Kennedale Independent School District

Kennedale High School

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

KHS identified the top 5 priorities and goals based upon the 2024-25 Campus Needs Assessment for 2025-26:

1. **KHS must improve Tier I instruction in Math and ELA through effective PLCs and collaboration with KISD Instructional Coaches to improve student outcomes on State and National assessments and increase college readiness levels (CCMR).**

2. **KHS must become less reliant on Texas College Bridge (TCB) courses in Math and English for students to earn college readiness (CCMR Met).**

3. **KHS/KISD must improve performance of STAAR EOC Re-testers on STAAR EOC English 1 and 2. KHS/KISD must provide Accelerated Learning teachers with managed primary curriculum and supplementary instructional resources. Accelerated Learning PLCs should meet with KISD Instructional Coaches.**

4. **KHS must adapt systems and processes to the new 7:30 am start time and 4-day calendar in 2025-26 to ensure attendance rates, substitute fill rates, student achievement, employee retention/ morale, CCMR rates, and other measures are not negatively impacted.**
5. **KHS must improve campus student attendance rates to pre-COVID levels (95-96% or greater) and reduce historically high rates of truancy and tardies. Students cannot be successful academically unless they are in class, on time, and engaged in learning.**

Demographics

Demographics Summary

Demographics Overview for 2024-25:

- **Four of the largest cohorts in Kennedale ISD are at Kennedale High School.**
- **Without added enrollment from move-ins or transfers, Kennedale High School could see an enrollment decrease of 10% or more within four years.**
- **Although the campus is expected to have a decrease in enrollment, the campus is also expected to have an increase in the number and percentage of SPED, EB/ESL, and Economically Disadvantaged students.**
- **One of the strongest indicators of change on the campus is the number and percent of mobile students.**
    - **The campus mobility rate in 2024-25 was ~18.7%.**
    - **The campus mobility rate in 2022-23 was 16.1%.**
    - **The campus mobility rate in 2021-22 was 12.40%.**
- **The campus must prepare for and respond to the key demographic changes to meet the needs of learners.**

KHS recognized the following demographic trends in 2024-25:

- **Increasing LEP/EB Population**
- **Increasing Number of Families with Non-English Home Language**
- **Increasing SpEd Population (In Future Years)**
- **Increasing Minority Populations (Especially Hispanic)**
- **Increasing Mobility Rates**
- **Increasing Number of DAEP Placements**
- **Increasing Percentage of Economically Disadvantaged Students**
- **Decreasing Enrollment (In Future Years)**
- **Decreasing White/ Caucasian Population**
- **Decreasing Number of Chronic Absent Students**
- **Decreasing 504 Population**

KHS identified the following demographic problem statements for 2024-25:

- **The campus experienced an increase in the number of disciplinary incidents and students receiving disciplinary placements.**
- **Because cohorts in grades 8 and below are generally smaller than those in grades 9-12, campus enrollment is expected to be as low as between 750 to 850 students in 4 to 5 years.**
- **Emergent Bilingual students now represent approximately 10% of the campus and are one of the lowest performing subgroups on State assessments and National Assessments.**

KHS identified the following demographic priorities/goals for 2025-26:

1. **The campus must be more consistent and responsive in handling disciplinary referrals, tardies, and dress code issues and improve communication regarding disciplinary actions with teachers.**
2. **The campus must improve attendance, truancy, and tardy rates to pre-COVID levels.**
3. **The campus must adapt to the rising number of students in the EB/EL, SPED, and At-Risk sub-populations and increase the student achievement of students in these sub-populations.**
4. **The campus must recruit transfers to stabilize enrollment to avoid losing staff and programs through attrition.**

Demographics Strengths

KHS identified the following demographic strengths for 2024-25:

- **Campus diversity fuels success in academics, athletics, and fine arts.**
- **Campus has low teacher-to-student ratio.**
- **Campus was able to stabilize enrollment through addition of over 100 transfer students.**
- **Although the percentage of economically disadvantaged students is growing, the rate is below state average.**
- **The percentage of teachers with multiple years of experience and master's degrees are higher than state averages.**
- **Campus improved ADA and reduced the number of students with chronic attendance issues.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus experienced an increase in the number of disciplinary incidents and students receiving disciplinary placements.
Root Cause: Code 21 incidents saw the largest increase in 2024-25. Campus must continue to revise the current discipline system to include both preventative and restorative measures to provide research-based opportunities (such as PBIS) for students to learn and develop appropriate behaviors and social norms.

Problem Statement 2: Emergent Bilingual students now represent approximately 10% of the campus and are one of the lowest performing subgroups on State assessments and National Assessments.
Root Cause: ELDA and AL courses need managed curriculum to reduce the need for teacher-developed lesson. Instructional Rounds indicate improvements can be made in SGPT implementation. Although all ELA teachers have ESL certificates, few are trained to provide intensive ESL/EB interventions with students. KISD teacher need more professional development to implement EB/ESL strategies in Tier I instruction.

Problem Statement 3: KHS must improve campus student attendance rates to pre-COVID levels (95-96% or greater) and reduce historically high rates of truancy and tardies. Students cannot be successful academically unless they are in class, on time, and engaged in learning.
Root Cause: KHS had 131 students with chronic attendance issues in 2024-25.

Problem Statement 4: Because cohorts in grades 8 and below are generally smaller than those in grades 9-12, campus enrollment is expected to be as low as between 750 to 850 students in 4 to 5 years.
Root Cause: Based on a demographic study financed by the district, the reason for the upcoming smaller cohorts is low birth rates in Kennedale ISD during those birth years. KISD and KHS must be aggressive in recruiting transfers and in-district students who attend other districts. KISD and KHS must develop ways to retain students.

Student Learning

Student Learning Summary

KHS identified the following problem statements from 2024-25:

- **KHS has high student failure and retention rates in grade 9.**
- **KHS had decreased performance in all STAAR EOC subjects in Spring 2025.**
- **KHS is too reliant on the Fresh Start Program and the Wildcat Success Center to maintain high graduation rates.**
- **Teachers report inconsistencies in curriculum and resources available for non-core and upper-level courses. Teachers also report there is a disconnect between campus teachers and CSS regarding curricular needs.**
- **Teachers without PLCs report there is not enough common planning time and time set aside to process new information and initiatives before they are expected to implement them in their classrooms.**
- **Teachers report inconsistencies in curriculum and resources available for non-core and upper-level courses.**
- **KHS African American, Hispanic, At-Risk, Eco Dis, LEP/EB, SpEd, and At-Risk students have various achievement gaps on STAAR, college readiness measures, career readiness measures, and graduation rates.**
- **KHS students perform well below the State average in College Readiness, as measured by many factors.**
- **MAP projections in ELA and Math overestimated actual student STAAR EOC performance.**

KHS identified the following priorities in 2025-26:

