Kennedale Independent School District

District Improvement Plan

2025-2026

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

Value Statement

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

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Summary/Overview

1. **Ensure Consistency in Instructional Systems**
   Strengthen implementation of MTSS, tutoring, Canvas, and vertical planning through shared expectations, training, and progress monitoring—so that high-leverage systems work the same across all campuses.

2. **Support Academic Acceleration in Key Areas**
   Refine strategies for math acceleration, writing instruction, and English learner support based on performance data—especially in grades and subjects with persistent gaps.

3. **Expand Capacity for Teacher Support**
   Sustain and grow mentoring, on-boarding, and job-embedded PD by increasing available time and staffing to support teachers at all experience levels.

4. **Enhance Communication and Family Engagement**
   Streamline tools and routines to ensure families receive timely, actionable updates about learning—not just logistics—while reducing over reliance on after-hours events.

5. **Retain and Attract Students through Program Visibility**
   Develop a targeted outreach strategy that highlights academic and enrichment programs—particularly GT and other advanced opportunities—to retain high-achieving students and families with options.

Demographics

Demographics Summary

Kennedale ISD is located in the Dallas-Fort Worth metroplex and serves 2,754 students in five campuses, including one early childhood center, two elementary schools, one junior high school, and one high school. KISD has seen a slight decrease in overall enrollment over the past four years while the level of diversity of our student population has continued to grow.

Enrollment has declined by 320 students since 2018–19, while the percentage of economically disadvantaged students has increased from 40% to 60%. Emergent Bilingual students now represent 15.5% of the student body, and Special Education enrollment has risen to 15.2%. Half of the district's teachers now have between one and five years of experience. Strengths: The district has a diverse student population, and identification accuracy in special programs has improved significantly. Challenges: The district faces rising poverty levels and greater service demands. Teacher turnover continues to be a challenge, and high-performing students are transferring out due to limited GT offerings. Priorities: The district will strengthen GT and advanced programs, expand training for teachers of Emergent Bilingual, Special Education, and At-Risk students, and use demographic data to inform staffing and budget decisions.

Demographics Strengths

- **Racially and linguistically diverse student population** enriches school communities and supports cultural awareness.
- **Clear identification processes for Special Programs** (e.g., SpEd, 504, EB) help ensure students receive **timely and appropriate services.**
- **Increased economically disadvantaged identification** allows **greater access** to **federal/state resources and support services.**
- **Demographic awareness is improving**, particularly around transfers, helping inform more **strategic outreach and family engagement efforts.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students identified as economically disadvantaged has increased by 20 percentage points in three years, impacting both instructional and wraparound service demands.
Root Cause: Shifts in local economic conditions and increased accuracy in identification have revealed higher levels of student need. The system must now adapt to meet more widespread academic and non-academic support requirements (e.g., counseling, nutrition, transportation).

Problem Statement 2: The number of students identified for Special Education and Emergent Bilingual services continues to rise, placing additional demands on staffing, instructional resources, and training.
Root Cause: Rapid shifts in demographics--mirroring statewide trends--have outpaced the district's ability to scale up services and embed differentiated supports across all classrooms.

Problem Statement 3: The number of students transferring out of KISD has more than doubled since 2017, contributing to ongoing enrollment decline.

Root Cause:
A noticeable decline in Gifted and Talented (GT) identification has resulted in reduced staffing and funding for the program, limiting enrichment opportunities for high-achieving students. Families with high-performing students often perceive surrounding districts as offering more robust programs and opportunities for advanced learners, prompting them to transfer.

Problem Statement 4: While most KISD teachers have several years of experience and benefit from strong on-boarding and mentoring systems, limited resources--particularly time and staffing--affect our ability to scale and deepen this support for all new staff consistently. New staff must often navigate systems and instructional expectations on their own.
Root Cause: Although the district has established effective on-boarding structures and a strong mentor teacher program, resource constraints--including limited time in the schedule and staffing capacity--make it difficult to provide comprehensive support to every new hire or fully embed job-embedded coaching across all campuses.

Problem Statement 5: The district's overall enrollment decline is occurring alongside an increase in students requiring specialized services, placing disproportionate pressure on special programs such as SpEd, EB, and At-Risk interventions as well as staff responsible for providing training and support for teachers.
Root Cause: Although total student numbers are decreasing, the students who remain often have more complex academic or support needs. This mismatch strains staffing, scheduling, and resources--especially in programs requiring certified personnel.

Student Learning

Student Learning Summary

Curriculum, Instruction, and Assessment: Classroom observations revealed that 96% of classrooms are implementing research-based instructional strategies, with over 1,600 Power-walks completed. Instructional coaches led more than 700 PLCs with over 400 lesson internalizations. MAP Growth data is being used effectively for planning, and equitable schedules ensure both Tier 1 and intervention instruction. Challenges: Small-group instruction, student discourse, and academic writing remain underused in many classrooms. Nearly half of teachers were observed as stationary during instruction. Differentiation for Emergent Bilingual students is limited, and accelerated learning is inconsistent. Priorities: The district will continue lesson internalization protocols with student work analysis, expand differentiated coaching and vertical planning, and implement ELLevation to monitor Emergent Bilingual progress.

