Dickinson Independent School District

Eugene Kranz Junior High

2022-2023 Campus Improvement Plan

Mission Statement

We ensure all students learn at high levels.

Vision

We believe the most effective way to realize our mission is to build capacity in each individual as an effective member of the professional learning community. We envision a school where:

- Staff work collaboratively, take responsibility for student learning, and keep their collective commitments.
- Staff work together interdependently in collaborative teams to achieve common goals and hold each other accountable.
- Students are provided a guaranteed and viable curriculum to access the same knowledge and skills regardless of the teacher they are assigned.
- The learning of each student is monitored on an ongoing basis through daily formative and team developed common formative assessments.
- A system of interventions and extensions ensure all students are learning at high levels.
- Teams engage in ongoing, relevant professional learning in response to informal and formal data in order to improve individual and collective practice.

Collective Commitments

At Kranz Junior High, we have made the following commitments as a Professional Learning Community:

Professional Beliefs:

- We believe that all students can learn at high levels.

- Every person on our campus has value and has a right to learn at high levels.

- It is the responsibility of every adult on our campus to ensure every student learns at high levels.

Professional Behaviors:

As leaders of learning, we will:

- Exhibit joy in teaching and in learning.

- Use research-proven practices to facilitate student success.

- Take initiative.

- Be flexible and reliable.

- Demonstrate loyalty and kindness.

Collaboration:

In order to collaborate in meaningful ways, each KJHS educator will:

- Arrive at meetings on time and prepared to contribute.

- Actively listen to others and be open to different perspectives.

- Give honest feedback to one another in the spirit of supportive teamwork.

- Receive peer feedback with an open mind.

- Follow through on commitments.

- Focus on problem solving.

- Hold the team accountable for the success of all students.

- Have a positive attitude.

Instruction:

So that academic instruction is effective, we will:

- Study and identify the essential standards for each course of study.

- Collaborate as a content team to unpack the standards and plan aligned instruction and common formative assessments.

- Use formative assessment data to plan targeted intervention.

- Guide students in goal setting and in taking ownership of their learning.

Behavior Management:

So that we can build collaborative classrooms and safe environments where students feel valued, we will:

- Explicitly teach behavior expectations and social skills.

- Maintain consistent expectations and routines.

- Follow campus-wide systems with fidelity.

- Be understanding and empathetic.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eugene Kranz Junior High School is one of thirteen Title 1A campuses in the Dickinson Independent School District. Kranz Junior High opened in Fall 2018 and is now completing its fourth school year in 2021-22. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 63% of the students who attend Kranz are economically disadvantaged, a 7% decrease from the year prior. Kranz currently has an enrollment of 963 students in 7th and 8th grades, which is lower than last year's enrollment of 979 students.

Student populations:

Student Demographics (2021 - 2022 Fall PEIMS file loaded 02/14/2022)	Count	Percent
Gender		
Female	466	48.39%
Male	497	51.61%
Ethnicity		
Hispanic-Latino	503	52.23%
Race		
American Indian - Alaskan Native	3	0.31%
Asian	15	1.56%
Black - African American	154	15.99%
Native Hawaiian - Pacific Islander	1	0.10%
White	259	26.90%
Two-or-More	28	2.91%

The Kranz Junior High Population is majority Hispanic at 52%. 27% of the students are white. 16% are black/African American. 5% of students identify as other races.

Student by Program (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
Emergent Bilingual (EB)	160	16.61%
Bilingual	0	0.00%
English as a Second Language (ESL)	87	9.03%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	61	6.33%
Gifted and Talented	104	10.80%
Special Education (SPED)	112	11.63%
Title I Participation	963	100.00%
Dyslexia	53	5.50%

Other Student Information (2021 - 2022 Fall PEIMS file loaded 02/14/2022)

	Count	Percent
At-Risk	517	53.69%
Title I Homeless	0	0.00%
Immigrant	3	0.31%
Migrant	0	0.00%
Military Connected	6	0.62%
Foster Care	1	0.10%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	94	9.76%
Intervention Indicator	231	23.99%
IEP Continuer	0	0.00%
Transfer In Students	35	3.6345%

Kranz Junior High School serves 87 English as a Second Language students (9.03%). 517 students are identified as at-risk of not graduating (53.69%). 104 students are in the Gifted and Talented program (10.80%). 94 students are identified for 504 services (9.76%) and 112 students are served through special education services (11.63%).

Attendance:

Attendance rates for the 2021-2022 school year ranged from 91-93% for each nine week grading period. The overall mobility rate for the campus is 10.65%, a decrease of about 2% from the previous year. A committee was created this year to promote attendance on campus. Each nine weeks, students were rewarded with a treat during lunch time as a reward for perfect attendance during that grading period. If a student was absent three days in a row, that student's first period teacher called home to check on the student and speak to the parent about documenting absences. When a student continued to struggle with attendance, a Student Attendance Review Team (SART) would meet to discuss further interventions and possible consequences with the student and parent.

