally satisfied with instructional materials and resources.
- Teachers express feeling satisfied with the diversity of students and staff on campus.
- Teachers and students are supportive of the Renaissance program, expressing desire for more funding to sustain this program.

KHS identified the following strengths for Parent, Family, and Community Engagement in 2023-24:

- Stakeholders feel that the campus communicates well regarding upcoming events and campus news.
- Parent and staff surveys indicate that the campus promotes activities and events well on social media, newsletters, and calendar of events.
- The campus provides opportunities to welcome parents and community members into the school and to encourage them to be active in the school. (Two Open Houses-Fall and Spring).

- KHS has active booster clubs: Outdoor Education Booster Club, Wildcat Band Corp., Fine Arts Booster Club, and Cheer Booster Club.
- The campus and district send out surveys to stakeholders multiple times per year to gain insight and collect feedback.
- The campus has received positive feedback from parents regarding programs designed to assist students/families for post- secondary life (GoCenter, college planning, transition services, etc.).
- The campus provides opportunities for students to gain relevant work experience and engage with community professionals through CTE practicums.
- KISD/KHS provides opportunities for parents and community members to serve on decision-making committees (CAT, DEIC, SHAC, etc.)
- Stakeholders report satisfaction with course offerings and opportunities for student involvement.
- KHS provides opportunities for stakeholders to participate in campus needs assessment processes.
- Partnership with groups like the GoCenter, The Women’s Center of Tarrant County, UnBound, and YES have brought programs and resources for students.
- Parents were given digital opt-in/opt-out forms for all sexuality, violence, and sensitive awareness programs.

KHS identified the following strengths for Technology in 2023-24:

- With the integration of Clever, this centralized hub for applications has made it easier for students and parents to access the necessary resources. Also, the majority of students have internet access at home, and are allowed to take their Chromebooks home to use.
- Parents have access to Google classroom, Ascender Parent Portal, Blackboard communications, and weekly/monthly newsletters.
- Technology is used to demonstrate use of programs, display the process of solving math equations, using Kahoot games for test reviews, enhance student learning, and gather data for student assessments.
- KISD has an efficient electronic system for reporting and responding to technology work orders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus needs a fair, consistent, and responsive disciplinary system. Historically, African Americans and Special Education students have a high risk ratio for disciplinary placements, although some improvements have been made in recent years. **Root Cause:** The campus must revise the campus management plan to include restorative techniques to promote equity. Teachers report that discipline is not handled quickly and fairly. The campus needs to provide a systematic program to assist students with social and emotional needs. The campus must seek to improve consistency in implementing rules and applying discipline (i.e. cell phone use, dress code, etc.). Although a discipline matrix exists, KHS administrators still use this guiding document inconsistently. KHS also does not have PBIS and/or other systems that systematically promote positive behaviors.

Problem Statement 2: KHS must improve SEL programs, especially those that can help reduce instances of bullying and cyberbullying. **Root Cause:** Current SEL programs are often not on-going. Although KHS offered more programs and services through the CIS Program, a more coordinated effort is needed between the KHS Counseling Department and the CIS program. On EOY surveys, KHS students report that the school is not doing enough to curb bullying. KHS must revise and strengthen the Social and Emotional Learning (SEL) Program to improve student support and increase student achievement. Although the acquisition of resources and programs has improved, KISD and KHS must identify priorities, goals, strategies, and time lines for implementation of Social and Emotional Learning (SEL) programs.

Problem Statement 3: KISD/KHS must develop a comprehensive professional development system that includes training opportunities for all staff members, is based upon need/interest, and is convenient. **Root Cause:** Recruiting, training, and retaining teachers is key to driving learner outcomes. Professional Development should be targeted to address areas of poor student performance. KISD/KHS has lacked a coordinated effort to accomplish this task. Also, professional development opportunities have been typically offered in a "one-size-fits-all" approach, and differentiation has been lacking. KHS must provide on-going professional development opportunities to improve Tier I instruction and intervention strategies for at-risk, LEP/EL, special education, and 504 students. Although some resources are available, KISD has limited central office personnel to develop curriculum guides for the extensive academic program.

Problem Statement 4: When building the master schedule, KHS must create time/opportunities to facilitate teacher collaboration (such as PLC periods and common planning time). **Root Cause:** KHS has a limited number of teachers, yet has a large variety of course offerings and programs, which limits the number of periods available for PLCs and common planning time. KHS teachers are active, with a high percentage of teachers with sponsoring or coaching duties.

Problem Statement 5: KHS must increase participation rates on campus-level committees, stakeholder survey, and parent organizations. **Root Cause:** KHS does not intentionally and systematically communicate volunteer opportunities or provide consistent reminders to parents.

Problem Statement 6: KHS must offer more parent education classes about alcohol, drugs, self-harm, suicide, teen pregnancy, and health/wellness. **Root Cause:** The District's addition of Parent U and increased campus opportunities have improved matters over the past few years; however, this is still a growth area.

Problem Statement 7: KHS must improve quality and efficiency of 1:1 parent/teacher communication. **Root Cause:** Although some guidance and standards are present, KHS does not provide training for teachers on "how to" communicate effectively. Teachers rely heavily on emailing parents through the Blackboard system, but some are hesitant to make phone calls.

Problem Statement 8: KHS staff members must be given more opportunities to be involved and have a stronger voice in decision-making processes. **Root Cause:** The Principal is viewed as a "business manager" and could benefit from shifting his role to instructional leader. KHS teachers generally have many responsibilities and are unable to attend meetings where decisions are made. KHS should more actively recruit members of committees. CAT and CLT meetings could be held during school hours (or more convenient hours) to

improve staff participation.

Problem Statement 9: KISD/KHS must explore expanding course offerings to provide students with opportunities for vocational and technology education. These courses could be online, off-campus, or blended. **Root Cause:** KISD/KHS has limited personnel, facility, and funding resources that limit the number of vocational and technology course offerings and opportunities for students, as compared to larger schools. The addition of welding and automotive engine analysis repair have improved options; however, KHS should seek further options for special education students.

Problem Statement 10: The campus must seek to improve consistency in applying grading standards/policies and timeliness of entering grades. **Root Cause:** Teachers report that they do not feel all staff members are held accountable. KHS implemented systems in 2019-20 to include Department Chairs in monitoring grades. Some improvements were made; however, processes were not maintained with fidelity after COVID.

Problem Statement 11: The campus faculty and staff do not mirror the diversity of the student population. **Root Cause:** The campus needs to be more active and aggressive in recruiting teachers and staff. KHS administrators should attend job fairs at diverse colleges and universities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- 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
- Equity data

- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: September 11, 2024

Goal 1: EXEMPLARY STUDENT ACHIEVEMENT: KHS will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 1: KHS 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.

High Priority

Evaluation Data Sources: T-TESS Observation Data

Teacher Lesson Plans

KISD Results Driven Accountability (RDA) Report

KHS TAPR

KHS Campus Needs Assessment (CNA)

KHS Stakeholder Surveys

KHS CTE Industry Certification Numbers

SAT/ACT Participation Rates and Results

AP Participation Rates and Results

TSI Assessment Results

KHS Master Calendar of Events - Student Activities

Attendance Rate

Graduation Rate

Disciplinary Data

Strategy 1 Details

Strategy 1: KHS will increase the usage of research-based instructional strategies (RBIS) embedded in HQIM lessons.

Strategy's Expected Result/Impact: The goal is to implement researched-based, best practices to improve Tier I instruction and increase levels of academic achievement of students in special populations such as EL/LEP, Special Education, and Economically Disadvantaged.

