

# Dickinson Independent School District

## Eugene Kranz Junior High

### 2019-2020 CIP



# Mission Statement

We provide excellent instruction every day and model the character traits we expect from students so that every Kranz Junior High School student builds strong character and has the academic foundation to perform on grade level or higher.

## Vision

Because we believe that every Kranz Junior High School student has value, we will provide challenging and relevant learning opportunities that develop students socially, emotionally, and academically. We will ensure that every student has the foundation necessary to succeed in high school, college, and life.

## Value Statement

### Core Beliefs

Our students come first.

Every child has value.

Administrators communicate clear vision, mission, and expectations.

Teachers ensure learning for every student in his/her classroom.

Administrators provide guidance and support.

Success is built on positive, productive relationships.

It is the duty of every educator to protect the well being of each child; we will treat students in a way that we would/do expect our own children to be treated.

Effective instruction happens as a result of effective planning and efficient classroom management.

Every child deserves our best every day.

ALL children have the ability to be successful; it is our job to figure out how to make that happen.

Learning should be fun!

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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 its doors in 2018 and serves families from diverse backgrounds, including many from middle and low income homes. Kranz currently has an enrollment of 982 students in 7th and 8th grades. This campus is a Title I School-wide Campus. Since being impacted by Hurricane Harvey, our district has identified approximately 1200 students as homeless, and a number of staff members have qualified as homeless. This is a significant increase from previous years.

The student population is 19.8% African-American, 26.7% Anglo, 48.2% Hispanic, 5.3% Other, 51.1% male and 49.1% female with a low socioeconomic status of 63.5%.

The staff population is 25.2% African-American, 62.7% Anglo, 11.2% Hispanic, 0.9% Other, 23.8% male and 76.2% female with an average of 9.6 years of experience. The current teacher/student ratio is 1:13.

### Student Populations:

African-American	Anglo	Hispanic	Other	Male	Female	Economically Disadvantaged
19.8%	26.7%	48.2%	5.3%	51.1%	49.1%	63.5%

### Staff Populations:

African-American	Anglo	Hispanic	Other	Male	Female	Years of Experience
25.2%	62.7%	11.2%	0.9%	23.8%	76.2%	9.6

The overall mobility rate for the campus is approximately 9.8%. The average daily attendance rate for students is 94.4%. There were a total of 1100 discipline referrals in 2018-19. Our staff has identified support in the area of classroom management as a need.

	2018-19 School Year
<b>Mobility Rate</b>	14.3%
<b>Dropout Rate</b>	0.4%
<b>Average Daily Attendance</b>	94.9%
<b>Discipline Referrals</b>	2725

Kranz Junior High School Campus serves 127 English Language Learner students (8%), 955 students identified as at-risk (60.47%), 87 students in the Gifted and Talented program (5.5%), 73 students identified for 504 services (4.6%), and 166 students served through special education services (11.6%).

	EL	At Risk	GT	504	SPED
<b>Number of Students</b>	127	955	87	73	166
<b>Percent of Students</b>	8%	60.5%	5.5%	4.6%	11.6%

### Demographics Strengths

Our campus has the following demographic strengths:

- Diverse student population
- Low student:teacher ratio
- Many teachers are GT and/or ESL certified
- Multiple training opportunities to better prepare staff for our diverse campus, including AVID, Seidlitz, Lead4ward, and Safe and Civil

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause:** We do not have an effective campus-wide system for addressing chronic absenteeism.

# Student Achievement

## Student Achievement Summary

The following data are from our first year accountability, 2018-19.

STAAR % Met Standard	McAdams				PreStaar			
	2018	Approach	Meet	Master	2019	Approach	Meet	Master
	% Score				% Score			
<b>8th Reading</b>					STAAR			
<b>(1st administration)</b>	68%	78%	41%	19%	68%	75%	48%	18%
Hispanic	67%	76%	38%	18%	66%	72%	44%	15%
Afr. Am.	64%	72%	31%	14%	65%	73%	38%	13%
White	72%	84%	49%	23%	73%	82%	59%	26%
Eco Dis	65%	73%	32%	15%	64%	70%	40%	12%
LEP	47%	31%	2%	2%	44%	24%	5%	0%
SPED	47%	34%	9%	4%	48%	41%	10%	2%
<b>8th Math</b>					STAAR			
<b>(1st administration)</b>	62%	83%	45%	6%	58%	79%	44%	4%
Hispanic	63%	84%	47%	5%	57%	79%	44%	3%
Afr. Am.	55%	71%	29%	4%	57%	77%	38%	6%
White	64%	87%	52%	8%	59%	82%	49%	4%
Eco Dis	60%	80%	38%	4%	56%	76%	39%	4%
LEP	50%	63%	14%	0%	45%	51%	17%	3%
SPED	45%	42%	11%	2%	41%	46%	12%	0%
<b>8th Science</b>	69%	81%	54%	27%	70%	84%	64%	26%
Hispanic	68%	79%	51%	24%	68%	70%	60%	24%
Afr. Am.	63%	72%	40%	18%	65%	80%	51%	13%
White	74%	87%	65%	38%	75%	90%	77%	35%

