

Kennedale Independent School District

Kennedale Junior 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.

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Comprehensive Needs Assessment

Revised/Approved: June 6, 2024

Demographics

Demographics Summary

Kennedale Junior High School serves Kennedale area students from sixth to eighth grade. Currently, Kennedale Junior High serves 625 students and 47 full-time teachers. Our school's demographic percentages are evenly distributed between African-American, Hispanic, and Caucasian ethnic categories. At KJH, 61% of students receive free or reduced lunches. In addition, students are in attendance daily at a rate of 95% and only 34% of students have received a discipline referral.

Demographics Strengths

Kennedale Junior High's 600 plus students, in addition to being evenly distributed across three ethnic groups, are evenly split between grades 6 through 8. As our school population grows, our special population numbers in the categories of 504 and SPED are remaining fairly consistent while our students being identified as Gifted and Talented are increasing. Finally, discipline consequences are being applied consistently across all subgroups and all ethnic indicators fall below 2.5% for disciplinary deferrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: KISD is being flagged for significant disproportionality in the subpopulation of two or more races. **Root Cause:** There was inconsistency and lack of equality in discipline referrals and consequences within the classroom. With a new administrative team and a high percentage of new staff, there was a need for discipline management focus/strategies across the campus. There was an inconsistent approach to addressing conflict management, SEL, and rewarding components of good citizenship.

Problem Statement 2: Free/Reduced Meals increased from 43% to 64% **Root Cause:** COVID impacted the economic situation of many of our families. Many families may not be qualified families or do to not complete applications

Problem Statement 3: While enrollment numbers have not increased, LEP and SPED populations have risen. **Root Cause:** There is not an increased knowledge within the community of the special supports offered to students as Kennedale now has a more transient population.

Student Learning

Student Learning Summary

STAAR Assessment Progress

Math

- 6th - 58% of students' Approaches or better; -13% from previous year
- 7th - 42% of students' Approaches or better; -22% from previous year
- 8th - 75% of students' Approaches or better; -1% from previous year

ELAR

- 6th - 72% of students' Approaches or better; -5% from previous year
- 7th - 74% of students' Approaches or better; -4% from previous year
- 8th - 82% of students' Approaches or better; 0% from previous year

Science

- 8th - 73% of students' Approaches or better; -2% from previous year

Social Studies

- 8th - 61% of students' Approaches or better; +6% from previous year

MAP Growth

Math

- 6th - 56th to 55th in Achievement; 38th in Growth
- 7th - 51st to 42nd in Achievement; 32nd in Growth
- 8th - 55th to 51st in Achievement; 47th in Growth

ELAR

- 6th - 57th to 48th in Achievement; 39th in Growth
- 7th - 57th to 53th in Achievement; 50th in Growth
- 8th - 59th to 54th in Achievement; 42nd in Growth

--Term Rostered Fall 23-24 > Start Term Fall 23-24> End Terms Spring 23-24

Student Learning Strengths

50-80% of all KJHS students **achieved growth** in MAP7th Grade Science MAP growth *exceeded* target expectations

- 7th Grade Language Usage growth *exceeded* target expectations
- 54% of all KJHS students met Achievement and Growth on Math MAP
- 89% of Algebra I students *met Achievement and Growth* on MAP
- 61% of all KJHS students *met Achievement* on Reading MAP & 59% *met Growth* on Reading MAP

STAAR

- 98% Algebra I students met or mastered STAAR
- As a campus, overall mastery in STAAR Math grew from 8% (22-23) to 23% (23-24) more than doubled.
- US History STAAR passing rate grew from 56% to 62%
- As a campus, overall STAAR passing rate is 62% for Math and 76% for ELAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Assessment data highlights a need for academic support for critical writing in all content areas. **Root Cause:** Writing across all contents has not been previously STAAR tested and there are inconsistent writing expectations across all curriculum.

Problem Statement 2: Across grade levels, 68% of MATH students and 48% of ELAR students according to STAAR are identified as not on grade level **Root Cause:** Inadequate time for teachers to delve into HQIM-organized into 90 minute sessions, mostly online curriculum contributed to a lack of student engagement. As a campus, Do Not Meet on the Math STAAR increased by 12% Students with chronic absences Student-teacher relationships New STAAR testing item types provide new challenges when creating ins

Problem Statement 3: 52% of teacher walkthroughs did not have student questioning observed. **Root Cause:** Inexperienced teaching staff is a major factor in the quality and quantity of questioning. A lack of questioning present in teacher lesson plans. There has been an influx of new to the profession teachers (<5 years) that still need guidance on best teaching practices. At the same time, there has been apathy with the teachers that have been teaching prior to COVID in recent years.