1. **KHS must improve the number and percentage of students who meet College Readiness criteria on college entrance exams by accelerating more students into advanced Math at earlier grade levels, recruiting more students for advanced courses, and incorporating strategies for improved performance on State and National assessments into curriculum, instruction, and assessment.**
2. **KHS must improve Tier I instruction in Math and ELA through effective PLCs (offered during class periods) and teacher development through KISD Instructional Coaches. KHS must better align PLCs with Instructional Coaches' schedules in the coming year.**
3. **KHS must close the achievement gaps of African American, Hispanic, At-Risk, Economically Disadvantaged, LEP/EB, SpEd, and At-Risk students on State and National Assessments. KISD and KHS must provide Accelerated Learning teachers with managed curriculum and supplemental resources.**
4. **KHS must reduce high failure and retention rates through the MTSS process.**
5. **KHS must work with the CSS team to ensure all teachers have access to primary and supplemental curriculum and instructional resources.**

Student Learning Strengths

KHS recognized the following student achievement strengths in 2024-25:

- **KHS students reached State-level competitions in many extracurricular and co-curricular activities. A school record was set in the number of Band students reaching State in Solo & Ensemble.**
- **2 students reached National-level competition in FBLA, and 1 student placed in Top 20 Nationally in Archery.**
- **KHS won a State Championship in Boys Basketball.**
- **KHS reached the playoffs in Football, Boys and Girls Basketball, Boys and Girls Soccer, Volleyball, and Baseball.**
- **KHS won its 8th consecutive UIL Academic District Championship.**
- **KHS Fresh Start Program & Wildcat Success Center have provided an effective means to credit recovery and instructional acceleration.**
- **KHS students have SAT and ACT scores above both State and National averages in Spring administrations.**
- **KHS has higher than State averages of students completing OnRamps courses.**
- **The Class of 2025 had strong graduation and CCMR Met rates.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: KHS has high student failure and retention rates in grade 9.
Root Cause: Chronically absenteeism rates are still above 10% Student motivation levels, especially in grades 9, is low. KHS has not found the solution for high levels of student apathy. Teachers report there is not time for intervention during the day, most offerings are before or after school.

Problem Statement 2: KHS had decreased performance in all STAAR EOC subjects in Spring 2025. KHS earned a D in Student Growth on the 2024-25 campus report card.
Root Cause: Instructional Rounds indicate more independent practice is needed. Instructional Rounds indicate the need for an increased use of higher-level thinking RBIS and those target diverse learners. Teachers report "testing fatigue" is an issue amongst students in the spring.

Problem Statement 3: KHS is too reliant on the Fresh Start Program and the Wildcat Success Center to maintain high graduation rates.
Root Cause: Course failure rates and chronic absenteeism are still too high. KHS saw a dramatic dip in course passage rates and attendance rates during the 4th Nine Weeks. Teachers report that students are struggling to turn in assignments on time, even when they are completed in class.

Problem Statement 4: Teachers report inconsistencies in curriculum and resources available for non-core and upper-level courses. Teachers also report there is a disconnect between campus teachers and CSS regarding curricular needs.
Root Cause: Some upper-level and AP teachers report not having access to curriculum documents and instructional resources. Some Fine Arts and Elective teachers report not having scope & sequences and curriculum resources. Some CTE teachers report similar issues for select CTE courses.

Problem Statement 5: Teachers without PLCs report there is not enough common planning time and time set aside to process new information and initiatives before they are expected to implement them in their classrooms.
Root Cause: PLCs or extra planning periods were not available to most elective, LOTE, Fine Arts, and CTE teachers.Social Studies has the fewest teachers in the core (7) and 5 are coaches. Teachers report two problems with new initiatives: 1. there are too many at once and 2. there isn't enough "lead time" for implementation.

Problem Statement 6: KHS African American, Hispanic, At-Risk, Eco Dis, LEP/EB, SpEd, and At-Risk students have various achievement gaps on STAAR, college readiness measures, career readiness measures, and graduation rates.
Root Cause: African American and Hispanic students are more likely at KHS to be Economically Disadvantaged. KHS should provide SEL supports through the Community in Schools (CIS) program for students in need. KHS must make data-driven intervention decisions and use the PLC process to provide timely and necessary Tier II/III interventions. KHS must improve Tier I instruction through the PLC process and the d

Problem Statement 7: KHS students perform well below the State average in College Readiness, as measured by many factors.
Root Cause: KHS must improve performance on college entrance exams, especially in Math: TSI, SAT, and ACT. KHS must embed strategies to improve student performance on State and National Assessments in Math and ELA classrooms. KHS must incorporate boot camps and long-term preparation opportunities for National and State assessments. KHS must provide professional development on National and State Assessment

Problem Statement 8: MAP projections in ELA and Math overestimated actual student STAAR EOC performance.
Root Cause: Preliminary STAAR EOC data indicates that there is, generally, a large performance gap between first-time testers and re-testers. Students enrolled in AL-Reading 1-3 are performing below State average on STAAR EOC retests. Currently, Accelerated Learning (Instruction) teachers do not have managed curriculum and courses rely heavily on teacher-developed lessons. Need managed curriculum for AL.

Problem Statement 9: KHS/KISD must improve performance of STAAR EOC Re-testers on STAAR EOC English 1 and 2.
Root Cause: KHS/KISD must provide Accelerated Learning teachers with managed primary curriculum and supplementary instructional resources. Accelerated Learning PLCs should meet with KISD Instructional Coaches.

Problem Statement 10: KHS must improve Tier I instruction in Math and ELA through effective PLCs and collaboration with KISD Instructional Coaches to improve student outcomes on State and National assessments and increase college readiness levels (CCMR).
Root Cause: PLCs and Instructional Coaches must shift focus from planning only to data tracking, interventions, and POP cycle.

School Processes & Programs

School Processes & Programs Summary

KHS identified the following problem statements for School Process and Programs in 2024-25:

- **The KHS Accelerated Learning Program has not yielded desired results on STAAR EOC retests for the past three years, especially in ELA.**
- **Elective and CTE teachers do not feel like they have equitable access to time and resources provided to core content teachers.**
- **There is a shortage of teachers and applicants for hourly positions. KHS has a few applicants for most posted positions. Specialty positions such as CTE, STEM, and coaching are even harder to fill. It is not uncommon for KHS to hire the first (and sometimes only) qualified applicant.**
- **KHS teachers report that stipend structures are not competitive with local districts: coaching, CTE, tested-subjects, OnRamps, etc.**
- **KHS had low fill rates for open substitute positions (<70%) in 2024-25.**
- **KHS has aging technology, with ongoing WiFi connection issues in some classrooms and the library, students are able to bypass filters, and instructional resources are lacking or basic.**

KHS identified the following priorities and goals for 2025-26 for School Processes and Programs:

1. **KHS must make the Accelerated Learning program more effective through curriculum development and professional development of AL teachers.**
2. **KHS must provide time during the school day for teachers to collaborate through PLCs and to provide opportunities for mentors and instructional coaches to support new/inexperienced teachers (not during Study Hall).**
3. **KHS/KISD must be more aggressive and innovative in recruiting paraprofessionals and teachers, with an emphasis on improving diversity. Moving forward, we must adopt the mantra, "it is never to early to start recruiting teachers."**
4. **KHS/KISD must improve teacher/employee retention by addressing the concerns employees have with discipline/safety, by developing ways to make employees feel valued, and by adopting competitive salary, stipend, and benefit packages for all positions.**
5. **KHS must work with district leaders to ensure classrooms and teachers have equitable instructional technology resources.**
6. **KHS must work with district leaders to ensure purchasing plans are developed to replace aging technologies.**

School Processes & Programs Strengths

KHS identified the following strengths for School Process & Programs in 2024-25:

- **Surveys indicate that teachers "challenge students to learn."**
- **The campus provides numerous extracurricular activities, clubs, and organizations for students, which creates a sense of belonging among students; however, students indicate that more may be needed to appeal to their interests.**
- **Most students indicate that teachers provide behavioral expectations.**
- **Most students say there is at least one teacher or staff member that "I could go to if I had a problem."**
- **Most students feel that there are enough opportunities to get additional help outside of class time.**
- **Teachers are generally satisfied with instructional materials and resources.**
- **Teachers express feeling satisfied with the diversity of students and staff on campus.**
- **Most core teachers have PLC periods, with instructional coaching, for lesson internalization and better horizontal alignment of curriculum.**
- **Longer lunch periods provide more time for custodial and lunchroom staff to transition between lunches, eliminate split class periods and offer teachers and students more time to decompress and refocus for afternoon activities.**
- **KISD and KHS have developed streamlined processes for hiring teachers, administrators, and other professional employees.**
- **The KISD DOI and new State laws have provided more flexibility to locally certify teachers.**
- **KHS teachers are above the State average in experience/tenure and education levels (master's degree and above).**
- **HumanEx Teacher and Principal Interview batteries provide researched-based ways for administrators to identify qualified candidates.**

- **100% of paraprofessionals meet the district's college credit and certification requirements.**
- **With the integration of Clever, this centralized hub for applications has made it easier for students and parents to access the necessary resources. Also, the majority of students have internet access at home, and are allowed to take their Chromebooks home to use.**
- **Parents have access to Canvas classroom, Ascender Parent Portal, Parent Square communications, and weekly/monthly newsletters.**
- **Technology is used to demonstrate use of programs, display the process of solving math equations, using Kahoot games for test reviews, enhance student learning, and gather data for student assessments.**
- **KISD has an efficient electronic system for reporting and responding to technology work orders.**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The KHS Accelerated Learning Program has not yielded desired results on STAAR EOC retests for the past three years, especially in ELA.
Root Cause: The campus has had a committee approach to student management. Moving to a case manager approach would allow teachers to have more time to focus on specific student needs. KHS must improve Tier I instruction to ensure student success on STAAR EOC exams. Reducing the number of students who require AL will solve many scheduling problems. Stacking AL classes inhibits teachers from being effective.

Problem Statement 2: Elective and CTE teachers do not feel like they have equitable access to time and resources provided to core content teachers.
Root Cause: There is no scope and sequence or primary curriculum resource for Elective and CTE courses. Most of the curriculum is created by teachers. KHS/KISD does not provided targeted professional develop for Elective or CTE teachers. Elective and CTE courses do not have PLC periods to allow for lesson internalization and collaboration, or opportunities for mentors to support new/inexperienced teachers.

Problem Statement 3: There is a shortage of teachers and applicants for hourly positions. KHS has a few applicants for most posted positions. Specialty positions such as CTE, STEM, and coaching are even harder to fill. It is not uncommon for KHS to hire the first (and sometimes only) qualified applicant.
Root Cause: KHS needs to be more aggressive in recruiting paraprofessionals and teachers, with an emphasis on improving diversity. KISD and KHS should develop more relationships with the Departments of Education at local colleges and universities to attract and recruit teachers. The district must adopt aggressive and competitive compensation packages for all positions, not just teachers, to attract candidates

Problem Statement 4: KHS teachers report that stipend structures are not competitive with local districts: coaching, CTE, tested-subjects, OnRamps, etc.
Root Cause: KHS has a hard time recruiting coaches and CTE teachers from surrounding districts because KISD has lower stipend and extra day pay. Some surrounding districts also offer stipends not offered by KISD, and teachers have awareness of these stipend packages. KISD should explore strategic compensation packages and stipends for high need, high turnover, and critical shortage areas.

Problem Statement 5: KHS had low fill rates for open substitute positions (<70%) in 2024-25.
Root Cause: KISD does not provide substitutes for employees other than teachers (hourly, paraprofessional, professional, or administrative staff). KISD does not have enough substitutes to cover teacher absences. KISD should consider increasing substitute pay but be conscious that this, alone, will not solve the substitute shortage problem.

Problem Statement 6: KHS has aging technology, with ongoing WiFi connection issues in some classrooms and the library, students are able to bypass filters, and instructional resources are lacking or basic.
Root Cause: Students can get around the filters for personal use, and the filters appear random, as they don't affect all Chromebooks. There is a need for additional hardware such as Smart Boards, document cameras, additional monitors/computers. There are significant issues with many student Chromebooks not being able to access secure testing sites.

Problem Statement 7: KHS must adapt systems and processes to the new 7:30 am start time and 4-day calendar in 2025-26 to ensure attendance rates, substitute fill rates, student achievement, employee retention/morale, CCMR rates, and other measures are not negatively impacted.
Root Cause: KHS has become accustomed to a 5-day week and 8:30 am start time.

Perceptions

Perceptions Summary

KHS identified the following problem statements for School Culture and Climate in 2024-25:

- **Stakeholder participation on the campus site-based decision-making committee, PTO, and other groups has declined.**
- **Although KHS has many opportunities for parent involvement outside of the day (booster clubs, student support groups, etc.), parents have indicated they would like to help more during the school day.**
- **Repeat offenders can be found continuously loitering in hallways.**
- **Inappropriate Language and verbal disrespect of staff and students is excessive.**
- **Students seem to lack a sense of pride in their campus and self; and have an apparent lack of school spirit.**

KHS identified the following priorities and goals in 2025-26 for Perceptions:

1. **KHS must aggressively recruit parent, community members, and business leaders to serve on site-based decision-making committees.**
2. **KHS must create and communicate volunteer opportunities to all stakeholders.**
3. **KHS teachers, staff and administrators must consistently implement ALL campus expectations with fidelity inside and outside of the classroom.**
4. **The campus should continue supporting programs like the Renaissance Program to help increase school spirit and student efficacy.**

Perceptions Strengths

KHS identified the following strengths for Perceptions in 2024-25:

- **Stakeholders feel that the campus communicates well regarding upcoming events and campus news.**
- **Parent and staff surveys indicate that the campus promotes activities and events well on social media, newsletters, and calendar of events.**
- **The campus provides opportunities to welcome parents and community members into the school and to encourage them to be active in the school. (Two Open Houses-Fall and Spring).**
- **KHS has active booster clubs: Outdoor Education Booster Club, Wildcat Band Corp., Fine Arts Booster Club, and Cheer Booster Club.**
- **The campus and district send out surveys to stakeholders multiple times per year to gain insight and collect feedback.**
- **The campus has received positive feedback from parents regarding programs designed to assist students/families for post-secondary life (GoCenter, college planning, transition services, etc.).**
- **The campus provides opportunities for students to gain relevant work experience and engage with community professionals through CTE practicums.**
- **KISD/KHS provides opportunities for parents and community members to serve on decision-making committees (CAT, DEIC, SHAC, etc.)**
- **Stakeholders report satisfaction with course offerings and opportunities for student involvement.**
- **KHS provides opportunities for stakeholders to participate in campus needs assessment processes.**
- **Partnership with groups like the GoCenter, The Women's Center of Tarrant County, UnBound, and YES have brought programs and resources for students.**
- **Parents were given digital opt-in/opt-out forms for all sexuality, violence, and sensitive awareness programs.**
- **Teachers feel their voice is heard in decision making on campus.**
- **Teachers and students are supportive of the Renaissance program, expressing desire for more funding to sustain this program**
- **Discipline consistency issues have improved over the past year.**
- **APs and Principal are supportive of teachers and visible on campus.**
- **BASE program has been effective.**
- **Pep rallies improved and increase campus pride.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students seem to lack a sense of pride in their campus and self; and have an apparent lack of school spirit.
Root Cause: Students do not take pride in facilities and throw trash on ground Faculty and staff need to increase positive reinforcement of students who take pride in campus facilities and clean up after themselves. Continue to encourage positive behavior through rewards and fun events, such as pep rallies and incentive parties.

Problem Statement 2: Inappropriate Language and verbal disrespect of staff and students is excessive.
Root Cause: Disciplinary consequences are not always implemented consistently across grade levels. KHS teachers must improve classroom management with the use of research-based systems. Consequences for disrespectful language should be better communicated, and students should understand the expectations of not using curse words. Not all teachers consistently implement campus expectations with fidelity.

Problem Statement 3: Repeat offenders can be found continuously loitering in hallways.
Root Cause: Disciplinary consequences are not always implemented consistently across grade levels. KHS teachers must improve classroom management with the use of research-based systems. Not all teachers consistently implement campus expectations with fidelity. Capturing Kids hearts was supposed to be implemented at schools but was not emphasized and teachers were not supported/encouraged in this endeavor.

Problem Statement 4: Although KHS has many opportunities for parent involvement outside of the day (booster clubs, student support groups, etc.), parents have indicated they would like to help more during the school day.
Root Cause: KHS does not have an appointed volunteer liaison/organizer. To accommodate in-school volunteer activities, KHS should intentionally develop a plan to organize and accommodate such activities.

Problem Statement 5: Stakeholder participation on the campus site-based decision-making committee, PTO, and other groups has declined.
Root Cause: Students do not take pride in facilities and throw trash on ground Faculty and staff need to increase positive reinforcement of students who take pride in campus facilities and clean up after themselves. Continue to encourage positive behavior through rewards and fun events, such as pep rallies and incentive parties.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 9, 2025

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

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

High Priority

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

Strategy 1 Details

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

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

Research based strategies are observed in 85% of classrooms as reported on the district dashboard. Evidence of teacher support in planning for RBIS present in 100% of instructional coaching progress updates. KHS Administrators will conduct 2 instructional coaching sessions with teachers in 2025-26 (1 per teacher last year).

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 2 Details

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

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

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS teachers will use district-adopted resources in KISD Curriculum Toolkit to align curriculum, instruction, and assessment.

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

The percentage of teachers using district-adopted HQIMs will be at least 90% of lessons/assessments (as report on the district dashboard) will be on target according to pacing calendars as evidenced by observation tools and generated reports.

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS will provide opportunities for academically advanced students, including Gifted and Talent students, through differentiated curriculum and instruction in Honors/ AP courses, Dual Credit courses, CTE clusters/strands, honor societies, activities/clubs, extracurricular offerings, and advanced academic teams.

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

All G/T teachers will obtain required G/T certification initial and update hours. KHS added Honors Algebra 1, Forensic Science, and Dual Credit Kinesiology courses in 2024-25 and will add another Dual Credit Kinesiology course, more Dual Credit Programs at TCC, and OnRamps English III in 2025-26. KHS will provide professional development opportunities for Geometry and Algebra 2 Teachers to Extend Learning and Challenge G/T Students (Through ESC XI and/or OnRamps).

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Results Driven Accountability

Strategy 5 Details

Strategy 5: KHS will offer various Career and Technical Education (CTE) courses and programs designed to prepare for students for careers that reflect local job markets needs.

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

KHS will expand vocational trade opportunities through a partnership with the TCC-South Campus Dual Credit program in 2025-26 and 2026-27.

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

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

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

High Priority

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

Strategy 1 Details
Strategy 1: KHS will offer three-week Common Assessments in core subjects (ELAR, Math, Science, and Social Studies) to help align curriculum, instruction, and assessment. Furthermore, DMAC and other district-adopted platforms will be used to analyze the results of Common Assessments to provide teachers with a means to provide students with efficient, targeted academic interventions. **Strategy's Expected Result/Impact:** The goal is to further align curriculum, instruction, and assessment. Common Assessments allow teachers to collect summative data, to monitor student progress, and to guide instruction and interventions. KHS core teachers will follow pacing and three-week assessment calendars culminating in common assessments 95% of the time, as shown in DMAC and on the district dashboard. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

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

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

KHS will develop and implement transition plans through the ARD/IEP process for 100% of special education students. KHS will provide transition services through the Texas Workforce Commission (TWC) for eligible students.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

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

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

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

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

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

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

KHS will ensure 98.5% of students in MAP-tested subjects are tested during BOY, MOY, and EOY assessment windows. Student test reports will be distributed through Math and ELA courses within one week of assessment windows. KHS teachers will conduct BOY, MOY, and EOY MAP goal setting and complete data tracking sheets for at least 98.5% students in ELA and Math courses (as well as Biology and US History).