Research based strategies are observed in 80% of classrooms as reported on the district dashboard. Evidence of teacher support in planning for RBIS present in 100% of instructional coaching progress updates.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

Strategy 2: KHS will monitor the fidelity of usage of specialized programs, including online tools, to ensure engagement and academic growth for students enrolled in special education, EB/LEP, G/T, 504, and MTSS.

Strategy's Expected Result/Impact: The goal is to differentiate Tier I instruction and increase levels of academic achievement of students in special populations such as EL/LEP, Special Education, and Economically Disadvantaged.

The percentage of teachers issued district-issued technology programs, such as Summit K12, Read180, Math180, Unique Learning and Fundamental Academics, will increase from 15% to 70% as evidenced by observation tools and generated reports.

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 3 Details

Strategy 3: KHS will implement the KISD Grading Guidelines to promote a grading system that is fair and consistent and provides a framework in which parents and students can monitor student progress in a timely manner.

Strategy's Expected Result/Impact: The goal of adopting grading guidelines is ensure fairness and consistency. This is the first step in closing achievement gaps among sub populations. The grading guidelines also clearly define student and teacher expectations.

KHS will ensure 100% of teachers assign and enter grades per the KISD Grading Guidelines.

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 4 Details

Strategy 4: KHS teachers will use district-adopted resources in KISD Curriculum Toolkit to align curriculum, instruction, and assessment.

Strategy's Expected Result/Impact: The goal is to support teachers and improve academic achievement with a viable and relevant curriculum.

The percentage of teachers using district-adopted HQIMs will increase by 5% and 97% of lessons/assessments will be on target according to pacing calendars as evidenced by observation tools and generated reports.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS Science teachers will have students conduct laboratory and field investigations at least 40% of instructional time and implement research-based instructional strategies (RBIS) such as the Claim, Evidence, and Response Model (CER) to increase critical writing opportunities for students.

Strategy's Expected Result/Impact: The goal of implementing hands-on experiences and research-based writing and speaking strategies is to increase the academic achievement of all students, especially EB and Special Education students.

Science teachers will conduct laboratories/hands-on opportunities 40% of the time and CER critical writing opportunities will increase by 5% as evidenced by observation tools and generated reports.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 6 Details

Strategy 6: KHS will provide opportunities for academically advanced students, including Gifted and Talent students, through differentiated curriculum and instruction in Honors/AP courses, Dual Credit courses, CTE clusters/strands, honor societies, activities/clubs, extracurricular offerings, and advanced academic teams.

Strategy's Expected Result/Impact: The goal is to motivate academically advanced students to take advanced courses, participate in academic competitions, and reach their full potential.

All G/T teachers will obtain required G/T certification initial and update hours. KHS will add Honors Algebra 1, Forensic Science, and Dual Credit Kinesiology courses in 2024-25.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Results Driven Accountability

Strategy 7 Details

Strategy 7: KHS will promote and facilitate the development of STEM-related opportunities through programs, course offerings, and clubs/organizations such as CTE STEM-focused courses, advanced (Honors/AP/Dual Credit) STEM courses, and UIL Academic Teams.

Strategy's Expected Result/Impact: The goal is encourage and support students interested in STEM courses and programs to have post-secondary opportunities to pursue STEM careers.

KHS will add CTE Construction Dual Credit offerings (TCC South), Forensic Science, and Dual Credit Kinesiology in 2024-25.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 8 Details

Strategy 8: KHS will offer various Career and Technical Education (CTE) courses and programs designed to prepare for students for careers that reflect local job markets needs.

Strategy's Expected Result/Impact: The goal is to provide students with the opportunity to be CCMR ready, upon graduation. Each CTE program is designed to provide an opportunity for each student to earn an industry certification and to be gainfully employed. Each year, the KHS CTE/CCMR Administrator will lead efforts to conduct a program evaluation and CLNA.

KHS will expand vocational trade opportunities through a partnership with the TCC-South Campus Dual Credit program (Construction and Kinesiology).

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Goal 1: EXEMPLARY STUDENT ACHIEVEMENT: KHS will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 2: KHS will ensure that students will graduate college, career, and/or military ready.

High Priority

- Evaluation Data Sources:** T-TESS Observation Data
- Teacher Lesson Plans
- KISD Results Driven Accountability (RDA) Report
- KHS TAPR
- KHS Campus Needs Assessment (CNA)
- KHS Stakeholder Surveys
- MAP Assessment Data and Reports
- KHS CTE Industry Certification Numbers
- SAT/ACT Participation Rates and Results
- AP Participation Rates and Results
- TSI Assessment Results
- Military Enlistment Data
- FAFSA Completion Percentage
- KHS Master Calendar of Events - Student Activities
- Attendance Rate
- Graduation Rate
- Disciplinary Data

Strategy 1 Details

Strategy 1: KHS will offer three-week Common Assessments in core subjects (ELAR, Math, Science, and Social Studies) to help align curriculum, instruction, and assessment. Furthermore, DMAC and other district-adopted platforms will be used to analyze the results of Common Assessments to provide teachers with a means to provide students with efficient, targeted academic interventions.

Strategy's Expected Result/Impact: The goal is to further align curriculum, instruction, and assessment. Common Assessments allow teachers to collect summative data, to monitor student progress, and to guide instruction and interventions.

KHS core teachers will follow pacing and three-week assessment calendars culminating in common assessments 100% of the time.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will provide special education students with transition services to ensure career and life goals are aligned with educational program.

Strategy's Expected Result/Impact: The goal is to ensure IEPs, student placements, and graduation plans of Special Education are appropriately aligned with post-secondary goals.

KHS will develop and implement transition plans through the ARD/IEP process for 100% of special education students.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will offer the PSAT to all Juniors during a school-day administration in October. KHS will offer an optional PSAT 8/9 to Freshmen and PSAT 10 to Sophomores in the Spring.

Strategy's Expected Result/Impact: The goal of PSAT administrations is to give students practice opportunities for the SAT. The PSAT provides data to assess college readiness.

KHS will increase the percentage of students who take the PSAT 9 and 10 by 5%.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will administer BOY, MOY, and EOY M.A.P. Testing in Math (Algebra 1 and Geometry), Reading, and Language Usage.

Strategy's Expected Result/Impact: M.A.P. Testing will be implemented in grades K-10 in KISD. Aligned assessments will allow KHS teachers to measure student progress, identify areas of need, and provide necessary interventions.

KHS will ensure 97% of students in MAP-tested subjects are tested during BOY, MOY, and EOY assessment windows. Student test reports will be distributed through Math and ELA courses within one week of assessment windows.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will provide free, on-campus testing opportunities during school hours for every student in grades 11-12 on the TSIA 2.0 (Math and ELAR) who has not met college readiness standards, for every student in on the ASVAB CEP prior to graduation, and for every student on the SAT or ACT prior to graduation.

Strategy's Expected Result/Impact: The goal is to increase the percentage of students who meet College Readiness standards and provide data for campus leaders to provide interventions and alternate opportunities for those who do not meet standards. KHS will provide test prep opportunities for the TSIA 2.0 and SAT/ACT for all 11th and 12th graders prior to test administrators.

KHS will increase the percentage of students who meet College Readiness standards on the the TSIA 2.0 and SAT/ACT Math and ELAR sections by 5%. KHS seniors will achieve 82% CCMR Met.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 6 Details

Strategy 6: KHS will provide tutoring and/or test preparation opportunities for State and National assessments through third-party vendors (such as Mastery Prep) and online/virtual resources (such as Schooop, Edgenuity and Khan Academy).

Strategy's Expected Result/Impact: The goal is to increase the number and percentage of students who meet College Readiness standards in Math and ELA.