Discipline:

In 2021-2022 there were fewer students with Out of School Suspensions and Alternative School placements as compared to 2020-21. Approximately 370 discipline referrals were entered for Student Code of Conduct violations.

Demographics Strengths

Demographics Strengths:

- Diverse student population

- Many teachers are GT and/or ESL certified

- Third-year decrease of offenses

- Implementation of motivation committee to incentivize students' attendance

- Implementation of lunch detention to lessen the time out of class for discipline

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): During the 2021-2022 school year, the attendance was 1.5% lower than the previous school year. **Root Cause:** We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism, and there has been a shift in thinking about attendance due to absence policies related to Covid 19.

Problem Statement 2: Qualitative data indicates an increase in negative comments toward specific groups, i.e., race, gender, sexuality, etc. **Root Cause:** Student desensitization influenced by music and media. Proposed Solution: A student-centered model that educates diverse social leaders with the skills to prevent and reduce bullying. (Source: Safe School Ambassadors)

Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the 2019 and 2021 STAAR data from the TAPR, current MAP data from Eduphoria, current Skyward reports on attendance and course failures, the 2021-22 Interim testing data, and the Closing the Gaps report provided by Dr. Noffsinger. The committee's focus also included student demographic information and at-risk data to help determine students' needs toward achieving academic excellence and sustainability. The committee discussed gaps that are evident as a result of the pandemic over the past two years.

Concerning 7th grade, the committee analyzed student performance in math and reading. The data for 7th grade STAAR reading indicate that in 2021, Kranz 7th graders performed better than the state average overall (79% compared to 69% approaches; 56% compared to 45% meets; 30% compared to 25% masters). The trend continued this year as reflected in the fall and spring interim data. The comparison among subpopulations between student performance in 2019 and 2021 also indicates improvement in spite of the pandemic, except in the special education population in the approaches and meets categories, and emerging bilingual students in the mastery category. With regard to 7th grade math, the 2021 STAAR data indicate weaker performance as compared to the state in all categories (42% compared to 55% approaches; 13% compared to 27 % meets; 6% compared to 12% masters). However, the Fall 2021 & Spring 2022 Interim data indicate slight improvement in the approaches category compared to the regional data. All subpopulations data in 2021 were lower than in 2019, with the exception of special education students in the masters category (9% in 2019 to 18% in 2021). This is consistent with concerns about gaps in learning as the result of the 2-year pandemic.

Concerning 8th grade, the committee analyzed student performance in math, reading, social studies, and science; however, the focus was on math and reading for the purpose of determining growth. The data for 8th grade STAAR reading indicate lower scores in 2021 than in 2019, but the 2021 Kranz scores are higher than the state in all three categories: 77% compared to 73% in approaches; 53% compared to 46 % in meets; and, 26% compared to 21 % in masters. The scores improved in the meets and masters categories since 2019 for special education and African-American students. With regard to 8th grade math, Kranz students again scored lower than in 2019, but outperformed the state average in all categories: 82% compared to 62% in approaches; 57% compared to 36% in meets; and, 14% compared to 11% in masters. The Honors 7th grade students took the 8th grade math STAAR in 2021, where these students took the 7th grade STAAR in 2019.

Student Achievement Strengths

Campus Strengths:

- All faculty and staff participated in reframing the campus mission and vision statements, and produced collective commitments to support the campus mission and vision so that we can ensure all students learn at high levels.

- Teachers and administrators have embraced the PLC @ Work process and are actively engaged in unpacking standards and using collaborative team time to plan effective lessons, create formative assessments, analyze formative assessment data, and implement targeted interventions, as needed.

- Collaborative teams create flexible instructional groups for targeted intervention and STAAR review.

- Job-embedded professional learning resumed this school year and focused on the Learning by Doing text in support of the campus mission and vision.

- 8th grade students at Kranz JHS consistently perform above state averages overall in Science and Social Studies.

- The Safe & Civil Schools Committee implemented an incentive system based on the Guidelines for Success to promote positive behaviors and mindsets for learning.

- The Intervention Committee has designed a program for systematic intervention during the school day for all students in all subjects based on the RtI @ Work process from Solution Tree. The system will launch in August 2022.

- Kranz JHS hosted the district's STEAM Expo on our campus to encourage students, parents, and community members to engage in rigorous content for all.

- The campus counselors surveyed all students to assess needs for small groups to attend to students' social-emotional learning needs and to help improve attendance campus-wide.

- The administrators, along with the Behavior Learning Program, use Restorative Practices to teach students who require behavioral intervention in an effort to keep instances of removal of students from instructional time to a minimum.

- By the end of June 2022, the majority of teachers will have attended the PLC @ Work training in order to continue the campus' systematic approach to effective professional learning, collaboration, planning, instruction, and assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): According to 2021 STAAR and 2021-22 Interim data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math . **Root Cause:** Specific, systematic targeted intervention is necessary to accelerate 7th grade learning in math.