STAAR % Met Standard	McAdams				PreStaar			
	2018	Approach	Meet	Master	2019	Approach	Meet	Master
	% Score				% Score			
Eco Dis	65%	76%	45%	18%	66%	77%	53%	19%
LEP	49%	38%	10%	2%	52%	56%	14%	3%
SPED	53%	47%	18%	9%	48%	45%	16%	3%
<b>8th Social Studies</b>	65%	72%	42%	27%	56%	58%	26%	11%
Hispanic	63%	70%	39%	24%	54%	54%	23%	10%
Afr. Am.	60%	60%	35%	21%	53%	53%	19%	5%
White	69%	83%	48%	35%	60%	67%	32%	16%
Eco Dis	61%	66%	34%	20%	53%	50%	21%	8%
LEP	43%	30%	4%	2%	42%	22%	8%	6%
SPED	48%	39%	15%	8%	39%	21%	12%	6%
<b>7th Reading</b>	64%	70%	40%	19%	64%	67%	40%	26%
Hispanic	61%	67%	34%	16%	63%	65%	37%	23%
Afr. Am.	61%	68%	34%	15%	60%	59%	31%	19%
White	69%	77%	51%	25%	70%	78%	52%	35%
Eco Dis	60%	64%	32%	14%	59%	58%	29%	15%
LEP	45%	28%	6%	2%	46%	29%	6%	2%
SPED	45%	26%	14%	6%	41%	24%	6%	3%
<b>7th Math</b>	56%	77%	40%	17%	56%	69%	40%	21%
Hispanic	54%	75%	35%	14%	55%	68%	37%	19%
Afr. Am.	51%	69%	29%	12%	50%	55%	34%	14%
White	61%	84%	50%	23%	61%	79%	47%	29%
Eco Dis	52%	72%	30%	12%	50%	61%	30%	13%
LEP	41%	46%	11%	5%	42%	63%	9%	0%
SPED	38%	34%	8%	4%	36%	34%	6%	0%
<b>7th Writing</b>	60%	64%	33%	6%	59%	59%	36%	11%
Hispanic	57%	57%	27%	4%	58%	56%	32%	11%
Afr. Am.	58%	59%	28%	2%	54%	53%	26%	1%



STAAR % Met Standard	McAdams				PreStaar			
	2018	Approach	Meet	Master	2019	Approach	Meet	Master
	% Score				% Score			
White	64%	76%	41%	11%	64%	69%	48%	20%
Eco Dis	57%	55%	26%	3%	55%	50%	27%	6%
LEP	41%	17%	2%	0%	42%	12%	2%	0%
SPED	41%	22%	6%	0%	36%	34%	6%	0%

In reading for 8th grade STAAR at KJHS, our Meets percent did increase by 7% from McAdams' Staar scores from 2018. 8th grade Reading had a slight decrease in approaches and masters. In 8th grade math there was a slight decrease in all categories (within 2%). In 8th grade reading and math we did see an increase in our African-American populations for all categories. In 8th grade math our SPED increased in both approaches and in meets. 8th grade reading also increased in the meets category for SPED. 8th grade math and reading did increase in the meets category for LEP population. This summarizes first round data.

At KJHS we put several strategies into place to help both our ESL and SPED population. There are RISE teachers which make sure that SPED students have a co-teach or pull-out intervention for the classroom. Our LEP students also have a teacher aid that assists in the classroom for our level 1 and 2 students. The school has also implemented after school tutoring based on sub-populations to find ways to reach all students. Academic coaches pulled groups of students for intervention based on Pre-Staar data and sub-population groups.