KHS will increase the percentage of students who complete the PAA for TSIA 2.0 by 5% and the percentage of students who complete test preparation courses and boot camps by 5%.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 7 Details

Strategy 7: KHS will include Texas College Bridge coursework in English 4 (Reading), Creative Writing (Reading), College Prep Math (Math), and Algebraic Reasoning (Math).

Strategy's Expected Result/Impact: The goal is to increase the number of students who meet College Readiness Standards in Math and ELA by providing students an alternate method of meeting criteria through college prep. coursework.

KHS will achieve a CCMR met percentage of at least 82%.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: KHS will continue Dual Credit offerings through TCC and the University of Texas at Austin (OnRamps) and seek to expand course offerings for future years through current and other providers. KHS plans to implement improved monitoring and counseling programs to improve student participation and success rates.

Strategy's Expected Result/Impact: The recent expansion of OnRamps and TCC CTE Dual Credit courses has provided students more opportunities to earn college credit and earn CCMR points for accountability; however, the campus seeks to improve the percentage of students in Dual Credit/Dual Enrollment and increase the percentage of enrollees who earn college credit through improved monitoring and counseling programs.

KHS will increase the percentage of students enrolled Dual Credit/Dual Enrollment by 3% and increase the percentage of enrolled students who earn college credit by 3%.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 9 Details

Strategy 9: KHS will develop and utilize a tracking system to oversee student progress in CTE pathways, providing timely interventions and support to address any challenges.

Strategy's Expected Result/Impact: Increase CTE Completer status from 17% to 30%, and CTE Concentrator status from 34% to 44% including students served under Special Education graduating with Completed IEP and Workforce Readiness (Graduation Type Code of 04, 05, 54, or 55), as well as aligning IBC requirements with course offerings and ensuring students take associated certification.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 10 Details

Strategy 10: KHS will increase enrollment and completion in Advanced Courses (AP, OnRamps, Dual Enrollment) by providing targeted advising, tutoring, and academic support.

Strategy's Expected Result/Impact: Increase the percentage of students earning college credit through AP, dual credit, and OnRamps courses by 5% annually, as measured by AP exam scores and credit data from OnRamps and dual credit programs.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 11 Details

Strategy 11: KHS will provide opportunities for students planning to enlist in the military by hosting recruitment events, providing ASVAB test preparation and test opportunities, and offering one-on-one sessions with counselors or recruiters to explore military career opportunities.

Strategy's Expected Result/Impact: KHS will provide at least three (3) free, on-campus ASVAB CEP testing opportunities. KHS will create a schedule for military recruiting events and promote these events to students and parents via Parent Square posts, newsletters, and emails. KHS seeks to host at least 1 recruiting event/opportunity per month.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 12 Details

Strategy 12: KHS Implement Xello across all grades to facilitate goal setting and exposure to post-secondary opportunities, ensuring high completion rates in key areas, including students in special populations (Special Education, 504, etc.)

Strategy's Expected Result/Impact: Achieve a 90% completion rate for Xello activities in key areas (Course Planner for grades 9-11,

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 13 Details

Strategy 13: KHS will align all CTE course offerings with Industry-Based Certification (IBC) requirements and provide students with the necessary resources, including tutoring and exam preparation, to support successful completion.

Strategy's Expected Result/Impact: KHS, in collaboration with the CCMR Coordinator, will develop a IBC testing plan and schedule by October 31, 2024. The goal is for CTE courses to hold IBC testing opportunities in both the fall and spring, prior to May 1, 2025. KHS will seek to provide tutoring and/or exam preparation on 80% of IBC exams in 2024-25 and achieve a 90% pass rate on Industry-Based Certification (IBC) exams. KHS increase the number of students earning Industry-Based Certifications (IBCs) by 8% annually, with a focus on alignment between CTE course offerings and IBC requirements.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 14 Details

Strategy 14: 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 04, 05, 54, or 55).

Strategy's Expected Result/Impact: 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 graduation records and course completion data.

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 5: Effective Instruction

Goal 1: EXEMPLARY STUDENT ACHIEVEMENT: KHS will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 3: KHS will provide necessary academic and behavioral interventions for students in need.

High Priority

- Evaluation Data Sources:** T-TESS Observation Data
Teacher Lesson Plans
KISD Results Driven Accountability (RDA) Report
KHS TAPR
KHS Campus Needs Assessment (CNA)
KHS Stakeholder Surveys
KHS CTE Industry Certification Numbers
SAT/ACT Participation Rates and Results
AP Participation Rates and Results
TSI Assessment Results
Wildcat Success Center Data
Fresh Start Data
KHS Master Calendar of Events - Student Activities
Attendance Rate
Graduation Rate
Disciplinary Data

Strategy 1 Details

Strategy 1: KHS will offer students opportunities to recover credits through the Fresh Start Credit Recovery Program using the Edgenuity online course system, during the school day and on select Saturdays.

Strategy's Expected Result/Impact: The goal is provide opportunities for students to recover credits lost to poor grades and/or attendance and to improve the 4-year graduation rate.

KHS will achieve a graduation rate of 96% or higher. KHS will implement Fresh Start in the WSC, BASE, and DAEP programs.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will use a three-tiered, pyramid MTSS program for students experiencing academic, behavioral, and attendance difficulties.

Strategy's Expected Result/Impact: The goal is to improve the academic, behavioral, and attendance performance of all students, especially Special Education, 504, At-Risk, Economically Disadvantaged, African American, and Hispanic students, through a proactive, restorative, and coordinated RtI framework.

KHS will enter 100% of MTSS plans in DMAC. KHS will process 100% of 504 and SPED referrals through the MTSS team.

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 3 Details

Strategy 3: KHS will offer and provide acceleration instruction, intervention, and remediation opportunities by highly qualified staff teachers in class, before school, and after school for all students, especially those who are unsuccessful on recent STAAR tests, who are labeled At-Risk, Economically Disadvantaged, EB/LEP, Special Education, or who demonstrate academic or behavioral deficiencies.

Strategy's Expected Result/Impact: The goal is to provide a comprehensive and systematic approach to improve the academic performance of students who are labeled At-Risk, Economically Disadvantaged, EL/LEP, Special Education, or who demonstrate academic or behavioral deficiencies.

KHS will develop Accelerated Instruction plans for 100% of students who fail STAAR 8th Grade and STAAR EOC exams. KHS will develop and advertise a Teacher Tutorial Schedule by September 1.

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 4 Details

Strategy 4: KHS will enroll EL/EB students, who receive a composite score "Beginning" or "Intermediate" on TELPAS, in an ELDA elective course course and/or provide these students inclusion support, whenever possible.

Strategy's Expected Result/Impact: KHS must re-imagine and restructure the ESL/EB program. Key components could include professional development for teachers, inclusion services for Beginning/Intermediate students, the addition of ELDA courses, a "Newcomer Academy" model for students new to U.S. schools, and aggressive scheduling of students in need into appropriate courses.

KHS will develop process to provide 100% of students who perform at beginning/intermediate levels on TELPAS with ELDA courses, Accelerated Learning opportunities, and/or inclusion support in ESOL and ELDA courses.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will offer a Summer School Credit Recovery program using the Edgenuity online system for students who fail one or more core courses during the year with the purpose of providing remediation and opportunities for promotion.

Strategy's Expected Result/Impact: The goal is to improve the 4-year, 5-year, and 6-year graduation rates.

KHS will increase the percentage of students who require summer credit recovery by 5%.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 6 Details

Strategy 6: KHS will reduce the percentage of students with chronic attendance and provide opportunities for students to make-up attendance hours during the school year and during KHS Summer Programs.

