

Kennedale Independent School District

James F. Delaney Elementary 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

Demographics

Demographics Summary

James F. Delaney Elementary is located within the Kennedale ISD.

In 2023-2024 school year, Delaney served students in 1st through 5th grades. The total student population was 510 students with 52 faculty and staff members. For the second year in a row, the Hispanic ethnicity group was above the other ethnic groups at 35.1%. The attendance rate was 94.9% which is an increase from the previous school year.

Currently in the 2024-2025 school year, Delaney Elementary serves student in grades 2nd through 5th with an enrollment at 428 students and 50 faculty and staff that work directly with students. The campus demographics are evenly distributed between the Hispanic, Caucasian, and African American ethnic categories with about 10% differences between each group. In addition, students at Delaney Elementary have an average daily attendance rate of about 94.75%.

Demographics Strengths

Growing diverse student population:

- Hispanic population at highest percentage in history
- African American population continues to grow
- White/Caucasian population stays steady at about 33%

Special Programs:

- 504 population **decreased** (-1.7%)
- Dyslexia population **decreased** (-1.4%)
- Gifted and Talented population **increased** (+2.1%)
 - Number of students dismissed from special programs = 14

Highly Qualified/Experienced Teachers: 71.1 % of teachers have **over 11 years of experience** which has **increased** (+10.1%)

Daily Attendance Rate **increased** to 94.9%

- All ethnicity groups and special programs (Sped, EB/EL, and Economically Disadvantaged) **increased**

Mobility Rate **decreased** (-4.62%) to 14.41%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students classified At Risk increased by 9.5%. **Root Cause:** The bilingual population growing and the increase number of students (3rd-5th grade) who scored "Did Not Meet" on STAAR.

Problem Statement 2: Faculty/Staff demographics does not match the student demographics. **Root Cause:** Teachers who apply for our positions do not represent our diverse population in our higher ethnicity groups of African American and Hispanic populations.

Problem Statement 3: Recruitment of Bilingual teachers **Root Cause:** Shortage of certified bilingual teachers

Student Learning

Student Learning Summary

During the 2024-2025 school year, James F. Delaney continued to progress monitor MAP data three times within the school year (beginning, middle, and end) that assisted in tracking student progress in the areas of Math (2-5), Reading (2-5), Language (2-5), and Science (3-5). Several grades met or exceeded MAP growth projections in the targeted areas.

Campus administrators will continue the classroom power walks using the KISD issued form to collect data that will be shared on the district dashboard. Adding this year will be the curriculum fidelity walks that will ensure that the district curriculum is followed with fidelity to ensure student success.

Areas of opportunity for Delaney Elementary include the areas of Math, Reading, and Science, where students remain below the state in all performance levels and is a focus point of improvement. The campus teachers and staff will prepare all students to meet or exceed grade level expectations by using High-Quality, content rich curriculum aligned with the TEKS, including Amplify Reading, Eureka Math, and Stemscopes Science. Students will be expected to participate in each unit embedded assessments that teachers will use along with MAP data to monitor student achievement and growth.

Student Learning Strengths

Students who took **TELPAS increased** in Advanced and Advance High categories and fewer students were classified as Beginner.

STAAR RLA and Math results were **higher than the projected** MAP proficiency.

Students scored higher (mastered) on the **constructed response** part of the RLA STAAR than last year results.

HQIM **curriculum** was used with fidelity along with following the district **pacing calendar**.

Highly Qualified, trained, and certified teachers in areas:

- GT hours,
- ESL certification, and
- Reading Academy completion

Adopted High Quality Instructional Materials:

- Amplify (ELAR)
- **Eureka (Math)**
- STEMscopes (Science)

Campus and District Interventionist provide additional support using specialized curriculum to target students who are 1-2 years behind grade level.

70% of students find the materials interesting.

51% of families who participated in the survey agree their child uses new vocabulary at home.

Weekly PLC meetings gave teachers an opportunity to discuss curriculum and/or material needs. Teachers had the opportunity to plan together and find solutions to curriculum challenges.

