Kennedale Independent School District

James F. Delaney Elementary 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

Demographics

Demographics Summary

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

Delaney Elementary serves students in grades 2nd through 5th with an enrollment at 405 students and 45 faculty and staff that work directly with students. The campus demographics are evenly distributed between the Hispanic, Caucasian, and African American ethnic categories with less than 10% differences between each group. In addition, students at Delaney Elementary have an average daily attendance rate of about 95%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students identified as economically disadvantaged has increased over the years, impacting the instructional demands and services.
Root Cause: The shifts in local economic conditions and increased accuracy in identification show higher levels of student and family needs.

Problem Statement 2: The number of students identified for Special Education services continue to rise. The students receiving special education services grew almost 5% from 13.9% to 18.8%.
Root Cause: Rapid shifts in demographics and the campus's ability to keep up with services along with monitoring students for growth, along with supports in all classrooms.

Student Learning

Student Learning Summary

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

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

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

Student Learning Strengths

Emergent Bilingual

- Summit K-12
  - 117 students participated
  - 8,937 student logins for the school year
    - Achieved: 46 minutes/week/per student
- LPAC Reclassification
  - 9 students met reclassification criteria
    - 1 - 2nd, 3 - 3rd, 2 - 4th, 3 - 5th

Highly Qualified Instructional Materials (HQIM)

- Amplify Reading and Eureka Math were used with fidelity along with following the district pacing calendars.

Multi Tiered Support System (MTSS)

- Meet once a week to review student academic and/or behavior data
- Campus and District Interventionist continue to provide support using specialized curriculum to target students who are 1-2 years behind grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who received Accelerated Learning (grades 4th and 5th) are not closing gaps at an accelerated rate.
Root Cause: Teachers have a misunderstanding of how to work this time into their school day. Teachers relying heavily on online programs verses direct teacher instruction in small groups.

Problem Statement 2: Students who receive Special Education services are showing low growth and low achievement across multiple grades and subject areas.
Root Cause: Teachers who teacher Special Education have high numbers of students in the resource classroom. The students receiving special education services grew almost 5% from 13.9% to 18.8%.

Problem Statement 3: Students in grades 3rd - 5th are not making expected growth or achievement in MAP from BOY to EOY or on state standardized tests.
Root Cause: Lack of motivation from students to work hard, Lack of developed skills, new curriculum (Amplify Reading - year 2, Eureka Math - year 1), Lack of accountability (students and staff) at the campus level

Problem Statement 4: In grades 3rd - 5th, students scores on the RLA STAAR extended constructed response (ECR) did not show expected growth with students answering the question and providing text evidence to support their answers.
Root Cause: Writing opportunities offered by Amplify do not match the expectation of STAAR, and the curriculum provides little opportunity for revising and editing opportunities. Teachers have little training with using the STAAR writing rubric.

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

Supportive Systems

- Math and Reading Instructional coaching assistance during weekly PLC time to support teachers with lesson internalization.
- New teacher monthly meetings and a mentor program are strengthening professional growth and teacher support.

Assessment Flexibility

- Administration of unit tests online provides practice with digital test formats, aligning with state assessment environments.

Opportunity for Teacher Input

- Structures like tteam leader meetings, campus DEIC, and Superintendent Rounds are in place to gather teacher feedback and ideas.

Curriculum Alignment

- High Quality Instructional Materials across all grade levels (Amplify Reading, Eureka Math, STEMscopes Science)
- Online programs, such as, Amplify Boost Reading, Dreambox Math, and Zearn Math mirror the content being taught to provide intervention and extension to support all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The typing.com technology program was not used in the correct way for the entire school year.
Root Cause: There was a misunderstanding with teachers about the difference in Tech Apps and Typing lessons.

Problem Statement 2: Teachers meet with instructional coaches once a week to complete lesson internalization for one lesson. Teachers do not have enough time during weekly

PLC meetings with the coaches to complete lesson internalization for multiple days.
Root Cause: There is no time built in the regular school day for daily lesson internalization.

Problem Statement 3: The Raptor emergency system is not reliable or accurate.
Root Cause: The class list to take attendance during an emergency is outdated and inaccurate to the teachers' current class rosters.