Strategy's Expected Result/Impact: The goal is to improve 4-year, 5-year, and 6-year graduation rates.

KHS will reduce the percentage of students with chronic attendance issues by 5% and increase the percentage of students who require attendance recovery and complete attendance recovery needs by 5%. KHS will review the attendance rates of students on a weekly basis and will comply with the district's attendance policies and procedures.

ESF Levers:

Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 7 Details

Strategy 7: KHS will make appropriate placement, standardized testing, curriculum, and accommodation decisions for students in special programs. KHS will coordinate with ARD, 504, MTSS, and LPAC committees to evaluate, monitor, provide academic and behavioral interventions for students in special programs.

Strategy's Expected Result/Impact: The goal is to provide individualized educational plans with appropriate accommodations (and/or modifications) to improve the academic performance of Special Education, 504, and EL/LEP students.

KHS will use an inclusion model for the majority of special education students, while providing the full spectrum of special education services, which includes resource and essential academic classes to meet the individual needs of students. The KHS inclusion program will include both co-teaching and paraprofessional support models, as determined by individual ARD committees. KHS will ensure 100% of Special Education schedule of services are met.

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 8 Details

Strategy 8: KHS will offer the Wildcat Success Center as an alternative-by-choice option for students who are at risk of not graduating and/or have social-emotional needs.

Strategy's Expected Result/Impact: The goal of the KHS Wildcat Success Center is to improve 4-year, 5-year, and 6-year graduation rates.

KHS will achieve a graduation rate of at least 96%. KHS counselors will meet one-on-one with students who are at risk of not graduating high school. KHS will send written notification to all students who are retained or in danger of being retained.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 9 Details

Strategy 9: KHS will evaluate key demographics and progress of students served by the KISD DAEP campus. KHS will provide transition plans and counseling service to all DAEP students.

Strategy's Expected Result/Impact: The goal is to monitor the progress of at-risk students and provide support services. KHS will use the following data and demographic information to track student progress:

1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive special education and limited English proficiency services
2. Attendance rates
3. Pre- and post-assessment results
4. Dropout rates
5. Graduation rates
6. Recidivism rates

KHS will develop transition plans for 100% of students placed at DAEP.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Goal 1: EXEMPLARY STUDENT ACHIEVEMENT: KHS will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students.

Performance Objective 4: KHS will utilize state of the art technology and facilities for optimized learning.

High Priority

Evaluation Data Sources: KHS Campus Needs Assessment (CNA)
KISD Technology Plan
KISD Technology Inventory
KHS stakeholder Surveys

Strategy 1 Details

Strategy 1: KHS will integrate Chromebooks (1:1) and utilize Canvas as the primary online delivery platform.

Strategy's Expected Result/Impact: The goal is to enhance the experience of the learner, to promote the development of technological skills, and to provide EL/LEP, 504, and Special Education students with resources to improve academic performance. The use of technology will also facilitated virtual learning in the KISD 2020-21 Hybrid Model of Learning.

KHS will provide 100% of students with Chromebooks and utilize Canvas in 100% of classrooms.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will use DMAC for T-TESS, Common Assessments (when appropriate), data analysis, and MTSS and Accelerated Learning progress monitoring.

Strategy's Expected Result/Impact: The goal is to use technology to provide teachers with resources to drive instruction and plan academic interventions.

KISD Board Goal: Students will read on level or higher and remain on level or higher throughout their career in Kennedale ISD.

KHS will use DMAC to ensure 100% of teachers complete the T-TESS annual conference, observation, and appraisal cycle. KHS will ensure 100% of MTSS and AL students have plans entered into DMAC according to State and District timelines.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: The KHS Librarian and campus eCoach will serve as campus-level liaisons for the district's technology initiatives and will coordinate campus efforts to incorporate technology into the curriculum and classroom lessons.

Strategy's Expected Result/Impact: The goal is to create a link between the campus and district to promote the use of technology on the campus to improve student outcomes.

The KHS Librarian will provide campus professional development and support to teachers. KHS will develop a Campus Professional Development Plan with at least 1 technology related training per month. The KHS Librarian will oversee the Campus Chromebook program.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will increase student engagement through the use of technology including interactive boards, mounted projectors, computers, calculators, Chromebooks, and other classroom-specific devices and tools.

Strategy's Expected Result/Impact: The goal is to enhance the experience of the learner in KHS classrooms and provide learning tools to support struggling learners or learners with special needs.

The percentage of students engaged in lessons will achieve 95% learner engagement as evidenced by observation tools and generated reports.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY: KHS will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 1: KHS will utilize varied forms of communication to reach the community.

High Priority

Evaluation Data Sources: KHS Master Calendar of Events - Parent Events
KHS Community in Schools (CIS) Program Events for Parents and Community
Parent Volunteer Opportunities
Parent Participation Rates in Community Organizations
KHS Social Media Postings
KHS Parent and Student Newsletters
KHS Blackboard
KHS PTO (Parent Teacher Organization)

Strategy 1 Details

Strategy 1: KHS will seek to use a variety of outlets, including Parent Square to provide stakeholders with relevant campus information, emergency and weather information, events, important dates, and other relevant announcements.

Strategy's Expected Result/Impact: The goal is to keep the larger community aware of school events, emergencies, parent/community events, and general information.

KHS will utilize Parent Square to send weekly newsletters to stakeholders. KHS will utilize Parent Square for 100% of two-way communication with student groups.

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: KHS will use Facebook and Twitter as the primary social media outlets to distribute relevant campus information, promotions, student achievements, and announcements.

Strategy's Expected Result/Impact: The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news.

KHS will make at least 3 posts on Facebook and Twitter per week.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: KHS will update the electronic marquee in front of the school and scrolling marquees inside the school to provide stakeholders with important announcements, events, and dates.

Strategy's Expected Result/Impact: The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news.

ESF Levers:

Lever 3: Positive School Culture

Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY: KHS will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 2: KHS will encourage communication and participation with partners and stakeholders in the educational process.

High Priority

- Evaluation Data Sources:** KHS Master Calendar of Events - Parent Events
- KHS Community in Schools (CIS) Program Events for Parents and Community
- Parent Volunteer Opportunities
- Parent Participation Rates in Community Organizations
- KHS Social Media Postings
- KHS Parent and Student Newsletters
- KHS Campus Advisory Team (CAT) Meeting Agendas
- KHS Booster Club Participation Numbers

Strategy 1 Details

Strategy 1: KHS will facilitate opportunities and provide information for parents and students to register for the Parent Portal, which is a web-based application that allows parents to monitor student attendance and academic progress.

Strategy's Expected Result/Impact: The goal is to empower parents by giving them online access to monitor student grades and progress.

KHS will provide links to parents in newsletters, during registration, and at Open House.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: KHS will use the Ascender PEIMS System and electronic discipline and tardy systems to notify parents via email of student tardies, disciplinary actions, and violations of the Student Code of Conduct.

Strategy's Expected Result/Impact: The goal is notify parents of student attendance or behavioral issues. The PEIMS system also allows KHS Administrator to print discipline reports with student information. The reports enable administrators to conduct demographic and trend analysis of disciplinary data.

KHS will improve the attendance rate to at least 95%, reduce the tardy rate by 5%, and reduce the percentage of disciplinary placements by 5%.

Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS teachers will be encouraged to develop strong relationships and required to communicate with parents/guardians to promote student success using a variety of means such as written notes, phone calls, emails, conferences, and social media. KHS teachers will also be required to document their efforts.

Strategy's Expected Result/Impact: The goal is to empower parents to support student learning through strong communication and relationships with teachers and staff.