Problem Statement 4: At Risk population increased from 45% to 58%. **Root Cause:** Our enrollment shows a shift in population. Teachers need continued training to support this growth area.

Problem Statement 5: 75.2% of students in special education at KJHS have been removed from the learning environment for discipline at least once during the school year. (i.e., ISS/OSS) **Root Cause:** Students need continued emotional and behavioral skills support for students. Staff would benefit from continued training and implementation of Capturing Kids Hearts

Problem Statement 6: Low growth and low achievement by students in Special Programs and At Risk students (MAP testing) **Root Cause:** Managing and implementing IEP/504/EB/MTSS plans along with developing differentiation with new HQIM lesson planning needs additional support and guidance 68% of students (410) are identified under a special program and receives interventions/accommodations

Problem Statement 7: MAP data identifies negative growth rates across the board for students identified as economically disadvantaged. **Root Cause:** Over 50% of the campus is identified as economically disadvantaged 74% of discipline referrals were for students identified as economically disadvantaged

Problem Statement 8: KJH faces significant challenges with student behavior, bullying, conflicts, and peer relationships, negatively impacting the school climate and student well-being. **Root Cause:** Increase in Economically disadvantaged/at risk population Lack of SEL Skills Inadequate conflict resolution skills Limited Positive Peer Interactions

Problem Statement 9: Close the disproportionality rate for discipline, in all sub populations, including African American students. **Root Cause:** KJH staff needs culturally sensitive strategies in dealing with conflict management between teachers and students. While number of incidences are drastically decreased from the year prior, the disproportionality of African American students being removed from the classroom remains significantly higher than any other subpopulation.

Problem Statement 10: KJHS students had high tardy rates which impact Tier 1 instruction, some are repeatedly tardy. **Root Cause:** 6th grade's walk to their elective classes (gym, band, choir) is contributing to tardies. Students recognize that they are not held accountable consistently (through consequences/teacher input) for tardies. Students are lingering in the hallway until the music stops, then sprint to class.

School Processes & Programs

School Processes & Programs Summary

- Staff assigned for morning and afternoon duties were increased from 22/23 to 23/24 which increased student supervision and decreased activity in the halls.
- Staff committees were created across grade levels and content to help organize and plan KJH activities.
- Grade levels are grouped by hallway and content to eliminate student interaction.
- KJH provided lab classes for students who need further support in Math and ELA.
- Teachers are generally technology proficient
- Clear integration to facilitate a centralized hub for software applications to allow easier access for teachers and students
- Incident IQ allows for timely and convenient responses to technology work orders
- Parents are able to access grades, attendance, and communication through Google Classroom and Blackboard.
- DMAC allows teachers to access immediate results, feedback, and data
- ClassWize allows teachers to monitor students online activities

School Processes & Programs Strengths

- Summit K12, Amplify, STEMscopes, DBQ, and Carnegie are TEK aligned
- All core subjects have a district provided validated, high quality curriculum
 - Access to both MAP and STAAR scores to drive decision making
 - MAP data to review student's growth and regression
- Walkthrough protocols to provide evidence of rigorous instruction
- Campus has access to TEKS Resource System for core classes
- Campus uses common assessments and DMAC instructional reports to drive instruction
- DMAC/STAAR item alignment
- Using MTSS protocols for identifying and serving students with learning/behavior gaps

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teacher substitute fill rate is 59 % for the year; therefore, staff members are covering for teachers who have requested a substitute. **Root Cause:** Discuss with district administration Low rate of pay in comparison to the surrounding districts Calling system does not call all available subs

Problem Statement 2: Staff under utilize the master calendar to plan events, resulting in confusing/conflict information to students, families, and staff. **Root Cause:** Staff do not communicate effectively about upcoming events/plans with the larger staff community on a more regular basis using the established methods of planning.

Problem Statement 3: Staff survey shows that teachers believe technology is outdated and not applicable to the quality of instruction that the students deserve. **Root Cause:** Staff have not received new computers in over 5 years. Many of the projectors and doc cameras are also 5+ years old and inconsistently work.