School Culture and Climate

School Culture and Climate Summary

 The culture and climate of Kranz Junior High School is intentionally created from a shared set of values and core beliefs. Our school's mission and vision statements help guide our daily work. As a school, we strive to create an environment that is safe and inviting. Throughout the year, we celebrate and reward the great work of our staff and students. Parents are invited to a variety of academic and extracurricular events. Our fine arts program helps connect the community with our school. The daily interactions between students, parents, and staff members helps create our school culture and climate. A variety of campus committees help identify areas for improvement related to the campus climate and culture (Safe & Civil, AVID, Motivation, etc.). Restorative practices and Character Strong initiatives have helped build relationships between students and teachers.

Surveys were sent to parents, students, and staff members to assess each stakeholder's view on the culture and climate of Kranz Junior High School. The survey was completed by 68 parents, 828 students, and 62 staff members. Statements were presented to survey respondents asking them to rate their level of agreement (1 strongly disagree, 5 strongly disagree). Similar statements were presented to parents, students, and staff in order to identify similarities and differences.

School Culture and Climate Strengths

Campus Strengths:

- A strong majority of stakeholders believe students feel safe at school.

- Students have been taught the expectations for how to behave in all areas of the school.

- Students are able to build friendships with one another.

- Student participation in after school activities is high.

- Teachers treat students with respect.

- Stakeholders feel confident in their ability to respond in the event of an emergency.

- Families feel welcomed when they visit the school.

- Teachers consistently and effectively communicate with families.

- Most respondents identified at least one staff member that had a positive effect on them.

- The Safe & Civil Committee positively contributes to campus culture and safety.

- The Motivation Committee helps build positive culture amongst students and staff.

- AVID, Character Strong, and Restorative Practices initiatives have provided students with strategies to resolve conflict and build character.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A majority of staff, students, and parents believe drug, vaping, and/or tobacco use at school is a problem. **Root Cause:** Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school.

Problem Statement 2 (Prioritized): A large number of students have excessive absences and tardies. **Root Cause:** Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention Summary

Our team met to discuss our campus strengths and weaknesses in the areas of staff quality, recruitment, and retention. KJHS strives to meet the district requirement of interviewing and employing highly qualified teachers, instructional paraprofessionals, and instructional coaches. We work closely with the district's Educational Services and Human Resources department when selecting candidates and/or providing assistance to those seeking highly qualified positions. Instructional positions are posted on our district website with ample time to recruit certified, highly qualified and effective candidates prior to the beginning of the school year. We also have a support system set in place to ensure that our sought after highly qualified staff members have their needs met and those include: expert/mentor teachers, content based collaborative teams, academic/instruction coaches and behavior team.

KJHS strives to ensure that quality and retention rates are high at our campus and in order to accomplish these goals we will constantly learn new content and classroom management procedures, techniques, and strategies. We meet two times monthly for faculty meetings to learn about these various trainings. One deficit noted is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. Planning frequent observation opportunities will increase teacher/student success.

The team expressed a need for additional support for new teachers. The current Protege Program that the district provides, along with a mentor, but the team identified a need for additional campus level support.

We will use the PLC process during collaborative planning meetings. These meetings will focus on learning and growing as professionals. We will discuss and share learning around topics such as AVID best practices, SIOP techniques, and Lead4ward strategies. We will also use the time to learn effective management strategies, develop our Safe and Civil practices, and discuss professional literature such as Getting Better Faster and Teach Like a Champion 2.0.

Overall, KJHS has a good foundation for retaining and recruiting teachers and staff of high quality. We have a support system of compassionate administrators and mentor teachers to aid novice teachers. We have faculty meetings geared toward supporting our struggling student groups and challenging our advanced student groups. We know we will increase our effectiveness by observing classroom management procedures, techniques, and strategies from highly effective teachers, spending more time learning new content strategies for our English Language Learners, and providing support to all teachers as they transition to KJHS.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

- All KJHS staff members meet the requirement of highly qualified according to our district and state requirements.

- Our district uses multiple avenues for recruiting highly qualified candidates.

- Professional development is offered on the district and campus level.

- We set and maintain specific campus-wide goals.

- District novice teacher programs provide support to new teachers.

- We participate in district, campus, and individual training surveys relating to professional development.

- Training is provided to focus on developing more effective classroom instruction across a variety of student groups and needs.

- Warm, welcoming, and friendly staff.

- Well managed campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teacher attrition is an obstacle to continued student success. **Root Cause:** The changing environment in education due to social and political influences.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Summary

Our district curriculum is created by a committee of teachers and curriculum specialists. These educators use the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and the College Career Readiness Standards (CCRS) as a guide when writing curriculum. In addition to the curriculum, this committee also provides a year-at-a-glance and pacing guide for instruction. Department heads, team leaders, and instructional coaches collaborate with district personnel and campus teachers to guide the Professional Learning Community using the essential standards to plan engaging lessons.