Problem Statement 4: Some teachers need more support to be successful at lesson internalization to prioritize the lessons and deepen student understanding.
Root Cause: While teachers meet weekly in PLC, teachers would benefit from modeling and coaching from grade level leaders on how to internalize and teach exemplar lessons.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

- Campus Safety - 99%, Communication - 98%, Leadership - 99%, Positive Climate - 94%, Feel Valued - 96%
- Staff report high levels of enjoyment in coming to work and strong peer/leadership support. - 94%
- Vision and Mission values (engage, enrich, equip, excel) are reflected in staff and student efforts, especially in student motivation and participation. - 97%
- Use of multiple communication platforms (ParentSquare, Facebook, and Parent Portal) increases accessibility.
- Family, Staff, and Community engagement in academic initiatives like Curriculum Night, Literacy Night, Math/Science Night, and district-led initiatives.
- Parents (who students participate) report positive experiences with Renaissance Jr., 4E Expo, GT field trips, choir, academic nights, and student leadership opportunities. - 94%

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many parents feel disconnected from their child's academic experience, expressing that they are unsure what is being taught, how they can support at home, and unaware when students are struggling academically.
Root Cause: We are missing the consistent communication- such as grade level curriculum overviews, regular academic updates, or teacher/grade level newsletters.

Problem Statement 2: Parental engagement in school activities and participation in the Parent Teacher Organization (PTO) remains low.
Root Cause: There are limited structured opportunities to actively involve parents in school events.

Problem Statement 3: Parents want more tools and guidance to support their child's learning and behavior at home.
Root Cause: There is insufficient training or onboarding for parents on how to use digital tools and resources effectively.

Problem Statement 4: Teachers and Staff do not publicly recognize students who are following school expectations.
Root Cause: Teachers and staff focus more on the unexpected behavior than the expected behaviors.

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)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- 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
- 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

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
- Study of best practices
- Action research results
- Other additional data

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

High Priority

HB3 Goal

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

Strategy 1 Details
Strategy 1: James F. Delaney teachers and staff will prepare all students to meet or exceed grade level expectations by using high-quality, content rich curriculum aligned with the Texas Essential Knowledge and Skills, including Amplify Reading, Bluebonnet Math, STEMScopes Science, and TExGuide Social Studies. **Strategy's Expected Result/Impact:** Power-walk data will show teachers using HQIM 90% of the time for 100% of teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: James F. Delaney teachers, administrators, and instructional coaches will ensure protected time for teachers to collaborate in weekly Professional Learning Community (PLC) meetings to plan lessons that integrate RBIS with HQIM and observe their peers to learn from best practice. **Strategy's Expected Result/Impact:** Power-walk data will show that 100% of teachers are completing Lesson Internalization as expected **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

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

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

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: James F. Delaney will work with a teacher leadership team and Engage2Learn to focus on effective application of Research Based Instructional Strategies (RBIS) and lesson internalization using Highly Qualified Instructional Materials (HQIM).

Strategy's Expected Result/Impact: Based on power-walk data, 90% of all teachers are completing lesson internalization with fidelity and evidence through the lesson.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 2: James F. Delaney students will participate in programs and activities that will promote all students to prepare to be college, career, and/or military ready.

High Priority

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

Strategy 1 Details
Strategy 1: James F. Delaney students will participate weekly using the Xello College and Career Readiness software program during a designated time to support developmentally-appropriate introduction to post-secondary opportunities. **Strategy's Expected Result/Impact:** Xello usage reports will show 80% participation for all students. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: James F. Delaney students and staff will participate in a campus-wide Career Day to explore and learn about a variety of future career opportunities through a hands on experience. **Strategy's Expected Result/Impact:** JFD will have 90% student and staff participation on career day. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

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

High Priority

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

Strategy 1 Details
Strategy 1: James F. Delaney administrators and teachers will regularly (BOY, MOY, EOY) conduct data meetings using student data trackers and campus MTSS document where teachers and students report student data to identify trends, set goals, and plan targeted (Tier 2 instruction during WIN) intervention strategies. **Strategy's Expected Result/Impact:** 80% of students will show expected growth from their BOY-MOY-EOY Map data **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: James F. Delaney will improve the MTSS systems for SST staff collaboration around student data, student growth, and academic and behavior interventions. **Strategy's Expected Result/Impact:** 100% of students in Tier 2 and Tier 3 will have learning plans in DMAC with measurable goals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details
Strategy 3: James F. Delaney administrators and instructional coaches will provide teachers with job-embedded professional development, including regular classroom observations, followed by actionable feedback cycles to enhance the instruction that meets the needs of all students, and aimed at refining best instructional practices. **Strategy's Expected Result/Impact:** Power-walk data will show the use of RBIS is evident overall at 95% **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