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

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

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

KHS will:

Increase the Frequency of TSIA 2.0 Testing Opportunities (Small-Group) in the Fall and Early Spring to Supplement Large-Group Testing Sessions in December and April.
- Provide at least one TSIA 2.0 small-group test administration in September-November.
- Provide at least one TSIA 2.0 small-group test administration in January-March.
- Provide At Least 4, On-Campus ASVAB CEP Testing Opportunities for Students in Grades 11-12 (3 Offerings in 2024-25)
- Provide At Least 2 SAT School Day Testing Opportunities (One Fall, One Spring)
- Provide At Least 1 ACT School Day Testing Opportunity (Spring)
- Provide 1 PSAT/NMSQT Testing Opportunity (Fall)
- Provide 1 PSAT 10 Testing Opportunity (Spring)
- Provide 1 PSAT 9 Testing Opportunity (Spring)
- Begin Select IBC Testing Opportunities in December-January to Provide Students with Re-Testing Opportunities to Improve Passing Rates
- Provide At Least 4, On-Campus ASVAB CEP Testing Opportunities for Students in Grades 11-12 (3 Offerings in 2024-25)

- KHS seniors will achieve 92% CCMR Met Rate and a TSIA Met Rate of at least 35% in both ELA and Math.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 6 Details

Strategy 6: KHS will provide tutoring and/or test preparation opportunities for State and National assessments through the KHS After School Tutoring and Test Prep Program and online/virtual resources (such as Xello, Edgenuity, and Khan Academy).

Strategy's Expected Result/Impact: The goal is to increase the number and percentage of students who meet College Readiness standards in Math and ELA (at least 35% TSIA Met). KHS will provide all students in 11th and 12th grade with online test prep courses in Xello (Methodize).

KHS will provide a SAT/PSAT Preparation Course for Both Math and ELA in Fall 2025 prior to the SAT School Day on October 23, 2025. The test prep course will incorporate both in-person (~30 contact hours) and online resources.
Recruitment Goal of 50+ Students (Grades 11-12).
Maintain a Daily Attendance of 35+ Students Per Session (Grades 11-12)

Provide a TSIA 2.0 Preparation Course for Both Math and ELA in Fall 2025 prior to the TSIA 2.0 School Day on December 10-11, 2025. The test prep course will incorporate both in-person (~30 contact hours) and online resources.
Recruitment Goal of 40+ Students (Grades 11-12).
Maintain a Daily Attendance of 25+ Students Per Session (Grades 11-12)

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Strategy 7 Details

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

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

KHS will achieve a CCMR met percentage of at least 92%. KHS will have all English 4 students write TCB ELA essays as part of the curriculum in Fall 2025. Seniors and Juniors who are not CCMR Met will not be allowed to have Late Arrival/Early Release and may be enrolled in the new Post Secondary Success Pathways elective to facilitate TCB coursework and further preparation for post-secondary success.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

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

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

KHS will increase the percentage of students who complete Dual Credit/Dual Enrollment by 3%. KHS will add OnRamps English III in 2025-26 and advocate for the addition of OnRamps Pre-Calculus in 2025-26. Dual Credit teachers will be required to monitor the progress of students using a weekly checklist provided by the CSS team.

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 9 Details

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

Strategy's Expected Result/Impact: Increase CTE Completer status from 21% to 30%, and CTE Concentrator status from 34% to 44% including students served under Special Education graduating with Completed IEP and Workforce Readiness (Graduation Type Code of 04, 05, 54, or 55), as well as aligning IBC requirements with course offerings and ensuring students take associated certification.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 10 Details

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

Strategy's Expected Result/Impact: Increase the percentage of students earning college credit through AP, dual credit, and OnRamps courses by 5% annually, as measured by AP exam scores and credit data from OnRamps and dual credit programs. KHS will increase enrollment by 100+ course registrations through target and aggressive recruiting in Summer 2025.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 11 Details

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

Strategy's Expected Result/Impact: KHS will provide at least four (4) free, on-campus ASVAB CEP testing opportunities. KHS will create a schedule for military recruiting events and promote these events to students and parents via Parent Square posts, newsletters, and emails. KHS seeks to host at least 2 recruiting event/opportunity per month. KHS will provide recruiters an opportunity to meet with students individually in the new CCMR space in Rooms 901/903.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 12 Details

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

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

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 13 Details

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

Strategy's Expected Result/Impact: KHS, in collaboration with the CCMR Coordinator, will develop a IBC testing plan and schedule by October 31, 2025. The goal is for CTE courses to hold IBC testing opportunities in both the fall and spring, prior to May 1, 2026. KHS will seek to provide tutoring and//or exam preparation on 80% of IBC exams in 2025-26 . KHS increase the percentage of students earning Industry-Based Certifications (IBCs) by 8% annually, with a focus on alignment between CTE course offerings and IBC requirements.

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.

KHS will develop a comprehensive assessment calendar and intentionally schedule key IBC exams earlier in the year (December-January), as appropriate, to provide unsuccessful students with re-test opportunities.

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 14 Details

Strategy 14: Increase CTE Completer status from 21% to 30% and CTE Concentrator status from 34% to 44%, with a focus on supporting Special Education students to graduate with a Completed IEP and Workforce Readiness (Graduation Type Code 04, 05, 54, or 55).

Strategy's Expected Result/Impact: By the end of the school year, achieve a 30% CTE Completer rate and a 44% CTE Concentrator rate, with a 20% increase in the number of Special Education students graduating with a Completed IEP and Workforce Readiness designation, as measured by graduation records and course completion data.

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 5: Effective Instruction

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

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

High Priority

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

Strategy 1 Details
Strategy 1: KHS will offer students opportunities to recover credits through the Fresh Start Credit Recovery Program using the Edgenuity online course system, during the school day and on select Saturdays. **Strategy's Expected Result/Impact:** The goal is provide opportunities for students to recover credits lost to poor grades and/or attendance and to improve the 4-year graduation rate. KHS will achieve a graduation rate of 98% or higher. KHS will implement Fresh Start in the Summer Programs, WSC, BASE, and DAEP programs. KHS Fresh Start Teachers will use weekly checklists to monitor student progress and report updates to counselors. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

Strategy 2: KHS will use a three-tiered, pyramid MTSS program for students experiencing academic, behavioral, and attendance difficulties. KHS will develop action plans for returning students from the prior year Chronic Attendance List.

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

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

ADA Attendance Rate Goal - 96% (From 94.9%)
Chronic Attendance - Reduce Rate by 25% (130 Students with Chronic Attendance in 2024-25)
KHS has identified 70 returning students from the 2024-25 Chronic Attendance List
Create Early Action Plans for 100% of returning Chronically Absent Students from 2024-25.
- Schedule MTSS and 504 Meetings for 80% of Chronically Absent Students in September 2025.
- Action Plans will consist of MTSS/504 supports and accommodations, addition of testing supports, recruitment to KHS Teacher and After School Tutorials, referrals to CIS and Counseling Services, identification of reasons for absences, identification of transportation needs, 3-week check-ins with MTSS, 504, or SPED case managers, attendance contracts, and other truancy prevention measures.