Grade-level content teams collaborate on a regular basis to plan effective instruction including meaningful activities to reach all students. Research-based best practices are built into daily plans to provide differentiation, intervention, and extension. Sheltered instruction strategies, AVID strategies, and Lead4Ward strategies are all a focus of this design at Kranz Junior High. Our priority is effective Tier 1 instruction for all students. Content team teachers collaborate and plan for intervention and enrichment that will ensure all students learn at high levels.

Formative assessment is on-going and is used to guide instruction. Teachers analyze data to make informed instructional decisions, guide intervention plans, and plan for tutoring.

Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Consistency across all core content areas using the PLC 4 guiding Questions.
- Teams are moving from day to day planning to using backwards design to create stronger lessons.
- EB students are growing consistently in all core content classes (ELPS).
- STEM-Weekly rotation of extension and intervention amongst all 4 core content OR brainiac blocks with teacher input.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is not a systematic approach for Tier 2 instruction when students do not master the essential standards. **Root Cause:** No planned intervention time during the school day

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement Summary

Parent engagement and community involvement are priorities at Kranz Junior High School. Parent participation and volunteerism are high in the Fine Arts. In our annual Parent Engagement survey, parents indicated we do a good job of communicating with them. Overall, responses from parents were positive. Interpreters are available to help at ARDs and other meetings where language could be a barrier.

With the help of Communities in Schools, we have strengthened our relationships with community partners like the Assistance League of Bay Area and the Houston Food Bank, ensuring our students have access to school clothing, food, eyeglasses, and other necessities. Our counselors have also developed partnerships with the Family Service Center of Galveston County, UTMB, Depelchin, and Mental Health America to meet the social and emotional needs of our students and families.

Parent and Community Engagement Strengths

Campus strengths include:

- Administration and faculty communicate effectively with parents in multiple ways.

- The campus created a successful partnership with CIS in supporting McKinney-Vento students with food, basic needs, and coordinate transportation for our identified homeless students.

- A parent survey is sent at the end of each year to identify strengths and weaknesses to set goals for the following year.

- Parents are invited to join school committees such as the Campus Improvement Committee and the Parent Engagement Committee.

- Parents and teachers complete a Social Emotional Learning (SEL) screener to assess the emotional needs of their children/students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Although we communicate consistently through Skyward, some families do not receive the communication. **Root Cause:** Barrier to

communication include lack of internet or availability to email and some parents who do not maintain accurate contact information in Skyward.

School Context and Organization

School Context and Organization Summary

Summary:

We are in the process of establishing new procedures and systems that will facilitate more student engagement and a dedicated time for addressing student academic needs while not losing instructional time. This year we have seen huge student interest in after school clubs like Game Geeks and Chess Club that has helped create a strong culture of belonging to a larger group of students on campus. Our efforts to recognize students and staff have been inconsistent. BEST Bingo has not had the consistent staff participation to make it truly impactful.

Teachers do feel that as concerns have been raised about behaviors, like tardiness, the administration has implemented systems to help improve behaviors. Teachers believe that the current duty schedule is working for them and the students, but find zero hour to be a tough time to do AVID Prep lessons because of the amount of transience during that time. The discipline management plan is not fully understood and lacks consistent implementation.

School Context and Organization Strengths

Campus Strengths:

- The administration is responsive to teacher concerns about student behaviors.

- The implementation of the PLC process has had a positive impact on collaboration and instruction.

- The introduction of new after school activities has created a more welcoming environment for more students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The campus discipline plan is not consistently implemented in all situations. **Root Cause:** There is a lack of understanding and interpreting the campus discipline plan.

Technology

Technology Summary

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students. Kranz currently has 10 new Chrome carts with 30 Chromebooks per cart, two computer labs with 30 computers per lab, and six desktop computers in the library for student use. STEM technology includes: 9 laptop carts, robots and parts for Robotics club, TI Rovers, Drones, and 3-D printers. The campus goal is for teachers to enhance lessons with visual learning strategies, gamification of lessons, additional CTE courses, and interactive multimedia presentations for students.

Instructional materials are evaluated for appropriateness and accuracy by teachers. Technology is available for students to use only under the supervision of teachers during instructional times. Teachers receive support from the district technology department. Technology training is offered to teachers throughout the school year and during the summer.

Technology Strengths

Strengths:

- Chromecarts in every core classroom

- Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.

Priority Problem Statements

Problem Statement 2: During the 2021-2022 school year, the attendance was 1.5% lower than the previous school year.

Root Cause 2: We do not have an effective proactive campus-wide system for motivating increased attendance and addressing chronic absenteeism, and there has been a shift in thinking about attendance due to absence policies related to Covid 19.

Problem Statement 2 Areas: Demographics

Problem Statement 1: According to 2021 STAAR and 2021-22 Interim data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math .

