



KENNEDALE ISD

Committed to Excellence

**KENNEDALE HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2019 - 2020**

Mission Statement

The mission of Kennedale Independent School District, as an educational leader in partnership with families and the community, is to provide opportunities for academic excellence in a safe and supportive environment so that today's students can become tomorrow's leaders.

Vision

"Committed to Excellence"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kennedale High School has a relatively stable enrollment with approximately 1000 students. Although the student population has remained steady, KHS is experiencing some key demographic changes:

- Increasing At-Risk population.
- Increasing LEP/ESL population.
- Increasing Attendance Rate.
- Increasing Number of Students with Disciplinary Placements
- Increasing Minority populations
- Decreasing White/Caucasian population.

KHS has seen the ESL population quadruple (from 11 to 44 students) since 2014-15. The Special Education subpopulation has remained steady at 8.5%, which is near the State average. African Americans and males are overrepresented in the Special Education population. Asians and Caucasians are overrepresented in the G/T population, while African Americans and Hispanics are underrepresented. Hispanics and African American are also more likely to be At-Risk. The mobility rate of the campus remains stable at approximately 11.3%. The majority of the KHS faculty and staff is Caucasian (~75). The make-up of the faculty and staff does not mirror the diversity of the students.

KHS has reduced the number of disciplinary placements by 27% since 2016-17; however, the number of students receiving disciplinary placements rose 14% from 2017-18. African American, male, Special Education, and Economically Disadvantaged students are more likely to receive disciplinary placements, according to campus disciplinary data.

The KHS Average Daily Attendance rate has increased for the second consecutive year to 96.2%. The 2017-18 rate of 96.1% was ranked in Quartile 1 among the 40 schools in the TEA comparison group.

Campus Needs:

- Campus needs to adjust to demographic changes, notably increases in the number of minority, At-Risk, and ELL/ESL students.
- Campus must recognize the high percentage of African Americans and males in SpEd population.
- Campus must recognize the underrepresentation of Hispanic students in the SpEd population.
- Campus must recognize and address the number of students receiving disciplinary placements.

- Campus must recognize and address that African Americans and Special Education students are still more likely to receive disciplinary placements.
- Campus must recognize and address the underrepresentation of minorities in the G/T program.
- Campus must improve the racial diversity of the faculty and staff to mirror that of the student body.
- Campus must continue to improve fairness, equity, and consistency in campus discipline plan.
- Campus must revise the current discipline system to include both preventative and restorative measures to provide research-based opportunities for students to learn and develop appropriate behaviors and social norms.
- Campus must develop an improved system of Tier III behavioral interventions to work with our most troubled students.

Demographics Strengths

Campus Strengths:

- Campus diversity fuels success in academics, athletics, and fine arts.
- Campus has a low teacher-to-student ratio.
- The high school shows stable enrollment data, although the District has decreased enrollment.
- The number of Disciplinary Placements has decreased.
- Campus Average Daily Attendance Rate increased.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students and English Learners did not meet federal accountability standards for Math and English. **Root Cause:** The campus needs to improve Tier I instruction in Math and English with targeted professional development through PLCs and other means. The campus needs to provide targeted Tier II and III interventions for struggling students.

Problem Statement 2: The campus faculty and staff do not mirror the diversity of the student population. **Root Cause:** The campus needs to be more active and aggressive in recruiting teachers and staff.

Problem Statement 3: The campus has struggled to adjust to the increase in EL/LEP students during the last 4 years. EL/LEP students have had poor academic performance on STAAR and TELPAS. **Root Cause:** The campus needs to recruit teachers with ESL certifications and encourage current teachers to obtain the ESL certification. The campus must include professional development to improve teaching strategies for English Learners in the campus' professional development plan. The campus must improve the overall ESL program and intervention courses (Reading and ESL).

Problem Statement 4: The campus needs a fair, consistent, and responsive disciplinary system. **Root Cause:** The campus must revise the campus management plan to include restorative techniques to promote equity. Teachers report that discipline is not handled quickly and fairly. The campus needs to provide a systematic program to assist students with social and emotional needs.

Student Achievement

Student Achievement Summary

KHS A-F Accountability Rating:

KHS Met Standard with a B (89) campus rating.

- This rating is up from an 81 in 2017-18.

KHS received an A in Domain II: School Progress.

KHS earned 6 of 7 Academic Distinctions:

- Academic Achievement in ELA Reading
- Academic Achievement in Mathematics
- Academic Achievement in Social Studies
- Top 25% in Comparative Academic Growth
- Top 25% in Postsecondary Readiness
- Top 25 % in Comparative Closing the Gaps

KHS Accountability: Areas of Concern

- 4-Year Graduation Rate in 2018 was only 91.1%. *****Additional Targeted Support identified by TEA.*****
- African Americans, Hispanics, and Economically Disadvantaged students did not meet Graduation Rate targets.
- Special Education subpopulation did not meet Academic Achievement targets in Math and ELA/Reading. *****Additional Targeted Support identified by TEA.*****
- English Learners (EL) subpopulation did not meet Academic targets in ELA/Reading.
- Although SAT/ACT participation is in Quartile 1, SAT/ACT average scores are in Quartile 2 (ELA/Reading and Writing) and Quartile 3 (Math).
- TELPAS scores indicate the need for stronger Tier I instruction and intervention for EL/LEP/ESL students.

STAAR EOC: KHS at a Glance

- Campus achieved 3-year highs in every category (Approaches, Meets, and Mastered) for the Spring 2019 STAAR EOC Administration.
- Campus improved Algebra I scores for the 4th consecutive year.
- Three tests were at or above 90% Approaches: Algebra I, Biology, and US History
- One area was below State average: US History (Approaches)
- Algebra I retesters achieved 58% passing rate. (Almost 75% of retesters enrolled in Algebra Lab passed.)

- English I and II retesters struggled. (Retesters enrolled in Reading 1 and 2 slightly more likely to pass.)
- A remediation program needed during the school year for US History retesters (prior to the December and Spring STAAR EOC retests).
- Hispanic, African American, Economically Disadvantaged, LEP, and SpEd subpopulations struggled to earn Meets/Mastered on all exams and were generally less likely to earn Approaches.
- No SpEd students earned Mastered on English I, English II, or US History Exams.

AP Testing: KHS at a Glance

- KHS reached an all-time high in the total number of AP exams given, the total number of students taking AP exams, the number of students with scores of 3+, and the percentage of students with a score of 3+.
- KISD provided funding for AP tests for free/reduced lunch students.
- Fees of AP exams, especially among students in multiple AP courses, are still a roadblock in increasing the AP exam participation rate.

KHS Fresh Start (Credit Recovery) Program:

- Campus increased the number of credits recovered during the school year.
- Campus increased the general student completion rate and senior completion rate.
- Although 92% of seniors completed deficient courses, KHS has a need for other programs to improve graduation rates (suggested program: KHS Alternative-by-Choice Program)

Other Notes from 2018-19:

- KHS won their 3rd consecutive District UIL Academic District Championship (5th in last 6 years).
- KHS was the Runner-Up at the 2019 UIL Region 2 Academic Meet.
- The KHS Computer Science and Science Teams both earned 3rd Place at the 2019 UIL State Academic Meet.
- The KHS Wildcat Marching Band earned 5th Place at the 2018 UIL State Marching Band Contest.
- KHS won athletic district championships in Football, Volleyball, Basketball (Boys and Girls), Track and Field (Boys and Girls), and Softball.
- The Girls Track Team earned 4th Place at the 2019 UIL Track and Field Championships.

Campus Needs:

- Graduation rates are generally declining (especially 4-year graduation rate).
- Campus is still struggling on English I and II Exams.
- The campus needs PLC/common planning time for teachers in tested subjects for improved collaboration and curriculum alignment.
- The campus needs to improve Tier I, II, and III instruction in ELA/Reading.
- Although advanced academics are experiencing growth and success, KHS/KISD should place an emphasis on reducing financial strain for testing and dual-credit courses to allow a greater number of students to take advantage of these opportunities.
- The campus has not systematically implemented common assessments in all core subjects.

- The campus must become better at using data to drive instruction and interventions.
- The campus must develop systems and provide professional development to target struggling subpopulations: SpEd, EL/LEP, Economically Disadvantaged, African American, and Hispanic.
- The campus provide must Tier III interventions (remediation) for US History and Biology retesters during the year (not just the summer).
- The CNA committee reports the need for professional development opportunities in PBIS, SpEd, and poverty trainings.
- KHS fell to 14th Place in the Lone Star Cup standings, which means that KHS needs to add programs/systems and to enter competitions in order to increase point opportunities.
- KHS needs an alternative-by-choice program to provide graduation opportunities for 4th, 5th, and 6th year graduates.
- KHS SAT/ACT scores are relatively low, especially in Math. KHS needs to improve SAT/ACT preparation opportunities for students.

Student Achievement Strengths

Campus Strengths:

- Campus increased the A-F Accountability Rating by 8 points (81 to 89).
- Biology, Algebra I, and US History passing rates were above 90%.
- Percentage of students achieving Approaches, Meets, and Mastered increased from 2018 in 13 of 15 categories.
- UIL Academic Team won 3rd consecutive UIL District Championship.
- KHS Fine Arts Program featured a Top 5 Marching Band and a Regional Qualifying One Act Play.
- KHS earned 6 of 7 Academic Distinctions in 2019, which is the most in KHS history. (10 in the last 2 years)
- KHS Average Daily Attendance Rate increased for the second year in a row and was in Quartile 1 of comparison group.
- KHS Fresh Start program worked effectively to help students recapture lost credits and to help seniors graduate on time.
- KHS CTE program increased the number of industry certifications earned by students for the second year in a row.
- KHS increased the number of students participating in the AP testing program and the number of tests taken (6 year high).
- KHS reduced the number of Discipline Referrals for the second year in a row.
- KHS Algebra Lab intervention program proved to be largely effective in improving Algebra I scores and providing Tier III interventions for students.
- Campus AP and SAT/ACT participation rates were generally high and often rank in Quartile 1 in comparison group.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students and English Learners did not meet federal accountability standards for Math and English. **Root Cause:** The campus needs to improve Tier I instruction in Math and English with targeted professional development through PLCs and other means. The campus needs to provide targeted Tier II and III interventions for struggling students.

Problem Statement 2: The campus did not meet federal accountability standards for 4-year graduation rates. **Root Cause:** The campus needs to offer

students an alternative-by-choice option to reach graduation goals.

Problem Statement 3: Although participation rates are high, the campus is below the State and National average on the SAT Math section. **Root Cause:** The campus needs to provide SAT/ACT preparation opportunities for students. Also, Tier I instruction needs to improve in courses above Algebra I (Geometry) and include SAT/ACT preparation.

Problem Statement 4: The campus has struggled to adjust to the increase in EL/LEP students during the last 4 years. EL/LEP students have had poor academic performance on STAAR and TELPAS. **Root Cause:** The campus needs to recruit teachers with ESL certifications and encourage current teachers to obtain the ESL certification. The campus must include professional development to improve teaching strategies for English Learners in the campus' professional development plan. The campus must improve the overall ESL program and intervention courses (Reading and ESL).

