Kennedale Independent School District

Kennedale Junior 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.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 9

Comprehensive Needs Assessment Data Documentation 10
Goals 12
- Goal 1: STUDENT ACHIEVEMENT: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students. 12
- Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, and COMMUNITY: We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success. 16
- Goal 3: SAFE AND SUPPORTIVE LEARNING COMMUNITY: We will ensure that all students and staff learn and work in a safe and supportive environment that is responsive to the academic, social, and emotional needs of our stakeholders. 19

Policies, Procedures, and Requirements 23
Addendums 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Kennedale Junior High School serves Kennedale area students from sixth to eighth grade. Currently, Kennedale Junior High serves 653 students and 47 full-time teachers. Our school's demographic percentages are evenly distributed between African-American, Hispanic, and Caucasian ethnic categories. At KJH, 60% of students receive free or reduced lunches. In addition, students are in attendance daily at a rate of 95% and we have had 482 discipline referrals for the school year. Kennedale Junior High School also has 49 full time teachers.

Demographics Strengths

Kennedale Junior High's 600 plus students, in addition to being evenly distributed across three ethnic groups, are evenly split between grades 6 through 8. As our school population grows, our special population numbers in the category of 504 has decreased and SPED has increased by 3% for a total of 21% on the campus. Finally, discipline consequences are being applied consistently across all subgroups and have decreased by 100 than last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk population increased from 57.7% to 59%.
Root Cause: Continued increase in transient students: 175 students enrolled, 110 withdrew. Enrollment shows a shift in population with limited exposure to TEKS. Increase in students in the following programs: Custody of/referral to DFPS, McKinney Vento, DAEP, EB, and residential programs.

Problem Statement 2: 55 students in special education, for a total of 168 placements, at KJHS have been removed from the learning environment for discipline at least once during the school year. (i.e., ISS/OSS)
Root Cause: Students need continued emotional and behavioral skills support. Inconsistent implementation of CKH strategies amongst teachers. Stricter consequences for campus altercations (one fight results in out of placement).

Student Learning

Student Learning Summary

- Positive trajectory in students predicted to achieve *Masters* across content areas.
- Evidence of academic growth in all core subjects (Math, Reading, Science).
- Strong alignment between MAP and STAAR gains, indicating effective instruction and intervention.
- Emphasis on goal setting and data-driven practices is yielding measurable progress.

Student Learning Strengths

MAP Assessment Progress

- MAP Mathematics
    - 6th grade math students predicted to achieve masters grew from 13 to 17%.
    - 8th grade on-level students predicted to achieve masters grew from 1 to 4%.
    - Overall, students predicted to master across campus grew from 10% to 11%.
- MAP Reading
    - 7th and 8th-grade students predicted to not meet standard dropped from 1%.
    - Students in 6th grade predicted to master grew from 17 to 18%.
    - Students in 8th grade predicted to master grew from 12 to 14%.
- MAP Science
    - Students in all grade levels predicted to master grew.
    - 67 to 71%: 7th grade
    - 60 to 71%: 8th grade

STAAR Assessment Progress

- STAAR Mathematics
    - 95% of students met or mastered the Algebra 1 EOC.
    - Honors Math 7 had 75% met or mastered on Grade 8 Exam
- STAAR ELAR
    - 46% of our 6th and 7th graders are on grade level.
    - 56% of our 8th graders are on grade level, with 30% of 8th graders mastered.
- STAAR Science
    - 17% of our 8th graders mastered.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A significant portion of our student population--approximately 50% or more across various grade levels and content areas--has not yet reached grade-level proficiency.
Root Cause: PLCs primary focus was on internalization of lessons. They need to refine data analysis process, pedagogy, and instructional strategies for Tier 1 and Tier 2 student needs. Inconsistent analysis of CA data impacts student growth and achievement. Teachers need a refined data analysis process to translate those findings into effective Tier 2

instruction. Inadequate aggressive monitoring and tracking

Problem Statement 2: Academic STAAR performance data shows critical achievement gaps: 47% of 8th grade students failed US History test, and 26% of all students failed the ELAR test.
Root Cause: Social Studies The Social Studies STAAR exam emphasizes the analysis of text, whereas classroom instruction has traditionally highlighted more on rote memorization. Students typically rely on transcribing information for note taking instead of developing skills in textual analysis and annotation. ELAR Current practices lack systematic analysis of CA data, resulting in missed opportunities to de