KHS will require 100% of teachers to submit Parent Contact Logs.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: KHS will facilitate opportunities for parents to build relationships with teachers through various activities including volunteer opportunities, booster clubs, PTO, Open Houses, Public School Week Activities, College Nights, Parent Education/Information Nights, campus-level committees, Parent Workshops, and more.

Strategy's Expected Result/Impact: The goal is to provide parents and stakeholders with a variety of opportunities to be active in the school and support student learning.

KHS will host 2 Open Houses: Fall and Spring. KHS will advertise recruitment efforts for PTO in newsletters. KHS will host at least 4 Parent Nights through inspirED. KHS will recruit at least 2 parents, 2 community members, and 2 business members for the CAT.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: KHS will promote and increase parent involvement in committees and meetings directly aimed at improving student achievement and/or providing student interventions including Parent-Teacher Conferences, Teacher-Administrator Conferences, ARD meetings, 504 meetings, LPAC meetings, and MTSS Team Meetings, counselor conferences, and bilingual counselor to include non-English speaking parents.

Strategy's Expected Result/Impact: The goal is to positively impact student learning and achievement through developing partnerships with parents.

KHS will ensure 100% of parents receive invitations for ARD, 504, LPAC, and MTSS meetings. KHS will have 100% of teachers participate in the KISD Parent Conference Day. KHS will ensure parents are provided with teacher contact information in newsletters.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 6 Details

Strategy 6: KHS will develop an annual Parental Involvement Policy and Parent-Student-School Compact through the Campus Advisory Team (CAT) and notify parents of the policy through email, social media, and other means. KHS will partner with stakeholders to annually complete comprehensive Campus Needs Assessment (CNA) and Campus Local Needs Assessment (CLNA), as required by Title I and Perkins guidelines, respectively.

Strategy's Expected Result/Impact: The goal is to establish a clear and comprehensive strategy to promote parent involvement in the school and define clear expectations for students, parents, and school.

The KHS Parental Involvement Policy and Parent-Student-Compact will be developed and approved by the CAT by October 1. The KHS Campus Needs Assessment will be conducted and presented publicly by June of each year. KHS will post all on Title 1 documents on the KISD website.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 7 Details

Strategy 7: KHS will stabilize enrollment through Open Enrollment by actively recruiting out-of-district students in newsletters, during registration events, and on social media.

Strategy's Expected Result/Impact: The four largest cohorts in KISD in 2023-24 were at KHS. The campus expects declining enrollment during the next 4 years. KHS will actively recruit students through social media (once per month), in all newsletters (100%), and during registration events.

The goal stabilize enrollment through active student recruitment in the Open Enrollment process. KHS seeks to add 70-125 transfer students and maintain enrollment in the range of 940-1000 students in 2024-25.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY: KHS will engage students, families, and community stakeholders to foster shared responsibility for student success.

Performance Objective 3: KHS will promote strong involvement through community and school programs.

High Priority

- Evaluation Data Sources:** KHS Master Calendar of Events - Community Events
- KHS Community in Schools (CIS) Program Events for Parents and Community
- Parent Volunteer Opportunities
- Parent Participation Rates in Community Organizations
- KHS Social Media Postings
- KHS Parent and Student Newsletters
- KHS Campus Advisory Team (CAT) Meeting Agendas
- KHS Booster Club Participation Numbers
- Kennedale Education Foundation Events and Grant Opportunities
- Number of Community Events hosted at KHS
- Kennedale High School PTO (Parent Teacher Organization)
- KHS Blackboard-Parent and Student Information of School Events

Strategy 1 Details
<p>Strategy 1: KHS will encourage representation on the district's Student Health Advisory Committee (SHAC), which will be actively involved in the development of the campus' Health curriculum.</p> <p>Strategy's Expected Result/Impact: The goal is to involve stakeholders in developing the district's Health curriculum and developing partnerships with local health providers and emergency responders.</p> <p>KHS will have at least two representatives on the SHAC.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p>

Strategy 2 Details

Strategy 2: KHS will host (Pre) Registration Parent Information Nights during the Spring for parents and students of grades 8-11.

Strategy's Expected Result/Impact: The goal is to provide an opportunity for parents to learn about the school's curriculum and opportunities for students prior to Spring registration.

KHS will schedule Pre-Registration Information Nights during Spring Open House.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS Counselors will work alongside the KISD CTE/CCMR to organize and host an annual College and Career Day from a variety of career fields, and will feature keynote speakers from a variety of career fields.

Strategy's Expected Result/Impact: The goal is for KHS 11th and 12th graders and their parents to have an opportunity to explore various college and career options.

KHS will host the College and Career Day in October. 100% of students in grades 11-12 will have an opportunity to attend. KHS will also host a Transition Fair for Special Education students at the Spring Open House in March.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will host an annual CTE Advisory Committee Meeting and encourage stakeholder participation.

Strategy's Expected Result/Impact: The goal is to gain feedback from stakeholders such as teachers, students, community members, business representatives, and others regarding the KHS CTE Program. KHS believes that community and business involvement and support is critical to nurturing and sustaining our programs. At this meeting, stakeholders will play an active role in the developing the Campus Local Needs Assessment (CLNA).

KHS will host the CTE Advisory Committee Meeting in the Spring.

TEA Priorities:

Recruit, support, retain teachers and principals, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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: KHS will recognize and appreciate people who contribute to the success of our schools and community.

High Priority

Evaluation Data Sources: KHS Social Meeting Postings

KHS Newsletters

KHS Website

KISD Board of Trustee Meetings Proclamations and Recognitions

KHS Marquee Posts

KHS Blackboard Emails

KHS Awards Ceremonies

KHS PAW Awards

KHS Graduation

Strategy 1 Details

Strategy 1: KHS will recognize employees for their contributions through EOM/EOY programs, the district's Wildcat recognition program (PAW), social, and newsletters.

Strategy's Expected Result/Impact: The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale.

KHS will participate in EOM/EOY year programs. KHS will send stakeholders a link to PAW awards once per month.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: KHS will host a Parent and Volunteer Appreciation Night/Luncheon at the end of the school year to honor volunteers and other stakeholders who made significant contributions to KHS during the school year.

Strategy's Expected Result/Impact: The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale.

KHS will host the Parent and Volunteer Appreciation Night or Luncheon in the Spring.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: KHS will host various Award Ceremonies including Wildcat Awards Night, Senior Awards Night, and graduation to recognize the accomplishments of students.

Strategy's Expected Result/Impact: The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale.

KHS will host Award Ceremonies in May.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will partner with the Kennedale Education Foundation, the KHS PTO, the Kennedale Rotary Club, and other organizations to offer recognition programs, award ceremonies, scholarships for students, and grants for teachers.

Strategy's Expected Result/Impact: The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale.

KHS will increase participation by partners by 5%.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will have a "positive" office referral system, whereas teachers can refer a student to the office for positive recognition by a KHS administrator.

Strategy's Expected Result/Impact: KHS will begin the Positive Referral System in September. The link for the referral system will be sent weekly with a goal of at least 200 positive office referrals. KHS will develop a tracker to document efforts by September 15, 2024.

ESF Levers:

Lever 3: Positive School Culture

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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: KHS will develop community partnerships to positively impact the campus culture and nurture the social well-being and development of students.