School Culture and Climate

School Culture and Climate Summary

Campus Needs:

- The campus must build morale for students and employees through team-building activities.
- The campus must seek to increase diversity of staff and administration.
- The campus must seek to improve consistency in implementing rules and applying discipline (especially dress code).
- Staff members report that there needs to be a more stream-lined campus discipline system and quicker response time to problems.
- Staff surveys indicate the need to improve campus facilities and that some facilities (football) receive more attention than others.
- All stakeholder surveys indicate the need for more consistency in teachers entering grades into TxEIS and adherence to the KISD Grading Guidelines.

School Culture and Climate Strengths

Campus Strengths:

- Stakeholder surveys indicate high ratings for campus safety and security by parents, students, and staff.
- The campus offers flexibility for staff for meetings and trainings.
- The campus provides numerous opportunities for parents and students (Registration Week, Open Houses, College/Career Nights, Dual-Credit Meetings, Grateful Dads, Booster Clubs, etc.).
- The campus provides numerous extracurricular activities, clubs, and organizations for students.
- Stakeholders are generally satisfied with administration and teachers in their content areas and feel staff is adequately trained.
- The campus has a high level of school spirit and works to promote that spirit (student involvement, spirit days, etc.).
- KHS provides a high number of opportunities for involvement by parents, students, and staff members.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus needs a fair, consistent, and responsive disciplinary system. **Root Cause:** The campus must revise the campus management plan to include restorative techniques to promote equity. Teachers report that discipline is not handled quickly and fairly. The campus needs to provide a systematic program to assist students with social and emotional needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Campus Needs:

- The campus must strive to increase diversity among staff to reflect student population.
- The campus needs to provide more professional development opportunities that increase teaching strategies for SpEd, ELL, Economically Disadvantaged, and at-risk students.
- The campus needs more teachers with ESL and Special Education Certifications (especially in core subjects).
- Although staff surveys indicate that staff are pleased with campus professional development opportunities, staff want a more streamlined, effective District professional development system.
- KHS had difficulties recruiting classroom paraprofessionals and teachers in Math and Science (and with coaching specialties).
- KHS needs to be more aggressive in recruiting paraprofessionals and teachers, with an emphasis on improving diversity among staff.
- KHS staff report hourly pay is not competitive in the DFW job market (paraprofessional, office, custodial, etc).
- KHS staff report some professional positions do not offer competitive pay (counselors, administrators, diagnosticians).
- The campus needs a more focused, effective teacher mentor program (for both new and new-to-district teachers.)
- KHS has difficulty filling substitute jobs, especially in the Spring.

Staff Quality, Recruitment, and Retention Strengths

Campus Strengths:

- The campus retention rate for 2018-19 was high for non-coaching positions.
- 100% of campus teachers are “Highly Qualified” at year’s end.
- 100% of paraprofessionals meet the district’s college credit requirements.
- KHS has a low student-to-teacher ratio.
- Student and parent surveys indicate students are adequately prepared for the next grade and post-secondary plans.
- Student surveys generally indicate students feel supported by staff and safe on campus and in classrooms.
- KHS teachers are above the State average in experience/tenure.
- KHS has high participation rates among staff in leading/sponsoring extracurricular programs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus faculty and staff do not mirror the diversity of the student population. **Root Cause:** The campus needs to be more active and aggressive in recruiting teachers and staff.

Problem Statement 2: The campus has struggled to find highly qualified teachers for Math, Science, and specialized positions (coaching, CTE, ESL, and Special Education). **Root Cause:** Although the district offers competitive salaries, increased student enrollment throughout the State and low unemployment have created an atmosphere of competition for highly qualified teachers.

Problem Statement 3: The campus has struggled to adjust to the increase in EL/LEP students during the last 4 years. EL/LEP students have had poor academic performance on STAAR and TELPAS. **Root Cause:** The campus needs to recruit teachers with ESL certifications and encourage current teachers to obtain the ESL certification. The campus must include professional development to improve teaching strategies for English Learners in the campus' professional development plan. The campus must improve the overall ESL program and intervention courses (Reading and ESL).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus Needs:

- Although horizontal alignment is strong, the campus should more frequently and more consistently work with other campuses to ensure better vertical alignment.
- Teachers would like more time to collaborate with peers (such as PLC/common planning time).
- The campus should clearly establish expectations for the use of TEKS Resource and Common Assessments at the beginning of the year.
- The campus should provide opportunities at the beginning of each semester to view TEKS Resource, plan, and develop/create upcoming Common Assessments.
- Teachers report the need for more support and training for ESL and SpEd teachers.
- Teachers report the need for support and programs for students with Dyslexia.
- CTE teachers in Business, Printing and Imaging, and Computer Maintenance report the need for newer, more powerful computers to support curriculum and programs. (The need for 2 computer labs was reported.)
- KHS CTE teachers report the lack of primary curriculum resources in some courses and confusion over purchasing responsibilities of the district vs. the campus.

Curriculum, Instruction, and Assessment Strengths

Campus Strengths:

- The campus has TEKS Resource System to guide and align curriculum for core courses.
- The campus uses common assessments (although not throughout), and DMAC instructional reports to analyze and diaggregate data.
- Campus has access to a variety of assessment, instruction, and intervention programs including Imagine Math, Lexia, and credit recovery software.
- The campus has fully integrated Chromebooks into classrooms (1:1 initiative).
- The campus has supplemental curriculum available for all core courses.
- The KHS Fresh Start Program has provided a means for students to recover credits.
- Stakeholder survey results indicate that technology enhances classrooms at KHS.
- Teacher surveys indicate teachers have autonomy, even within the bounds of KISD Grading Guidelines.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CTE teachers have reported the need for instructional resources and improved technology for courses and programs. **Root Cause:** Some teachers report not having adequate primary curriculum resources, and others report the need for 2 computer labs to support the Business, Printing and Imaging, and Computer Maintenance strands.

Problem Statement 2: The campus does not have a long-term plan to replace/renew instructional technologies. **Root Cause:** The district has relied on campus funds to purchase classroom projectors. Also, the district has not purchased enough graphing calculators to support instruction and assessment in Math.

Problem Statement 3: The campus has struggled to adjust to the increase in EL/LEP students during the last 4 years. EL/LEP students have had poor academic performance on STAAR and TELPAS. **Root Cause:** The campus needs to recruit teachers with ESL certifications and encourage current teachers to obtain the ESL certification. The campus must include professional development to improve teaching strategies for English Learners in the campus' professional development plan. The campus must improve the overall ESL program and intervention courses (Reading and ESL).

Parent and Community Engagement

Parent and Community Engagement Summary

Campus Needs:

- Parents feel that the campus should provide a greater number and a wider variety of opportunities to become involved in their children's education.
- Parents would like for the campus to offer a series of trainings designed to empower parents to help students with school work (Chromebooks, Google, Parent Portal, etc.)
- The campus should use more personal (one-on-one) invitations to encourage parental involvement and be more intentional and aggressive in recruitment.
- KHS parents would like the campus to offer incentive programs for students and parents.
- The campus should offer more parent education classes about alcohol, drugs, self-harm, suicide, teen pregnancy, and health/wellness.
- KHS parents report the need for translators for bilingual parents.

Parent and Community Engagement Strengths

Campus Strengths:

- Stakeholders feel that the campus communicates upcoming events and campus news well.
- Parent and staff surveys indicate that the campus promotes activities and events well on social media, newsletters, and calendar of events.
- The campus provides opportunities to welcome parents and community members into the school and to encourage them to be active in the school. (Two Open Houses-Fall and Spring).
- The campus/district sends out surveys to stakeholders multiple times per year to gain insight and collect feedback.
- The campus has high levels of involvement in parent organizations such as PTA, FABC, booster clubs, Grateful Dads, KEF, etc.
- The campus has received positive feedback from parents regarding programs designed to assist students/families for post-secondary life (GoCenter, college planning, transition services, etc.).

School Context and Organization

School Context and Organization Summary

Campus Needs:

- The campus needs to increase the number and frequency of teacher communications with parents regarding student grades, progress, and concerns.
- The campus should provide incentives for improved attendance.
- Stakeholder feedback indicates the need to add CTE strands which provide opportunities for students to gain “hands-on” trade opportunities. (Culinary Arts, welding, A/C maintenance, etc.)
- CTE Practicums need support from Business Practicum for marketing, invoicing, advertising, scheduling, etc.
- KHS needs to add PLCs in Math and ELA to improve Tier I instruction.
- Stakeholder surveys indicate the need for a more consistent and student-friendly dress code.
- The campus needs an alternative-by-choice program for at-risk students to increase graduation rates.

School Context and Organization Strengths

Campus Strengths:

- The campus is committed to insuring students are mastering curricular objectives.
- The campus focused on keeping student to teacher ratios low when designing the master schedule (especially in inclusion classes).
- The campus offers a full spectrum of services for special needs students.
- The campus has an effective Fresh Start and Summer School (credit recovery) program.
- The campus increased AP and Dual Credit offerings and student enrollment.
- The campus involved students in "services-to-others" in program through Student Council, NHS, Key Club, and the WE program.
- The campus increased the number of parent information nights regarding registration, college, dual credit, and others.
- The campus (via the new KISD calendar) integrated Flex Days to provide more professional development opportunities for teachers and staff members.
- The campus improved the cohesive planning of CTE courses and revised the CTE strands for 2018-19.
- KHS added Science, ELA, and Math electives in 2018-19.
- KHS increased the number of Tier III sections in ELA and Math (Reading 1/2 and Algebra Lab).

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus does not have a long-term plan to replace/renew instructional technologies. **Root Cause:** The district has relied on campus funds to purchase classroom projectors. Also, the district has not purchased enough graphing calculators to support instruction and assessment in Math.

Problem Statement 2: The campus did not meet federal accountability standards for 4-year graduation rates. **Root Cause:** The campus needs to offer students an alternative-by-choice option to reach graduation goals.

Problem Statement 3: The campus offers limited opportunities for Dual Credit and AP courses. **Root Cause:** The campus should explore expanding the advanced academic program by building new partnerships with UT OnRamps or other Dual Credit providers.

Problem Statement 4: The campus has struggled to adjust to the increase in EL/LEP students during the last 4 years. EL/LEP students have had poor academic performance on STAAR and TELPAS. **Root Cause:** The campus needs to recruit teachers with ESL certifications and encourage current teachers to obtain the ESL certification. The campus must include professional development to improve teaching strategies for English Learners in the campus' professional development plan. The campus must improve the overall ESL program and intervention courses (Reading and ESL).

Problem Statement 5: The campus needs a fair, consistent, and responsive disciplinary system. **Root Cause:** The campus must revise the campus management plan to include restorative techniques to promote equity. Teachers report that discipline is not handled quickly and fairly. The campus needs to provide a systematic program to assist students with social and emotional needs.