Root Cause 1: Specific, systematic targeted intervention is necessary to accelerate 7th grade learning in math.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: A majority of staff, students, and parents believe drug, vaping, and/or tobacco use at school is a problem.

Root Cause 3: Vape devices are easily accessible outside of school. Students need to be educated on the harmful effects of vaping as well as the legal consequences from possessing and/or using vape devices at school.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Teacher attrition is an obstacle to continued student success.

Root Cause 4: The changing environment in education due to social and political influences.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: There is not a systematic approach for Tier 2 instruction when students do not master the essential standards.

Root Cause 5: No planned intervention time during the school day

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Although we communicate consistently through Skyward, some families do not receive the communication.

Root Cause 6: Barrier to communication include lack of internet or availability to email and some parents who do not maintain accurate contact information in Skyward.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The campus discipline plan is not consistently implemented in all situations.

Root Cause 7: There is a lack of understanding and interpreting the campus discipline plan.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: A large number of students have excessive absences and tardies.

Root Cause 8: Students with excessive absences need consistent school-home communication. The school needs a positive incentive program to encourage attendance for truant

students.

Problem Statement 8 Areas: School Culture and Climate

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: During the 2022-23 school year, all KJHS students, including EL and SE students, will make at least one year of progress in reading and math.

    High Priority

    Evaluation Data Sources: MAP data, interim data, CFAs, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will set learning goals, and analyze and track their own data after each summative assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data Tracking Sheets will show student progress over time; Data conferences with interventionists and teachers will verify that students understand their performance and are setting and achieving instructional goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Interventionists and Administrators **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: All teachers will engage in the Professional Learning Communities process including participation in collaborative teams to research best practices, plan instruction, assess student learning, analyze performance data, and plan intervention/enrichment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CFA and interim data will show student growth over time. Improved student performance for all student groups on interim and STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
Strategy 3: Teachers, along with instructional interventionists, will provide Tier 1 and Tier 2 intervention for students who are not demonstrating mastery of essential standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Academic Interventionists' schedules, lesson plans, walk-through feedback will document implementation and as a result, student performance will increase on assessments. **Staff Responsible for Monitoring:** Dean and administrators - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: Reading support/intervention will be provided through LLI groups and the use of MAP data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean - **TEA Priorities:** Build a foundation of reading and math - **Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - 211-Title IA, - IDEA B				

Strategy 5 Details			**Reviews**		
Strategy 5: Students who do not meet standard on STAAR assessments will be provided accelerated learning.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Documentation of interventions provided to students. Students will meet standard after required intervention.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean and Interventionists - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE, - Local Funding				

Strategy 6 Details			**Reviews**		
Strategy 6: The AVID elective class and AVID Excel classes will be used to support students to succeed in core classes.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Students' grades and test scores will show an increase in performance over time.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean & AVID Coordinator - **ESF Levers:** Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: EB students will increase their individual performance on TELPAS.

    High Priority

    Evaluation Data Sources: TELPAS and AMAOs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District Plan for improved performance on RDA and is supported by participation in planned district and campus professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in EB student scores on classroom assessments.. **Staff Responsible for Monitoring:** Campus Administrators - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary.
 Staff Responsible for Monitoring: Classroom teachers
 	
  - **ESF Levers:**
 Lever 5: Effective Instruction
  - **Additional Targeted Support Strategy**
 Funding Sources: - 211-Title IA, Instructional materials - 263-Title IIIA, - Local Funding, - Outside Agency				

Strategy 3 Details				Reviews			
Strategy 3: All current instructional staff will be expected to have completed training on Seven Steps by October 2023.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation in Eduphoria of staff attendance at trainings and implementation of strategies during walk-throughs. Improved vocabulary development for all students, not just limited to EBs on STAAR reading, math, social studies and science. **Staff Responsible for Monitoring:** Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details				Reviews			
Strategy 4: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** - Local Funding				**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Special Education students will meet or exceed the goals in their IEP.

> **High Priority**

> **Evaluation Data Sources:** Academic IEP goals met for all students. State and federal safeguards met.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement an effective co-teach model for special education students in the general education classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve. **Staff Responsible for Monitoring:** Classroom teachers **- Additional Targeted Support Strategy** **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Student attendance will average 96% for the 2022-23 school year.

High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 96% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: The attendance committee, led by the counselors, will plan and implement attendance incentives for students and staff each nine weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Records of students/staff who met the goal, lists of incentives and rewards will result in motivation for students to be at school. **Staff Responsible for Monitoring:** Assistant Principal - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students identified as homeless will be provided clothing, school supplies and transportation in order for them to attend school daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance. **Staff Responsible for Monitoring:** Counselor, District social worker, CIS - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers and counselors will contact parents of students who have missed three or more days of school to offer support and create an action plan to address absenteeism. Teams will conduct home visits to homes of chronically absent students.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Contact logs will document communication; Student attendance will improve
Staff Responsible for Monitoring: Administrators

 - ESF Levers:
Lever 3: Positive School Culture

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: The total number of discipline referrals for 2022-23 will be less than 500.