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

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

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

KHS will develop Accelerated Instruction plans for 100% of students who fail STAAR 8th Grade and STAAR EOC exams. KHS will develop and advertise a Teacher Tutorial Schedule and distribute to parents/stakeholders by September 1. KHS will use State Comp Ed funds to create the KHS 2025-26 After School Tutoring Program (Tuesdays/Thursdays). KHS will achieve STAAR EOC Retest Rates in the approaches and meets categories that are at or above State averages on all subject tests.

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

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

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

KHS will develop process to provide 100% of students who perform at beginning/intermediate levels on TELPAS with ESOL and/or ELDA courses, Accelerated Learning opportunities, and/or inclusion support in ESOL courses, whenever possible depending on staffing. KHS will increase the percentage of EB students who demonstrate measurable growth (move up 1 level or more) on TELPAS to at least 40% (last year 36%).

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

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

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

KHS will achieve a recruitment rate of 50% in summer credit recover of students who fail one or more courses (require course recovery). 80% of students who attend the summer credit recovery program will pass one or more online courses. KHS will achieve an annual graduation rate of 98% or higher.

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 6 Details

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

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

KHS will reduce the percentage of students with chronic attendance issues by 25% and decrease the percentage of students who require attendance recovery by 10%. KHS will review the attendance rates of students on a weekly basis and will comply with the district's attendance policies and procedures.

ESF Levers:
Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 7 Details

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

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

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 8 Details

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

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

KHS will achieve a graduation rate of at least 97.5%. KHS counselors will meet one-on-one with students who are at risk of not graduating high school. KHS will send written notification to all students who are retained or in danger of being retained.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 9 Details

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

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

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

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

High Priority

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

Strategy 1 Details
Strategy 1: KHS will integrate Chromebooks (1:1) and utilize Canvas as the primary online delivery platform. **Strategy's Expected Result/Impact:** The goal is to enhance the experience of the learner, to promote the development of technological skills, and to provide EL/LEP, 504, and Special Education students with resources to improve academic performance. KHS will provide 100% of students with Chromebooks and utilize Canvas in 100% of classrooms. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details
Strategy 2: KHS will use DMAC for T-TESS, Common Assessments (when appropriate), data analysis, and MTSS and Accelerated Learning progress monitoring. **Strategy's Expected Result/Impact:** The goal is to use technology to provide teachers with resources to drive instruction and plan academic interventions. KISD Board Goal: Students will read on level or higher and remain on level or higher throughout their career in Kennedale ISD. KHS will use DMAC to ensure 100% of teachers complete the T-TESS annual conference, observation, and appraisal cycle. KHS will ensure 100% of MTSS and AL students have plans entered into DMAC according to State and District timelines. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 3 Details

Strategy 3: KHS will increase student engagement through the use of technology including interactive boards, mounted projectors, computers, calculators, Chromebooks, and other classroom-specific devices and tools.

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

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

TEA Priorities:
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction
- **Additional Targeted Support Strategy** - **Results Driven Accountability**

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

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

High Priority

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

Strategy 1 Details
Strategy 1: KHS will seek to use a variety of outlets, including Parent Square to provide stakeholders with relevant campus information, emergency and weather information, events, important dates, and other relevant announcements. **Strategy's Expected Result/Impact:** The goal is to keep the larger community aware of school events, emergencies, parent/community events, and general information. KHS will utilize Parent Square to send newsletters to stakeholders at least twice per month. KHS will utilize Parent Square for 100% of two-way communication with student groups. **ESF Levers:** Lever 3: Positive School Culture

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

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

High Priority

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

Strategy 1 Details
Strategy 1: KHS will facilitate opportunities and provide information for parents and students to register for the Parent Portal, which is a web-based application that allows parents to monitor student attendance and academic progress. **Strategy's Expected Result/Impact:** The goal is to empower parents by giving them online access to monitor student grades and progress. KHS will provide links to parents in newsletters, during registration, and at Open House. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: KHS will use the Ascender PEIMS System and electronic discipline and tardy systems to notify parents via email of student tardies, disciplinary actions, and violations of the Student Code of Conduct. **Strategy's Expected Result/Impact:** The goal is to notify parents of student attendance or behavioral issues. The PEIMS system also allows KHS Administrator to print discipline reports with student information. The reports enable administrators to conduct demographic and trend analysis of disciplinary data. KHS will improve the attendance rate to at least 96%, reduce the tardy rate by 5%, and reduce the percentage of disciplinary placements by 5%. **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Strategy 3 Details

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

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

KHS will require 100% of teachers to submit Parent Contact Logs. KHS will send course failure notifications to parents via Parent Square at least 3 times per grading period.

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 5 Details

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

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

KHS will ensure 100% of parents receive invitations for ARD, 504, LPAC, and MTSS meetings. KHS will have at least 90% of teachers participate in the KISD Parent Conference Day. KHS will ensure parents are provided with teacher contact information in newsletters.

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 6 Details

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

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

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

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

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

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

High Priority

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

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

Strategy 2 Details

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

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

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

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

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

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

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

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Results Driven Accountability

Strategy 4 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

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

Performance Objective 1: KHS will recognize and appreciate people who contribute to the success of our schools and community.

High Priority

Evaluation Data Sources: KHS Social Meeting Postings
KHS Newsletters
KHS Website
KISD Board of Trustee Meetings Proclamations and Recognitions
KHS Marquee Posts
KHS Blackboard Emails
KHS Awards Ceremonies
KHS PAW Awards
KHS Graduation

Strategy 1 Details
Strategy 1: KHS will recognize employees for their contributions through EOM/EOY programs, the district's Wildcat recognition program (PAW), social, and newsletters. **Strategy's Expected Result/Impact:** The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. KHS will participate in EOM/EOY year programs. KHS will send stakeholders a link to PAW awards once per month. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: KHS will partner with the Kennedale Education Foundation, the KHS PTO, the Kennedale Rotary Club, and other organizations to offer recognition programs, award ceremonies, scholarships for students, and grants for teachers.

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

KHS will ensure at least 10 teachers submit KEF Grant Applications. KHS will ensure at least 3 students participate in the KRC 4-way speech contest. KHS will promote monthly PTO meetings on Parent Square and/or social media.

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will have a "positive" office referral system, whereas teachers can refer a student to the office for positive recognition by a KHS administrator.

Strategy's Expected Result/Impact: KHS will begin the Positive Referral System in September. The link for the referral system will be sent weekly with a goal of at least 200 positive office referrals and 200 unique positive parent contacts. KHS will develop a tracker to document efforts by September 15, 2025.

ESF Levers:
Lever 3: Positive School Culture

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

Performance Objective 2: KHS will develop community partnerships to positively impact the campus culture and nurture the social well-being and development of students.