Technology

Technology Summary

Campus Needs:

- Teachers need additional training to monitor student Chromebook activity.
- Campus needs to update aging projectors and other teacher technologies (including technology in KHS Auditorium and PAC).
- Campus needs to review and refine consequences for the inappropriate use of technology.
- Teachers report the need for additional Digital Citizenship training for students.
- The campus/district needs to incorporate multiple levels of technology trainings for teachers and staff: novice, intermediate, and advanced.
- The campus needs to collect data regarding the use of technology to help determine the needs of campus and content areas.
- Teachers report inconsistency with integration of Google Classroom from class-to-class.
- KISD needs to improve teacher technology productivity while off campus/out-of-network.

Technology Strengths

Campus Strengths:

- Campus has successfully continued the 1:1 Chromebook initiative, including check-out and fine systems.
- The campus offers technology trainings through various platforms.
- The district has provided multiple online resources for interventions, acceleration, and assessment.
- The district/campus has adopted digital/online textbooks for core classes (and others).
- Student achievement and performance data show improvement, which staff report is linked to availability of technology resources.
- Wi-Fi access has been adequate to support technology at KHS.
- Stakeholders feel technology has improved/enhanced instructional experience.

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus does not have a long-term plan to replace/renew instructional technologies. **Root Cause:** The district has relied on campus funds to purchase classroom projectors. Also, the district has not purchased enough graphing calculators to support instruction and assessment in Math.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: KHS will have quality, highly motivated faculty and staff.

Performance Objective 1: KHS will recruit and hire the best qualified personnel available.




Evaluation Data Source(s) 1: KHS will hire teachers who are Highly Qualified in their content areas and have a valid Texas Teaching Certificate. Paraprofessionals hired to work on the campus must have a valid Texas Paraprofessional Certificate and meet the district's 48 college-hour minimum requirement.

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

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>1) KHS will use the Teacher A battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment.</p> | | <p>Personnel Director/Human Resources, Associate Superintendent, Principal, Assistant Principal</p> <p>HumanEx Results, STAAR Scores, Teacher Certification, Teacher Retention Rates</p> | The goal is create an system to fairly, equitably, consistently, and systematically identify highly qualified teaching candidates for employment | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 2) KHS will use the Principal battery of interview questions from HumanEx Ventures to fairly, equitably, consistently, and systematically identify highly qualified administrative candidates for employment. | | Personnel Director/Human Resources, Deputy Superintendent, Principal | HumanEx Results, Student Achievement, Campus Report Card, PBMAS, TPAR | | | |
| <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> 3) KHS will recruit, interview, and hire only paraprofessionals who meet the district's 48 college hour requirement AND hold a valid Texas Paraprofessional certificate. | 2.6 | Personnel Director, Deputy Superintendent, Principal, Assistant Principal, Interview Committee Members Paraprofessional Certificates and Transcripts | The goal is to create a system to hire qualified individuals to support teachers and students. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> 4) KHS will increase the number of teachers who hold ESL and Special Education certificates and G/T endorsements through the hiring cycle and professional development opportunities. | 2.4, 2.5, 2.6 | Personnel Director, Deputy Superintendent, Principal, Assistant Principal Number of G/T and ESL certificates/endorsements held by teachers | The goal is to increase the number of quality teachers to support students in special populations such as G/T, EL/ESL, and Special Education. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> 5) KHS will become more active and aggressive in recruiting new teachers and staff members by attending teacher job fairs and initiating contact with qualified candidates in high-demand teaching areas. | | Principal, Assistant Principals Number and Quality of Applications Received, Highly Qualified Status of Teachers, Percentage of Positions Filled with Highly Qualified Staff, Demographics of Teachers/Staff | The goal is to recruit and attract Highly Qualified teachers and staff who mirror the diversity of the student body. In recent years, low unemployment rates has created a competitive atmosphere for attracting and hiring qualified teachers, especially in Math, Science, and specialty positions (coaching, Special Education, ESL, and CTE). | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 1: KHS will have quality, highly motivated faculty and staff.

Performance Objective 2: KHS will create and maintain a supportive environment to retain personnel.

Evaluation Data Source(s) 2: KHS Teacher/Staff Retention Rate

KHS 2019-20 Professional Development Plan

KHS 2019-20 Wildcat Mentor Program

KHS 2019-20 PLC Teacher Feedback

KHS 2019-20 CLT and CAT Meeting Agendas

KHS 2020 Faculty and Staff Survey Results (CNA)

T-TESS GSPD Summative Data

T-TESS Summative Appraisal Data

Summative Evaluation 2:

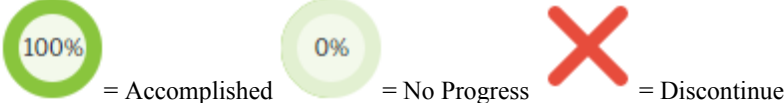
Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) KHS will provide employees with opportunities for professional growth and development through a campus professional development plan that focuses on improving academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students.</p> | 2.5, 2.6 | Principal, Teachers, Instructional Services, Campus Advisory Team Number/Type/Frequency of Professional Development Offerings, Campus Professional Development Plan, KHS Master Calendar of Events | The goal is to improve Tier I instruction and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) KHS will use employee feedback and student achievement data to determine campus professional development needs.</p> | 2.4, 2.6 | <p>Principal, Campus Leadership Team, Campus Advisory Team (CAT)</p> <p>Campus Needs Assessment, Annual Staff Survey, CLT and CAT Meeting Discussions, T-TESS GSPD Conferences, Summative Student Data (STAAR, TELPAS, AP, SAT, ACT, etc.)</p> | The goal is to improve Tier I instruction and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>3) KHS will conduct an annual staff survey (as part of the Campus Needs Assessment process) to gauge employee satisfaction, campus climate, and campus culture.</p> | | <p>Campus Advisory Team, Principal, Assistant Principals</p> <p>Survey Results</p> | The goal is to create a campus climate that supports and retains high quality teachers. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>4) KHS will promote transparency and provide employees opportunities for collaborative decision-making.</p> | | <p>Principal, Assistant Principal, Campus-Based Committees</p> <p>Staff, CAT, CLT, and Department Meeting Agendas/Minutes, Survey Results</p> | The goal is to create a campus climate that supports and retains high quality teachers. Collaborative decision-making will create a unified campus vision and create opportunities for creative problem solving. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>5) KHS will provide new-to-district and developing teachers with a veteran mentor teacher, whereas both the mentor and the mentee will receive on-going training and support through the KHS Wildcat Mentor program.</p> | | <p>Principal, Assistant Principal, Mentors, Mentees</p> <p>Teacher Survey Results, Feedback from Mentors/Mentees, Teacher Retention Rates</p> | The goal is to create a culture that fosters the development of inexperienced and developing teachers. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>6) KHS will facilitate and encourage teacher support from organizations such as the KHS PTO, the Kennedale Education Foundation, student groups, and local community organizations and businesses.</p> | | <p>Principal, Assistant Principal</p> <p>Number of Supportive Events Sponsored by Wildcat Parent Association, Organizations, and Businesses</p> | The goal is to build a system of support for teachers and create a bond with the Wildcat community. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>7) KHS will provide opportunities for teachers and staff to attend on-going professional development trainings hosted by the campus, the district, and by outside organizations such as the regional service centers.</p> | 2.6 | <p>Principal, Assistant Principals, Campus Advisory Team</p> <p>Emails/Announcements of Professional Development Opportunities, Monthly Technology Training Schedule, Teacher Surveys, Professional Development Certificates, Training Sign-In Sheets and Agendas</p> | The goal is to provide teachers and staff members professional development opportunities that foster growth and improve student achievement of EL/LEP, Special Education, and Economically Disadvantaged students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>8) KHS will provide teachers with professional development opportunities targeting strategies working with students from a diverse population, which includes students classified as EL/LEP, Economically Disadvantaged, G/T, Special Education, At-Risk, and Section 504.</p> | 2.4, 2.6 | Principal, Assistant Principals, Campus Advisory Team Emails/Announcements of Professional Development Opportunities, Monthly Technology Training Schedule, Teacher Surveys, Professional Development Certificates, Training Sign-In Sheets and Agendas | The goal is to provide teachers and staff members professional development opportunities that foster growth and improve student achievement of students in special populations such as EL/LEP, Special Education, and Economically Disadvantaged students. | | | |
| <p>Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>9) KHS will create a dynamic and flexible campus technology plan and provide regular technology trainings for teachers to ensure proficiency using commonly used applications and programs such as the TxEIS PEIMS and Gradebook Systems, DMAC, Google (and related applications), Reading Plus, Imagine Math, GradPoint, and online/web-based instructional resources.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Librarian, Technology Department, Department Chairs, Campus Leadership Team Emails/Announcements of Professional Development Opportunities, Monthly Technology Training Schedule, Teacher Surveys, Professional Development Certificates, Training Sign-In Sheets and Agendas, Survey Results | The goal is to improve Tier I instruction and enhance the experience of the learner in KHS classrooms. Technology is a vital tool used in data disaggregation and analysis. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>10) KHS will provide an incentive program and implement strategies to encourage and improve employee attendance.</p> | 2.5 | Principal, Assistant Principals Employee Attendance Rates | The goal is to improve teacher and staff attendance, which will ensure the highest levels of instruction on a daily basis. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 11) KHS will foster the development professional learning communities (PLCs) in Math and ELA through targeted professional development. | 2.6 | Principal, Campus Leadership Team (CLT), Campus Advisory Team (CAT) | The goal is to improve Tier I instruction in Math and Reading and the academic achievement of EL/LEP, Special Education, and Economically Disadvantaged students. | | | |
|  | | | | | | |

Goal 1: KHS will have quality, highly motivated faculty and staff.

Performance Objective 3: KHS will involve faculty and staff as team members in a partnership to achieve excellence.

Evaluation Data Source(s) 3: KHS Teacher/Staff Retention Rate

KHS 2019-20 Professional Development Plan

KHS 2019-20 Wildcat Mentor Program

KHS 2019-20 PLC Teacher Feedback

KHS 2019-20 CLT and CAT Meeting Agendas

KHS 2020 Faculty and Staff Survey Results (CNA)

T-TESS GSPD Summative Data

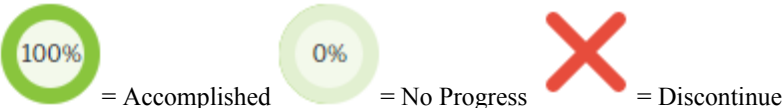
T-TESS Summative Appraisal Data

KISD DEIC Membership Roster

KISD SHAC Membership Roster

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) KHS will provide employees opportunities to participate in decision-making process through department head meetings, monthly campus staff meetings, Campus Leadership Team meetings, Campus Advisory Team meetings, involvement in campus and district committees, and representation in the Student Health Advisory Council, the KHS PTA, booster clubs, and other school and community organizations.</p> | 2.5 | <p>Principal, Assistant Principals, Teacher, Paraprofessionals, Staff</p> <p>Teacher/Employee Survey Results, Teacher/Employee Retention Rates, Meeting and Committee Minutes Demonstrating Teacher/Employee Input and Involvement</p> | The goal is to encourage shared leadership and collaboration to improve the academic achievement of students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) KHS will provide opportunities for teachers to write grants for innovative teaching and supporting materials from grant-awarding organizations.</p> | 2.5 | Principal, Assistant Principal, Teachers Number of Grants Submitted, Number of Grants Received | The goal is to encourage teachers to seek grant opportunities that support innovative and creative learning opportunities for students. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>3) KHS will facilitate peer recognition for teachers and employees for their contributions and achievements at monthly staff meetings, in weekly newsletters, and in Teacher/Employee of the Month and Year Award Celebrations.</p> | | Principal, Assistant Principal, Teachers Meeting Agendas, Newsletter Contents, Teacher/Employee of the Month and Year Award Celebrations, Award Nomination Ballots and Voting Records | The goal is for KHS administrators to recognize the achievements and contributions of employees to improve morale and encourage excellence. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>4) KHS will encourage employees to reconize and nominate peers for their outstanding contributions and achievements through the KISD Employee Recognition Program (WOW).</p> | | Principal, Assistant Principal, Teachers, Staff Members Number/Frequency of Employees Recognized Through KISD Employee Recognition Program | The goal is to create an atmosphere of mutual respect and support, whereas employees recognize the contributions of others. | | | |
|  | | | | | | |

Goal 2: KHS will develop learning standards to meet the needs of all learners.