    High Priority

    Evaluation Data Sources: Number of discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will be trained on Restorative Practices and will implement proactive strategies to build relational capacity between adults and students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success
    Staff Responsible for Monitoring: Principal
 	
    - ESF Levers:
    Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Campus will monitor placement of students in ISS/OSS for over-representation of student groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Campus will implement campus-wide discipline system including proactive measures and intervention strategies that occur prior to an office referral.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Skyward documentation will reflect implementation of the process; behavioral supports will be effective and students' instructional time will increase.
    Staff Responsible for Monitoring: Assistant Principals
 	
    - ESF Levers:
    Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Campus Safe and Civil Committee will coordinate campus-wide systems, train staff, collect data, and make adjustments so that campus systems are clearly communicated and effectively implemented.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff, parent and student survey responses will be collected annually; surveys will reflect positive perceptions of school culture. **Staff Responsible for Monitoring:** Principal and Committee Chairperson **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: During the 2022-23 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

    Evaluation Data Sources: Evidence of trainings held.

Strategy 1 Details	Reviews			
Strategy 1: Led by the counselors, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Campus will participate in Red Ribbon Week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free. **Staff Responsible for Monitoring:** Counselors	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: KJHS will participate in a school health program through collaboration with physical education teachers at the elementary, middle, and junior high schools.

Evaluation Data Sources: Continued implementation of district -wide health program through lessons designed to provide a variety of health orientated instructional activities at the intermediate level.

Strategy 1 Details	Reviews			
Strategy 1: Physical Education teachers will incorporate/implement instructional health oriented activities each grading period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into planned activities. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 1: Teachers will use Schoology and Skyward to regularly communicate with students and parents during the year.

   Evaluation Data Sources: Review of teachers' Schoology pages and Skyward communication logs

Strategy 1 Details			Reviews			
Strategy 1: Communication with parents and students will be consistently documented in Schoology and/or Skyward.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Up-to-date teacher Schoology accounts and use of the Teacher Log in Skyward will facilitate campus-home communication. **Staff Responsible for Monitoring:** Technology Liaison **Funding Sources:** - Local Funding			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue		

Goal 3: DISD will make family and community partnerships a priority.

Performance Objective 2: Campus will encourage parent attendance at events/activities on topics such as College and Career, curriculum and instruction, adolescence, social media, and transition.

High Priority

Evaluation Data Sources: Parent attendance at events.

Strategy 1 Details	Reviews			
Strategy 1: Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets from meetings. Documented phone calls from teachers/administrators. Consistent communication will improve parent perception of school, and increase student attendance and performance. **Staff Responsible for Monitoring:** Assistant Principals				

Strategy 2 Details	Reviews			
Strategy 2: Campus will provide opportunities for students and their families to visit KJHS, meet with the counselor and/or teachers and attend meetings if they are: transitioning from middle school to KJHS, or transitioning from out of district , home schooling or private schools to KJHS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data. **Staff Responsible for Monitoring:** Counselors **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funding				

Strategy 3 Details		Reviews			
Strategy 3: To support campus literacy, KJHS will plan events for students and parents such as field trips, author visits, and literacy nights.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school. **Staff Responsible for Monitoring:** ELA Interventionist, Instructional Coaches and Librarian - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding					

Strategy 4 Details		Reviews			
Strategy 4: KJHS will provide parents with timely communication regarding district and campus information, their child's assessment results, access to district curriculum and opportunities to participate in various campus and district activities in a language they can understand.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of meetings, agendas, sign-in sheets. Increase in positive communication with community/business partners/media with positive press and surveys conducted periodically throughout the year by the district and campus. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local Funding					

Strategy 5 Details		Reviews			
Strategy 5: KJHS will provide an instructional night for parents in early Spring prior to STAAR. Emphasis will be placed on instructional strategies parents can support at home with students as they prepare for STAAR.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of sign-in sheets for attendance will result in increased attendance and performance. **Staff Responsible for Monitoring:** Counselors, Interventionists and Instructional Coaches - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA - 6499, - Local Funding					

Strategy 6 Details	**Reviews**			
Strategy 6: In May, KJHS will host a College & Career Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are recruited to volunteer as chaperones.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student attendance at College & Career Day. Number of parent volunteers. These activities will positively impact attendance and parent perceptions. **Staff Responsible for Monitoring:** Principal, counselors, and lead teachers **Funding Sources:** - Local Funding	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	**Reviews**			
Strategy 7: KJHS, partnering with Communities in Schools , will work together with at-risk students and parents to provide them with support, counseling and resources to prevent students from dropping out of school and increase daily attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Counselors **Funding Sources:** - 199-SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 8 Details	**Reviews**			
Strategy 8: KJHS staff will receive resources/training on how to effectively communicate with parents to ensure quality education for every student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets of trainings for teachers. Back- to- school parent nights, parent meetings throughout year, and Title I Parent meeting sign-in sheets. Phone logs from teachers. EOY parent and teacher surveys indicating improved communication. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Outside Agency	**Nov**	**Jan**	**Mar**	**June**