District curriculum **pacing calendars** were introduced this year and some found it helpful to keep on pace.

1:1 with student Chromebooks

Teachers are proficient in online programs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student who are missing class have lower scores than students who attend class on a regular basis. This can be from not being at school at all or choosing to not be in the class during instruction. **Root Cause:** Students are missing exposure to the HQIM curriculum.

Problem Statement 2: Teachers need continued training and support in the district adopted Tier 1 HQIM curriculum. **Root Cause:** This is the 1st year of implementation for Amplify. And, we will be adding Eureka curriculum for next school year.

Problem Statement 3: Adjustments to the district curriculum pacing calendars were needed throughout the school year. Science pacing calendars allotted too much time to cover material. **Root Cause:** When the pacing calendars were developed, campus calendar was not considered. Therefore, teachers had to adjust for picture day, field trips, assemblies. There were not enough activity lessons in Stemscope to cover the amount of days allotted on the pacing calendar.

Problem Statement 4: Students check out library books above and below their reading level ability. **Root Cause:** Lack of training and expectation for the weekly library rotation.

Problem Statement 5: Based on KISD Teacher survey, majority of teachers don't feel they have sufficient time to plan/internalize lessons. **Root Cause:** Teachers have 1 day a week to meet for as a PLC.

Problem Statement 6: Students who receive services through special education do not have the same rate of progress as students not served through special education. **Root Cause:** Ongoing training of implemented instructional programs and materials plus coaching for special education teachers.

Problem Statement 7: Teachers do not feel supported in lesson internalization of new HQIM curriculum. **Root Cause:** Lack of training and coaching opportunities.

Problem Statement 8: Students are not making adequate growth on state standardized testing and local MAP assessments. **Root Cause:** Student behaviors, disruptions, and attendance are making it difficult to show growth in Reading and Math concepts.

School Processes & Programs

School Processes & Programs Summary

At James F. Delaney Elementary, teachers are expected to use High Quality Instructional Materials such as Amplify, Eureka, and Stemsco as the core source of curriculum and instruction. The master schedule allows each grade level to have a built in WIN (What I Need) time of 60 minutes per day to ensure that all students are provided enrichment and/or intervention daily.

In addition, Delaney teachers, staff, and administrators are provided multiple options to participate in professional development that is aligned with the district's goals and personalized opportunities for professional growth.

All Delaney students have daily access to a Chromebook to use while on campus to ensure access to course content and online instructional programs that increase student engagement in learning. Students' needs are met within different programs that are offered equitably to each student based on individual needs. Students can participate in programs such as GT, MTSS/RTI, Special Education, Bilingual, ESL, and Section 504.

School Processes & Programs Strengths

Mentor program for new to KISD teachers which includes:

- training through Learning Forward
- attended sessions in the summer and throughout the school year
- weekly meetings and 2 observations with feedback from a mentor teacher
- monthly meetings with campus administrator

District sponsored events to support community involvement in decision-making and parent education.

Open cafeteria for all grade level lunches throughout the entire school year with limited “black out” dates.

Multiple methods (weekly smore, grade level weekly newsletters, Facebook, Dojo, Blackboard) of **communication** with families.

Campus and community after-school and weekend **events** (Meet the Teacher, Literacy Night, Art Show, Open House, PTO Glow Dance, etc.).

Daily WIN time is allotted within the master schedule to support students’ individual needs.

Instructional coaching assistance during weekly PLC time.

R and R to support students

Wildcat Base classroom to support students

Several **communication** outlets:

- Staff Newsletters
- Family Newsletters
- Grade Level Newsletters
- Blackboard emails
- Social Media

- Dojo

Monthly Faculty Meetings and Lead Teacher Meetings

Weekly “Wireless Wednesday”

ClassWize is available to all teachers and students on campus.

Quick response and troubleshooting with network problems.