Performance Objective 1: KHS will create environments in which all learners are engaged.

Evaluation Data Source(s) 1: T-TESS Observation Data

Teacher Lesson Plans

KHS 2019-20 Campus Needs Assessment (CNA)

KHS 2019-20 Stakeholder Surveys

KHS CTE Industry Certification Numbers

SAT/ACT Participation Rates and Results

AP Participation Rates and Results

TSI Assessment Results

KHS 2019-20 Master Calendar of Events - Student Activities

Attendance Rate

Graduation Rate

Disciplinary Data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) KHS will implement researched-based, best practices for the classroom with campus-wide initiatives and programs focused on learner outcomes.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports, TELPAS Results, Progress Monitoring in Think Through Math, Reading Plus, STAAR Interim Assessments | The goal is to implement researched-based, best practices to improve Tier I instruction and increase levels of academic achievement of students in special populations such as EL/LEP, Special Education, and Economically Disadvantaged. | | | |

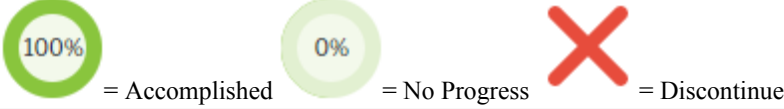
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) KHS teachers will differentiate instruction in the classroom to engage and meet the needs of the learners including Special Education, EL/LEP, and Gifted and Talented, and Economically Disadvantaged students.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports, TELPAS Results, Progress Monitoring in Think Through Math, Reading Plus, and STAAR Interim Assessments | The goal is to differentiate Tier I instruction and increase levels of academic achievement of students in special populations such as EL/LEP, Special Education, and Economically Disadvantaged. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) KHS will increase student engagement through the use of technology including interactive boards, mounted projectors, computers, calculators, Chromebooks, and other classroom-specific devices and tools.</p> | 2.5, 2.6 | Principal, Assistant Principals, Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports | The goal is to enhance the experience of the learner in KHS classrooms and provide learning tools to support struggling learners or learnings with special needs. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) KHS will use online and traditional Math curriculum from Big Ideas, the AP College Board, and others.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, Think Through Math Reports, Moby Max Reports, DMAC Reports | The goal is to support teachers and improve academic achievement with a viable and relevant curriculum. | | | |
| <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) KHS will use the curriculum from Sapling and other district-adopted sources in Science to guide instruction and provide student opportunities for discovery, investigation, and exploration.</p> | 2.4, 2.5 | Principal, Assistant Principals, Science Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports | The goal is to support teachers and improve academic achievement with a viable and relevant curriculum. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) KHS will use the Scope and Sequences and Instructional Focus Documents (IFD) from the TEKS Resource Center to guide instruction in core subjects (for available courses), with the goal of vertically alignment.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, KISD CIA Department Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports | The goal is to support teachers and improve academic achievement with a viable and relevant curriculum. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) KHS Science teachers will have students conduct laboratory and field investigations at least 40% of instructional time and implement research-based strategies such as the Claim, Evidence, and Response Model (CER) to support EL/LEP and Special Education students.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Science Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports | The goal of implementing hands-on experiences and research-based writing and speaking strategies is to increase the academic achievement of all students, especially EL/LEP and Special Education students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 8) KHS ELA Teachers will integrate research-based writing programs such as Jane Schaffer and Empowering Writers to supplement the ELA curriculum.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, ELA Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports, ELA Benchmark Results, STAAR Interim Assessment Results | The goal of implementing research-based writing programs in the ELA curriculum is to ensure a high level of instruction to improve the academic achievement of all students, especially EL/LEP and Special Education students. | | | |
| <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 9) KHS Social Studies teachers will use traditional and digital curriculum resources from a variety of sources to enhance the learning experience of students.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Social Studies Teachers Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports, STAAR Interim Assessments | The goal of using both traditional and digital curriculum resources is to provide all students with the best options for instruction in Social Studies. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>10) KHS will provide opportunities for academically advanced students, including Gifted and Talent students, through differentiated curriculum and instruction in Honors/AP courses, Dual Credit courses, CTE clusters/strands, honor societies, activities/clubs, extracurricular offerings, and advanced academic teams.</p> | 2.4, 2.5 | <p>Principal, Assistant Principals, Counselors, Teachers</p> <p>Honors/AP Rosters, Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, STAAR Scores, Common Assessment Results, DMAC Instructional Reports, Master Schedule, Enrichment Period Schedules, Extracurricular Offerings</p> | The goal is to motivate academically advanced students to take advanced courses, participate in academic competitions, and reach their full potential. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>11) KHS will promote and facilitate the development of STEM-related opportunities through programs, course offerings, and clubs/organizations such as CTE STEM courses, advanced STEM courses, and UIL Academic Teams.</p> | 2.4 | <p>Principal, Assistant Principals, STEM Teachers</p> <p>Participation Rates in STEM Clubs/Teams, Results from STEM Competitions, Extracurricular Offerings</p> | The goal is encourage and support students interested in STEM courses and programs to have post-secondary opportunities to pursue STEM careers. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>12) KHS teachers will implement Fundamental Five teaching strategies in their classrooms. Fundamental Five strategies will be integrated into daily lesson.</p> | 2.4, 2.5 | Principal, Assistant Principals, Teachers Teacher Lesson Plans, T-TESS Walk-throughs, Instructional Rounds, and Formal Observations, STAAR Scores, Common Assessment Results | The goal is for teachers to implement research-based strategies in lesson design to improve the performance of all students, especially EL/LEP and Special Education students. | | | |
|  | | | | | | |

Goal 2: KHS will develop learning standards to meet the needs of all learners.




Performance Objective 2: KHS will prepare each learner to be college and/or career ready for the 21st Century.

Evaluation Data Source(s) 2: T-TESS Observation Data

- Teacher Lesson Plans
- KHS 2019-20 Campus Needs Assessment (CNA)
- KHS 2019-20 Stakeholder Surveys
- KHS CTE Industry Certification Numbers
- SAT/ACT Participation Rates and Results
- AP Participation Rates and Results
- TSI Assessment Results
- Military Enlistment Data
- FAFSA Completion Percentage
- KHS 2019-20 Master Calendar of Events - Student Activities
- Attendance Rate
- Graduation Rate
- Disciplinary Data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Comprehensive Support Strategy 1) KHS will use Scope and Sequences and Instructional Focus Documents from the TEKS Resource Center in Math, ELAR, Science, and Social Studies to horizontally and vertically align curriculum and assessments.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Curriculum Coordinators, Teachers | Teacher Lesson Plans, Common Assessments, Departmental Meeting Minutes, T-TESS Walk-throughs and Formal Observations, STAAR Scores | | | |
| <p>Comprehensive Support Strategy 2) KHS will ensure that all primary and secondary curricular resources approved by the KISD Board of Trustees and adopted by KISD Curricular Cabinet are used by teachers and integrated into the framework of the Scope and Sequences and Instructional Documents of the TEKS Resource Center.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals | Lesson Plans, T-TESS Walk-throughs and Formal Observations | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| Comprehensive Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 3) KHS will implement the KISD Grading Guidelines to promote a grading system that is fair and consistent and provides a framework in which parents and students can monitor student progress in a timely manner. | 2.4, 2.5, 2.6 | Principal, Assistant Principals, PEIMS Coordinator, Teachers | Grade Reports, Individual Teacher Gradebooks, Stakeholder Surveys | | | |
| Comprehensive Support Strategy 4) KHS will offer 3-Week Common Assessments in each of the core subjects (ELAR, Math, Science, and Social Studies) to help align curriculum, instruction, and assessment. Furthermore, DMAC will be used to analyze the results of Common Assessments to provide teachers with a means to provide students with efficient, targeted academic interventions. | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers | DMAC Reports, Lesson Plans, Common Assessment Calendar, Gradebooks, Department Meeting Notes | | | |
| Comprehensive Support Strategy 5) KHS will provide special education students with transition services to ensure career and life goals are aligned with educational program. | | Principal, Assistant Principals, Diagnostician, ARD Committee Members | IEP Schedule of Services, Individual Student Schedules, Meeting Notes from KISD Transition Specialist. | | | |
| 6) KHS will offer the PSAT 8/9 to all Freshmen and PSAT to all Juniors during a school-day administration in October. KHS will offer an optional PSAT 10 to Sophomores in the Spring. | | Principal, Campus Testing Coordinator | KHS Master Calendar of Events; Number of Students (Juniors) Tested | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: KHS will develop learning standards to meet the needs of all learners.