Student Learning Strengths

- **Kindergarten students exceeded national benchmarks**, with over 70% meeting their MAP Growth goals in both reading and math. They ranked in the **top 5% nationally for growth** and **top 10% for achievement**.
    - **Students receiving Special Education services** showed substantial academic gains.
        - **+19%** in Grade 3 RLA STAAR Approaches
        - **+17%** in Grade 5 RLA Approaches
        - **+24%** in English I Approaches
        - **+12%** in Grade 4 Math Approaches
    - **Gifted & Talented students excelled across multiple STAAR exams**.
        - **100%** Approaches and Meets on Grades 3–6 Reading and Algebra I
        - **+25% increase** in Grade 3 Reading Masters performance
        - **+18% increase** in Algebra I Masters performance
- In **Grade 8 Reading**, students demonstrated the **highest overall growth**, with improved STAAR progress measures and significant increases in Extended Constructed Response (ECR) performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students at the Advanced and Advanced High levels on TELPAS decreased, indicating slower progress in language acquisition this year than in the previous year.
Root Cause: Language acquisition online program usage was inconsistent across campuses. Teachers need additional coaching on CBLI. Student language supports in HQIM resources were not implemented with fidelity across all classrooms. Student conferencing and goal-setting was inconsistent across campuses.

Problem Statement 2: RLA STAAR Extended Constructed Response (ECR) scores show inconsistent growth across grade levels.
Root Cause: While growth is evident in some grades, ECR instruction is inconsistently embedded in daily Tier 1 instruction and lacks sufficient use of exemplars and revision opportunities. Teachers may need more training on the embedded and supplemental resources provided by the district.

Problem Statement 3: Social Studies and Science Grade 8 STAAR passing scores decreased from last year to this year.
Root Cause: African American subgroup performance dropped in all three STAAR performance bands for both subjects. 100% of students in inclusion support did not meet standard. Most students who did not pass STAAR were a part of both subgroups.

Problem Statement 4: Math 7 STAAR passing rates significantly dropped from last year to this year even though the rate of Expected growth or higher increased.
Root Cause: Of the students enrolled in Math 7 Accelerated Learning labs for the 24-25 school year, 87% did not pass the spring STAAR. The discrepancy in higher rates of expected growth rate and overall drop in scores could indicate that Tier 1 instruction is effective for ensuring a year of progress for students but that Tier 2 and 3 and accelerated instruction services need improvement.

Problem Statement 5: PSAT/NMSQT mean Math scores decreased from 2023-24 to 2024-25.
Root Cause: Foundational content areas such as Geometry and Measurement were also low on STAAR for the same student cohort, indicating alignment gaps between middle and high school instruction. The second area of most need was Algebra, covering equations and systems, a category that was reported to be at less than 50% mastery among the testing cohort in their Algebra 1 EOC.

Problem Statement 6: The district has growth opportunities to ensure that all graduating students meet College, Career, and Military Readiness (CCMR) indicators, as current data shows that students, as a whole, are not meeting the required benchmarks.
Root Cause: Gaps in early advising, limited tracking of student pathway selection and progress, and inconsistent access to college- and career-readiness opportunities have prevented some students from completing programs of study, earning certifications, and meeting academic benchmarks.

District Processes & Programs

District Processes & Programs Summary

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

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

District Processes and Programs Technology Strengths: Teachers are increasingly confident with technology, with 91% reporting competence in using digital tools. The district maintains strong infrastructure with one-to-one device access and reliable network performance. Challenges: Only 63% of staff report confidence with systems such as Ascender and Frontline. Canvas integration is inconsistent across secondary campuses, and cybersecurity awareness remains an area for growth. Priorities: The district will expand hands-on training for Canvas and core systems and will strengthen cybersecurity readiness. School Organization Strengths: The majority of staff (93%) and students (89%) report feeling safe at school. MTSS and mentorship systems are actively in place and are viewed positively. Challenges: MTSS tier documentation is not standardized across campuses, and discipline policies are applied inconsistently. Priorities: The district will standardize MTSS documentation and reinforce equitable discipline practices while improving communication with families.

District Processes & Programs Strengths

- **Over 1,600 Power-walks** conducted across the district documented strong implementation of HQIM and instructional best practices:
  - **96%** of walkthroughs showed evidence of RBIS, particularly lesson framing and productive struggle.
  - **90%+** of classrooms used district-adopted instructional materials consistently.
- **Instructional coaches led over 700 RLA and Math PLCs** and facilitated:
  - **400+ lesson internalizations**
  - **200+ unit internalizations**
  - Ongoing internalization has strengthened alignment to TEKS and assessment rigor.
- **Common assessments** in all core subjects were implemented with fidelity, and **data-informed planning** occurred regularly at the secondary level to drive reteach and enrichment.
- **Master schedule guidelines** were provided to ensure equity in instructional minutes and built-in intervention/enrichment time, with clearly prioritized Tier 1 access and time for small group instruction.

- **Teachers** actively **participated in curriculum design and pacing updates**.
- Teachers used feedback loops such as surveys and online forms to support continuous improvement of instructional tools.
- The **Math Supplemental Curriculum (MSC) grant** provided students with access to Age of Learning, Zearn, and MATHia.
- These programs supported differentiated learning and foundational skills.
- MAP Growth data was embedded in campus-level decision-making, with leaders and teachers using results to track student progress, plan instruction, and group students effectively.
- **91% of teachers** report feeling **confident** using **core digital instructional tools** (Amplify, Carnegie, etc.), up from 87% the previous year.
- **82% of classrooms consistently use** Promethean boards and other **interactive displays** as part of **daily** instruction.
- **Teachers effectively use basic classroom technology** (e.g., projectors, document cameras) to enhance lessons.
- Teachers reported **90% proficiency** in using **basic classroom hardware** such as projectors, document cameras, and speakers.
- KISD provides **1:1 device access** for students and maintains **up-to-date** teacher devices and secure, **high-speed connectivity**.
- **Ongoing device upgrades** and the recent **addition** of **interactive panels** at the secondary level have **expanded instructional options** across content areas.
- **92% of teachers** say they **can access** reliable **technical support** when needed, **ensuring minimal disruptions** to instruction.
- **Access** to a **learning management system** (Canvas) and other digital tools **continues to grow** across grade levels.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: While lesson framing and productive struggle were consistently observed, small group instruction, student discourse, and academic writing were seen infrequently.
Root Cause: Teachers and leaders need more modeling, practice, and support to plan and implement specific RBIS beyond lesson framing. Planning did not consistently prioritize instructional strategy design. Planning efforts during PLCs and individual internalization time need to prioritize specific strategies, structures, and questions within each daily lesson.