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

High Priority

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

Strategy 1 Details
Strategy 1: James F. Delaney staff will monitor, track, print, and mail attendance and truancy letters weekly following the Kennedale ISD attendance policies and procedures. **Strategy's Expected Result/Impact:** Increase attendance to 96% or higher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: James F. Delaney staff will implement and communicate with families an attendance incentive and academic awards for students. **Strategy's Expected Result/Impact:** Increase attendance to 96% or higher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

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

High Priority

Evaluation Data Sources: Instructional resource usage reports

Strategy 1 Details
Strategy 1: James F. Delaney students who receive special education services in grades 3-5 will utilize district provided resources to enhance their academic progress. **Strategy's Expected Result/Impact:** 90% of students who receive special education services will show expected growth from their collective Map data **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: James F. Delaney students who receive special education services will attend and participate in specialized instruction. **Strategy's Expected Result/Impact:** 90% of students who receive special education services will show expected growth from their BOY-MOY-EOY Map data **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

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

Performance Objective 1: James F. Delaney faculty and staff will use multiple and appropriate modes of communication to encourage stakeholder input and participation in the educational process.

High Priority

Evaluation Data Sources: Parent Square connection to 100%

Strategy 1 Details
Strategy 1: James F. Delaney teachers will communicate student strengths with families through a variety of platforms, including Parent Square, Daily communication folder, and/or calls/notes home. **Strategy's Expected Result/Impact:** Parent Square 2-way communication increases by 10% from BOY to EOY **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments
Strategy 2 Details
Strategy 2: James F. Delaney teachers will communicate to students and families how much the student has learned and where they need to show progress using data binders and student score cards. **Strategy's Expected Result/Impact:** Teachers will offer parent/teacher/student data conferences with at least 50% attending **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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

Performance Objective 2: James F. Delaney students will have the opportunity to participate in an extracurricular or co-curricular activities provided by the campus staff.

High Priority

Evaluation Data Sources: 20% of the students participation

Strategy 1 Details
Strategy 1: James F. Delaney students will be offered a variety of on-campus clubs, and/or extracurricular and enrichment activities that will meet regularly outside of the regular school day. **Strategy's Expected Result/Impact:** Before school and/or After school opportunities increase from 3 (choir, art, tutoring) to 5 or more **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: James F. Delaney students will be offered the opportunity to participate in a variety of off-campus field trips that are engaging, hands-on, and exploration that enhance student exposure to grade level TEKS in a real world setting. **Strategy's Expected Result/Impact:** Each grade level will participate in at least 1 off-campus field trip **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Performance Objective 3: James F. Delaney leaders will create opportunities for students, families, and community members to engage and learn together.

High Priority

Evaluation Data Sources: 10% participation

Strategy 1 Details
Strategy 1: James F. Delaney students, families, staff, and community will participate in events and activities to increase campus and community involvement in Open House, Literacy Engagement, Math Make and Take, Science Hands On, and Curriculum Night, Fall Festival, Bunny Hop, Track and Field Day, and Field Trips. **Strategy's Expected Result/Impact:** According to event sign in sheets, an average of 10% of families will show participation **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: James F. Delaney administration will work directly with the Parent Teacher Organization to plan and provide community campus events. **Strategy's Expected Result/Impact:** monthly planned events and activities for students and/or staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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

Performance Objective 1: James F. Delaney staff will collaborate with families and the community to develop programs and services that support the academic, physical, social, and emotional well-being of all students.

High Priority

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

Strategy 1 Details
Strategy 1: James F. Delaney teachers and staff will implement research based strategies and programs such as the campus CHAMPS expectations in the classroom and common areas, Capturing Kids Hearts, and Conscious Discipline throughout the school day. **Strategy's Expected Result/Impact:** 10 or more positive office referrals per 9 weeks **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: James F. Delaney staff will build a culture that increases staff morale, encourages academic achievement, and strengthens character development in students being recognized in a positive way through Renaissance Education (Renaissance Jr. Wildcats), brag tags (honor roll, academic growth, and attendance), and VIP at JFD weekly incentive (positive attitude, respect for all, effort toward learning(. **Strategy's Expected Result/Impact:** Office referrals will decrease by 2% **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

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

Performance Objective 2: James F. Delaney will facilitate safe and secure conditions for learning and working daily.

High Priority

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

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

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