### Student Achievement Strengths

Our strengths are:

- After school tutoring
- Training in 7 steps for a rich language classroom
- Double block 7th Reading
- Academic Coaches for Intervention
- Rise teachers for co-teach and pull-out interventions

- Interventions
  - homogeneous groups based on performance
  - CBAs are written to a higher level of difficulty than the actual STAAR test
  - Technology programs: Fast Forward

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause:** All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.

**Problem Statement 2:** All teachers do not consistently use formative assessments to gather data and adjust instruction. **Root Cause:** Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.

# School Culture and Climate

## School Culture and Climate Summary

Kranz Junior High opened in August 2018. We implemented campus wide expectations and procedures at the beginning of the year. Our goal was to create a positive & productive campus culture for both adults and students. Committees were formed to provide awards and incentives for the campus. We created many positive relationships with students in order to provide an excellent academic experience. Our goal was to grow students academically and to instill moral character. Since this was our first year many systems were created to launch the school year. Our plan is to refine these systems for the 2019-2020 school year to increase safety and effectiveness. There remains a need for increased positive relationships and proactive strategies to reduce discipline referrals. We will be trained campus-wide and district-wide in Restorative Practices and will implement these practices during the 19-20 school year.

## School Culture and Climate Strengths

The committee identified the following strengths:

- Safe and Civil Schools will continue to be used as the foundation upon which we will build culture and climate
- The mission and vision will be clearly articulated from the beginning of the year
- There will be explicit campus-wide procedures communicated to teachers and practiced during staff development, and those procedures will be taught to students during the first two days of school
- Campus activities are inclusive and include all student populations.
- Positive adjustments were made to morning tutorials and dismissal based on faculty feedback and Safe and Civil recommendations

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Disciplinary Procedures are often reactive rather than proactive (common for first year campus). **Root Cause:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.

**Problem Statement 2:** Communication must be consistent and timely in order to be effective. **Root Cause:** Roles and responsibilities must be clearly defined and articulated. There must be multiple channels for communication.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Our team met to discuss our campus strengths and weakness 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 academic 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 coaches.

KJHS will always strive 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 will meet two times monthly for faculty meetings to learn about these various trainings. One deficit that we will address is the lack of opportunities to observe these procedures, techniques, and strategies being used successfully in the classroom. We feel that planning frequent observation opportunities will increase teacher/student success.

One identified area of need and a cause for low teacher retention is ineffective and/or reactionary classroom management techniques. We believe that having the ability to observe effective classroom management techniques will increase teacher retention. We will use a Peer Observation Protocol and professional development sessions to provide opportunities to see effective management in action.

We will use the PLC structure during department time and faculty 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 will 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 and campus novice teacher programs provide support to new teachers
- We participate in district, campus, and individual training surveys relating to professional development
- Trainings are provided that focus on developing more effective classroom instruction across a variety of student groups and needs

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** According to 2019 data, the referral rate is more than 100% of the student enrollment. **Root Cause:** Inconsistency with management techniques and/or a lack of positive relationships between adult and student, result in an increase in numbers of referrals.

# Curriculum, Instruction, and Assessment

## 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 academic coaches collaborate with the district and teachers to guide the use of the curriculum and plan daily engaging lessons.

Pre-AP curriculum has been identified as a need. There needs to be a differentiated curriculum specifically designed for Pre-AP courses that provide rigorous extensions and real-world applications of the required curriculum to best meet the needs of our advanced students.

Major assessments, CBAs and benchmarks, are written with the coordination of the district. Curriculum specialists collaborate with teacher-leaders to create these. Unit tests are written at the campus level. Content teams create these assessments together. All assessments are written in tight alignment with the TEKS and are intended to assess student mastery at high levels.

At Kranz Junior High, grade-level content teams meet 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.

In addition to whole-group instruction, remediation and differentiation should be happening in classrooms daily. Small groups and flexible grouping are used as a means to instruct all students on their level and fill educational gaps.

Formative assessment is on-going and is used to guide instruction. Data analysis is done by teachers and reviewed by administrators. District guidelines are followed regarding CBAs and benchmarks. Teachers use the data from all forms of assessments to make instructional decisions, guide intervention plans, and plan for tutoring.

## Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- ELA is double-blocked in 7th grade to allow more time to develop reading/writing skills among all students
- Academic Interventionist for every content area to provide leadership for teachers and instructional support for students
- Instructional coaches support teachers in developing effective effective pedagogy
- Dedicated time during the school day for data analysis and instructional planning

- Grade level departments have common planning periods
- Planned professional learning during the summer to focus on adjustments to the curriculum
- Continual evaluation of CBAs and common assessments
- After school tutoring and morning tutorials
- Increased use of technology through interactive websites, Chrome books, Google classroom
- Curriculum aligned with state standards

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause:** There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies , engagement strategies and formative assessments.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent involvement in the school community will only strengthen the effectiveness of the school. Parents can participate in the decision-making process by joining the Campus Improvement Committee. All parents are invited at Open House and through the Skyward email system in both English and Spanish. Parents have opportunities to visit during special events such as curriculum nights in the fall and spring, Open House, student dances, etc. They may also visit at any time during the school day to sit in classrooms, have lunch with their student, or conference with teachers/staff. The school communicates with parents through various formats and languages so that the information is accessible to all. Letters and fliers are sent home in English and Spanish. 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 strong ties with several community partners. Kranz communicates to parents through the district and campus web sites, letters/fliers, handbook, marquee, and Skyward email system. We continue to seek ways to improve communication and increase parent involvement in the school community.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

## Parent and Community Engagement Strengths

Campus strengths include:

- Skyward is used by administrators and teachers to email communication to parents
- Communities in Schools works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and referrals to outside resources
- Our counselors support the emotional needs of both students and families through direct services and referral to outside agencies
- To welcome incoming students and help families feel at home in their new school, an orientation is held. Parents and students tour the school and any questions they have are answered at that time
- Each year, during the G/T Showcase, students present their projects to families and friends



- The counselor, teachers, social worker and campus administrators make home visits when necessary to support academics, attendance, behavioral and/or emotional needs of students
- Our district social worker and campus counselor provide services and coordinate transportation for our identified homeless students

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause:** Effective partnerships, including consistent communication between home and school are needed.

# School Context and Organization

## School Context and Organization Summary

Kranz Junior High will be healthy, secure, and an organized learning environment that sets high expectations for student success. Kranz Junior High realizes that benefit of collaboration with parents, students, and staff. We will plan, create, and implement highly motivating lessons that are aligned with TEKS which promotes learning for college and career readiness. Daily schedules and operations will be in place to ensure all students are receiving maximum instructional time. As a staff we will discuss needs, modifications and systems which can be made in order to promote meetings with district administration. The principal will report campus academic and staffing needs throughout the school year during bi-monthly A-Team meetings with district administration. Kranz Junior High employs and retains highly qualified staff to maximize learning for all students.

## School Context and Organization Strengths

The following strengths were identified:

- Automated systems for excessive absences – truancy officer and parent contact via Skyward or phone calls by teachers
- Academic interventionist who monitor and support teachers to adjust instruction based on students needs
- Collaborative teams meet during PLC to discuss current data, lesson plans and student needs
- Before school and after school tutorials provided to ensure student success
- Implementation of Safe and Civil policies guiding common areas and transitions
- Positive and professional school climate

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause:** Effective partnerships, including consistent communication between home and school are needed.

# Technology

## Technology Summary

At Kranz Junior High School, the teachers and staff will be equipped with adequate technology to teach students and enhance lessons. All classrooms will have a teacher tablet, short-throw projectors, and wireless document cameras. In addition, there are computer labs and mobile computer carts for instructional use. Along with tangible technology items, the district technology department provides professional development on effectively using the hardware, district programs, and new technology tools. DISD uses Eduphoria to document and record curriculum documents, lesson plans, professional learning portfolios, and student data. We also use Google as a tool for planning and teaching. Students have the opportunity to take technology based courses such as Project Lead the Way and Technology Applications.

### **Available Technology on KJHS Campus**

- 8 chromebook carts (qty 30 each)
- 105 lap tops
- 2 lap top carts for STEM
- SAILS classes have 1 chromebook cart available to them

### **Technology Strengths**

The following strengths were identified:

- Teachers frequently access to Symbaloo on DISD web page
- Teachers utilize the Instruction Technology Specialist (Claudia Valastro)
- Teachers use available technology

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** Available technology (345 devices for 920 students) does not accommodate the enrollment or STEM program. **Root Cause:** Funds necessary to purchase needed devices exceeds what is available.