Problem Statement 2: In 45% of Power-walks, teachers were stationary in lecture mode with only 55% of teachers observed demonstrating movement within the Power zone.
Root Cause: Teachers may lack coaching on student monitoring techniques and incentive for using strategies that maximize engagement. Teachers need additional coaching related to monitoring and adjusting through high-level questioning, feedback, and scaffolds.

Problem Statement 3: Accelerated Learning implementation lacks consistency and depth across classrooms and grade levels, particularly in small-group or targeted instructional settings (i.e., high-impact tutoring).
Root Cause: Master schedules and staffing assignments did not consistently prioritize instructional expertise. Over reliance on teachers with limited content knowledge and/or digital tools impeded effectiveness of interventions for students needing accelerated support.

Problem Statement 4: Teachers are not consistently differentiating instruction based on language proficiency levels, especially for long-term ELs.
Root Cause: Although data tools like Summit K12 and LasLinks were available to provide detailed student progress information, teachers and administrators needed more coaching and accountability systems for creating language-rich, scaffolded lessons.

Problem Statement 5: Vertical misalignment in content and rigor--particularly in Math and Science--contributes to recurring gaps in PSAT, SAT, and STAAR performance, especially in Geometry and foundational science content and processes.
Root Cause: Vertical planning time was limited, and backward design practices were inconsistently used. Secondary teachers reported that foundational gaps persist due to inconsistent pacing across grade levels and focus at earlier grade levels. Math and science lessons needed stronger differentiation for advanced learners and ample critical thinking and writing opportunities.

Problem Statement 6: Secondary teachers vary in their confidence using Canvas, limiting consistent access to instructional resources for students. While required training was

offered, many staff reported needing more hands-on, campus-level support to effectively integrate the platform into daily instruction.
Root Cause: Canvas was newly introduced at the secondary level this year. Time constraints, inconsistent expectations across campuses, and limited follow-up training made it challenging for teachers to build fluency and comfort with the system.

Problem Statement 7: Only 62% of staff report confidence navigating district tech systems for tasks like on-boarding, accessing platforms, or requesting support--particularly among new hires.
Root Cause: Staff report difficulty navigating systems like Ascender and Frontline due to limited time available for structured on-boarding and refresher training. When training is provided, some staff feel it interferes with their ability to complete other job-related responsibilities.

Problem Statement 8: Staff awareness of cybersecurity practices is inconsistent. In the staff survey, only 68% of respondents said reported confidence responding to a tech-related security issue.
Root Cause: Although staff complete the required annual cybersecurity training, the information isn't always retained because it's not part of their daily responsibilities. As a result, it's easy to forget the protocols when an actual issue arises. While the district has strong safeguards in place, staff are not consistently prepared to respond to cybersecurity incidents.

Problem Statement 9: While the district has a cybersecurity response plan in place, continued refinement and consistent implementation are needed to ensure all staff are prepared to respond effectively to incidents like data breaches or malware attacks.
Root Cause: Ongoing challenges with time, funding, and access to specialized cybersecurity expertise make it difficult to regularly update and expand the plan. The fast pace of technological change and evolving cyber threats require frequent adjustments to maintain a strong, proactive response system.

Problem Statement 10: Campuses use different criteria and timelines to decide when students should move between Intervention Tiers, which can lead to inconsistent support.
Root Cause: Campuses utilize varying criteria, documentation methods, and timelines when reviewing student data to determine movement between intervention tiers. There isn't a standardized district process for reviewing student data and documenting tier movement. This makes it harder to ensure timely, equitable support--especially for students who transfer between campuses.

Problem Statement 11: Some teachers need more support to internalize lessons and adjust instruction in the moment to deepen student understanding.
Root Cause: While PLCs focus on instructional planning, many teachers would benefit from more modeling and coaching on how to adapt lessons as they teach. Job-embedded learning and structured planning time are not always built into the schedule.

Problem Statement 12: While the district's discipline policy is in place, staff vary in how they interpret and apply expectations, which can affect student experiences.
Root Cause: Differences in training, campus practices, and staff understanding have led to inconsistent application of behavior expectations. More dialogue around specific incidents and reinforcement of policy are needed.

Perceptions

Perceptions Summary

Overall data reflects a positive perception of the district atmosphere. Surveys indicate that Parents, students, and staff overwhelmingly feel safe at school, with 91% of parents, 88% of students, and 87% of staff reporting physical safety. Additionally, 85% of staff report a positive campus climate. Parents are increasingly engaged, with 71% feeling informed and survey participation rising from 18% to 24%. Strong working relationships among stakeholders is evident, and families and communities are aware of happenings through district newsletters and campus communications, and are contribute to the work of district committees.

Areas requiring attention include more training for staff in behavior management and consistency in expectations for behavior in the classrooms. Additionally, new teachers need more frequent and targeted support and recruitment efforts must be strengthened to fill the areas of highest need with qualified personnel. Canvas is not being used consistently across classrooms, which creates communication issues. Parents also experience variability in digital access and communication systems. Additional and ongoing training in safety protocols and tools must be an increasing priority to ensure maximally secure environments. The district will standardize the use of Canvas across all campuses, improve communication systems, and strengthen stakeholder surveys. Community stakeholder involvement opportunities need to be offered more frequently and scheduled more effectively to allow increased participation.