Raptor programs to document drills, threat assessments, and tracking emergency situations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication with our diverse population is problematic due to the different languages spoken. **Root Cause:** There is not one form of communication that shares in several different formats while having the capability for families to understand in their home language.

Problem Statement 2: We do not have collected data over time with a number of students and families who attend events after school and on the weekends. **Root Cause:** We do not have a method for collecting data to determine the number of people attending events.

Problem Statement 3: We do not know how many volunteer hours that are accrued throughout the school year by each volunteer. **Root Cause:** We do not have a system to track volunteer hours.

Problem Statement 4: Teachers/Staff do not know the outcome of student discipline after the referral is entered in Ascender. **Root Cause:** Ascender does not send referral updates to teachers.

Problem Statement 5: Teachers/Staff feel that communication from administration is lacking when there is an emergency on campus. **Root Cause:** No procedures in place to meet with staff after an emergency occurs.

Problem Statement 6: Teacher conference time is not always protected. For example: ARD's, meetings, etc. **Root Cause:** ARD meetings are scheduled during the school day and at least one teacher is required to attend.

Problem Statement 7: Teachers continue to need Wireless Wednesday to get support in technology on an individual levels. **Root Cause:** Technology continues to change.

Problem Statement 8: Raptor concerns that teachers and substitutes cannot connect at times. **Root Cause:** Connectivity is "spotty" in certain classrooms throughout the building. It depends on the cellular service that used on if the connection works well.

Perceptions

Perceptions Summary

Delaney family surveys indicated a need for more communication from teachers about academics in the classroom so that families can support teachers at home. Furthermore, families express the desire for more volunteer opportunities on campus. Surveys did indicate that families and students feel safe and supported at school. Families are informed weekly with the events on campus through campus newsletters that are sent to the families through Parent Square.

Delaney staff surveys indicated a need for campus level behavior expectation norms in the common areas of the school, including hallways, lunch room, restrooms, playground, and assemblies. The staff implemented the CHAMPS expectations in the classroom and the same model was used to establish expectations throughout the building. Staff feel safe and supported by the administration staff.

Perceptions Strengths

80% of students agree that teachers help them understand how much they have learned.

Staff models positive relationships.

Daily opportunities for students to speak in class.

Students enjoy learning at 98%

Improved parent involvement

Staff, Families, and Students feel **safe on campus** with the additional security on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff and Parents have concerns about discipline and behavior of students on campus. Disruptive student behavior interferes with student learning. **Root Cause:** Monitor and Coach, with clear expectations, our campus wide CHAMPS that was developed last year for all common areas.

Problem Statement 2: Lack of parent involvement on campus with a low percentage of families reporting to being part of the Delaney PTO. **Root Cause:** We have 66.7% students who qualify to be classified as a student who is Economically Disadvantaged.

Problem Statement 3: Students have limited opportunity to participate in after-school or campus extracurricular activities. **Root Cause:** There are no opportunities available to stay after school for activities and/or club.

Comprehensive Needs Assessment Data Documentation

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

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: James F. Delaney staff will increase student achievement by improving the effective use of research-based instructional strategies (RBIS) alongside the consistence use of high-quality instructional materials (HQIM).

High Priority

HB3 Goal

Evaluation Data Sources: State Accountability, NWEA MAP Growth, STAAR 3-8, TELPAS

Strategy 1 Details

Strategy 1: James F. Delaney teachers and staff will prepare all students to meet or exceed grade level expectations by using high-quality, content rich curriculum aligned with the Texas Essential Knowledge and Skills, including Amplify Reading, Eureka Math, STEMScopes Science, and TExGuide Social Studies.

Strategy's Expected Result/Impact: Powerwalk data will show teachers using HQIM 90% of the time for 100% of teachers.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: James F. Delaney teachers, administrators, and instructional coaches will ensure protected time for teachers to collaborate in weekly Professional Learning Community (PLC) meetings to plan lessons that integrate RBIS with HQIM and observe their peers to learn from best practice.

