Kennedale Independent School District

James A. Arthur Early Learning Center

2025-2026

Accountability Rating: Not Rated

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

Students are a diverse community of learners who will be equipped & 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 and confidence. 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.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Demographics 5
Student Learning 6
School Processes & Programs 8
Perceptions 9
Comprehensive Needs Assessment Data Documentation 11
Goals 13
Goal 1: STUDENT ACHIEVEMENT: We will provide exceptional learning experiences to promote high levels of achievement and post-secondary readiness for all students. 13
Goal 2: ENGAGED STAFF, STUDENTS, FAMILIES, AND COMMUNITY: We will engage staff, students, families, and community stakeholders to foster shared responsibility for student success. 20
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. 22
Policies, Procedures, and Requirements 25
Addendums 26

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Through our Comprehensive Needs Assessment (CNA), we have identified both strengths and areas for growth. Over the course of the year, we have gained valuable insights and remain committed to addressing our growth areas daily by fostering a growth mindset—not only for our students but also for our faculty. Our highest priorities include increasing parent engagement and satisfaction, supporting MAP growth for all students, and ensuring meaningful, experiential learning both inside and outside the classroom. Most importantly, we strive to provide student experiences that lay a strong foundation for continued success throughout their educational journey in KISD.

Demographics

Demographics Summary

JAA ECC is an Early Childhood Center that serves grades Pre-K, Kindergarten and First Grade for the entire KISD. Our stakeholders include parents, community members, faculty, and staff. SY 2024-2025 student population was 430.

Demographics Strengths

- We continuously get new students throughout the year.
- All grade levels are growing due to the combining of both elementary campuses.
- We almost doubled our enrollment, this can be attributed to the addition of First Grade
- Our Emergent Bilingual and Male student populations continue to grow.
- Our Economically Disadvantaged population went down from 74% in 2023-2024 to 70% in 2024-2025

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our faculty does not represent our student demographics.
Root Cause: Shortage of teachers who represent our diverse student demographics applied for our open positions.

Problem Statement 2: Student absences and tardiness are significant challenges that hinder academic growth and overall school performance.
Root Cause: Parents do not understand the importance of attending school each day and on time.

Problem Statement 3: A majority of our students struggle with home life situations surrounding substance abuse, poverty, and exposure to weapons
Root Cause: Our campus is 70.06% Economically Disadvantaged. Conscious Discipline can improve this situation.

Problem Statement 4: Attendance Rate is decreasing, we are still not close to attendance prior to COVID.
Root Cause: Parents do not understand the importance of attending school every day

Student Learning

Student Learning Summary

Our Kindergarten students showed continued growth in MAP, high achievement and high growth. First grade students doubled their scores from last year, but showed low achievement and low growth.Our continued goals for Pre-K , Kindergarten, and First Grades will be growth on District Assessments through our HQIM Curriculum, RBIS, and PLC's to ensure our students success. To create a consistent learning environment, our master schedule has a built in WIN time for both Kindergarten and First Grade, alongside an Explorative Time for Pre-K, this time will address gaps and ensure student success. We have also built in a "Discovery Time" for Kindergarten that will enable our students to learn problem solving strategies that will increase achievement in their academic journey. Campus power walks, formal observations, and "check-in" walks from Campus Administration will continue to ensure that district curriculum is followed with fidelity. These important observations will also show trends that will help us focus on the needs of our students and teachers.

Student Learning Strengths

Explorative learning in all grade levels built concrete experiences for our students. WIN Time alongside our Interventionist filled gaps in our students learning. The themed rooms built background knowledge and expanded vocabulary for all students.

- All Kindergarten students showed growth in both ELAR and Math.
- First grade doubled their MAP scores from last year
- HQIM curriculum was used with fidelity.
- Administration worked with parents to get students to school each day.
- Spring into Curriculum along with Curriculum Night for Parent Engagement activities.
- Power Walks were conducted weekly in each grade level.
- Female students out performed our male students in MAP Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: First Grade MAP scores showed low achievement and low growth.
Root Cause: Testing environment issues (the testing environment may have been distracting or uncomfortable, impacting our student's ability to focus and perform).

Problem Statement 2: Our African American Students under-performed in both Reading and Math MAP.
Root Cause: A lack of adequate reading time devoted to reading independently and in classrooms.

Problem Statement 3: Our Emergent Bilingual students under-performed in both Reading and Math MAP.
Root Cause: Our students are still learning the English language, many have not developed academic English skills. These students may understand the math concept, but struggle with the mathematical language.

Problem Statement 4: Our teachers have gained insight into "Lesson Internalization", but struggle owning it so that delivery is purposeful, adaptive, and responsive.
Root Cause:
Not enough time to thoroughly internalize each lesson. Reading or sticking too closely to plans without flexibility. Difficulty predicting misconceptions or managing in-the-moment responses, and not knowing how to apply internalization to dynamic classroom environments.