Perceptions Strengths

- **91% of parents**, **88% of students**, and **87% of staff** report feeling physically safe on campus.
- **85% of staff** agree their campus has a positive climate and strong sense of community.
- **82% of teachers** report positive relationships with students, and **80% say students are respectful and engaged.**
- **78% of staff** say professional development is useful and aligned to their instructional goals.
- **76% of staff** report that PLCs are effective and allow for meaningful collaboration with peers.
- **71% of parents** say they feel informed about what's happening at their child's school, with school newsletters and ParentSquare cited as preferred communication tools.
- Parent survey participation increased from **18% to 24%** in the past year, reflecting growing engagement in district feedback efforts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Families and students report that Canvas is used inconsistently across classrooms, making it difficult to rely on the platform as a dependable source for assignments, feedback, and communication.
Root Cause: Because Canvas is still being phased in at the secondary level, teacher usage varies based on training, experience, and campus expectations. Without consistent structures and reinforcement, families may experience confusion or frustration when trying to support learning at home.

Problem Statement 2: Only 24% of parents participated in the district's most recent survey, which limited KISD's ability to gather broad, representative feedback.
Root Cause: Some parents may not be aware of the survey or may not see a clear connection between their feedback and district action. Despite a translated survey being provided to multilingual families, language barriers, limited access to devices, and survey fatigue may also impact response rates.

Problem Statement 3: 32% of staff say they are unsure whether before- and after-school tutoring is making a positive impact on student learning.
Root Cause: Tutoring varied across campuses due to the lack of a clear districtwide protocol for delivery and resources. While many efforts were made to support students, only one

campus fully utilized their allocated tutoring funds, which contributed to uneven access. Because tutoring access for students was inconsistent, it is difficult to assess the program's overall impact.

Problem Statement 4: New teachers report difficulty adjusting to KISD systems and expectations, leading to delays in using tools like Frontline, Canvas, and student data platforms.
Root Cause: Current on-boarding efforts focus on curriculum and compliance but lack structured training on KISD systems, culture, and communication tools. New-to-district teachers often receive less mentoring than new-to-profession teachers.

Problem Statement 5: While parents report feeling informed about school events, fewer report feeling confident in how to support their child's academic progress at home.
Root Cause: Communication often focuses on logistics rather than learning, and families don't always receive simple, actionable ways to support academic progress at home. Since many parents are balancing work and family responsibilities, requiring attendance at after-school events isn't always practical. More accessible, flexible forms of communication are needed.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 9, 2025

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

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

HB3 Goal

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

Strategy 1 Details
Strategy 1: Continue using existing campus data spreadsheets and aligned student data tracking sheets to monitor assessment progress. Principals will update spreadsheets after each progress monitoring checkpoint, and district leaders will meet with principals quarterly to review key data points and next steps. **Strategy's Expected Result/Impact:** 100% of campuses will maintain updated data spreadsheets and aligned student tracking sheets, with principals submitting a representative sample each semester to verify consistent progress monitoring and student goal-setting.
Strategy 2 Details
Strategy 2: Increase student achievement for students with disabilities through systematic progress monitoring and data-driven instructional adjustments. **Strategy's Expected Result/Impact:** By the end of the school year, 80% of IEP progress reports will show evidence of progress monitoring aligned to students' individualized goals, and at least 70% of students with disabilities will meet or exceed expected progress on IEP goals and show improvement on district common assessments as measured by progress reports.
Strategy 3 Details
Strategy 3: Increase student achievement for students with disabilities by embedding regular reviews of IEP progress into specified PLC meetings within special education. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of specified PLCs will include documented reviews of student IEP progress, and data will show that at least 75% of students with disabilities are on track to meet or exceed their IEP goals.

Strategy 4 Details

Strategy 4: Implement updated PLC processes for common summative assessment development and data analysis with focus on prioritized math standards aligned to post-secondary readiness and testing.

Strategy's Expected Result/Impact: By the end of the school year, 100% of common summative assessments in Geometry and Algebra II courses will have been developed, administered, and analyzed with the prioritized standards aligned to post-secondary readiness and testing.

Strategy 5 Details

Strategy 5: Implement updated PLC processes for unit ECR exemplar development and calibration to strengthen classroom ECR instruction and lead to improved ECR performance outcomes on Spring 2026 RLA STAAR.

Strategy's Expected Result/Impact: By the end of the school year, 100% of Grades 3 - English II teachers will have created exemplars and calibrated for every scheduled ECR prompt.

Strategy 6 Details

Strategy 6: Monitor the usage of the online supplemental programs Zearn, Dreambox, IXL, and EdPuzzle.

Strategy's Expected Result/Impact: By the end of the year (EOY), 90% of students will have participated in the minimum recommended requirements for usage on all district supplemental math programs.

Strategy 7 Details

Strategy 7:
Monitor the effectiveness of accelerated learning interventions in grades 6-12, to decrease the amount of DNM outcomes as part of enhancing implementation of Multi-Tiered System of Supports (MTSS) framework.

Strategy's Expected Result/Impact: By Spring 2026, total amount of DNM outcomes for grades 6-12 of meeting projected growth, from BOY to EOY will decrease by 20% as monitored by focus groups in On Data Suite.

Strategy 8 Details

Strategy 8: Monitor the effectiveness of Accelerated Learning interventions, for grades 4 and 5, to decrease the amount of DNM outcomes as part of enhancing implementation of Multi-Tiered System of Supports (MTSS) framework.

Strategy's Expected Result/Impact: By Spring 2026, total amount of DNM outcomes for grade 4 and 5 of meeting projected growth, from BOY to EOY will decrease by 20% as monitored by focus groups in On Data Suite.