Problem Statement 4: Staff duties and placement in the morning, afternoon, and during transition is not adequately addressing student safety. **Root Cause:** Teachers are not consistently at duty or completing assigned duties. The Texas hallway does not have classrooms, but is used regularly for transition by students.

Perceptions

Perceptions Summary

- According to the general data, teachers on our campus are considered qualified for their subject due to the certification they hold.
- Many teachers on campus hold additional certifications in SpEd, ESL, and G/T.
- 23% of teachers hold master's degrees and others are working on earning advanced degrees.
- Campus committees were implemented and engage in tasks that are the foundational work and add value to the compass culture and pride
- 76% of parents feel their child's teacher cares about addressing their child's academic needs.
- 60% of parents feel their child is able to get support at school when their classwork is challenging.
- 67% of parents feel their child enjoys what they learn in their classes.
- 64% of parents feel their child's teachers sets high expectations for my student.
- 60% of parents feel their child's teachers helps their student understand how much they have learned and where they need progress.
- 60% of parents feel their student's teachers prepare their child with skills needed to succeed in their future goals.

Perceptions Strengths

- 90% of students enjoy their classes
- 90% of students like coming to school
- 75% of students feel the campus is clean
- 75% of staff enjoy coming to work
- 80% of students have one adult they can trust on campus
- 75% of staff agree that the building is a safe place to work
- 90% of the students say the school is a safe place
- 90% of students know we have high expectations for performance
- 100% of teachers have high expectations for students
- 80% of students know of opportunities for tutoring outside of class
- 87% of students have opportunities to participate in extracurricular activities

- 75% of students participate in extracurricular activities before, during, and after school
- 90% of students believe their classroom is organized
- Racial equity among DAEP Placements
- Only 5% of classroom removals were for emergent bilingual students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: KJH is experiencing low participation and involvement in the Parent-Teacher Organization (PTO), which limits the school's ability to foster a strong community partnership and support student success. **Root Cause:** Communication Gaps Scheduling Conflicts Perceived Irrelevance Continue to: Enhance communication, Schedule flexible meeting times, Highlight the PTO's impact, Create varied engagement opportunities, Seek opportunities to meet with PTO board

Problem Statement 2: Staff reports a lack of understanding about campus decision making and its processes. **Root Cause:** The administrative leadership team and office staff organized, planned, and implemented the majority of campus events/meetings. Wildcat leadership team is used to receiving information from administrators instead of participating in the decision-making process. Staff felt like they had no voice in making decisions and did not understand the how and why of when decisions were made.

Problem Statement 3: Staff survey shows that teachers believe technology is outdated and not applicable to the quality of instruction that the students deserve. **Root Cause:** Staff have not received new computers in over 5 years. Many of the projectors and doc cameras are also 5+ years old and inconsistently work.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Goals

Revised/Approved: September 11, 2024

Goal 1: STUDENT ACHIEVEMENT:

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

Performance Objective 1: Increase student achievement by improving the effective use of research-based instructional strategies (RBIS) alongside the consistent use of high-quality instructional materials (HQIM).

Evaluation Data Sources: District Powerwalks, Observational Data, State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8

Strategy 1 Details

Strategy 1: Increase the efficacy of Research-Based Instructional Strategies (RBIS) by ensuring time to model, train, and coach RBIS to support educators in effectively implementing Research-Based Instructional Strategies.

Strategy's Expected Result/Impact: 75% of teachers will show evidence of RBIS usage 50% of the time as measured by Powerwalk data

TEA Priorities:

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

Strategy 2 Details

Strategy 2: KJH will prepare all students to meet or exceed grade-level expectations for learning by using the KISD guaranteed and viable curriculum, aligned assessments, and aligned instructional materials across all content areas.

Strategy's Expected Result/Impact: CORE teachers will show evidence of using HQIM materials 75% of the time as measured by Powerwalk data

TEA Priorities:

Build a foundation of reading and math

Strategy 3 Details

Strategy 3: KJH math, reading, and science teachers will track/monitor, student groups that include students from all subpopulation, and conduct student data and goal setting discussions regarding their MAP achievement.

Strategy's Expected Result/Impact: 60% of students in grades 6th-8th will meet or exceed growth targets as measured by MAP Growth Adaptive Assessment from BOY to EOY

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

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

Strategy 4 Details

Strategy 4: KJH will incorporate short writing-to-learn activities and informal, low-stakes writing tasks that help students become critical thinkers by thinking through key concepts or ideas. Students will write weekly across all content areas to increase student writing proficiency.