Strategy's Expected Result/Impact: PLC attendance documentation will report 95% of teachers will participate in lesson internalization weekly

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Strategy 3 Details

Strategy 3: James F. Delaney administrators will provide ongoing instructional coaching tailored to individual teacher needs, focusing on the integration of RBIS with HQIM in the classroom.

Strategy's Expected Result/Impact: Powerwalk data will show 90% frequency of RBIS implementation during classroom visits.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

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: James F. Delaney students will participate in programs and activities that will promote all students to prepare to be college, career, and/or military ready.

High Priority

Evaluation Data Sources: College ready graduates, Career and Military graduates, Survey Data

Strategy 1 Details

Strategy 1:
James F. Delaney students will participate weekly using the Xello College and Career Readiness software program during a designated time to support developmentally-appropriate introduction to post-secondary opportunities.

Strategy's Expected Result/Impact: Xello usage reports will show 80% participation for all students.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: James F. Delaney students and staff will participate in a campus-wide Career Day to explore and learn about a variety of future career opportunities through a hands on experience.

Strategy's Expected Result/Impact: JFD will have 90% student and staff participation on career day.

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Strategy 3 Details

Strategy 3: James F. Delaney will engage in activities with Kennedale High School Career and Technical Education (CTE) students such as Ready Set Teach, PALS, and Kinesiology Practicum Internships.

Strategy's Expected Result/Impact: 90% of student surveys report positive feedback of the program experience

TEA Priorities:

Connect high school to career and college

- ESF Levers:

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

Goal 1: STUDENT ACHIEVEMENT:

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

Performance Objective 3: James F. Delaney leaders will enhance teacher effectiveness through data-driven instruction, observation and feedback, and instructional coaching around researched-based instructional strategies.

High Priority

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

Strategy 1 Details

Strategy 1: James F. Delaney administrators will regularly conduct data meetings using student data sheets where teachers analyze student assessment results to identify trends, set goals, and plan targeted reteaching strategies.

Strategy's Expected Result/Impact: 80% of teachers will meet their BOY growth goals as reported at MOY and EOY Map data

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

Strategy 2 Details

Strategy 2: James F. Delaney will improve systems for SST staff collaboration around student data, student growth, and academic and behavior interventions.

Strategy's Expected Result/Impact: 90% of teachers will be prepared with the expected student data and student work samples as evidence to inform the SST developing next steps

TEA Priorities:

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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: James F. Delaney administrators will conduct regular classroom observations, followed by actionable feedback sessions aimed at refining best instructional practices (RBIS).

Strategy's Expected Result/Impact: Powerwalk data will show the use of RBIS will improve throughout the year by 5%

TEA Priorities:

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

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 4: James F. Delaney will ensure students reach higher rates of attendance to maximize learning opportunities and engagement.

High Priority

Evaluation Data Sources: PEIMS Reports, On Data Suite, LOOK BACK TO PREVIOUS

Strategy 1 Details

Strategy 1: James F. Delaney staff will monitor, track, print, and mail attendance and truancy letters weekly following the Kennedale ISD attendance policies and procedures.

Strategy's Expected Result/Impact: Increase attendance from 94.9% to 96%

TEA Priorities:

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

Strategy 2 Details

Strategy 2: James F. Delaney staff will implement and communicate with families an attendance incentive and academic awards for students.

Strategy's Expected Result/Impact: Increase attendance from 94.9% to 96%

TEA Priorities:

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

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 5: James F. Delaney teachers who teach special education will utilize district provided instructional resources focused on students with disabilities and/or academic deficits.

High Priority

Evaluation Data Sources: Instructional resource usage reports

Strategy 1 Details

Strategy 1: James F. Delaney students who receive special education services in grades 3-5 will utilize district provided resources (Read 180).

Strategy's Expected Result/Impact: Usage reports will show sufficient usage based on district guidelines and growth

TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: James F. Delaney students who receive special education services will attend and participate in specialized instruction.