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

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

High Priority

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

Strategy 1 Details
Strategy 1: Increase college readiness by leveraging Methodize (via Xello) for targeted ACT, SAT, and TSIA preparation and by administering these exams during the school day to ensure equitable access for all students. **Strategy's Expected Result/Impact:** By the end of the school year, increase the percentage of participating students meeting the minimum TSI score for college readiness benchmarks on the ACT, SAT, and TSIA by 5% as compared to the previous year.
Strategy 2 Details
Strategy 2: Increase percentage of students earning college credit in Advanced Courses (AP, OnRamps, Dual Enrollment) by implementing early intervention strategies, including mandatory progress check-ins with Dual Credit facilitator, academic counseling, and student recognition programs. **Strategy's Expected Result/Impact:** By the end of the school year, decrease the student course drop rate in advanced academic courses by 5%, leading to an increased percentage of students earning college credit.
Strategy 3 Details
Strategy 3: Continue providing targeted supports such as tutoring, exam preparation, and practice assessments to increase Industry-Based Certification (IBC) attainment. Teachers will monitor and document student progress toward certification readiness, and leaders will use the results to refine instructional supports and expand opportunities for student success. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of CTE courses will be aligned with IBC requirements, and the percentage of students earning IBCs will increase by 5%, as measured by certification completion rates.
Strategy 4 Details
Strategy 4: Strengthen advising by guiding students into coherent Programs of Study, improve tracking through consistent use of data tools to monitor concentrator and completer status, and refine scheduling to ensure students can access the courses needed for CTE completion. **Strategy's Expected Result/Impact:** By the end of the school year, more students will complete coherent Programs of Study, with at least 30% reaching CTE Completer status and 44% reaching CTE Concentrator status.

Strategy 5 Details
Strategy 5: Strengthen workforce readiness outcomes for students with disabilities by ensuring transition plans are individualized, standards-aligned, and monitored for progress. **Strategy's Expected Result/Impact:** By the end of the school year, quarterly audits conducted by the Special Education Department will show that 100% of transition plans for secondary students with disabilities include goals specific to each student's identified postsecondary outcome and aligned to postsecondary readiness requirements.

Strategy 6 Details
Strategy 6: Implement a district-wide monitoring system to track progress toward transition goals and postsecondary readiness for students with disabilities. **Strategy's Expected Result/Impact:** By the end of the school year, quarterly monitoring reports will reflect that at least 75% of students with transition plans are on track toward meeting one or more transition goals, as documented in ARD paperwork and department data reviews.

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

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

High Priority

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

Strategy 1 Details
Strategy 1: Conduct three collaborative data meetings each year with district and campus personnel to analyze student performance, focusing on all student groups, including ethnicity, program subgroups, and students receiving accelerated instruction. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of campus administrators will participate in three collaborative data meetings. Following these meetings, at least 70% of student groups (including ethnicity, program subgroups, and students receiving accelerated instruction) will demonstrate expected or above-expected growth on MAP Growth assessments in math and reading
Strategy 2 Details
Strategy 2: Strengthen special education PLCs by reviewing and using multiple data sources that ensure present levels of performance and IEP goals are specific, measurable, and aligned to student needs and grade-level standards. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of special education PLCs will include documented discussions of present levels and IEP goal development, as measured by PLC agendas/minutes and instructional coach logs, with department audits showing a 15% increase in compliant, standards-aligned IEP goals compared to the BOY baseline.
Strategy 3 Details
Strategy 3: Build the capacity of the special education instructional coach to provide targeted support for teachers in writing high-quality present levels and goals that drive student achievement. **Strategy's Expected Result/Impact:** By the end of the year, the special education instructional coach will demonstrate increased proficiency as evidenced by audits showing at least 80% of special education teachers are writing compliant, student-centered PLAAFPs and goals.
Strategy 4 Details
Strategy 4: Implement 1:1 coaching cycles for K-12 core teachers focused on shared goals toward teacher growth in prioritized Domain 2 and 3 T-TESS Dimensions. **Strategy's Expected Result/Impact:** By the end of the school year, instructional coaches will have completed an average of 15 coaching cycles per nine weeks with K-12 core subject teachers as evidenced by coaching calendars and logs.

Strategy 5 Details

Strategy 5: Implement weekly secondary PLCs with Instructional Coaches for teachers of Accelerated Learning and Emergent Bilingual Lab courses to support the use of high quality instructional resources, research-based practices, and data tracking.

Strategy's Expected Result/Impact: By the end of the school year, secondary instructional coaches will have facilitated 5 or more PLCs or coaching sessions with each teacher of AL and Lab classes 6-12 as evidenced by PLC calendars and coaching logs.

Strategy 6 Details

Strategy 6: Increase the effectiveness of Bluebonnet instruction across Math Grade K-Algebra 1 classrooms through systematic progress monitoring and coaching in partnership with campus leaders and LASO grant partners.

Strategy's Expected Result/Impact: By the end of the school year, we will the percent of Yes-Observed ratings on the Bluebonnet Learning Math Observation Tools will increase to 80%.

Strategy 7 Details

Strategy 7: Provide ELLevation trainings and usage updates to district and campus leaders through multiple means, including monthly CTC/EB Coordinator, department chair, and appropriate PLCs, and through CSS Update newsletter entries.

Strategy's Expected Result/Impact: By the end of the year (EOY), campus leaders will increase an average of one proficiency level in "Leading ELLevation implementation" as measured by self-assessment surveys.

Strategy 8 Details

Strategy 8: Provide differentiated and personalized training and coaching to secondary teachers in using Promethean Boards to increase student engagement and collaboration to meet diverse student needs, including those of Emergent Bilingual students, through interactive media and hands-on features.