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

Evaluation Data Source(s) 3: T-TESS Observation Data

- Teacher Lesson Plans
- KHS 2019-20 Campus Needs Assessment (CNA)
- KHS 2019-20 Stakeholder Surveys
- KHS CTE Industry Certification Numbers
- SAT/ACT Participation Rates and Results
- AP Participation Rates and Results
- TSI Assessment Results
- Wildcat Success Center Data
- Fresh Start Data
- KHS 2019-20 Master Calendar of Events - Student Activities
- Attendance Rate
- Graduation Rate
- Disciplinary Data

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) KHS will offer students opportunities to recover credits through the Fresh Start Credit Recovery Program using the Gradpoint online course system.</p> | 2.4, 2.6 | Principal, Assistant Principals, Counselors, Fresh Start Teachers Number of Credits Recovered; Percentage of Students Who Successfully Recover Credits; Graduation Rates/Data | The goal is provide opportunities for students to recover credits lost to poor grades and/or attendance and to improve the 4-year graduation rate. | | | |
| <p>2) KHS will use a three-tiered, pyramid RtI (Response to Intervention) program for students experiencing academic and behavioral difficulties.</p> | 2.4, 2.5, 2.6 | Principals, Counselors, RtI Team, Teachers, Paraprofessionals | RtI Team Feedback, STAAR Scores, DMAC RtI Reports, Grade Reports, Discipline Reports, Enrichment Period Rosters, Common Assessment Results | | | |




| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) KHS will offer acceleration, intervention, and remediation opportunities in class, before school, and after school for students who are unsuccessful on recent STAAR tests, who are labeled At-Risk, Economically Disadvantaged, EL/LEP, Special Education, or who demonstrate academic or behavioral deficiencies.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, RtI Team, Counselors, Teachers, Paraprofessionals STAAR Scores, DMAC, RtI Reports, Grade Reports, Tutorial Rosters, Common Assessment Results, STAAR Interim Assessments, Reading Plus Reports, Imagine Math Reports, TELPAS Scores | The goal is to provide a comprehensive and systematic approach to improve the academic performance of students who are labeled At-Risk, Economically Disadvantaged, EL/LEP, Special Education, or who demonstrate academic or behavioral deficiencies. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) KHS will offer a Math Lab course designed for accelerated math instruction for students who have not passed the STAAR Algebra I EOC Exam or who did not pass the 8th Grade STAAR Math Exam. Math Lab will incorporate the use of computer-based programs such as Imagine Math for acceleration, progress monitoring, and assessment.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Counselor, RtI Team, Math Lab Teacher, District Math Curriculum Coordinator, KHS Math Department Chair RtI Team Reports, STAAR Scores, DMAC RtI Reports, Grade Reports, Discipline Reports, Enrichment Period Rosters, Common Assessment Results, Imagine Math Reports, STAAR Interim Assessment Results | The goal is to provide a Tier III Math Intervention course for students who demonstrate reading deficiencies, especially EL/LEP, Special Education, and Economically Disadvantaged students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
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| <p>Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) KHS will offer a Reading Improvement course designed for accelerated reading and writing instruction for students who have did not pass the 8th Grade STAAR ELA Exam, the STAAR English I EOC Exam, or the STAAR English II EOC Exam. Reading Improvement will incorporate the use of computer-based programs such as Reading Plus for acceleration, progress monitoring, and assessment.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Counselors, RtI Team, Reading Interventionist, District ELA Curriculum Coordinator, KHS ELA Department Chair RtI Team Reports, STAAR Scores, DMAC RtI Reports, Grade Reports, Discipline Reports, Enrichment Period Rosters, Common Assessment Results, Reading Plus Reports, STAAR Interim Assessments | The goal is to provide a Tier III Reading Intervention course for students who demonstrate reading deficiencies, especially EL/LEP, Special Education, and Economically Disadvantaged students. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction</p> <p>6) KHS will ensure that RtI academic and behavioral interventions and tutorials are provided by highly-qualified teachers/staff members.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, RtI Team Members KHS Master Schedule and Rosters, Tutorial Schedule and Rosters, KHS Highly Qualified Teacher Report, Texas Teacher Certificates, Counseling Reports, RtI Team Reports | The goal is to ensure that students receive the highest quality Tier II interventions. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>7) KHS teachers will offer formal tutorials at least once per week (before or after school), and the campus will publish the KHS Teacher Tutorial Schedule via email, newsletters, and social media outlets.</p> | 2.4, 2.5, 2.6 | Principal Teacher Tutorial Schedules, Teacher Tutorial Logs/Sign In Sheets, Newsletters/Emails/Social Media Posts | The goal is to promote before and after school opportunities for tutorials and Tier II interventions to improve the academic performance of all students, especially Special Education, EL/LEP, and Economically Disadvantaged students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
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| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) KHS will give Common Assessments in Math, ELAR (Reading and Writing), Social Studies, and Science to align curriculum and assessment, to monitor student progress, and to provide data for intervention efforts.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers T-TESS Walk-Throughs and Formal Observations, Teacher Gradebooks, DMAC Instructional Reports, Teacher Lesson Plans | The goal of Common Assessments is to align curriculum and assessment, to monitor student progress, and to provide data for intervention efforts. Data analysis will provide teachers information to guide instruction and improve the academic performance of all students, especially EL/LEP, Special Education, and Economically Disadvantaged students. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction</p> <p>9) KHS will provide inclusion support for EL/LEP students who have reading or math difficulties or who receive a composite score "Beginning" or "Intermediate" on TELPAS, whenever possible.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Counselors EL/LEP Student Schedules, KJHS Master Schedule, STAAR Scores, TELPAS Scores, LPAC Committee Reviews of Student Progress, Reading Plus Results, Math Benchmark Results, Imagine Math Data | The goal is to provide inclusion support for EL/LEP students to improve academic performance. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>10) KHS will administer Reading/ELA diagnostic assessments using Reading Plus and STAAR EOC English I and II Interim Assessments for all students enrolled in English I, English II, Reading I, Reading II, and who have not yet passed the English I or II STAAR EOC Exam.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, ELA Teachers Reading Plus Results, STAAR Interim Assessment Results, STAAR Scores, Student Reading Levels | The goal is to use diagnostic data for identification, intervention, and monitoring purposes. Reading/ELA diagnostics will be implemented quarterly and will be used to guide instruction and intervention. The diagnostics will be used as part of the campus' Targeted Improvement Plan (TIP). | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>11) KHS will offer a Summer School Credit Recovery program using the GradPoint online system for students who fail one or more core courses during the year with the purpose of providing remediation and opportunities for promotion.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Grade Placement Committee Members, Teachers, RtI Team, Counselors Students Report Cards, STAAR Scores, Promotion/Retention Rates, Summer Program Participation, Number of Credits Recovered, KHS Summer Programs Guide | The goal is to improve the 4-year, 5-year, and 6-year graduation rates. | | | |
| <p>Additional Targeted Support Strategy</p> <p>12) KHS will provide opportunities for students to make-up attendance hours during the school year and during KHS Summer Programs.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, RtI Team Members, Grade Placement Committee Members, Counselor, Teachers Student Attendance Rates, Promotion/Retention Rates, Attendance Hours Earned, Number of Credits Recovered | The goal is to improve 4-year, 5-year, and 6-year graduation rates. | | | |
| <p>13) KHS will review the attendance rates of students on a weekly basis and will comply with the district's attendance policies and procedures.</p> | | Principal, Assistant Principals, PEIMS Clerk, RtI Team, Attendance Committee Members | Student Attendance Rates | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>14) KHS will use an inclusion model for the majority of special education students, while providing the full spectrum of special education services, which includes resource and essential academic classes to meet the individual needs of students. The KHS inclusion program will include both co-teaching and paraprofessional support models, as determined by individual ARD committees.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Counselor, Special Education Teachers, Case Managers, Paraprofessionals, ARD Committee Members Master Teacher Schedule, Individual Student Schedules, Special Education Student Schedule of Services, Paraprofessional Schedules, Student IEP Progress Reports, STAAR/STAAR Results, Common Assessment Data, Benchmark Data | The goal is to improve the academic performance of Special Education students. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>15) KHS will coordinate with ARD, 504, and LPAC committees to evaluate, monitor, provide academic and behavioral interventions for students in special programs.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Counselor, Teachers, Paraprofessionals, Parents, ARD, 504,LPAC Committee Members Student IEP Progress Reports, STAAR/STAAR Results, Common Assessment Data, Benchmark Data, ARD/504/LPAC Meeting Notes | The goal is to provide individualized educational plans with appropriate accommodations (and/or modifications) to improve the academic performance of Special Education, 504, and EL/LEP students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>16) KHS will coordinate with ARD, 504, and LPAC committees to make appropriate placement, standardized testing, curriculum, and accommodation decisions for students in special programs.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Counselor, Teachers, Paraprofessionals, Parents, ARD, 504, LPAC Committee Members Special Education Student Schedule of Services, ARR/504/LPAC Notes, Individual Student Schedules, Student IEP Progress Reports, STAAR/STAAR Results, Common Assessment Data, Benchmark Data | The goal is to provide individualized educational plans with appropriate accommodations (and/or modifications) to improve the academic performance of Special Education, 504, and EL/LEP students. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>17) KHS will administer Math diagnostic assessments using benchmarks and STAAR EOC Algebra I Interim Assessments for all students enrolled in Algebra I, Math Lab, and who have not yet passed the Algebra I STAAR EOC Exam.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, ELA Teachers Math Benchmark Results, STAAR Interim Assessment Results, STAAR Scores, Student Reading Levels | The goal is to use diagnostic data for identification, intervention, and monitoring purposes. Math diagnostics will be implemented quarterly and will be used to guide instruction and intervention. The diagnostics will be used as part of the campus' Targeted Improvement Plan (TIP). | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>18) KHS will establish the Wildcat Success Center as an alternative-by-choice option for students who are at risk of not graduating.</p> | 2.4, 2.5, 2.6 | Principal, Director of Safety, Superintendent, Principal of DAEP Graduation Rates, Enrollment Numbers, Rtl Notes, Student Progress | The goal of the KHS Wildcat Success Center is to improve 4-year, 5-year, and 6-year graduation rates. | | | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |

Goal 2: KHS will develop learning standards to meet the needs of all learners.

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

Evaluation Data Source(s) 4: KHS 2019-20 Campus Needs Assessment (CNA)

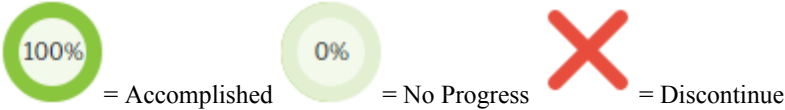
KISD Technology Plan

KISD Technology Inventory

KHS 2019-20 Stakeholder Surveys

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) As a Google Campus, KHS will integrate Chromebooks (1:1) into curriculum and instruction.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Teachers, and Staff, Librarian, Director of Technology Campus Needs Assessment, Teacher Survey, Student Survey, Brightbytes /Technology Survey, Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations | The goal is to enhance the experience of the learner, to promote the development of technological skills, and to provide EL/LEP, 504, and Special Education students with resources to improve academic performance. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) KHS will develop and implement a Campus Technology Training Plan, which will include at least one monthly training for faculty and staff.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers, and Staff Campus Needs Assessment, Teacher Survey, Brightbytes/Technology Survey, Teacher Lesson Plans, T-TESS Walk-throughs and Formal Observations, Campus Technology Training Plan, School Calendar | The goal is to enhance the experience of the learner, to promote the development of technological skills, and to provide EL/LEP, 504, and Special Education students with resources to improve academic performance. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 3) KHS will use DMAC for T-TESS, Common Assessments, data analysis, and RtI progress monitoring.</p> | 2.4, 2.6 | Principal, Assistant Principals, Teachers DMAC Instructional Reports, Student Profiles, T-TESS Summaries, and RtI Reports | The goal is to use technology to provide teachers with resources to drive instruction and plan academic interventions. | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) As a Google Campus, KHS will use Google Classroom and Google related products and services as the primary technology-based instructional platform.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Teachers, Librarian, District Technology Coordinator STAAR Scores, TAPR and AYP Reports, Common Assessments, Benchmark Data, Teacher Lesson Plans, T-TESS Walk-Throughs and Formal Observations | The goal is to enhance the experience of the learner, to promote the development of technological skills, and to provide EL/LEP, 504, and Special Education students with resources to improve academic performance. | | | |
| <p>TEA Priorities Connect high school to career and college ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) The KHS Librarian will serve as a campus-level liaison for the district's technology initiatives and will coordinate campus efforts to incorporate technology into the curriculum and classroom lessons.</p> | 2.4, 2.5 | Principal, Assistant Principal, District Technology Coordinator CLT Feedback, Teacher Survey, Brightbytes Survey, KHS Professional Development Plan | The goal is to create a link between the campus and district to promote the use of technology on the campus to improve student outcomes. | | | |
|  | | | | | | |

Goal 2: KHS will develop learning standards to meet the needs of all learners.