High Priority

Evaluation Data Sources: KHS Master Calendar of Events

KHS CIS Parent events

KHS CIS Student Events

KHS Student Surveys

KHS Campus Needs Assessment

Counselor Data

CIS Data

Number of Community Partnerships Formed for Student Programs

KHS Superintendent's Advisory Council

KHS Campus Advisory Team

KHS College Night

Strategy 1 Details

Strategy 1: KHS will partner with community organizations (i.e. Community in Schools (CIS), the Women's Center of Tarrant County, Campus Crime Stoppers (CCS)/Friends for Life (FFL) of Tarrant County, UnBound, MADD, local law enforcement agencies, first responders, and others) to develop programs that nurture the well-being and development of students.

Strategy's Expected Result/Impact: The goal is provide students with resources from the community which promote wellness, safety, healthy lifestyles, and positive choices.

KHS will host at least 1 public event for families and 1 in-school event for students with each partner.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will partner with Community in Schools (CIS) to conduct a campus needs assessment of students' social and emotional needs and develop a schedule of educational programs for both students, staff members, and parents.

Strategy's Expected Result/Impact: The goal is provide students, staff members, and parents with resources from the community which promote wellness, safety, healthy lifestyles, and positive choices.

The CIS Social worker will conduct a needs assessment in the Fall and develop an action plan to ensure individual and small-group caseload is fulfilled.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS, through the KPD and Campus Crime Stoppers of Tarrant County, will provide training and support for students to use the CCS FFL application for mobile devices and the CCS FLL website to anonymously report campus crime, bullying, harassment, and other issues effecting students.

Strategy's Expected Result/Impact: The goal is to empower students to promote campus safety by providing an anonymous reporting platform to reduce crime, violence, bullying, cyberbullying, harassment, and more.

KHS will promote CCS/FFL in newsletters and during Class Meetings in September.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will partner with UnBound to provide Human Traffic awareness and prevention training for students.

Strategy's Expected Result/Impact: The goal is to empower students to reduce the risks of human trafficking among students.

KHS will provide the UnBound presentations in Science classes during the Spring.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will partner with the Women's Center of Tarrant County to provide grade-appropriate presentations regarding dating violence and sexual violence and host a parent preview night.

Strategy's Expected Result/Impact: The goal is to reduce the risks of dating violence and sexual violence among students.

KHS will host grade-level dating violence presentations for students in the Fall.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 6 Details

Strategy 6: KHS will partner with inspirED to offer students a campus Go Center for college, career, and military planning. The KHS Go Center and inspirED will provide CCMR programs for students and parents regarding topics such as financial planning, entrance exam testing (SAT/ACT/TSI), FAFSA, the application process, and more.

Strategy's Expected Result/Impact: The goal is to empower students and parents by providing educational programs that guide them through the process of post-secondary planning.

KHS will increase the percentage of students participating in the GoCenter by 5%. KHS will offer the GoCenter 5 days per week and have 2 GoCenter representatives.

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 7 Details

Strategy 7: KHS will partner with local military recruiters to provide programs for students to explore post-secondary military options and to administer ASVAB CEP testing on campus for interested students.

Strategy's Expected Result/Impact: The goal is to provide opportunities for students to explore military career options and provide entrance testing opportunities.

KHS provide at least 3 ASVAB testing opportunities and recruiters will be provided with lists of grade 11-12 students by KHS counselors. KHS will host military recruiting events in the cafeteria, in classrooms, and at school events at least once per month.

TEA Priorities:

Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Results Driven Accountability**

Strategy 8 Details

Strategy 8: KHS will partner with a community organization (such as MADD and local law enforcement agencies) to provide alcohol and impaired driving awareness and prevention programs.

Strategy's Expected Result/Impact: The goal is to reduce the risk of alcohol abuse and impaired driving among students.

KHS will host an alcohol and impaired driving awareness and prevention program in the Spring, typically before Prom.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 9 Details

Strategy 9: KHS will use the online Compliance Bundle from Vector Solutions to provide teachers and staff professional development regarding a range of statutory trainings: Child Abuse and Maltreatment awareness and reporting, 504 requirements, ADA compliance, food allergy awareness and prevention, FERPA, bullying awareness and prevention, internet safety, Texas Educator Code of Ethics, Anaphylaxis and Epinephrine Use, Teen Dating Violence and Abuse, bloodborne pathogens, suicide prevention, sexual harassment, copyright, Title IX, and more.

Strategy's Expected Result/Impact: The goal is to provide consistent and thorough training for staff members regarding key topics that promote student safety and empower staff members to better serve a diverse student body.

KHS will ensure 100% of employees complete compliance trainings.

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 10 Details

Strategy 10: KHS will have a Campus Behavioral Threat Assessment Team to identify, report, and assess students who pose threats/dangers to the campus, self, and/or others.

Strategy's Expected Result/Impact: The goal of Behavioral Threat Assessment and Management is to provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.

KHS will maintain a list of required and optional members for the Threat Assessment Team. KHS will document 100% of BTA in Raptor using district-adopted forms.

TEA Priorities:

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 11 Details

Strategy 11: KHS will implement a comprehensive counseling program, which will partner with the Community in Schools (CIS) program of Tarrant County to provide a Social Worker for students with social, academic, behavioral, and emotional needs. KHS, through the CIS program, will partner with local organizations to provide programs for students regarding suicide awareness and prevention and work with local law enforcement agencies and first responders to students in need of assistance.

Strategy's Expected Result/Impact: The goal is to reduce the risk of suicide among students and the greater community.

KHS will host a suicide awareness and prevention program for students in September and assist with the coordination of other SEL programs throughout the year. The CIS Social Worker will complete a campus needs assessment in September and fulfill all caseload quotas by the end of the year, as documented through CIS.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- **Results Driven Accountability**

Strategy 12 Details

Strategy 12: KHS will provide opportunities for students to learn CPR and first aid techniques prior to graduation.

Strategy's Expected Result/Impact: The goal is promote campus and individual safety by providing basic CPR and first aid skills, as required by law.

KHS will ensure 100% of seniors have completed the required CPR and first aid training prior graduation.

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 13 Details

Strategy 13: KHS will provide an opportunity for students to serve in the KHS Superintendent's Student Advisory Council.

Strategy's Expected Result/Impact: The Superintendent's Student Advisory Council focuses on meeting student needs, concerns, and perspectives by incorporating dialogue, conversation and solutions. The goal is to work together to find positive solutions to problems. The Superintendent meets with students the second Monday of each month.

KHS will host monthly Student Advisory Council, and the campus principal will ensure 30-40 members (8-10 per grade) serve on the committee.

ESF Levers:

Lever 3: Positive School Culture

Strategy 14 Details

Strategy 14: KHS will employ a half-time CCMR Specialist from the Community in Schools (CIS) program to ensure students have the opportunity receive one-on-one guidance regarding CCMR opportunities and resources.

Strategy's Expected Result/Impact: 100% of seniors and 50% of junior who are not CCMR met will receive a one-on-one CCMR meeting with either a counselor, CCMR Specialist, CCMR Coordinator, and/or administrator.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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 3: KHS will provide a safe, nurturing, and diverse educational environment that builds character, improves health, increases student involvement, and promotes responsibility and good citizenship.

High Priority

Evaluation Data Sources: KHS Campus Needs Assessment (CNA)

KHS Stakeholder Surveys

KHS Master Calendar of Events - Student Activities

KHS Counselor Data

KHS Campus In Schools (CIS) Program Offerings and Data

KISD DEIC Initiatives

KISD SHAC Initiatives

Student Participation Rates

Campus Crime Stoppers (CCS) and Friends for Life (FFL) Data

KHS Communities in School

KHS Renaissance Committee (Partnership with students and teachers)

Strategy 1 Details

Strategy 1: KHS will develop and implement a tiered Campus Behavior Management Plan which promotes fairness, consistency, equity, and the development of uniform campus policies and procedures. The Campus Behavior Management Plan will include preventative and restorative practices to provide research-based opportunities for students to learn and develop appropriate behaviors and social norms.