Strategy's Expected Result/Impact: By the end of the year, 75% of secondary teachers will participate in content specific training and/or coaching on Promethean boards with the Instructional Technology Coordinator.

Strategy 9 Details

Strategy 9: Provide training and support for the implementation of Canvas LMS in all secondary classrooms to standardize access to assignments, course materials, and teacher communication.

Strategy's Expected Result/Impact: By the end of the school year, 100% of secondary teachers will maintain Canvas courses meeting minimum district criteria, and at least 90% of students will log in and complete weekly assignments, as verified by Canvas platform analytics and completion reports

Strategy 10 Details

Strategy 10: Provide opportunities for district and campus leaders to engage in engaging and personalized professional learning intended to support improving English language acquisition outcomes of BE and ESL students.

Strategy's Expected Result/Impact: By the end of the year (EOY), leaders will attend four trainings and/or teacher coaching/PLC sessions focused on targeted and systematic language instruction.

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

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

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

Strategy 1 Details
Strategy 1: Distribute quarterly surveys to gather specific staff and parent feedback on school initiatives, communication effectiveness, and program impact and share survey results with stakeholders. **Strategy's Expected Result/Impact:** Achieve at least a 50% response rate on each survey with parent satisfaction scores increasing by 10% by the end of the school year, as measured by follow-up surveys.
Strategy 2 Details
Strategy 2: Increase family engagement by ensuring parents are actively included and informed during ARD meetings about their child's supports and services. **Strategy's Expected Result/Impact:** By the end of the school year, 80% of parents who attend ARD meetings and complete the post-ARD survey will report that they felt included in decision-making and clearly understood their child's supports and services, as measured by survey results and department follow-ups.
Strategy 3 Details
Strategy 3: Strengthen district compliance documentation process for basic programs that provide and improve academic programs that support low-achieving students at all levels, and support the involvement of parents as active partners in their student's education through open communication and inclusion in the decision-making process. Platform will allow continuous feedback of uploaded documents and allow 7 year housing capabilities. **Strategy's Expected Result/Impact:** 100% of required Title I documentation, from each campus, will be uploaded into the platform by June 30, 2025.
Strategy 4 Details
Strategy 4: Provide monthly communications to parents of GT and Advanced Academics course students in Grades K-12 to include school and home enrichment, including those related to DreamBox, and student and family opportunities within and outside of the district. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of the monthly newsletters will have been sent to families through ParentSquare.
Strategy 5 Details
Strategy 5: Conduct monthly Early Childhood Education meetings between relevant CSS staff and Early Childhood Center leaders to support the requirements of high quality prekindergarten. **Strategy's Expected Result/Impact:** By the end of the year, 25% of strategies within the prekindergarten self-evaluation will receive a rating of exemplary.

Strategy 6 Details

Strategy 6: Provide quarterly communications to parents of Emergent Bilingual students in Grades K-12 to include resources and strategies related to Content Based Language Instruction, including those related to SummitK12, and family engagement opportunities within and outside of the district.

Strategy's Expected Result/Impact: By the end of the school year, 100% of the quarterly communications will have been sent to families through ParentSquare.

Strategy 7 Details

Strategy 7: Provide Summit K12 trainings and student usage updates to district and campus leaders through multiple means, including monthly CTC/LPAC meetings and CSS Update newsletter entries.

Strategy's Expected Result/Impact: By the end of the year, 70% of students will have completed all six Personalized Learning Plans in Summit K12.

Strategy 8 Details

Strategy 8: Develop Gifted and Talented Coordinator calendars to ensure horizontal and vertical alignment of services and increase STEM related enrichment activities for students.

Strategy's Expected Result/Impact: By the end of the school year, the district will have developed year-long calendars for K-5 GT pull-out pacing and K-8 GT/Advanced Academics activities.

Strategy 9 Details

Strategy 9: Utilize Communities in Schools case management to deliver targeted, individualized support for students requiring additional academic, behavioral, or social-emotional intervention, coordinating services, progress monitoring, and family engagement to address barriers to success.

Strategy's Expected Result/Impact:
By the end of the school year, 80% of students participating in case management will demonstrate improvement in at least one key area -- attendance, course completion, or behavior -- based on first grading period baseline data.

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

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

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

Strategy 1 Details
Strategy 1: Provide a districtwide mentor program that pairs experienced educators with teachers who are new to the profession or new to KISD, which includes monthly check-ins with mentors and mentees to assess progress, provide additional support, and address challenges. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of new teachers that participate in the mentor program, will have an average score of 4 which is 80% confidence and support in their roles, as measured by end-of-year surveys.
Strategy 2 Details
Strategy 2: Implement monthly instructional calibrations focusing on observing, discussion, and analyzing effective teaching practices with district leaders, campus leaders, and instructional coaches. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of teacher leaders will participate in at least 2 instructional calibrations with 85% reporting improved confidence and ability to lead instructional improvements as measured by pre- and post-participation surveys.
Strategy 3 Details
Strategy 3: Enhance the leadership capacity of district and campus leaders through a targeted leadership coaching program that promotes reflective practice, effective decision-making, and the development of strategic leadership skills. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of participating leaders will complete at least 4 coaching sessions, with 85% reporting improved leadership skills and confidence in their roles, as measured by pre- and post-coaching assessments.
Strategy 4 Details
Strategy 4: Conduct trend collaboration meetings with district and campus leaders review teacher observation trends in various ways including by subject, grade, appraiser, and campus to determine the root cause of any skew in teacher observation data. **Strategy's Expected Result/Impact:** By the end of the school year, three data trend meetings will be completed and observation trend data will be analyzed and documented in at least four categories and three root causes for skewed data will be identified with action steps recorded.