Performance Objective 5: KHS will provide a safe, nurturing, and diverse educational environment that builds character, improves health, increases student involvement, and promotes responsibility and good citizenship.

Evaluation Data Source(s) 5: KHS 2019-20 Campus Needs Assessment (CNA)

KHS 2019-20 Stakeholder Surveys

KHS 2019-20 Master Calendar of Events - Student Activities

KHS Counselor Data

KHS Campus In Schools (CIS) Program Offerings and Data

KISD DEIC Initiatives

KISD SHAC Initiatives

Student Participation Rates

Campus Crime Stoppers (CCS) and Friends for Life (FFL) Data

Summative Evaluation 5:

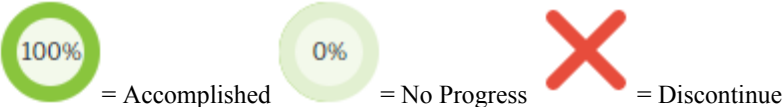
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
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| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 3: Positive School Culture 1) KHS will develop and implement a tiered Campus Behavior Management Plan which promotes fairness, consistency, equity, and the development of uniform campus policies and procedures. The Campus Behavior Management Plan will include preventative and restorative practices to provide research-based opportunities for students to learn and develop appropriate behaviors and social norms.</p> | 2.4, 2.6 | Principal, Assistant Principals, Teachers, Staff Campus Disciplinary Reports, RtI Reports, Progress of Individual Student Behavior Intervention Plans, Number/Type of Discipline Referrals, Behavior Management Plan Policies and Procedures, Student Handbooks | The goal is to create a campus with a culture of fairness and equity. The campus should work to build character and help students make sound decisions. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
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| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) KHS will implement classroom management, positive behavior, and relationship building techniques and strategies from researched-based programs such as Harvesting Respect, CHAMPS, and PBIS.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Teachers, Staff Campus Disciplinary Reports, RtI Reports, Progress of Individual Student Behavior Intervention Plans, Number/Type of Discipline Referrals, Behavior Management Plan Policies and Procedures, Student Handbooks, T-TESS Walk-Throughs and Observational Data | The goal is to provide teachers with research-based strategies to implement positive behavior systems and improve classroom management. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>3) KHS will implement and enforce KISD policies regarding bullying, abuse, violence, gangs, drugs, and alcohol. Furthermore, KHS will develop procedures to actively monitor and investigate complaints that endanger individuals or threaten the general safety of the campus.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Counselor, Nurse, School Resource Officer, Teachers, Staff Student Survey, Parent Survey, Teacher Survey, Counseling Reports, Number/Types of Disciplinary Referrals, Bullying Reports | The goal is to empower students through educational programs that focus on safety, health, and wellness. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 4) KHS will participate in preventative, educational programs such as Drug Free Schools, Crime Stoppers/Friends for Life, Rachel's Challenge, and Play It Safe, which highlight the dangers and risks of bullying, abuse, violence, gangs, drugs, and alcohol. These programs will also seek to provide safe outlets for victims and promote good citizenship. | 2.5, 2.6 | Principal, Assistant Principals, Counselors, School Resource Officer | Student Survey, Parent Survey, Teacher Survey, Counseling Reports, Number/Types of Disciplinary Referrals, KHS Master Calendar of Events | | | |
| <p style="text-align: center;">ESF Levers Lever 3: Positive School Culture</p> 5) KHS will provide a School Resource Officer (SRO) and two campus security guards to monitor the campus and promote student safety. | 2.6 | Principal, Superintendent Yearly SRO Evaluation, Student Survey, Parent Survey, Teacher Survey, Number/Type of Discipline Referrals, Police Reports | The goal is to provide security resources to guide campus safety efforts and respond to emergency situations. | | | |
| <p style="text-align: center;">ESF Levers Lever 3: Positive School Culture</p> 6) KHS will provide a Peer Mediation Program, where the Peer Mediation Coordinator will train student leaders, who are selected by their peers and teachers, to mediate discussions among embattled students with the purpose of resolving issues, promoting good decision making, and fostering a nurturing school environment. | 2.5, 2.6 | Principal, Counselor, Student Peer Mediators Number/Type of Discipline Referrals, Student Surveys, Number/Frequency of Peer Mediation Sessions and Outcomes | The goal is to empower students to resolve issues and build a sense of ownership in creating a positive campus culture. | | | |
| <p style="text-align: center;">ESF Levers Lever 3: Positive School Culture</p> 7) KHS will develop a peer mentor program (Big/Little Program) through the KHS Student Council. | 2.6 | Counselors, Student Council Adviser Peer Mentor Calendar, Student Feedback, Adviser Reports | The goal is to empower students through the mentorship of younger students by older students to create a positive campus culture and family atmosphere. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 8) KHS will provide students with serious discipline behavioral problems with alternative education environments including the Applied Behavioral Support (ABS) Program and the District's Alternative Educational Program (DAEP), both of which provide educational supports that focus on the development of appropriate social, behavioral, and coping skills in an effort to transition students back to a traditional classroom setting. | 2.5, 2.6 | Principal, Assistant Principals, DAEP Principal and Staff, District's Behavioral Placement Committee Members, RtI Team Members, ARD/504 Committee Members | Disciplinary Placements, Student Academic Progress, Student Behavioral Progress, Behavior Intervention Plans, RtI Team Reports, Transition Data | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> 9) KHS will adopt and implement character building programs for the general student body to promote the pillars of character such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. | 2.6 | Principal, Assistant Principals, Counselor, Teachers, Coaches, Staff, Parents Completion of Character Building Lessons, Number/Type of Discipline Referrals | The goal is to align campus efforts to focus on the pillars of character adopted by the KHS Board of Trustees to create a positive campus culture. | | | |
| 10) KHS will promote service through its various student clubs and organizations such as Student Council, NHS, and Key Club. | | Principal, Club and Organization Sponsors | Number of Student Service Programs, Feedback Regarding the Impact to the Community | | | |
| 11) KHS will enforce a standardized student dress code, as adopted and approved by the KISD School Board. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Teachers, Staff | Number/Rate of Dress Code Violations, Student Survey, Teacher Survey, Parent Survey | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> 12) KHS will promote safety by requiring current students to prominently wear Student ID Badges at all times. | | Principal, Assistant Principal, Teachers, Staff Number/Rate of Student ID Violations, Student Survey, Teacher Survey, Parent Survey | The goal is to promote campus safety by ensuring students are recognizable and identifiable at all times. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 13) KHS shall appoint a Campus Emergency Management Team and will adopt and implement a Campus Emergency Operations Plan. | | Principal, Assistant Principals, School Resource Officer (SRO) | Campus Emergency Operations Plan, Emergency Drill Reports | | | |
| 14) KHS will conduct emergency drills (fire/evacuation, severe weather, lock-down, and shelter-in-place) according to local, state, and federal guidelines to promote safety and to keep students, teachers, and staff prepared. | | Principal, Assistant Principals, School Resource Officer (SRO) | Campus Emergency Operations Plan, Emergency Drill Reports, Staff Trainings, Meeting Agendas | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>15) KHS will identify a TBSI team and select teachers and staff members to be trained in using proper crisis/emergency techniques and procedures such as First Aid procedures, CPR, CPI, and AED.</p> | 2.6 | Principal, Assistant Principals, Nurse, Special Education Teachers, Paraprofessionals, Nurse, Athletic Trainers Number/Percentage of TBSI, CPR, First Aid, CPI, and AED Certificates | The goal is to promote positive behavioral techniques in the classroom and to empower teachers to respond to escalating and emergency situations. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>16) The campus will conduct an annual safety audit to assess campus safety procedures and readiness. KHS will promote campus safety with such features as a limited entry/exit system, a visitor identification system, and a closed-circuit camera system.</p> | | Principal, Assistant Principal, School Resource Officer Results of Annual Security Audit, Student Survey, Teacher Survey, Parent Survey, Number/Frequency of Security Incidents | The goal is to ensure the safety of students and create systems that allow administrators and campus security to effectively monitor the campus. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 17) KHS will partner with the Community in Schools (CIS) program of Tarrant County to provide a Social Worker for students with social, academic, behavioral, and emotional needs</p> | 2.4, 2.6 | KISD Director of Guidance and Counseling, Principal, Counselors CIS Programs and Schedule, CIS Data, Counseling Data, Student Achievement Data, Campus Needs Assessment, Stakeholder Surveys | The goal is to support the campus' counseling program with the Community in Schools program. The CIS Social Worker will conduct a needs assessment and create programs to positively impact students, parents, and the greater community. The CIS Social Worker will provide Tier I, Tier II (group), and Tier III (individual) programs and interventions. | | | |
|  | | | | | | |

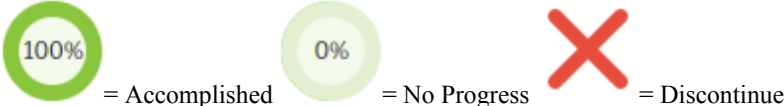
Goal 3: KHS will partner with families and community to strengthen the educational process.

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

Evaluation Data Source(s) 1: KHS 2019-20 Master Calendar of Events - Parent Events
 KHS 2019-20 Community in Schools (CIS) Program Events for Parents and Community
 Parent Volunteer Opportunities
 Parent Participation Rates in Community Organizations
 KHS Social Media Postings
 KHS 2019-20 Parent and Student Newsletters

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 1) KHS will seek to use a variety of outlets to provide stakeholders with campus information, emergency and weather information, events, important dates, and other relevant announcements. | 3.1, 3.2 | Principal, Assistant Principals, Librarian, Counselor Number/Type/Frequency of Announcements, Parent Survey, Teacher Survey, Student Survey, Social Media Posts | The goal is to keep the larger community aware of school events, emergencies, parent/community events, and general information. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> 2) KHS will use Blackboard Connect System to place mass phone calls and emails to parents regarding relevant campus information. | 3.1, 3.2 | Principal, Assistant Principals, Principals, Secretary, Librarian Number/Type/Frequency of Mass Emails, Parent Survey, Teacher Survey, Student Survey | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> 3) KHS will require teachers to maintain individual teacher websites which are updated weekly with general course information, lesson plans, contact information, and educational links and resources. | 3.1, 3.2 | Principal and Assistant Principals Frequency of Updates to Teacher Websites, Content of Teacher Websites, Parent Survey | The goal is to empower parents to be active partners in their child's education. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| ESF Levers Lever 3: Positive School Culture 4) KHS teachers will use the Blackboard and Naviance systems as the primary mass communication systems for parents, students, and stakeholders. | 3.1, 3.2 | Teachers Number/Type/Frequency of Teacher Emails, Parent Survey, Teacher Survey, Student Survey | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |
| ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) KHS will use Facebook and Twitter as the primary social media outlets to distribute relevant campus information, promotions, student achievements, and announcements. | 3.1, 3.2 | Principals, Assistant Principals, Librarian Number/Type/Frequency of Social Media Posts, Responses to Social Media Posts, Parent Survey, Teacher Survey, Student Survey | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |
| ESF Levers Lever 3: Positive School Culture 6) KHS will update the electronic marquee in front of the school and scrolling marquees inside the school to provide stakeholders with important announcements, events, and dates. | 3.1, 3.2 | Principal, Librarian Frequency of Updates to Marquee, Content of Marquee Postings, Parent Survey, Student Survey | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |
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Goal 3: KHS will partner with families and community to strengthen the educational process.