Problem Statement 5: Students do not fully understand our behavior and academic expectations.
Root Cause: Faculty and staff often encounter challenges in clearly communicating expectations to students, which can impact classroom management and student success.

School Processes & Programs

School Processes & Programs Summary

KISD has processes in place that help our campus in recruiting and hiring high-quality educators. Professional learning opportunities are provided by the district that support all district curriculum and resources. JAA teachers also have the ability to attend Region 11 training to improve their instruction. We continue our focus on PLC's to ensure Lesson Internalization is a skill that our educators not only understand, but utilize daily.

Our campus faculty participate in the CNA process along with stakeholders each year. The campus also has a site-based management committee that reviews our CIP throughout the year to ensure that our goals are progressing and how we will spend our Title funds. Technology for our district is 1 to 1, with weekly training from our CSS building. School safety remains an important issue for both our campus and parents; we have policies and safety checks and drills that are conducted each daily, weekly and monthly. We continue to offer parent engagement activities that foster a strong, connected community among students, faculty, and parents.

School Processes & Programs Strengths

This campus is dedicated to not only the students but the educators as well.

- HQIM Materials were used this year (Amplify and Eureka Math). These curriculum's are rigorous and have built in scaffolding for the teachers
- These materials have empowered our teachers to focus on instruction and student needs rather than curriculum creation.
- Curriculum embedded assessments are thorough and assess TEKS taught in a particular unit.
- MAP covers topics covered the previous year, current year and yet to be covered.
- All assessments provided a representative sampling of student achievement, where they are and where they need to be.
- Dedicated WIN Time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers implemented the RBIS inconsistently and with varying levels of fidelity.
Root Cause: Teachers have different levels of understanding and confidence in using RBIS strategies, contributing to inconsistently application.

Problem Statement 2: Teachers did not fully integrate available technology across all core subject areas.
Root Cause: A misunderstanding of instructional expectations in core subjects, coupled with low participation in available on-campus technology training, contributed to inconsistent integration of technology into teaching practices.

Perceptions

Perceptions Summary

We have policies and procedures that ensure our students, and faculty are in a safe and nurturing environment. SEL programs; Conscious Discipline and Zones of Regulation are programs that we use for discipline and improving the emotional well-being of all our students. We also use Parent Square to communicate with our community and parents. To ensure communication with stakeholders, bi-weekly newsletters are sent to parents and faculty.

Perceptions Strengths

We as a campus understand the importance of our SEL programs and the difference it makes for our students. The campus is dedicated to helping our students self-regulate, build confidence and encourage positive behavior. The last 2 years we have implemented Conscious Discipline and continue to expand our knowledge and understanding of this SEL program. We are also dedicated to creating a partnership with our parents and community.

- Safety and security on campus.
- Quality of instruction that our students receive.
- Communication with our parents.
- Faculty and staff enjoy coming to work and are proud that they work in KISD.
- KISD discipline policy, JAA ECC procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent attendance during our parent activities is low.
Root Cause: Parents do not see the value in all types of involvement help build a stronger, more supportive school community.

Problem Statement 2: Parents continue to blur the line between bullying and conflict.
Root Cause: Parents do not understand the difference between bullying and conflict.

Problem Statement 3: Students continue to struggle with behavior, both at home and in the school setting.
Root Cause: Parents are unsure of how to support positive behavior or respond to challenges in ways that are consistent with what's expected in the school setting.

Problem Statement 4: Faculty/Staff feel that there is a lack of intentional efforts to build a strong sense of community.

Root Cause: Opportunities for collaboration, shared experiences, and meaningful staff engagement needs to be more intentional and consistent.

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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

- 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.
- Section 504 data
- Homeless data
- 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- 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: Increase student achievement by improving the effective use of research-based instructional strategies (RBIS) alongside the consistent use of high-quality instructional materials (HQIM) by engaging in grade level Lesson Internalization to create experiences for all students that exposes them to learning in and beyond the classroom.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Internalization Documentation
Map and Circle Documentation
Power Walks
Dashboard

Strategy 1 Details
Strategy 1: Pre-K, Kindergarten, and First Grade teachers will implement district-approved curricula to deliver high-quality, content-rich instructional materials (HQIM). This approach emphasizes hands-on, exploratory, and real-world learning experiences both inside and outside the classroom (such as educational field trips and outdoor learning environment). **Strategy's Expected Result/Impact:** Dashboard data will show that grade level teachers using district approved curriculum 100% of the time and are providing an increased opportunity for extended learning through extensions such as field trips(1 per grade level) and outdoor learning environment (weekly). **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: JAA ECC administrators will strengthen teacher effectiveness through Power Walks, observation, feedback, and coaching to ensure consistent use of RBIS and the Fundamental Five. Ensuring that all students will engage daily with TEKS-aligned, high-quality instructional materials and rigorous assessments, leading to improved instruction, higher engagement, and measurable growth in foundational achievement.