Problem Statement 3: In all grade grade levels and content areas, fewer than half of students met their MAP predicted growth goal. Across grade levels, only 31% of students are on grade level or higher. According to MAP, only 41% of students met their growth goals for the year in mathematics.
Root Cause: Socioeconomic and equity factors impact our students' level of educational support at home and lead to higher stress levels, affecting student academic performance. Many students aren't fully utilizing available tools like Desmos or reference material to support their understanding. Additionally, we've observed that classroom learning objectives don't always align seamlessly with assessment expect

School Processes & Programs

School Processes & Programs Summary

- Staff assigned for morning and afternoon duties were increased from 24/25 to 25/26 which increased student supervision and decreased activity in the halls.
- Staff committees were created across grade levels and content to help organize and plan KJH activities.
- Grade levels are grouped by hallway and content to eliminate student interaction.
- KJH provided lab classes for students who need further support in Math and ELA.
- Teachers are generally technology proficient
- Clear integration to facilitate a centralized hub for software applications to allow easier access for teachers and students
- Incident IQ allows for timely and convenient responses to technology work orders
- Parents are able to access grades, attendance, and communication through Canvas and Parent Square.
- DMAC allows teachers to access immediate results, feedback, and data
- ClassWize allows teachers to monitor students online activities

School Processes & Programs Strengths

- We have instructional coaches that meet regularly with the four core departments.
- We have multiple HUB pages where information is accessible for most things.
- According to the general data, teachers on our campus are considered qualified for their subject due to the certification they hold.
- Many teachers on campus hold additional certifications in SpEd, ESL, and G/T.
- Campus committees were implemented and engage in tasks that are the foundational work and add value to the campus culture and pride.
- 433 walkthroughs completed regularly to monitor and reinforce HQIM usage and RBIS.
- Staff assigned for morning and afternoon duties were increased from 23/24 to 24/25 which increased student supervision and decreased activity in the halls.
    - Grade levels are grouped by hallway and content to eliminate student interaction.
    - KJH provided lab classes for students who need further support in Math, Science, EB and ELA.
    - High RBIs is 93% in classroom.
    - There is strong communication between school/staff and families.
    - There are lots of opportunities for individualized feedback and support for teachers by looking at needs and providing concrete support for teachers with their instructional coaches.
    - Professional development has become more personalized based on whole group and individual data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers with less than five years of experience need targeted supports that address classroom management.
Root Cause: Collaboration between district mentorship and campus needs would be beneficial. Meeting times are not conducive to all members of the mentorship program.

Problem Statement 2: Inconsistent classroom management disrupts learning and equity, highlighting the need for uniform guidelines and support.
Root Cause: 35% of staff is new to teaching (under 5 years) and classroom management could be better. Inconsistent documentation Lack of Parent Involvement Teachers do not feel comfortable contacting parents verbally

Problem Statement 3: Increasing student absences from the learning environment result in lost class time, emphasizing the need for strategies to improve attendance and engagement.
Root Cause: Increase in Tardies Inability to track tardies and consequences. Increase in missed classes, possibly due to skipping classes

Problem Statement 4: Daily vacancies are challenging to fill with substitutes, highlighting the need for improved staffing solutions.

Root Cause: Fill rates for teachers has decreased throughout the year. September: 79% December: 78% April: 65% During the Spring, more teachers are absent and it is harder to fill jobs.

Perceptions

Perceptions Summary

- Effective Communication provided through Parent Square, weekly newsletters, intercom announcements, and updates in the Canvas Zen Den, ensuring families and students are well-informed about campus events.
- Availability of multiple services for students in special programs such as R&R and CIS, providing tailored support to foster their academic and social success in the most conducive settings.
- Multilingual campus community, supported by translation services through Parent Square to ensure effective communication and inclusivity for all families.