Strategy's Expected Result/Impact: The goal is to create a campus with a culture of fairness and equity. The campus should work to build character and help students make sound decisions.

KHS will develop a comprehensive Campus Behavior Management Plan by September 1. KHS will reduce Chronic Attendance and tardiness by 5%, the number of disciplinary referrals by 5%, and the number of disciplinary placements by 5%, as compared to the previous year. KHS will achieve equity on all RDA measures (under 2.5 disproportionality).

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will implement classroom management, positive behavior, and relationship building techniques and strategies from researched-based programs such as Harvesting Respect, CHAMPS, and PBIS.

Strategy's Expected Result/Impact: The goal is to provide teachers with research-based strategies to implement positive behavior systems and improve classroom management.

KHS will ensure 100% of teachers have basic proficiency and training in Harvesting Respect, CHAMPS, and PBIS. KHS will ensure 100% integration of these programs through observational data.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will provide a School Resource Officer (SRO) and two campus security guards to monitor the campus and promote student safety. The SRO and campus security guards will have well-defined roles, duties, and responsibilities.

Strategy's Expected Result/Impact: The goal is to provide security resources to guide campus safety efforts and respond to emergency situations.

KHS will provide a School Resource Officer (SRO) and two campus security guards to monitor the campus and promote student safety. The SRO and campus security guards will have well-defined roles, duties, and responsibilities.

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: KHS will provide students with serious discipline behavioral problems with alternative education and behavioral support environments including the Reset and Refocus (R & R) Support Room, BASE Room, and the District's Alternative Educational Program (DAEP), both of which provide educational supports that focus on the development of appropriate social, behavioral, and coping skills in an effort to transition students back to a traditional classroom setting.

Strategy's Expected Result/Impact: The goal is to provide Tier III intervention for at-risk students, especially those who have social and emotional needs.

KHS ensure of 100% of alternative and support environments are staffed by highly qualified personnel.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will promote safety by requiring current students to prominently wear Student ID Badges at all times.

Strategy's Expected Result/Impact: The goal is to promote campus safety by ensuring students are recognizable and identifiable at all times.

KHS will provide students with 3 student ID badges (2 at the beginning of the year and 1 after fall pictures). KHS will provide each student with 1 lanyard and ID sleeve.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: KHS shall appoint a Campus Emergency Management Team and will adopt and implement a Campus Emergency Operations Plan. KHS will conduct emergency drills (fire/evacuation, severe weather, lock-down, and shelter-in-place) according to local, state, and federal guidelines to promote safety and to keep students, teachers, and staff prepared. The campus will conduct an annual safety audit and weekly exterior door checks to assess campus safety procedures and readiness. KHS will promote campus safety with building features and systems such as a limited entry/exit system, a visitor identification system, the Raptor Alert mobile application, and a closed-circuit camera system.

Strategy's Expected Result/Impact: The goal is to ensure campus preparedness for emergencies.

KHS will assign members to the Campus Emergency Team and Code Red Teams by September 1. KHS will develop a Campus Emergency Operations Plan and provide training for students and staff by September.

KHS will conduct emergency drills and door audits as required and document efforts accordingly.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 7 Details

Strategy 7: KHS will identify a TBSI team and select teachers and staff members to be trained in using proper crisis/emergency techniques and procedures such as First Aid , CPR, CPI, and AED.

Strategy's Expected Result/Impact: The goal is to promote positive behavioral techniques in the classroom and to empower teachers to respond to escalating and emergency situations.

KHS will identify members of the TBSI Core Team by September 1 and ensure 100% of members complete required TBSI and CPI trainings.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: KHS will provide trauma-informed care training for teachers and staff members.

Strategy's Expected Result/Impact: The goal is to empower teachers and staff members to assist students who are affected by trauma and have other social-emotional needs.

KHS will provide 100% of teachers with trauma-informed care.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 9 Details

Strategy 9: KHS will have a comprehensive Dropout Prevention Plan, which includes an audit of dropout records and evaluation of the school's dropout prevention program.

Strategy's Expected Result/Impact: 1. Results of audit of dropout records

2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade

3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate

4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions

5. Results of an evaluation of each school-based dropout prevention program

KHS will develop a Dropout Prevention Plan annually with the required components.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 10 Details

Strategy 10: KHS will seek to identify the needs of migratory children that result from their migratory lifestyle and to provide services and supports to enable these children to participate effectively in school.

Strategy's Expected Result/Impact: The goal of the KHS Migrant Program is to:

1. support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
2. ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
3. ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
5. design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
6. ensure that migratory children benefit from State and local systemic reforms.

KHS will ensure 100% migratory children are identified.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 11 Details

Strategy 11: KHS will promote increased student engagement using technologies like eCampus USA, which is designed to improve student attendance and reduce truancy and tardiness.

Strategy's Expected Result/Impact: e-Hall Pass is designed to improve student attendance and reduce truancy and tardiness.

KHS will improve attendance rates to at least 95%. KHS will reduce truancy and tardiness by 5%.

ESF Levers:

Lever 1: Strong School Leadership and Planning

- **Results Driven Accountability**

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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 4: KHS will recruit and hire the best qualified personnel available.

High Priority

Evaluation Data Sources: KHS will hire teachers who are Highly Qualified in their content areas and have a valid Texas Teaching Certificate. Paraprofessionals hired to work on the campus must have a valid Texas Paraprofessional Certificate and meet the district's 48 college-hour minimum requirement.

Data Sources: Teacher/Staff Certificates; Teacher/Staff Retention Rates; Hiring Strategies/Plan; HumanEx Results; Staffing Patterns

Strategy 1 Details

Strategy 1: KHS will use the Teacher A battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment.

Strategy's Expected Result/Impact: The goal is create an system to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment. Research shows that effective teachers have a greater impact on learning and student outcomes than any other variable.

KHS will use the HumanEx Teacher A Battery to interview 100% of teaching candidates (by two different administrators).

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will use the Principal battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified administrative candidates for employment.

Strategy's Expected Result/Impact: The goal is to build a strong leadership team that is capable of supporting and nurturing teachers and positively effecting student outcomes.

KHS will use the HumanEx Principal Battery for Round 1 Interview with 100% of administrative candidates.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will recruit and hire only paraprofessionals who hold the Texas Educational Aide Certificate or meet State/District eligibility criteria.

Strategy's Expected Result/Impact: The goal is to create a system to hire qualified individuals to support teachers and students.

KHS will ensure all Teacher Aides and classroom aides hold appropriate educational aide certificates. KISD will provide testing opportunities for potential aide candidates.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will increase the number of teachers who hold ESL and Special Education certificates and G/T endorsements through the hiring cycle and professional development opportunities. All ELA teachers are required to hold ESL certificates.

Strategy's Expected Result/Impact: The goal is to increase the number of quality teachers to support students in special populations such as G/T, EL/ESL, and Special Education.

KHS will ensure 100% of ELAR teachers hold ESL certificates and 100% of G/T teachers hold appropriate certificates and updates. KISD will provide G/T trainings and opportunities to attend off-site trainings.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Strategy 5 Details

Strategy 5: KHS will become more active and aggressive in recruiting new teachers and staff members by attending teacher job fairs and initiating contact with qualified candidates in high-demand teaching areas.

Strategy's Expected Result/Impact: The goal is to recruit and attract Highly Qualified teachers and staff who mirror the diversity of the student body. In recent years, low unemployment rates has created a competitive atmosphere for attracting and hiring qualified teachers, especially in Math, Science, and specialty positions (coaching, Special Education, ESL, and CTE).