Strategy's Expected Result/Impact: Dashboard data from Power Walks will show that 80% of grade-level teachers consistently integrate Research-Based Instructional Strategies (RBIS) and the Fundamental Five, while remaining on pace with the district scope and sequence in their daily lessons.

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 3 Details

Strategy 3: JAA ECC administrators will provide protected time for teacher collaboration in daily lesson internalization (30 minutes), for Kindergarten and First Grade) to strengthen Tier I instruction, align with curriculum standards, and support peer learning. This will improve lesson quality, close learning gaps, and increase student achievement.

Strategy's Expected Result/Impact: Principal data will verify that 100% of Kindergarten and First Grade teachers consistently attend and participate in daily lesson internalization. Evidence of lesson internalization will be observed and documented during the 30 minute lesson internalization) and classroom walkthroughs.

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Strengthen Kindergarten and First Grade student performance in NWEA MAP Reading and Math by cultivating learning environments that promote measurable growth. Implement MAP Data Binders to empower students in monitoring their own progress, and establish campus-wide, systematic test-taking procedures to ensure consistency, fidelity, and equity in assessment practices.

Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, Kindergarten and First Grade students will demonstrate a minimum of 3% growth in MAP Reading and Math scores from Beginning of Year (BOY) to End of Year (EOY) assessments. 100% of all students will engage in progress monitoring using their Data Binders.

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details
Strategy 5: Strengthen Pre-K student performance in CLI Engage - Circle by cultivating learning environments that promote measurable growth. Implement Data Binders to empower students in monitoring their own progress, and establish campus-wide, systematic test-taking procedures to ensure consistency, fidelity, and equity in assessment practices. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, Pre-K students will demonstrate a minimum of 3% growth in CLI Engage - Circle scores from Beginning of Year (BOY) to End of Year (EOY) assessments. 100% of all students will engage in progress monitoring using their Data Binders. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

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: Early Learners will participate in programs and activities to promote post-secondary readiness for all students.

High Priority

Strategy 1 Details
Strategy 1: Kindergarten students will participate in the Xello College and Career Readiness software programs to support consistent goal setting and data tracking, as well as developmentally-appropriate introductions to post-secondary opportunities. **Strategy's Expected Result/Impact:** 100% of students will begin their journey into College Readiness by Xello usage reports and student surveys. **TEA Priorities:** Connect high school to career and college **- 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 3: JAA ECC will provide and promote professional learning opportunities for faculty and staff that are relevant to individual roles, responsibilities, and populations served.

High Priority

Evaluation Data Sources: Staff surveys

Strategy 1 Details
Strategy 1: Campus administrators will provide at minimum the required 15 hours of coaching to all Pre-K teachers (general education, special education & bilingual). **Strategy's Expected Result/Impact:** 100% of Pre-K teachers will receive their required 15 hours of coaching for SY 2025-2026 using sign in sheets and agendas. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: JAA ECC administrators will provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. **Strategy's Expected Result/Impact:** As a result of job-embedded professional development, observation and feedback cycles, and dedicated time for reflection and data analysis, teachers will demonstrate increased instructional effectiveness by regularly adjusting lessons to meet diverse student needs, leading to a minimum 3% growth in student achievement across all subgroups. **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 4: To improve instructional continuity and student outcomes, JAA ECC will increase average daily attendance as measured by district attendance reports.

High Priority

Evaluation Data Sources: District Attendance Reports; weekly, monthly .

Strategy 1 Details
Strategy 1: JAA ECC administrators will proactively monitor attendance, reinforce the importance of attendance with parent communication and provide our students with recognition and incentives for exemplary attendance. **Strategy's Expected Result/Impact:** JAA ECC attendance will raise by EOY by 3%. **TEA Priorities:** Build a foundation of reading and math **- 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 5: JAA ECC will increase student engagement and achievement by providing after-school extension activities that promote academic growth, foster exploration of new interests, and build skills beyond the regular school day.

High Priority

Evaluation Data Sources: Pre-Assessments and Post-Assessments

Strategy 1 Details
Strategy 1: JAA ECC will provide after-school extension activities that allow students to excel academically, develop new interests, and explore skills that may not otherwise be available within the regular school day. **Strategy's Expected Result/Impact:** By the end of the school year, students participating in after-school extension activities will demonstrate 10% growth from pre-assessment to post-assessment. **TEA Priorities:** Build a foundation of reading and math **- 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 1: JAA ECC administrators and instructional staff will strengthen school-family partnerships by providing meaningful opportunities for parental involvement, including on-campus events and Parent/Teacher Conferences. These efforts will foster positive relationships between families and the school, equip parents with strategies to support learning at home, and create a collaborative environment that enhances student success and engagement.