High Priority

Evaluation Data Sources: KHS Master Calendar of Events
KHS CIS Parent events
KHS CIS Student Events
KHS Student Surveys
KHS Campus Needs Assessment
Counselor Data
CIS Data
Number of Community Partnerships Formed for Student Programs
KHS Superintendent's Advisory Council
KHS Campus Advisory Team
KHS College Night

Strategy 1 Details
Strategy 1: KHS will partner with community organizations (i.e. Community in Schools (CIS), the Women's Center of Tarrant County, Campus Crime Stoppers (CCS)/Friends for Life (FFL) of Tarrant County, UnBound, Texas A&M Agrilife Extension, and the Resource Recovery Council to develop programs that nurture the well-being and development of students. **Strategy's Expected Result/Impact:** The goal is to provide students with resources from the community which promote wellness, safety, healthy lifestyles, and positive choices. KHS will host at least 1 public event for families and 1 in-school event for students with each partner. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

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

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

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

TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

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

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

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

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 5 Details

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

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

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

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 6 Details

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

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

KHS will increase the percentage of students participating in the GoCenter by 5%. KHS will offer the GoCenter 2 days per week and have 1 GoCenter representative.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 7 Details

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

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

KHS provide at least 4 ASVAB testing opportunities and recruiters will be provided with lists of grade 11-12 students by KHS counselors. KHS will host military recruiting events in the cafeteria, in classrooms, and at school events at least twice per month.

TEA Priorities:
Connect high school to career and college
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- **Results Driven Accountability**

Strategy 8 Details

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

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

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

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Additional Targeted Support Strategy** - **Results Driven Accountability**

Strategy 9 Details

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

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

KHS will ensure 100% of employees complete compliance trainings.

TEA Priorities:
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- **Additional Targeted Support Strategy** - **Results Driven Accountability**

Strategy 10 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 11 Details

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

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

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

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Results Driven Accountability**

Strategy 12 Details

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

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

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

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

Strategy 13 Details

Strategy 13: KHS will employ a half-time CCMR Specialist from the Community in Schools (CIS) program to ensure students have the opportunity receive one-on-one guidance regarding CCMR opportunities and resources.

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

TEA Priorities:
Connect high school to career and college
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Performance Objective 3: KHS will provide a safe, nurturing, and diverse educational environment that builds character, improves health, increases student involvement, and promotes responsibility and good citizenship.

High Priority

Evaluation Data Sources: KHS Campus Needs Assessment (CNA)
KHS Stakeholder Surveys
KHS Master Calendar of Events - Student Activities
KHS Counselor Data
KHS Campus In Schools (CIS) Program Offerings and Data
KISD DEIC Initiatives
KISD SHAC Initiatives
Student Participation Rates
Campus Crime Stoppers (CCS) and Friends for Life (FFL) Data
KHS Communities in School
KHS Renaissance Committee (Partnership with students and teachers)

Strategy 1 Details
Strategy 1: KHS will develop and implement a tiered Campus Behavior Management Plan which promotes fairness, consistency, equity, and the development of uniform campus policies and procedures. The Campus Behavior Management Plan will include preventative and restorative practices to provide research-based opportunities for students to learn and develop appropriate behaviors and social norms. **Strategy's Expected Result/Impact:** The goal is to create a campus with a culture of fairness and equity. The campus should work to build character and help students make sound decisions. KHS will develop a comprehensive Campus Behavior Management Plan by September 1. KHS will reduce Chronic Attendance and tardiness by 5%, the number of disciplinary referrals by 5%, and the number of disciplinary placements by 5%, as compared to the previous year. KHS will achieve equity on all RDA measures (under 2.5 disproportionality). **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

Strategy 3: KHS will provide students with serious discipline behavioral problems with alternative education and behavioral support environments including the Reset and Refocus (R & R) Support Room, BASE Room, and the District's Alternative Educational Program (DAEP), both of which provide educational supports that focus on the development of appropriate social, behavioral, and coping skills in an effort to transition students back to a traditional classroom setting.

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

Strategy 4: KHS shall appoint a Campus Emergency Management Team and will adopt and implement a Campus Emergency Operations Plan. KHS will conduct emergency drills (fire/evacuation, severe weather, lock-down, and shelter-in-place) according to local, state, and federal guidelines to promote safety and to keep students, teachers, and staff prepared. The campus will conduct an annual safety audit and weekly exterior door checks to assess campus safety procedures and readiness. KHS will promote campus safety with building features and systems such as a limited entry/exit system, a visitor identification system, the Raptor Alert mobile application, and a closed-circuit camera system.

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: KHS will identify a TBSI team and select teachers and staff members to be trained in using proper crisis/emergency techniques and procedures such as First Aid , CPR, CPI, and/or AED.

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: KHS will provide trauma-informed care training for teachers and staff members.

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 7 Details

Strategy 7: KHS will have a comprehensive Dropout Prevention Plan, which includes an audit of dropout records and evaluation of the school's dropout prevention program.

Strategy's Expected Result/Impact: 1. Results of audit of dropout records
2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade
3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate
4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions
5. Results of an evaluation of each school-based dropout prevention program

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 8 Details

Strategy 8: KHS will seek to identify the needs of migratory children that result from their migratory lifestyle and to provide services and supports to enable these children to participate effectively in school.

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

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

KHS will ensure 100% migratory children are identified.

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 9 Details
Strategy 9: KHS will promote increased student engagement using technologies like eCampus USA, which is designed to improve student attendance and reduce truancy and tardiness. **Strategy's Expected Result/Impact:** e-Hall Pass is designed to improve student attendance and reduce truancy and tardiness. KHS will improve attendance rates to at least 96%. KHS will reduce truancy and tardiness by 5%. **ESF Levers:** Lever 1: Strong School Leadership and Planning **- Results Driven Accountability**

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

Performance Objective 4: KHS will recruit and hire the best qualified personnel available.

High Priority

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

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

Strategy 1 Details
Strategy 1: KHS will use the Teacher A battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment. **Strategy's Expected Result/Impact:** The goal is create an system to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment. Research shows that effective teachers have a greater impact on learning and student outcomes than any other variable. KHS will use the HumanEx Teacher A Battery to interview 100% of teaching candidates (by two different administrators, except during peak hiring season (one administrator). **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 2 Details
Strategy 2: KHS will use the Principal battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified administrative candidates for employment. **Strategy's Expected Result/Impact:** The goal is to build a strong leadership team that is capable of supporting and nurturing teachers and positively effecting student outcomes. KHS will use the HumanEx Principal Battery for Round 1 Interview with 100% of administrative candidates. KHS will achieve 85%+ in total staff retention rate. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Additional Targeted Support Strategy - Results Driven Accountability**

Strategy 3 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 4 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy

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

Performance Objective 5: KHS will create and maintain a supportive environment to retain personnel.