Strategy 5 Details
Strategy 5: Conduct meetings to update progress and receive feedback of Teacher Incentive Allotment to stakeholders that include addressing questions, revisions made during the modification and expansion process, data capture year processes. **Strategy's Expected Result/Impact:** By the end of the school year, three meetings will be completed. Agendas, sign in sheets, and minutes will document updates, revisions, and feedback collected. 80% of stakeholder questions will be addressed during or after meetings with responses recorded and shared.

Strategy 6 Details
Strategy 6: Build the capacity of Special Education instructional leaders by using monthly department meetings and quarterly group-focused professional learning to promote continuous improvement and reflective practice. **Strategy's Expected Result/Impact:** By the end of the school year, 100% of department leaders will have participated in at least four cycles of professional learning and reflection, with quarterly feedback surveys showing that 90% of staff feel the meetings improved their capacity to lead and support campus implementation.

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

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

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

Strategy 1 Details
Strategy 1: Communicate with parents and implement an intervention framework using a real-time tracker that addresses chronic absenteeism and truancy. **Strategy's Expected Result/Impact:** By the end of the school year, an attendance from EOY 2025 94.4% to EOY 2026 96%.
Strategy 2 Details
Strategy 2: Campus safety protocols will be implemented through the collaborative efforts of the Campus Safety Teams in providing informed and focused strategies. **Strategy's Expected Result/Impact:** The Campus Safety Team(s) will meet and identify needs and areas of improvement to be submitted to the Director of Safety and Discipline every quarter. DSS Quarterly Campus Safety Teams will have a meeting once every quarter to discuss and plan for campus needs, with the first meeting being a needs/risk assessment. Follow up meetings will identify progress made toward identified needs and risk mitigation.
Strategy 3 Details
Strategy 3: Through the collaborative efforts of the Campus Behavioral Threat Assessment Team(s) (BTA), provide a focused approach that informs the implementation of BTA across the district addressing vulnerable populations' social and emotional needs. **Strategy's Expected Result/Impact:** Students and staff encounter an environment with open communications, equitable accountability, and engagement that gets in front of the violence pathway behaviors, as measured by 3 annual surveys (BOY, MOY, EOY).
Strategy 4 Details
Strategy 4: Through collaborative efforts, the Director of Facilities and Operations, Director of Informational Technology, and the Director of Safety and Discipline will identify structural and technology areas that will improve the district's safety and health/wellness infrastructure. **Strategy's Expected Result/Impact:** Building safety systems will be updated and deployed for needed student access and protection from disrupting intrusion.

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

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

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

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

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

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

Strategy 1 Details
Strategy 1: Evaluate and maintain competitive salary structures to retain high-quality staff and attract a diverse and qualified pool of candidates, ensuring the strongest possible hire. **Strategy's Expected Result/Impact:** The district will engage with TASB to conduct an annual salary study to ensure compensation remains competitive with market benchmarks. The goal is to maintain a minimum staff retention rate of 80%, supporting workforce stability and continuity in instruction.
Strategy 2 Details
Strategy 2: Direct and monitor Human Resources training needs across the district, and develop targeted training programs based on identified areas of concern. **Strategy's Expected Result/Impact:** Effective implementation of focused training initiatives that address critical HR-related issues, leading to improved staff performance, compliance, and overall operational efficiency.
Strategy 3 Details
Strategy 3: Distribute a regular Human Resources employee newsletter to enhance internal communication by sharing important updates, policy changes, and other relevant HR information. **Strategy's Expected Result/Impact:** Enhanced staff awareness of HR-related matters, improved communication between the Human Resources department and employees, and increased employee engagement and satisfaction.
Strategy 4 Details
Strategy 4: Increase and diversify recruitment efforts to place a targeted focus on high-need instructional and hard to fill certification areas to employ highly effective teachers and staff. **Strategy's Expected Result/Impact:** KISD will maintain a pool of highly qualified staff and fill vacancies with an appropriately certified teacher.
Strategy 5 Details
Strategy 5: Establish new and build upon existing relationships with colleges and alternative certification programs to expose future educators to what KISD has to offer. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, KISD will increase the number of partnerships with local university teacher preparation programs from 2 to 4.

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

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

Strategy 1 Details
Strategy 1: Continuous evaluation of stakeholder engagement through increased social media interactions, more website/PSQ traffic, all measured through analytics and ongoing monitoring. **Strategy's Expected Result/Impact:** Increased stakeholder engagement by achieving 99% contactable families on PSQ, a 10% increase in social media interactions, and a 5% growth in social media followers by the end of the school year. These metrics will be tracked and analyzed through analytics tools.

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

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

Strategy 1 Details
Strategy 1: Improve PEIMS processes to ensure students are coded correctly to maximize funding. **Strategy's Expected Result/Impact:** Provide training in written processes and procedures to campus and district leaders two times per year.
Strategy 2 Details
Strategy 2: Conservative budgeting and monitoring by means of following TASB staffing matrix recommendations. **Strategy's Expected Result/Impact:** Continuous evaluation of personnel needs vs enrollment numbers and bi-annual PIC meetings and annual staffing and budgeting reviews.
Strategy 3 Details
Strategy 3: Establish procedures to simplify the free and reduced meal application process. **Strategy's Expected Result/Impact:** Review the Direct Certification List 3 times each month to minimize the need for parents to submit applications.
Strategy 4 Details
Strategy 4: Review program intent codes and Maintenance of Effort Compliance Reports with Department Leads on a regular basis. **Strategy's Expected Result/Impact:** Annually, the District will be in compliance with special program required levels of spending and maintenance of effort for Special Education. Compliance reports/checks will be reviewed on a monthly basis at the CSS Budget Meeting.
Strategy 5 Details
Strategy 5: Provide insightful financial information for comprehensive understanding and strategic decision-making. **Strategy's Expected Result/Impact:** The District will achieve Transparency Stars recognition from the State Comptroller for Traditional Finances and Debt Obligations by the end of July 2026. Progress toward achieving this recognition will be tracked through a Google progress tracking sheet with supporting documentation maintained within the sheet and published on the District's website to ensure accountability and transparency. The information will be reviewed and updated annually to maintain the District's eligibility and continued recognition under the Transparency Stars Program.