Strategy's Expected Result/Impact: Campus teachers (excluding PE & Music) will show evidence of critical writing opportunities 10% of the time as measured by Powerwalk data

Goal 1: STUDENT ACHIEVEMENT:

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

Performance Objective 2: Implement a structured Professional Learning Community (PLC) that collaborates with instructional coaches to enhance lesson internalization, research-based instructional strategies, collaborative planning, and data-driven instruction.

Evaluation Data Sources: District Powerwalks, Observational Data, State Accountability and Distinction Designation reports, NWEA MAP Growth, STAAR 3-8

Strategy 1 Details
<p>Strategy 1: Ensure time with Instructional Coaches during Professional Learning Community cycles that allow teachers to collaborate on lesson internalization while integrating RBIS with HQIM and lesson rehearsal with their peers to learn from best practices.</p> <p>Strategy's Expected Result/Impact: 100% of CORE teachers will participate in at least six Professional Learning Community (PLC) cycles per quarter and conduct two lesson rehearsals in the second semester.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Campus Administrators will regularly conduct classroom observations, followed by feedback sessions and/or reflective discussions aimed at refining instructional practices (RBIS) to ensure continuous improvement and shared learning.</p> <p>Strategy's Expected Result/Impact: 100% of the teaching staff will have participated in the coaching program cycle, with each teacher receiving at least one individualized coaching session during the year</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: The Student Support Team (SST) will analyze student performance data to review and enhance the implementation of Multi-Tiered Systems of Supports (MTSS), identifying and ensuring that students receive the appropriate level of academic and behavioral interventions based on student data.</p> <p>Strategy's Expected Result/Impact: 70% of teachers will be prepared with expected student data and student work samples as evidence to inform the SST in developing next steps</p>

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

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

Performance Objective 1: KJHS staff will enhance family communication through encouraging input and participation from stakeholders.

Evaluation Data Sources: Participation in campus/district events
Parent/Community Survey Data
Social Media Metric (ParentSquare)
Event sign-In sheets, ticket sales, or invitations

Strategy 1 Details
<p>Strategy 1: Administration and staff will communicate with students and the community through a variety of platforms, including the website, Facebook, ParentSquare/Outlook emails, phone calls, and weekly community and class newsletters.</p> <p>Strategy's Expected Result/Impact: 80% positive rating on the climate/culture survey</p>
Strategy 2 Details
<p>Strategy 2: KJHS evening events such as open house, PTO meetings, Fine Arts Showcase, Curriculum Nights, and other events will showcase student successes.</p> <p>Strategy's Expected Result/Impact: Exit Survey will indicate a 60% visibility on showcasing student successes</p>
Strategy 3 Details
<p>Strategy 3: KJHS teachers will submit 2 positive office referrals a semester and make 5 positive phone calls home each quarter.</p> <p>Strategy's Expected Result/Impact: 100 positive phone calls will be made per semester. 2% Increase in positive campus perception on student/family survey</p>

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

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

Performance Objective 2: KJHS will create opportunities for students, staff, and families to engage and support each other.

Evaluation Data Sources: Parent, Student, and Staff yearly surveys

Failure Rate Reports

Membership Rosters

Event sign-In sheets, or invitations

Strategy 1 Details

Strategy 1: KJH will explicitly teach organizational skills during 6/7th ROAR and 8th English classes. All students will routinely write assignments and homework in all classes (excluding PE & Music) in campus-wide use of planners.

Strategy's Expected Result/Impact: Exit Survey will indicate a 60% usage/knowledge of campus planner

TEA Priorities:

Improve low-performing schools

Strategy 2 Details

Strategy 2: The campus will encourage increased parent attendance at parent-teacher conferences by implementing targeted communication strategies and flexible scheduling options.

Strategy's Expected Result/Impact: Teachers will schedule 10 conferences and have a 50% attendance rate.

Teachers will be able to share student progress with families.

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

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

Performance Objective 3: KJHS will offer opportunities for students to participate in fine arts, athletics, and other UIL academic activities for students to excel in competition and leadership.