High Priority

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

Strategy 1 Details
Strategy 1: KHS will provide employees with opportunities for professional growth and development through a campus professional development plan that focuses on improving academic achievement of EB/LEP, Special Education, At-Risk, and Economically Disadvantaged students. The campus professional development must be approved by the Campus Advisory Team (CAT). **Strategy's Expected Result/Impact:** The goal is to improve Tier I instruction and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students. KHS will develop a Professional Development Plan in August and ensure 100% of teachers have professional development to support struggling sub-populations. KHS will provide teachers with professional development opportunities hosted by the campus, the district, and by outside organizations such as the regional service centers targeting strategies working with students from a diverse population, which includes students classified as EB/LEP, Economically Disadvantaged, G/T, Special Education, At-Risk, and Section 504. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** - **Results Driven Accountability**

Strategy 2 Details

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

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

KHS will use Campus Needs Assessment Data and teacher feedback to develop professional development sessions. KHS will host at least one conference-style PD day per year.

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 3 Details

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

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

KHS will send out the staff survey in the spring. KHS will achieve at least 60% staff participation in campus surveys through incentive programs.

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4 Details

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

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

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

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: KHS will create a dynamic and flexible campus technology plan and provide regular technology trainings for teachers to ensure proficiency using commonly used applications and programs such as the Canvas, Ascender PEIMS and Gradebook Systems, DMAC, Google (and related applications), Edgenuity, and other online/web-based instructional resources.

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

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

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 6 Details

Strategy 6: KHS will foster the development communities of practice/professional learning communities (CoP/PLC) in most STAAR and TSIA tested subjects and weekly support with campus administrators and KISD instructional coaches.

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

KHS administrators and KISD instructional coaches will meet with CoP/PLCs weekly and shift focus to POP cycle, modeling, and data tracking.

PLC/CoT Goals:

PLC/CoT
Create PLC Periods for Every Math, ELA, Science, Accelerated Learning, OnRamps, AP, and US History Teacher (Some Exceptions for AP Social Studies Courses)
Schedule Instructional Coaches for Every PLC (Including AL Teachers)
Instructional Coaching Model Includes Modeling, Observation, and Feedback Cycles
Create Data Binders for Every Student in Math (All Subjects), ELA (All Subjects), Biology, and US History
Create MAP Tracking Sheets with Goal Setting for Students in English 1, English 2, Algebra 1 and Geometry
Create TSIA 2.0/SAT/ACT-related Tracking Sheets for English 3, English 4, and Upper-Level Math Courses
Create Common Assessment and Interim Assessment Tracking Sheets for Biology and US History
Create Data Walls with Movable Data Trackers for Students in PLC Rooms
Increase Administrators Coaching Sessions to 2 Per Year
Provide Administrators with TIA T-TESS Calibration Training in Summer 2025 and 2-3 TIA T-TESS Calibration Opportunities in Fall 2025
Provide Professional Development Opportunities for Geometry and Algebra 2 Teachers to Extend Learning and Challenge G/T Students (Through ESC XI and/or OnRamps)

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
- Additional Targeted Support Strategy - Results Driven Accountability

Strategy 7 Details

Strategy 7: KHS will provide job-embedded coaching for teachers of core curriculum with a focus on internalizing lessons, implementing research based instructional strategies (RBIS), Universal Design for Learning (or differentiation for diverse learners), and content-based language instruction (CBLI).

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

PLC/CoT
Create PLC Periods for Every Math, ELA, Science, Accelerated Learning, OnRamps, AP, and US History Teacher (Some Exceptions for AP Social Studies Courses)
Schedule Instructional Coaches for Every PLC (Including AL Teachers)
Instructional Coaching Model Includes Modeling, Observation, and Feedback Cycles
Create Data Binders for Every Student in Math (All Subjects), ELA (All Subjects), Biology, and US History
Create MAP Tracking Sheets with Goal Setting for Students in English 1, English 2, Algebra 1 and Geometry
Create TSIA 2.0/SAT/ACT-related Tracking Sheets for English 3, English 4, and Upper-Level Math Courses
Create Common Assessment and Interim Assessment Tracking Sheets for Biology and US History
Create Data Walls with Movable Data Trackers for Students in PLC Rooms
Increase Administrators Coaching Sessions to 2 Per Year
Provide Administrators with TIA T-TESS Calibration Training in Summer 2025 and 2-3 TIA T-TESS Calibration Opportunities in Fall 2025
Provide Professional Development Opportunities for Geometry and Algebra 2 Teachers to Extend Learning and Challenge G/T Students (Through ESC XI and/or OnRamps)

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Performance Objective 6: KHS will involve faculty and staff as team members in a partnership to achieve excellence.

High Priority

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

Strategy 1 Details
Strategy 1: KHS will provide employees opportunities to participate in decision-making process through department head meetings, monthly campus staff meetings, Campus Leadership Team meetings, Campus Advisory Team meetings, involvement in campus and district committees, and representation in the Student Health Advisory Council, the KHS PTO, booster clubs, and other school and community organizations. **Strategy's Expected Result/Impact:** The goal is to encourage shared leadership and collaboration to improve the academic achievement of students. KHS will host monthly CAT, full faculty and staff, and department chair meetings. KHS will host weekly CLT meetings, along with "Daily 10" administrator debriefings. KHS will promote participation in campus, district, parent, and community organizations through email, staff meetings, and newsletters. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**

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

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

High Priority

HB3 Goal

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

Strategy 1 Details
Strategy 1: KHS will create an Instruction Coaching Program plan with district instructional coaches and allocate sufficient time for regular coaching sessions tailored to each teacher's specific needs. KHS will track the number of coaching sessions held and collect feedback from teachers to measure the perceived effectiveness of coaching. **Strategy's Expected Result/Impact:** The KHS instructional coaching program will include: * Utilizing available time blocks and resources for conducting observations and ensure all feedback is delivered within one week of the observation. * Recording the number of observations conducted and feedback sessions held and assess teacher improvement through subsequent observation data. * Track student performance data throughout the year, comparing growth in classrooms with more enhanced teacher support to growth from the previous year, and assess the impact of improved teaching practices on student outcomes. * Collect reflective statements or growth portfolios from teachers, detailing how the coaching influenced their instructional practices. KHS will track the number of coaching sessions held and collect feedback from teachers to measure the perceived effectiveness of coaching. By the end of the academic year, 100% of the teaching staff will have participated in the coaching program, with each teacher receiving at least one individualized coaching session during the year. Additionally, teacher reflective statements or growth portfolios clearly articulate the positive impact of the coaching on their instructional practices, and there is evidence of increased student outcomes aligned with coaching goals. The goal is for every administrator to hold 2 documented coaches sessions with teachers on their appraisal list per year. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Child Abuse and Neglect	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Coordinated Health Program	Sara Humphries		Tammy Dwomo	9/12/2024
Decision-Making and Planning Policy Evaluation	Dr. Julie Vu		Tammy Dwomo	9/12/2024
Disciplinary Alternative Education Program (DAEP)	Jeff Davis		Tammy Dwomo	9/12/2024
Dropout Prevention	Dr. Stephanie Devlin		Tammy Dwomo	9/12/2024
Dyslexia Treatment Program	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