High Priority

Evaluation Data Sources: Participation in campus/district events
Parent /Family survey data
Program attendance

Strategy 1 Details
Strategy 1: JAA ECC administration will work directly with the Parent Teacher Organizations to increase membership. **Strategy's Expected Result/Impact:** By the end of the SY 25-26 PTO membership will increase by 20% as measured by roster of dues paying members. **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: JAA ECC will host nine or more opportunities for families to engage in activities on campus . Parents will receive engagement opportunities to support their student academically as well as social-emotional learning. **Strategy's Expected Result/Impact:** Increase parent attendance for campus activities by 20% as measured by sign in sheets. **TEA Priorities:** Build a foundation of reading and math **- 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: JAA ECC administrator and instructional staff will create a welcoming and transparent learning community for all stakeholders.

High Priority

Evaluation Data Sources: Data from Parent Square, Campus Website and Facebook, Parent Surveys

Strategy 1 Details
Strategy 1: JAA ECC administrators and faculty will communicate with all stakeholders through the use of multiple means of communication, including Parent Square, campus newsletters , campus website, Facebook, and communication folders. **Strategy's Expected Result/Impact:** The average rating on Parent Communication Satisfaction surveys will increase by 1 level from BOY to EOY. **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 1: All students will engage in daily social-emotional learning and relational practices; such as Zones of Regulation and Conscious Discipline (to achieve the feeling of belonging.)

High Priority

Evaluation Data Sources: Counselor Referrals for Behavior

Strategy 1 Details
Strategy 1: JAA ECC administration will provide a 15 minute social-emotional learning block built into the master schedule, alongside the counselor's weekly "SEL lessons". **Strategy's Expected Result/Impact:** This SEL time that will enable our students to learn explicit behavior expectations, self-regulation skills, along with the weekly conselor sessions., that will result in a reduction of 2% in counselor referral from BOY to EOY. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: JAA ECC teachers will be provided ongoing professional development and coaching sessions focused on Conscious Discipline practices. Integrating Conscious Discipline routines (e.g. morning greetings, love rituals, emotional check-ins, breathing techniques) into daily classroom practices. **Strategy's Expected Result/Impact:** Data from "Morning Walks" will show that 100% of our teachers are conducting at least one of the Conscious Discipline routines into their SEL block. The consistent application of these strategies will improving teacher-student interactions that foster a safe and supportive classroom environment. **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: JAA ECC administrators will create a collaborative, positive culture in which teachers are supported through regular feedback, professional development, and recognition, as evidenced by improved teacher retention rates and positive survey responses.

High Priority

Evaluation Data Sources: Agendas, sign-in sheets, and teacher surveys.

Strategy 1 Details
Strategy 1: JAA ECC administrators will conduct monthly faculty meetings every 2nd Tuesday of the month and new teacher meetings every 3rd Tuesday of each month. **Strategy's Expected Result/Impact:** 100% of faculty will adhere to all KISD and campus procedures, policies, and resources. From BOY to EOY, survey results will reflect a 25% increase in faculty indicating that they are supported and experience a strong sense of community. **TEA Priorities:** Recruit, support, retain teachers and principals **- 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 3: Support smooth and developmentally appropriate transitions for students entering early childhood programs and for those moving from early childhood into elementary school, ensuring continuity of learning and a positive start to each new stage.

High Priority

Evaluation Data Sources: Sign-In sheets from activities and parent surveys/

Strategy 1 Details
Strategy 1: Students leaving JAA ECC will have the opportunity to visit their home campus prior to the start of the next school year, allowing them to become familiar with the campus environment and faculty, and ensuring a smooth and confident transition. **Strategy's Expected Result/Impact:** As a result of pre-year campus visits, students transitioning from JAA ECC will demonstrate increased familiarity with their new environment and teachers, leading to a smoother adjustment, higher engagement, and greater readiness for the start of the school year, as measured by teacher observations and parent/student transition surveys. **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Kittie Camp for incoming Pre-K students will help by easing separation anxiety, establishing a secure and welcoming environment, building a sense of community, and familiarizing them with classroom routines and expectations. This predictable structure and engaging introduction fosters confidence and a positive attitude towards school, promoting social, cognitive, and emotional development for future academic success. **Strategy's Expected Result/Impact:** As a result of Kittie Camp, incoming Pre-K students will demonstrate increased comfort and confidence in the school environment, reduced separation anxiety, and stronger social, emotional, and cognitive readiness for the academic year, as measured by teacher observations, student engagement during early weeks of school, and parent feedback. **ESF Levers:** Lever 3: Positive School Culture

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