Perceptions Strengths

- Effective Communication: Multiple communication platforms (Parent Square, weekly newsletters, intercom announcements, Canvas Zen Den) keep families and students well-informed about campus events and updates.
- Comprehensive Student Support: Availability of specialized services such as *R&R* and *Communities in Schools (CIS)* provides tailored academic and social-emotional support for students in special programs.
- Inclusivity and Accessibility: Multilingual campus environment supported by *Parent Square translation services* ensures clear communication and inclusivity for all families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and staff report feeling the learning environment is unsafe.
Root Cause: Fights Student Social Media Parent perception of the prevalence of bullying

Problem Statement 2: Parents report a lack of communication about academic performance and student grades.
Root Cause: 22% PTO membership for parents Parents lack of interaction with Parent Square (86% have access to Parent Square) Parents report low levels of communication via phone calls

Problem Statement 3: Staff members feel disconnected from one another at school and would like to have more input or be involved in how some of our systems and events are organized. Teachers want tofeel valued and connected to the larger mission of the school.
Root Cause: Teachers seek input in shaping the school culture because staff may feel isolated in their own classrooms, disconnected from one another, and from decision-making.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Goals

Revised/Approved: October 9, 2025

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

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

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

Strategy 1 Details
Strategy 1: Increase the efficacy of Research-Based Instructional Strategies (RBIS) by ensuring time to model, train, and coach RBIS to support educators in effectively implementing Research-Based Instructional Strategies. **Strategy's Expected Result/Impact:** 85% of teachers will show evidence of RBIS usage 50% of the time as measured by Powerwalk data **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: KJH will prepare all students to show at least one year of growth expectations for learning by using the KISD guaranteed and viable curriculum, aligned assessments, and aligned instructional materials across all content areas. **Strategy's Expected Result/Impact:** CORE teachers will show evidence of using HQIM materials 85% of the time as measured by Powerwalk data **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

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

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

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Tutoring or extension clubs provided by a certified teacher throughout the academic school year.

Strategy's Expected Result/Impact: MAP Growth in reading and math will increase by 2% annually and 2% increase in STAAR Math & Reading scores.

TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 5: Effective Instruction

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

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

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

Strategy 1 Details
Strategy 1: Ensure time with Instructional Coaches during Professional Learning Community cycles that allow CORE teachers to collaborate on lesson internalization while integrating RBIS with HQIM and lesson rehearsal with their peers to learn from best practices. **Strategy's Expected Result/Impact:** 100% of CORE teachers will implement KISD best practice for internalization 75% of time during the Professional Learning Community (PLC) cycles per quarter and conduct two lesson rehearsals during the school year. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Campus Administrators will regularly conduct classroom observations, followed by feedback sessions and/or reflective discussions aimed at refining instructional practices (RBIS) to ensure continuous improvement and shared learning. **Strategy's Expected Result/Impact:** 100% of the CORE teaching staff will have participated in the coaching program cycle, with each teacher receiving at least one individualized coaching session during the year **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 3 Details
Strategy 3: The Student Support Team (SST) will analyze student performance data to review and enhance the implementation of Multi-Tiered Systems of Supports (MTSS). Three times a year, CORE teachers will be expected to come prepared with student data and work samples to attend and participate in an MTSS cycle that informs the team in developing next steps for their students. **Strategy's Expected Result/Impact:** 80% of MTSS student will receive identified accommodations/ support to enhance their success.

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

Performance Objective 3: Implement a structured Level Up time to close learning gaps, extend enrichment, and promote growth for all students.

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

Strategy 1 Details
Strategy 1: Level-up teachers will hold one-on-one student conferences with students to goal set, reflect on progress toward goals, and celebrate achievements. **Strategy's Expected Result/Impact:** All "Level up" teachers will meet with their level-up students once a week to set goals or reflect on goals. **TEA Priorities:** Improve low-performing schools
Strategy 2 Details
Strategy 2: Students will use daily data trackers to keep up with their personal progress and goals in math and grammar. **Strategy's Expected Result/Impact:** 70% of students are successfully completing using their data tracker weekly during "Level-up"
Strategy 3 Details
Strategy 3: All Level-Up teachers will ensure students are using Quill (grammar) and/or IXL and Dreambox (math) to meet achievement goals. Teachers are using active monitoring and may use Classwise to ensure that students are working on the approved "Level-up" programs. ELAR and Math teachers will review the usage reports quarterly. **Strategy's Expected Result/Impact:** ELAR grammar will increase on the STAAR exam by 2% MATH overall scores will increase on the STAAR exam by 5% **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction

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

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

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

Strategy 1 Details
Strategy 1: Administration and staff will communicate with students and the community through a variety of platforms, including the website, Facebook, ParentSquare/Outlook emails, phone calls, and weekly community and class newsletters. **Strategy's Expected Result/Impact:** 80% positive rating on the climate/culture survey **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: KJHS evening events such as open house, PTO meetings, Fine Arts Showcase, Curriculum Nights, and other events will showcase student successes. **Strategy's Expected Result/Impact:** Exit Survey will indicate a 60% visibility on showcasing student successes **ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: KJHS teachers will submit 2 positive office referrals a semester and make 5 positive phone calls home each quarter. **Strategy's Expected Result/Impact:** 100 positive phone calls will be made per semester. **ESF Levers:** Lever 3: Positive School Culture

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

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

Evaluation Data Sources: Parent, Student, and Staff yearly surveys
Failure Rate Reports
Membership Rosters
Event sign-In sheets, or invitations

Strategy 1 Details
Strategy 1: KJH will explicitly teach organizational skills during 6th grade ROAR. All ROAR students will be provided the opportunity to routinely write assignments and homework in all classes (excluding PE & Music) in campus-wide use of planners. **Strategy's Expected Result/Impact:** 80% of 6th-grade students on their quarterly planner checks will have an average of 80% or higher. **TEA Priorities:** Improve low-performing schools

Strategy 2 Details
Strategy 2: The campus will encourage increased parent attendance at parent-teacher conferences by implementing targeted communication strategies and flexible scheduling options. **Strategy's Expected Result/Impact:** Teachers will schedule 10 conferences and have a 50% attendance rate. Teachers will be able to share student progress with families.

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

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

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

Strategy 1 Details
Strategy 1: KJHS A Plus Academics coaches will hold practices, and assigned students will participate and compete in 1 "UIL" A Plus meet. **Strategy's Expected Result/Impact:** KJH will have 8 teams participating in the UIL academic meet. Participation in these groups will help increase MAP Growth in reading and math (increase by 2% annually and 2%) and increase in STAAR Math & Reading scores.
Strategy 2 Details
Strategy 2: KJHS students will have opportunities to participate in before or after-school student interest/choice clubs/activities. **Strategy's Expected Result/Impact:** KJH will have 5 or more before/after school clubs for students to participate in. These clubs will help increase MAP Growth in reading and math (increase by 2% annually and 2%) and increase in STAAR Math & Reading scores.
Strategy 3 Details
Strategy 3: KJHS students will have opportunities to participate in campus athletic & Fine Arts teams. **Strategy's Expected Result/Impact:** 30% of KJHS 7th and 8th grade students will participate in extra-curricular teams

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

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

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

Strategy 1 Details
Strategy 1: There will be campus-wide implementation of the Capturing Kids Heart framework. 95% of students will sign each class social contract and KJH teachers will ask the 4 guiding questions to redirect negative behaviors. **Strategy's Expected Result/Impact:** 5% increase in staff perception survey regarding feeling safe on campus. "My classroom is a safe place to work." 5% Increase in student surveys around safe campus and supported by teacher. Campus reflection on asking 4 questions **ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: All teachers will implement or support the SEL curriculum from Character Strong once a week that targets social-emotional learning to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. **Strategy's Expected Result/Impact:** 1% decrease in peer conflict referrals. **ESF Levers:** Lever 3: Positive School Culture
Strategy 3 Details
Strategy 3: KJH will provide multiple opportunities for students to engage in preventative education programs, examples: Play It Safe(child abuse), Drug-Free Schools, and dating violence. **Strategy's Expected Result/Impact:** 5% increase in the student Zen Den knowledge surveys **ESF Levers:** Lever 3: Positive School Culture

Strategy 4 Details
Strategy 4: KJH's Communities In Schools personnel will support a full caseload of students to proactively identify at-risk students and implement targeted support strategies to address their unique challenges, thereby reducing dropout rates and fostering a positive school experience. **Strategy's Expected Result/Impact:** 75 students (full caseload) will enrolled into the program by February 2025

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

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

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

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

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

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

Evaluation Data Sources: Zen Den, NWEA MAP Data

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

Policies, Procedures, and Requirements

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

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