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

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

Strategy 1 Details
Strategy 1: Maintain clean and operational facilities via an effective work order system. **Strategy's Expected Result/Impact:** Utilize Incident IQ Work Order System and increase completed status of submitted work orders IN 2 business days
Strategy 2 Details
Strategy 2: Ensure that Tarrant County and the City of Arlington Health Departments conduct biannual inspections of all KISD campuses. The goal is to achieve 100% compliance with local and state food safety standards, identify and address any areas for improvement, and maintain a safe, healthy learning environment that supports student well-being and staff accountability. **Strategy's Expected Result/Impact:** All campuses maintain full compliance with health and safety regulations during each inspection. Reduction in food safety violations or incidents across the district. Increased staff awareness and adherence to food safety practices. Enhanced student health, wellness, and confidence in school meal programs.
Strategy 3 Details
Strategy 3: Enhance the quality of meals by ensuring they are accessible and appealing to all students. **Strategy's Expected Result/Impact:** Provide ongoing training for food service staff on best practices in food preparation, presentation, and customer service. Ensure staff is aware of current trends and student preferences utilizing a taste testing of new products 2 times per year.
Strategy 4 Details
Strategy 4: Maintain Availability and Performance of Critical Network Infra-structure. **Strategy's Expected Result/Impact:** Maintain performance benchmarks to support uninterrupted instructional and operational needs during the academic year, achieving at least 99.9% uptime.
Strategy 5 Details
Strategy 5: Ensure prompt and reliable response to technology support requests to minimize disruptions and support uninterrupted instructional and operational activities. **Strategy's Expected Result/Impact:** Maintain a standard where at least 95% of work order tickets receive a response within 2 business days, ensuring timely support while allowing flexibility for exceptional cases.

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	Tracie Gray		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)	Tracie Gray		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

Addendums

DISTRICT COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Director of Counseling	KISD Bullying Prevention Webpage FFI(Local) Board Policy FFH(Local)
2. Dropout Prevention	TEC 11.252	Director of Counseling KHS Principal	KISD Response to Intervention Webpage BQA (Legal) BQB (Legal) Dropout Process Information
3. Discipline Management, including: a. Physical & verbal aggression b. Bullying c. Sexual harassment	TEC 11.252(3)(E) TEC 37.083(a) Board Policy FFI(Local) Board Policy FFH(Local)	Director of Counseling Director of Special Student Services Campus Principals	FFI(Local) FFH(Local)

4. Dating Violence, including: a. Dating violence is prohibited by the district, b. Procedures on reporting and immediately notifying a parent if a student as an alleged victim or perpetrator, and c. Guidelines for students who are victims.	TEC 37.0831	Director of Counseling	FFH (Legal) FFH (Local) FFH (Exhibit) FFI (Local)
5. Sexual abuse, sex trafficking, and other maltreatment of children. The safety and well-being of all students is paramount to a successful educational experience. The district has established a plan for addressing child sexual abuse and other maltreatment of children.	TEC 38.0041(a) TEC 11.252(c)(9)	Director of Counseling	FFG (Legal) FFG (Local)
6. Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.	TEC 11.252(3)(G)	Director of Counseling CCMR Coordinator	KISD Career and Technology Education Webpage KISD College, Career, & Military Readiness Webpage
7. Information available to middle-high school regarding Higher Education admissions and financial aid opportunities The TEXAS grant program and the Texas for Texas grant program Assist with curriculum choices to be prepared for beyond higher school.	TEC 11.252(c)(4)(A-D)	Director of Counseling	KISD College, Career, & Military Readiness Webpage
8. Bullying Prevention, including: a. Identification, b. Response to, and c. Reporting of bullying or bully-like behavior.	TEC 11.252(a)(3)(E) Board Policy FFI(Local)	Director of Counseling	KISD Bullying Prevention Webpage FFI(Local)

9. Pregnancy Related Services District-wide procedures for campuses, as applicable.	TEC 29.081(d)	Director of Counseling	Pregnancy Related Services (PRS) Program
10. Post-Secondary Preparedness/Higher Ed Information/Career Education ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Director of Counseling CCMR Coordinator	KISD College, Career, & Military Readiness Webpage
11. Student Welfare: Crisis Intervention Programs & Training ● District Program(s)selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Mental health promotion and positive youth development ○ Early mental health intervention ○ Substance abuse prevention ○ Suicide prevention and suicide prevention including parent/guardian notification procedures o Conflict resolution programs ○ Violence prevention and intervention programs o Unwanted physical or verbal aggression	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Director of Counseling	KISD Counseling Services Webpage FFI(Local) FFH(Local)

○ Sexual harassment ○ Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel	Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)		

DROPOUT PROCESS

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

McKINNEY-VENTO HOMELESS ASSISTANCE

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

b. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations

c. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district

d. Transportation provided from student's current residence back to the student's school of origin

e. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:

    a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or CIS social worker.

    b. Counseling services including the initial session when the student discloses the pregnancy.

    c. Health services, including services from the school nurse and certified athletic trainer.

    d. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.

    e. Assistance obtaining services from government agencies and community service organizations.

3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

SUICIDE AWARENESS & PREVENTION

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

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

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

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

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