Strategy 9 Details	**Reviews**			
Strategy 9: Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign-in sheets from programs/parent meetings(resulting in increased attendance during the year). Parent understand academic goals for their child and will encourage/support their child's learning. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 10 Details	Reviews			

Strategy 10: Campus will encourage and actively recruit parents, business and community members to participate on campus committees, such as volunteers on the campus during the school day, CIC participation and EIC participation.
    Strategy's Expected Result/Impact: Meeting sign-in sheets at activities. Increased volunteers for KJHS actively engaged in improving KJHS academic goals.
    Staff Responsible for Monitoring: Campus Administrators
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			

Strategy 11: KJHS will provide snacks and child care at campus events such as Open House and curriculum nights as an incentive for parent and student participation.
    Strategy's Expected Result/Impact: Attendance at events will be high as a result of advertising snacks and childcare. Sign-in sheets will document parent attendance.
    Staff Responsible for Monitoring: Counselors
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			

Strategy 12: The campus will make available the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the campus library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the district ESC in an effort to communicate effectively and motivate parent engagement. Spanish translation of all documents are available upon request.
    Strategy's Expected Result/Impact: Increase in communication and parent engagement
    Staff Responsible for Monitoring: Principal
	Formative			Summative

	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Once each semester, the staff will have an opportunity to complete an anonymous survey to give their views on school climate, operation, and needs.

    Evaluation Data Sources: 100% of the teachers will complete the survey.

Strategy 1 Details		Reviews			
Strategy 1: An anonymous survey will be created by the Safe and Civil Committee and given to all staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Survey distributed to staff once each semester. Majority of surveys will be positive.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning					

Strategy 2 Details		Reviews			
Strategy 2: Campus discussions will be held to review the data collected after each staff survey, and action plan will be created and presented to faculty.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal					

Strategy 3 Details	Reviews			
Strategy 3: The Safe and Civil School committee will develop campus-wide routines and procedures, and the committee will provide on-going training on these procedures as well as classroom management to all teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus-wide routines and procedures will be developed, put into writing, and practiced so that there are clear expectations for both adults and students in all common areas. Expectations surrounding student management will be developed, put into writing, and practices so that there are clear expectations for both adults and students regarding behavior, correction, and interactions. The result will be a positive culture and climate reflected in survey data. **Staff Responsible for Monitoring:** Principal and Committee Chairperson **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers				

Strategy 4 Details	Reviews			
Strategy 4: Instructional Coaches will use effective coaching models such as Get Better Faster and Jim Knight, along with effective strategies from vetted resources such as Teach Like a Champion 2.0, Lead4ward and AVID so that they can provide effective professional development and coaching to teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be supported and will become more effective as a result of the training and coaching. Teacher retention will be high. Support and satisfaction will be reflected in survey data. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: 100% of teachers who are new to teaching will be assigned a mentor and those new to the campus will be assigned a buddy teacher to provide support and assistance with campus procedures and expectations.

> **Evaluation Data Sources:** On the staff survey administered each semester, of those who respond to the mentor questions, at least 90% of the questions will be answered with a positive response.

Strategy 1 Details	Reviews			
Strategy 1: New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures. **Strategy's Expected Result/Impact:** Retention rate of new staff. **Staff Responsible for Monitoring:** Campus Administrators **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: New to the profession teachers will participate in the DISD mentor/protege program and will also meet with campus leaders at least one time per nine weeks. **Strategy's Expected Result/Impact:** Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers. **Staff Responsible for Monitoring:** Campus Administrators and Director of Teacher Development and Professional Learning **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Local Funding	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Teachers hired during the year who do not meet highly qualified standards will be provided opportunities such as training, certification classes and support from campus and district administration to meet KJHS's current 100% highly qualified status.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification. **Staff Responsible for Monitoring:** Executive Director of Human Resources, Campus Principal **Funding Sources:** - 255-Title IIA				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 3: All teachers providing instruction to GT and/or EB students, will have the required training or certification.

    Evaluation Data Sources: Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

Strategy 1 Details				Reviews			
Strategy 1: Staff serving GT students, along with additional selected staff, will attend GT training.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. **Staff Responsible for Monitoring:** Dean **Funding Sources:** Professional development - Local Funding - 6411				**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Selected staff will attend EB training and take the ESL Certification test.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 255-Title IIA, - Local Funding				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished		→ Continue/Modify		✕ Discontinue		

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 4: 100% of teachers will participate in a minimum of four researched-based professional development classes (24 hours) addressing their students' needs in any of the following areas: the PLC process, reading, math, science, social studies, EB strategies, AVID/WICOR, GT, Lead4ward, PBIS, RtI, data analysis or planning.