Evaluation Data Sources: UIL Meet Rosters, Course Request, Club Meetings/Agendas
Participation in campus/district events
Event sign-In sheets, ticket sales, or invitations

Strategy 1 Details
Strategy 1: KJHS Academic UIL coaches will hold consistent practices and assigned students will participate and compete in a UIL academic meet. Strategy's Expected Result/Impact: KJH will have 8 teams participating in the UIL academic meet.
Strategy 2 Details
Strategy 2: KJHS students will have opportunities to participate in before or after-school student interest/choice clubs/activities. Strategy's Expected Result/Impact: KJH will have 5 or more before/after school clubs for students to participate in.
Strategy 3 Details
Strategy 3: KJHS students will have opportunities to participate in campus athletic & Fine Arts teams. Strategy's Expected Result/Impact: 30% of KJHS 7th and 8th grade students will participate in extra-curricular teams

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

Performance Objective 1: KJHS will promote safety and social-emotional wellness to all students, staff, and the community.

Evaluation Data Sources: Participation in campus/district events
Parent/Staff/Student Community Survey Data

Strategy 1 Details

Strategy 1: There will be campus-wide implementation of the Capturing Kids Heart framework. 95% of students will sign each class social contracts and KJH teachers will ask the 4 guiding questions to guide negative behaviors 50% of the time.

Strategy's Expected Result/Impact: 5% increase in staff perception survey regarding feeling safe on campus. "My classroom is a safe place to work."
5% Increase in student surveys around safe campus and supported by teacher.
Campus reflection on asking 4 questions

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: ROAR teachers in 6th and 7th grade will implement the SEL curriculum from Second Steps once a week that targets social-emotional learning to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. 8th grade teachers will implement the curriculum once a week during flex time.

Strategy's Expected Result/Impact: 1% decrease in peer conflict referrals.

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: KJH will provide multiple opportunities for students to engage in preventative education programs, examples: Play It Safe (personnel safety), Drug-Free Schools, and dating violence.

Strategy's Expected Result/Impact: 5% increase in the student Zen Den knowledge surveys

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Staff will participate in culturally responsive teaching practice workshops aiming to enhance student engagement, improve academic outcomes, and foster an inclusive learning environment that celebrates diversity.

Strategy's Expected Result/Impact: 100% of teachers will attend at least two culturally responsive workshop and will implement at least two culturally responsive teaching practices in their classrooms as evidenced in staff survey

ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: KJH's Communities In Schools personnel will support a full caseload of students to proactively identify at-risk students and implement targeted support strategies to address their unique challenges, thereby reducing dropout rates and fostering a positive school experience.

Strategy's Expected Result/Impact: 75 students (full caseload) will enrolled into the program by February 2025

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

Performance Objective 2: KJHS will promote a culture of collaboration and feeling heard by using committees to allow a more authentic school-based decision-making experience.

Evaluation Data Sources: Parent/Staff/Student Community Survey Data

Strategy 1 Details
<p>Strategy 1: KJH will refine and staff a set of campus culture committees that align with CNA indicators (Student Achievement, School Culture and Climate, Curriculum Instruction and Assessment and Parent, Family, and Community Engagement).</p> <p>Strategy's Expected Result/Impact: 5% Increase in all staff members finding value that contributes to the campus culture/climate</p>
Strategy 2 Details
<p>Strategy 2: Campus culture committees will convene quarterly to provide direction, leadership, and reflection on the essential functions of each committee that contribute positively to campus culture and improve the school environment as a whole. Committees will reference the campus committee documents to showcase their achievements.</p> <p>Strategy's Expected Result/Impact: 5% Increase in staff voice in survey data</p>

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

Performance Objective 3: Enhance our support systems and recognition programs to celebrate student and staff success, fostering a culture of achievement and motivation.

Evaluation Data Sources: Zen Den, NWEA MAP Data

Strategy 1 Details
Strategy 1: Implement quarterly awards to recognize outstanding academic success, such as the A and A/B honor roll, etc. Strategy's Expected Result/Impact: 5% increase in Zen Den survey from previous year
Strategy 2 Details
Strategy 2: The campus will frequently and sporadically recognize and celebrate students who consistently demonstrate positive behavior, such as arriving on time to class and maintaining regular attendance through rewards, announcements, and special events to reinforce and encourage continued adherence to these expectations. Strategy's Expected Result/Impact: 5% increase in Zen Den survey
Strategy 3 Details
Strategy 3: KJHS will provide opportunities to celebrate students who are on track to meet their yearly MAP growth goals or are projected to Meets/Master on the STAAR after the MOY and EOY testing windows. Strategy's Expected Result/Impact: 50% or more of the KJHS students will meet their MAP yearly growth goals in 2 of the 4 subjects

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