Strategy's Expected Result/Impact: Students who receive Special education services will attend school 96%

TEA Priorities:

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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

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: James F. Delaney faculty and staff will use multiple and appropriate modes of communication to encourage stakeholder input and participation in the educational process.

High Priority

Evaluation Data Sources: Parent Square connection to 100%

Strategy 1 Details

Strategy 1:
James F. Delaney teachers will communicate student strengths with families through a variety of platforms, including Parent Square, Daily communication folder, and/or calls/notes home.

Strategy's Expected Result/Impact: Increase Parent Satisfaction survey of strongly agree and somewhat agree from 85% to 90%

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2 Details

Strategy 2: James F. Delaney teachers will communicate to students and families how much the student has learned and where they need to show progress.

Strategy's Expected Result/Impact: Increase Parent Satisfaction survey of strongly agree and somewhat agree from 81% to 86%

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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: James F. Delaney students will participate in an extracurricular or co-curricular activity.

High Priority

Evaluation Data Sources: 20% of the students participation

Strategy 1 Details

Strategy 1: James F. Delaney students will be offered a variety of on-campus clubs, and/or extracurricular and co-curricular activities that will meet regularly before and/or after school.

Strategy's Expected Result/Impact: Increase attendance from 94.9% to 96%

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: James F. Delaney students will be offered the opportunity to participate in a variety of off-campus field trips that are engaging, hands-on, and explorative that enhance student exposure to grade level TEKS in a real world setting.

Strategy's Expected Result/Impact: Increase attendance from 94.9% to 96%

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

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: James F. Delaney leaders will create opportunities for students, families, and community members to engage and learn together.

High Priority

Evaluation Data Sources: 10% participation

Strategy 1 Details

Strategy 1: James F. Delaney students, families, staff, and community will participate in events and activities to increase campus and community involvement in Open House, Literacy Engagement, Math Make and Take, Science Hands On, and Curriculum Night, Fall Festival, Bunny Hop, Track and Field Day, and Field Trips.

Strategy's Expected Result/Impact: According to event sign in sheets, an average of 10% of families will show participation

TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: James F. Delaney administration will work directly with the Parent Teacher Organization to plan and provide community campus events.

Strategy's Expected Result/Impact: monthly planned events and activities for students and/or staff

TEA Priorities:

Improve low-performing schools

- ESF Levers:

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

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: James F. Delaney staff will collaborate with families and the community to develop programs and services that support the academic, physical, social, and emotional well-being of all students.

High Priority

Evaluation Data Sources: Discipline reports, FFL reports, Local tracking of Bullying & Title IX reports.

Strategy 1 Details

Strategy 1: James F. Delaney teachers and staff will implement research based strategies and programs such as the campus CHAMPS expectations in the classroom and common areas and Capturing Kids Hearts throughout the school day.

Strategy's Expected Result/Impact: Increase the number of positive office referrals

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: James F. Delaney staff will build a culture that increases staff morale, encourages academic achievement, and strengthens character development in students using Renaissance Education (Renaissance Jr. Wildcats).

Strategy's Expected Result/Impact: 98% of students will participate in Renaissance rewards

TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture

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: James F. Delaney will facilitate safe and secure conditions for learning and working daily.

High Priority

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

Strategy 1 Details
<p>Strategy 1: James F. Delaney staff will keep all exterior doors closed and locked.</p> <p>Strategy's Expected Result/Impact: Weekly door audits will show 100%</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: James F. Delaney teachers and staff will utilize the Raptor Alert system to ensure immediate notifications and accurate account of everyone on campus during drills and emergency situations.</p> <p>Strategy's Expected Result/Impact: Raptor Drill Manager ending status count will be over 80% accounted for each drill or emergency that Raptor is used.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: James F. Delaney students with behavior goals will receive behavior supports and de-escalation strategies provided through the campus Redirect and Refocus (R&R) program that is lead by the campus behavior interventionist.</p> <p>Strategy's Expected Result/Impact: Students will be empowered to self regulate and decrease the number of R&R visits.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>

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