KHS administrators will attend at least 1 local college/university job fair.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Strategy 6 Details

Strategy 6: KHS will partner with UTA to place Clinical Teachers in STEM classrooms.

Strategy's Expected Result/Impact: The partnership is expected to provide a hiring pipeline for Math and Science teachers. KHS will host at least 2 Clinical Teachers in 2024-25 (1 Math and 1 Science).

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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 5: KHS will create and maintain a supportive environment to retain personnel.

High Priority

- Evaluation Data Sources:** KHS Teacher/Staff Retention Rate
- KHS Professional Development Plan
- KHS Wildcat Mentor Program
- KHS Bridge Teacher Program
- KHS PLC Teacher Feedback
- KHS CLT and CAT Meeting Agendas
- KHS Faculty and Staff Survey Results (CNA)
- T-TESS GSPD Summative Data
- T-TESS Summative Appraisal Data

Strategy 1 Details

Strategy 1: KHS will provide employees with opportunities for professional growth and development through a campus professional development plan that focuses on improving academic achievement of EB/LEP, Special Education, At-Risk, and Economically Disadvantaged students. The campus professional development must be approved by the Campus Advisory Team (CAT).

Strategy's Expected Result/Impact: The goal is to improve Tier I instruction and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students.

KHS will develop a Professional Development Plan in August and ensure 100% of teachers have professional development to support struggling sub-populations. KHS will provide teachers with professional development opportunities hosted by the campus, the district, and by outside organizations such as the regional service centers targeting strategies working with students from a diverse population, which includes students classified as EB/LEP, Economically Disadvantaged, G/T, Special Education, At-Risk, and Section 504.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

Strategy 2: KHS will use employee feedback and student achievement data to determine campus professional development needs.

Strategy's Expected Result/Impact: The goal is to improve Tier I instruction and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students.

KHS will use Campus Needs Assessment Data and teacher feedback to develop professional development sessions.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will conduct an annual staff survey (as part of the Campus Needs Assessment process) to gauge employee satisfaction, campus climate, and campus culture.

Strategy's Expected Result/Impact: The goal is to create a campus climate that supports and retains high quality teachers.

KHS will send out the staff survey in the spring. KHS will increase staff participation by 10% through incentive programs.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: KHS will provide new-to-district and developing teachers with a veteran mentor teacher, whereas both the mentor and the mentee will receive on-going training and support through the KHS Wildcat Mentor and the KISD Mentor Programs. KHS will also have a New-To-District Teacher Academy to target professional development needs for new teachers.

Strategy's Expected Result/Impact: The goal is to create a culture that fosters the development of inexperienced and developing teachers.

KHS will host 2 NTD Teacher Academy Trainings per month. KHS will facilitate Wildcat Mentor/Mentee check-ins through the NTD Teacher Academy meetings (at least quarterly).

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: KHS will facilitate and encourage teacher support from organizations such as the KHS PTO, the Kennedale Education Foundation, student groups, and local community organizations and businesses.

Strategy's Expected Result/Impact: The goal is to build a system of support for teachers and create a bond with the Wildcat community.

KHS will increase the number of grants received by 5%. KHS will increase the number of teacher support events by 5%.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture

Strategy 6 Details

Strategy 6: KHS will create a dynamic and flexible campus technology plan and provide regular technology trainings for teachers to ensure proficiency using commonly used applications and programs such as the Canvas, Ascender PEIMS and Gradebook Systems, DMAC, Google (and related applications), Edgenuity, and other online/web-based instructional resources.

Strategy's Expected Result/Impact: The goal is to improve Tier I instruction and enhance the experience of the learner in KHS classrooms. Technology is a vital tool used in data disaggregation and analysis.

The KHS Campus Professional Development Plan will include at least 1 training per year for each commonly used technology platform.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 7 Details

Strategy 7: KHS will foster the development communities of practice/professional learning communities (CoP/PLC) in most STAAR and TSIA tested subjects and weekly support with campus administrators and KISD instructional coaches.

Strategy's Expected Result/Impact: The goal is to improve Tier I instruction in Math and Reading and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students.

KHS administrators and KISD instructional coaches will meet with CoP/PLCs weekly.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 8 Details

Strategy 8: KHS will provide job-embedded coaching for teachers of core curriculum with a focus on internalizing lessons, implementing research based instructional strategies (RBIS), Universal Design for Learning (or differentiation for diverse learners), and content-based language instruction (CBLI).

Strategy's Expected Result/Impact: Research based strategies are observed in 80% of classrooms as reported on the district dashboard. Evidence of teacher support in planning for RBIS present in 100% of instructional coaching progress updates.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: KHS 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 6: KHS will involve faculty and staff as team members in a partnership to achieve excellence.

High Priority

- Evaluation Data Sources:** KHS Teacher/Staff Retention Rate
- KHS Professional Development Plan
- KHS Wildcat Mentor Program
- KHS Bridge Teacher
- KHS PLC Teacher Feedback
- KHS CLT and CAT Meeting Agendas
- KHS Faculty and Staff Survey Results (CNA)
- T-TESS GSPD Summative Data
- T-TESS Summative Appraisal Data
- KISD DEIC Membership Roster
- KISD SHAC Membership Roster

Strategy 1 Details

Strategy 1: KHS will provide employees opportunities to participate in decision-making process through department head meetings, monthly campus staff meetings, Campus Leadership Team meetings, Campus Advisory Team meetings, involvement in campus and district committees, and representation in the Student Health Advisory Council, the KHS PTO, booster clubs, and other school and community organizations.

Strategy's Expected Result/Impact: The goal is to encourage shared leadership and collaboration to improve the academic achievement of students.

KHS will host monthly CAT, full faculty and staff, and department chair meetings. KHS will host weekly CLT meetings, along with "Daily 10" administrator debriefings. KHS will promote participation in campus, district, parent, and community organizations through email, staff meetings, and newsletters.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy - Results Driven Accountability

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

Performance Objective 1: KHS will implement a structured instructional coaching program for 100% of teaching staff, focusing on differentiated coaching based on individual teacher needs.

High Priority

HB3 Goal

Evaluation Data Sources: T-TESS GSPD Summative Data
T-TESS Summative Appraisal Data
KHS Coaching Tracker
KHS CoP/PLC Meeting Agenda and Notes

Strategy 1 Details

Strategy 1: KHS will create an Instruction Coaching Program plan with district instructional coaches and allocate sufficient time for regular coaching sessions tailored to each teacher's specific needs. KHS will track the number of coaching sessions held and collect feedback from teachers to measure the perceived effectiveness of coaching.

Strategy's Expected Result/Impact: The KHS instructional coaching program will include:

- * Utilizing available time blocks and resources for conducting observations and ensure all feedback is delivered within one week of the observation.
- * Recording the number of observations conducted and feedback sessions held and assess teacher improvement through subsequent observation data.
- * Track student performance data throughout the year, comparing growth in classrooms with more enhanced teacher support to growth from the previous year, and assess the impact of improved teaching practices on student outcomes.
- * Collect reflective statements or growth portfolios from teachers, detailing how the coaching influenced their instructional practices.

KHS will track the number of coaching sessions held and collect feedback from teachers to measure the perceived effectiveness of coaching. By the end of the academic year, 100% of the teaching staff will have participated in the coaching program, with each teacher receiving at least one individualized coaching session during the year. Additionally, teacher reflective statements or growth portfolios clearly articulate the positive impact of the coaching on their instructional practices, and there is evidence of increased student outcomes aligned with coaching goals.

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Results Driven Accountability

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