Evaluation Data Sources: Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and support opportunities for teachers in all subject areas to support campus goals and enhance instruction in order to increase student achievement for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **- Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA B, - Outside Agency				

Strategy 2 Details	Reviews			
Strategy 2: Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff. **Staff Responsible for Monitoring:** Principal **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 3 Details		Reviews			
Strategy 3: Selected KJHS staff will attend AVID Summer Institute in order to maintain a site team and effectively implement the AVID elective and AVID Excel classes.		Formative			Summative
Strategy's Expected Result/Impact: Effective AVID strategies will be used campus-wide which will result in increased college awareness, the growth of a college-going culture, increased student participation in the AVID elective, and increased academic performance by all students. **Staff Responsible for Monitoring:** Administrators		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Purchase books and supplies for teachers, administrators, and staff to support campus and district initiatives.		Formative			Summative
Strategy's Expected Result/Impact: Our professional growth will positively impact campus culture and student achievement. **Staff Responsible for Monitoring:** Principal		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Professional Learning Communities and Response to Intervention training will be attended by selected staff to support the campus mission of ALL students learning at high levels.		Formative			Summative
Strategy's Expected Result/Impact: Students' academic performance will increase **Staff Responsible for Monitoring:** Administrators - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** RtI and PLC Training and resources - 211-Title IA, - Local Funding		Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Schoology and other technology resources will be used to enhance instruction in every classroom during the 2022-23 school year.

    Evaluation Data Sources: Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

Strategy 1 Details				Reviews			

Strategy 1: Students will have the opportunity to select technology courses including Technology Applications, Project Lead the Way, and Principals of Human Services.
    Strategy's Expected Result/Impact: Enrollment will increase students' interest and skills in technology-based courses.
    Staff Responsible for Monitoring: Counselors
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			

Strategy 2: Students will use technology resources in order to engage in academic learning.
    Strategy's Expected Result/Impact: Evidence of computer application usage in lesson plans, walkthroughs and observations.
    Staff Responsible for Monitoring: Instructional Coaches
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: Campus staff and technology integration specialist will provide technology training for teachers.
    Strategy's Expected Result/Impact: Meeting agendas/sign-in sheets.
Documentation of trainings provided to teachers.
    Staff Responsible for Monitoring: Campus Technology Committee
				Formative			**Summative**

				Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Through the efforts of campus personnel, campus custodial staff and district operations and facilities, the condition of the KJHS campus will be maintained.

Evaluation Data Sources: The KJHS campus will continue to be in good condition.

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items, according to campus/district procedure, in a timely manner.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition. **Staff Responsible for Monitoring:** Secretarial staff	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to maintain facilities conducive to learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Purchase orders and campus documentation demonstrates policy and procedures followed. **Staff Responsible for Monitoring:** Campus Principal				

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

State Compensatory

Budget for Eugene Kranz Junior High

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 7.4
Brief Description of SCE Services and/or Programs

Personnel for Eugene Kranz Junior High

Name	Position	FTE
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.16
Connor, S.	Instructional Support	1
Hector, K	Instructional Support	1
James, H	Instructional Support Paraprofessional	1
Jenkins, J	Paraprofessional	0.16
Joslin, J	Instructional Support	1
O'Gea, M	Instructional Support	1
Williams, F.	Instructional Support	1
Winn, Z.	Instructional Support Paraprofessional	1

Title I Personnel

Name	Position	Program	FTE
Breese, K.	Instructional Interventionist		1.0
Westbrook, K	Instructional Interventionist		1.0

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1			$0.00
2	1	2			$0.00
3	2	3			$0.00
3	2	5		6499	$0.00
4	4	1			$0.00
4	4	5	RtI and PLC Training and resources		$0.00
				Sub-Total	$0.00

255-Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$0.00
1	2	3			$0.00
4	2	3			$0.00
4	3	2			$0.00
4	4	1			$0.00
4	4	2			$0.00
				Sub-Total	$0.00

199-SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$0.00
1	1	5			$0.00
3	2	7			$0.00
				Sub-Total	$0.00

			Local Funding		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	5			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	1			$0.00
2	1	2			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00
4	2	2			$0.00
4	3	1	Professional development	6411	$0.00
4	3	2			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	4	5			$0.00
				Sub-Total	$0.00
			263-Title IIIA		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	2	Instructional materials		$0.00
1	2	3			$0.00
4	4	1			$0.00
				Sub-Total	$0.00

IDEA B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	3	1			$0.00
4	4	1			$0.00
				Sub-Total	$0.00
No Funding Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
				Sub-Total	$0.00
Outside Agency					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
3	2	8			$0.00
4	4	1			$0.00
				Sub-Total	$0.00

Addendums