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

Evaluation Data Source(s) 2: KHS 2019-20 Master Calendar of Events - Parent Events
 KHS 2019-20 Community in Schools (CIS) Program Events for Parents and Community
 Parent Volunteer Opportunities
 Parent Participation Rates in Community Organizations
 KHS Social Media Postings
 KHS 2019-20 Parent and Student Newsletters
 KHS Campus Advisory Team (CAT) Meeting Agendas
 KHS Booster Club Participation Numbers

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) KHS will facilitate opportunities and provide information for parents and students to register for the Parent Portal, which is a web-based application that allows parents to monitor student attendance and academic progress.</p> | 3.1, 3.2 | Principal, Assistant Principal, Secretaries, Librarian, Counselor Number of Parents and Students Registered for Parent Portal, Percentage/Frequency of Use, Student Survey, Parent Survey | The goal is to empower parents by giving them online access to monitor student grades and progress. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) KHS will facilitate opportunities and provide information for stakeholders to receive push notifications regarding important campus announcements via Blackboard.</p> | 3.1, 3.2 | Principal, Assistant Principals, Librarian Number of Registered Users, Number/Frequency of Push Notifications, Parent Survey, Teacher Survey, Student Survey | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| 3) KHS will use the TxEIS PEIMS System and electronic discipline system to notify parents via email of student tardies, fines, disciplinary actions, and violations of the student dress code. KHS will actively solicit parent emails for these services. | | Principal, Assistant Principals | Number/Frequency/Type of Email Notifications Regarding Attendance and Discipline, Parent Survey, Attendance Rates, Discipline Reports | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) KHS will use various outlets to distribute a bi-monthly campus newsletter for stakeholders with campus and district information, announcements, events, important dates, and student achievements.</p> | 3.1, 3.2 | Principal, Assistant Principals Frequency of Weekly Stakeholder Newsletters, Content of Weekly Stakeholder Newsletters, Parent Survey, Teacher Survey, Student Survey, Potential Reach of Newsletters | The goal is to intentionally and frequently communicate with parents and stakeholders regarding KHS events, meetings, volunteer opportunities, general information, and news. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) KHS teachers will be encouraged to develop strong relationships and required to communicate with parents/guardians to promote student success using a variety of means such as written notes, phone calls, emails, conferences, and social media. KHS teachers will also be required to document their efforts.</p> | 3.1, 3.2 | Principal, Assistant Principals, Teachers T-TESS Teacher Self-Report, Teacher Parent Contact Logs, Teacher-Parent Conference Reports, Parent Survey, Teacher Survey | The goal is to empower parents to support student learning through strong communication and relationships with teachers and staff. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>6) KHS will facilitate opportunities for parents to build relationships with teachers through various activities including volunteer opportunities, booster clubs, PTO, Open Houses, Public School Week Activities, College Nights, Parent Education/Information Nights, campus-level committees, Parent Workshops, and more.</p> | 3.1, 3.2 | Principal, Assistant Principal, Teachers Number/Type/Frequency of Teacher-Parent Opportunities to Meet, Parent Survey, Teacher Survey | The goal is to provide parents and stakeholders with a variety of opportunities to be active in the school and support student learning. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 7) KHS will promote and increase parent involvement in committees and meetings directly aimed at improving student achievement and/or providing student interventions including Parent-Teacher Conferences, Teacher-Administrator Conferences, ARD meetings, 504 meetings, LPAC meetings, and RtI Team Meetings, counselor conferences, and bilingual counselor to include non-English speaking parents.</p> | 3.1, 3.2 | Principal, Assistant Principals, Teachers, Committee/Conference Members, Counselor Meeting/Conference Sign-in Sheets and Notes, Phone/Contact Logs, Written/Email Correspondence, Parent Survey | The goal is to positively impact student learning and achievement through developing partnerships with parents. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 8) KHS will assign a staff member or volunteer to be a liaison to the KHS PTA to promote membership and parent participation.</p> | 3.1, 3.2 | Principal Parent Involvement, Written/Email correspondence | The goal is to ensure that the KHS Parental Engagement Policy is followed and parents are provided opportunities to be partners in education. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 9) KHS will facilitate opportunities for parents to build relationships through volunteer opportunities.</p> | 3.1 | Principal, Assistant Principal, Counselor, Teachers Parent Involvement, Community Involvement, Written and Email Correspondence | The goal is to promote the active and productive participation of parents as partners in education. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 10) KHS will develop an annual Parental Involvement Policy through the Campus Advisory Team (CAT) and notify parents of the policy through email, social media, and other means.</p> | 3.1, 3.2 | Principal, Campus Advisory Team (CAT) Parental Involvement Policy, Emails, Social Media Posts, Newsletters, Title I Website | The goal is to establish a clear and comprehensive strategy to promote parent involvement in the school. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 11) KHS will develop an annual Parent-Student-School Compact and notify stakeholders of the agreement through email, social media, and other means. | 3.1, 3.2 | Principal, Campus Advisory Team (CAT) Parental Involvement Policy, Emails, Social Media Posts, Newsletters, Title I Website | The goal is to identify the major responsibilities of students, parents, and schools in achieving positive student outcomes and supporting student learning. | | | |
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Goal 3: KHS will partner with families and community to strengthen the educational process.

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

Evaluation Data Source(s) 3:

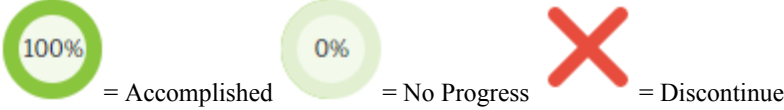
- KHS 2019-20 Master Calendar of Events - Community Events
- KHS 2019-20 Community in Schools (CIS) Program Events for Parents and Community
- Parent Volunteer Opportunities
- Parent Participation Rates in Community Organizations
- KHS Social Media Postings
- KHS 2019-20 Parent and Student Newsletters
- KHS Campus Advisory Team (CAT) Meeting Agendas
- KHS Booster Club Participation Numbers
- Kennedale Education Foundation Events and Grant Opportunities
- Number of Community Events hosted at KHS

Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) KHS will provide opportunities for parents and community members to be involved in campus planning and decision making through the Campus Advisory Team (CAT).</p> | 3.1, 3.2 | Principal, Assistant Principals Communications Promoting Participation in CAT, CAT Participation, CAT Meeting Agendas and Sign-in Sheets, Parent Survey | The goal is to involve parents and community members in key decision-making activities, completing the campus needs assessment, and developing the campus improvement plan. | | | |
| <p>TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum 2) KHS will encourage representation on the district's Student Health Advisory Committee (SHAC), which will be actively involved in the development of the campus' Health curriculum.</p> | 3.1, 3.2 | Principal, Assistant Principals, Counselor Communications Promoting Participation in SHAC, SHAC Participation, SHAC Meeting Agendas and Sign-in Sheets, Parent Survey | The goal is to involve stakeholders in developing the district's Health curriculum and developing partnerships with local health providers and emergency responders. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) KHS will host an informational meeting regarding Title I requirements and the KHS Parental Involvement Policy for parents and community members at the Fall Open House.</p> | 3.1, 3.2 | Principal, Assisant Principal Communications Promoting Participation in the Title I Informational Meeting, Title I Meeting Participation, Title I Sign- in Sheets | The goal is provide opportunity for stakeholders to learn about the Title I requirements of KHS, the Campus Needs Assessment, the Parental Involvement Policy, the Parent-Student-School Compact, and the Campus Improvement Plan. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) KHS will host two annual Open House events: Fall and Spring.</p> | 3.1, 3.2 | Principal Communications Promoting Participation in Open House, Open House Participation, Open House Sign-in Sheets, Parent Survey | The goal is to improve parental relations and to provide multiple opportunities for parents to visit teachers. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) KHS will host (Pre) Registration Parent Information Nights during the Spring for parents and students of grades 8-11.</p> | 3.1, 3.2 | Principal, Assistant Principals, Counselor Communications Promoting Participation in Registration Parent Information Nights, Registration Parent Information Nights Participation, Registration Parent Information Nights Sign-in Sheets, Parent Survey | The goal is to provide an opportunity for parents to learn about the school's curriculum and opportunities for students prior to Spring registration. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>6) KHS Counselors will work alongside the KISD CTE/CCMR to organize and host an annual College and Career Day from a variety of career fields, and will feature keynote speakers from a variety of career fields.</p> | 3.1, 3.2 | <p>CTE Specialist, Principal, Assistant Principals, Counselors</p> <p>Communications Promoting Participation in Career Day, Career Day Student and Speaker Participation, Career Day Schedules and Sign-in Sheets, Speaker Feedback, Student Feedback</p> | The goal is for KHS 11th and 12th graders and their parents to have an opportunity to explore various college and career options. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>7) KHS will seek to increase parent participation in organizations that support student success such as the PTO and local booster clubs.</p> | 3.1, 3.2 | <p>Principal, Assistant Principal, Clubs/Organization Sponsors</p> <p>Parent Participation Rates in Supportive Organizations, Parent Survey</p> | The goal is to intentionally and strategically invite parents to become active and productive partners in key parent organizations. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>8) KHS will annually review and revise the KHS Parent-Student-School Compact and Parental Involvement Policies through the Campus Advisory Team (CAT).</p> | 3.1, 3.2 | <p>Principal, CAT Members</p> <p>CAT Meeting Agenda, Training Documents, and Sign-in Sheet from Parent Compact and Parental Involvement Policy Meeting</p> | The goal is to involve parents and stakeholders in the development of key documents that guide the school's efforts to improve parent and community relations. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>9) KHS will provide meaningful volunteer opportunities for parents and community members.</p> | 3.1, 3.2 | <p>Principal</p> <p>Number/Type/Frequency of Volunteer Opportunities, Number of Volunteer Applications, Volunteer Sign-in Sheets, Parent Survey</p> | The goal is to purposely organize and develop meaningful and productive volunteer opportunities for parents to directly impact student learning. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>10) KHS will continue to provide links on the campus website so that parents and community members can easily access the Parent-Student-School Compact, Parental Involvement Policy, other important Title I documents, and information regarding volunteer opportunities.</p> | 3.1, 3.2 | <p>Principal, Assistant Principals, Librarian</p> <p>Links to Parent-Student-School Compact, Parental Involvement Policy, and Volunteer Opportunities</p> | The goal is to meet federal requirements for Title I and to provide a resource for parents and stakeholders. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>11) KHS will use a variety of media and social media outlets to inform community members and stakeholders of campus events.</p> | 3.1, 3.2 | <p>Principal, Assistant Principals, Librarian</p> <p>Number/Type/Frequency of Campus Announcements Regarding Campus Events</p> | The goal is to expand the reach of KHS to communicate and inform students, parents, and the greater community. | | | |
|  | | | | | | |

Goal 4: KHS will provide a nurturing and culturally sensitive educational environment.

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

Evaluation Data Source(s) 1: KHS Social Meeting Postings

KHS 2019-20 Newsletters

KHS Website

KISD Board of Trustee Meetings Proclamations and Recognitions

KHS Marquee Posts

KHS Blackboard Emails

KHS Awards Ceremonies

KHS WOW Awards

KHS Graduation

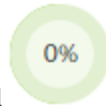
Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers 1) KHS will utilize the district's Wildcat Recognition program to recognize parents, community members, teachers and staff members for the efforts and contributions to the KHS campus.</p> | 3.1 | Principal, Assistant Principals KISD District Newsletter, Social Media Outlets, KHS Newsletter, WOW Awards | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) KHS will recognize various stakeholders with monthly proclamations and recognitions at KISD school board meetings.</p> | | Principal KISD District Board Meeting Agenda/Minutes | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) KHS will host a Parent and Volunteer Appreciation Night/Luncheon at the end of the school year to honor volunteers and other stakeholders who made significant contributions to KHS during the school year.</p> | 3.2 | Principal, Assistant Principals, Counselor Number/Type/Frequency of Returning and New Parents and Volunteers | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) KHS will host various Award Ceremonies including Wildcat Awards Night, Senior Awards Night, and graduation to recognize the accomplishments of students.</p> | 3.1 | Principal, Assistant Principals, Counselors KHS Master Calendar of Events, Award Ceremony Programs | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |
| <p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 5) KHS will partner with the Kennedale Education Foundation, the KHS PTO, and other organizations to offer recognition programs, award ceremonies, scholarships for students, and grants for teachers.</p> | 3.1 | Principal, Kennedale Education Foundation, KHS PTO Awards Ceremonies, Recognition Programs, Grant Cycles, Scholarship Cycles | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 6) KHS will recognize the contributions of stakeholders in various social media posts, newsletters, mass emails, the school's website, and other means.</p> | 3.1 | Principal Newsletters, Social Media Posts, Mass Emails, Website | The goal is to encourage achievement and participation in the educational process through recognition programs. These programs are vital in building a sense of community and improving morale. | | | |



= Accomplished



= No Progress



= Discontinue

Goal 4: KHS will provide a nurturing and culturally sensitive educational environment.

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

Evaluation Data Source(s) 2: KHS 2019-20 Master Calendar of Events

KHS CIS Parent events

KHS CIS Student Events

KHS Student Surveys

KHS Campus Needs Assessment

Counselor Data

CIS Data

Number of Community Partnerships Formed for Student Programs

Summative Evaluation 2:

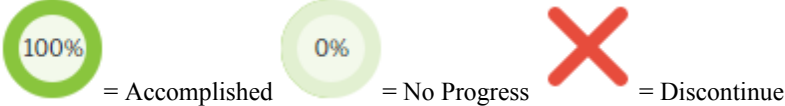
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) KHS will partner with community organizations (i.e. Community in Schools (CIS), the Women's Center of Tarrant County, Campus Crime Stoppers (CCS)/Friends for Life (FFL) of Tarrant County, UnBound, MADD, local law enforcement agencies, first responders, and others) to develop programs that nurture the well-being and development of students.</p> | 2.6 | <p>Principal, Assistant Principal, Counselors, CIS Social Worker, Campus Leadership Team (CLT), Campus Advisory Team (CAT)</p> <p>KHS Master Calendar of Events, Student Programs, CCS/FFL Data, Counseling Data, CIS Data, Stakeholder Surveys, Campus Needs Assessment</p> | The goal is provide students with resources from the community which promote wellness, safety, healthy lifestyles, and positive choices. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>2) KHS will partner with Community in Schools (CIS) to conduct a campus needs assessment of students' social and emotional needs and develop a schedule of educational programs for both students, staff members, and parents.</p> | 2.6 | <p>Principal, Campus Leadership Team (CLT), Counselors, CIS Social Worker</p> <p>CIS Needs Assessment, CIS Data, KHS Master Calendar of Events, Parent Events, Student Programs, Counseling Data</p> | The goal is provide students, staff members, and parents with resources from the community which promote wellness, safety, healthy lifestyles, and positive choices. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>3) KHS, through the KPD and Campus Crime Stoppers of Tarrant County, will provide training and support for students to use the CCS FFL application for mobile devices and the CCS FLL website to anonymously report campus crime, bullying, harassment, and other issues effecting students.</p> | 2.6 | <p>Principal, School Resource Officer, CIS Social Worker, Assistant Principals</p> <p>CCS FFL Data, KPD Reports, Counseling Data, CIS Data</p> | The goal is to empower students to promote campus safety by providing an anonymous reporting platform to reduce crime, violence, bullying, cyberbullying, harassment, and more. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>4) KHS will provide professional development opportunities (such as Harvesting Respect, differentiation training, PBIS, etc.) for teachers and staff members to work positively with a group of diverse learners and parents.</p> | 2.6 | <p>Principal, KISD Central Office Staff, Associate Superintendent, Assistant Principals, Campus Leadership Team</p> <p>KHS Professional Development Plan/Training Opportunities, KHS Staff Survey, Campus Needs Assessment</p> | The goal is to empower teachers and staff members to effectively work with culturally and ethnically diverse groups of learners and parents. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>5) KHS will partner with UnBound to provide Human Traffic awareness and prevention training for students.</p> | | <p>Principal, Counselors, CIS Social Worker</p> <p>Human Trafficking Training</p> | The goal is to empower students to reduce the risks of human trafficking among students. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
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| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>6) KHS will partner with the Women's Center of Tarrant County to provide grade-appropriate presentations regarding dating violence and sexual violence.</p> | 2.6 | <p>Principal, KISD Central Office Staff, Associate Superintendent, Assistant Principals, Campus Leadership Team</p> <p>KHS Professional Development Plan/Training Opportunities, KHS Stakeholder Surveys, Campus Needs Assessment, CIS Data, KPD Reports, Counseling Data</p> | The goal is to reduce the risks of dating violence and sexual violence among students. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>7) KHS will utilize KISD Bullying Procedures to guide investigations of alleged bullying and harassment reports by students.</p> | 2.6 | <p>Principal, Assistant Principals</p> <p>Bullying Reports, Outcomes of Investigations</p> | The goal is for KHS administrators to use consistent and thorough methods of investigating reports of bullying and harassment, which meet State and local legal guidelines. | | | |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>8) KHS will partner with inspirED to offer students a campus Go Center for college, career, and military planning. The KHS Go Center and inspirED will provide CCMR programs for students and parents regarding topics such as financial planning, entrance exam testing (SAT/ACT/TSI), FAFSA, the application process, and more.</p> | 2.6 | <p>Principal, Counselors, inspirED Representatives, Go Center Staff Members, CCMR/CTE Administrator</p> <p>Student Events, Parent Events, Go Center Data, CCMR Data, TAPR</p> | The goal is to empower students and parents by providing educational programs that guide them through the process of post-secondary planning. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|--|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>9) KHS will partner with local military recruiters to provide programs for students to explore post-secondary military options and to administer ASVAB CEP testing on campus for interested students.</p> | 2.6 | Principal, Counselors, Military Recruiters, CCMR/CTE Administrator ASVAB CEP Testing Dates and Results, Student Events, Parent Events, Enlistment Numbers | The goal is to provide opportunities for students to explore military career options and provide entrance testing opportunities. | | | |
| <p>ESF Levers Lever 3: Positive School Culture</p> <p>10) KHS will partner with a community organization (such as MADD and local law enforcement agencies) to provide alcohol and impaired driving awareness and prevention programs.</p> | 2.6 | Principal, School Resource Officer, Counselors, CIS Social Worker KHS Master Calendar of Events, KHS Student Surveys, Student Events | The goal is to reduce the risk of alcohol abuse and impaired driving among students. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>11) KHS will use the online Compliance Bundle from ESC XI to provide teachers and staff professional development regarding a range of statutory trainings: Child Abuse and Maltreatment awareness and reporting, 504 requirements, ADA compliance, food allergy awareness and prevention, FERPA, bullying awareness and prevention, internet safety, Texas Educator Code of Ethics, Anaphylaxis and Epinephrine Use, Teen Dating Violence and Abuse, bloodborne pathogens, suicide prevention, sexual harassment, and copyright.</p> | 2.6 | Principal, KISD Human Resources ESC XI Compliance Bundle Certificates of Completion | The goal is to provide consistent and thorough training for staff members regarding key topics that promote student safety and empower staff members to better serve a diverse student body. | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|----------|--|---|-------------------|-----|-----|
| | | | | Jan | Mar | May |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 12) KHS will work with the KISD Threat Assessment Team to identify, report, and assess students who pose threats or a danger to the campus.</p> | 2.6 | Principal, Assistant Principals, Director of Safety, KISD Threat Assessment Team Threat Assessment Reports, KPD Data, Counseling Data, CIS Data | The goal of Behavioral Threat Assessment and Management is to provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 13) KHS, through the CIS program, will partner with local organizations to provide programs for students and parents regarding suicide awareness and prevention and work with local law enforcement agencies and first responders to students in need of assistance.</p> | 2.6 | Principal, Counselors, CIS Social Worker KHS Master Calendar of Events, Student Programs, Parent Programs, Counseling Data, CIS Data | The goal is to reduce the risk of suicide among students and the greater community. | | | |
| <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 14) KHS will provide opportunities for students to learn CPR and first aid techniques prior to graduation.</p> | 2.6 | Principal, Assistant Principals, Counselor CPR Training Opportunities, CPR Training Logs/Certificates, PEIMS Data | The goal is promote campus and individual safety by providing basic CPR and first aid skills, as required by law. | | | |
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Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 2 | 2 | 1 | KHS will use Scope and Sequences and Instructional Focus Documents from the TEKS Resource Center in Math, ELAR, Science, and Social Studies to horizontally and vertically align curriculum and assessments. |
| 2 | 2 | 2 | KHS will ensure that all primary and secondary curricular resources approved by the KISD Board of Trustees and adopted by KISD Curricular Cabinet are used by teachers and integrated into the framework of the Scope and Sequences and Instructional Documents of the TEKS Resource Center. |
| 2 | 2 | 3 | KHS will implement the KISD Grading Guidelines to promote a grading system that is fair and consistent and provides a framework in which parents and students can monitor student progress in a timely manner. |
| 2 | 2 | 4 | KHS will offer 3-Week Common Assessments in each of the core subjects (ELAR, Math, Science, and Social Studies) to help align curriculum, instruction, and assessment. Furthermore, DMAC will be used to analyze the results of Common Assessments to provide teachers with a means to provide students with efficient, targeted academic interventions. |
| 2 | 2 | 5 | KHS will provide special education students with transition services to ensure career and life goals are aligned with educational program. |
| 2 | 4 | 1 | As a Google Campus, KHS will integrate Chromebooks (1:1) into curriculum and instruction. |