**Problem Statement 2:** Students do not regularly use technology to learn and to demonstrate learning at high levels. **Root Cause:** Training and planning time is needed on how to use technology to support rigorous or project-based learning.



# Priority Problem Statements

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups.

**Root Cause 1:** All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause 2:** We do not have an effective campus-wide system for addressing chronic absenteeism.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Disciplinary Procedures are often reactive rather than proactive (common for first year campus).

**Root Cause 3:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** According to 2019 data, the referral rate is more than 100% of the student enrollment.

**Root Cause 4:** Inconsistency with management techniques and/or a lack of positive relationships between adult and student, result in an increase in numbers of referrals.

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

**Problem Statement 5:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education

student groups.

**Root Cause 5:** There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies , engagement strategies and formative assessments.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause 6:** Effective partnerships, including consistent communication between home and school are needed.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools.

**Root Cause 7:** Effective partnerships, including consistent communication between home and school are needed.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** All teachers do not consistently use formative assessments to gather data and adjust instruction.

**Root Cause 8:** Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.

**Problem Statement 8 Areas:** Student Achievement

**Problem Statement 9:** Communication must be consistent and timely in order to be effective.

**Root Cause 9:** Roles and responsibilities must be clearly defined and articulated. There must be multiple channels for communication.

**Problem Statement 9 Areas:** School Culture and Climate

**Problem Statement 10:** Students do not regularly use technology to learn and to demonstrate learning at high levels.

**Root Cause 10:** Training and planning time is needed on how to use technology to support rigorous or project-based learning.

**Problem Statement 10 Areas:** Technology

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

## Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 1:** During the 2019-20 school year, all KJHS student groups will have at least 65% approaches standard and at least 10% exceed standard on all STAAR tests.


**Evaluation Data Source(s) 1:** CBA Data, STAAR Data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> 1) Students will track their own data each nine weeks, after every CBA or Benchmark.		Campus Team Leaders	Data Tracking Sheets will show student progress over time; Data conferences with academic coaches and teachers will verify that students understand their performance and are setting and achieving instructional goals.				
<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> No Funding Required - 0.00							
<b>Comprehensive Support Strategy</b> 2) We will provide time each grading period for core departments to conduct data analysis and instructional planning.		Campus Administrators	Lesson plans turned in weekly to demonstrate collaboration; Sign-in sheets and meeting documents from data PLC meetings, instruction will be based on student need data and will be effective in increasing student performance.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) ELA teachers will implement the district language arts curriculum with fidelity to ensure student mastery of the ELA TEKS.		ELA Curriculum Specialist, ELA Department Teachers	Documented walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CBA data will show student growth over time. Improved student performance in ELA for all student groups on CBAs and STAAR.				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Math teachers will implement the district math curriculum with fidelity to ensure student mastery of the Math TEKS.		Math Curriculum Specialists, Math Department teachers	Documented walk-through observations by administrators will document instruction aligned to the TEKS and effective instructional delivery. CBA data will show student growth over time. Improved student performance in Math for all student groups on CBAs and STAAR.				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 5) Teachers will provide small group and individual instruction in core classes for students who are not demonstrating mastery of concepts.		Instructional Staff	Academic Interventionists' schedules, lesson plans, documented walk-throughs. Improved student performance in math, reading, social studies and science on CBAs and STAAR. Improved TELPAS levels.				
	<b>Funding Sources:</b> Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 6) Reading support/intervention will be provided through LLI materials, FastForward, MAP, and the ELA workshop model.		ELA teachers and ELA Interventionist	Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199-SCE - 0.00, 211-Title IA - 0.00, IDEA B - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) Supplemental Academic Interventionists and Instructional Coaches will provide intervention for identified students at-risk of failing and collaborate with teachers in the classroom, mentoring successful instructional techniques to improve overall instruction.		Campus Administrators	Data analysis documentation of successful intervention activities. Observation of classroom mentoring by walk-through observations and lesson plans. Improved STAAR performance for at-risk students.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, IDEA B - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) District curriculum specialists and classroom teachers will collaborate to develop, write and review aligned lessons and curriculum based assessments during the school year and summer months.		ESC Curriculum specialists	Extra duty contracts and time sheets. Aligned lessons and CBAs.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local Funding - 0.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 9) Students who do not meet standard on 8th grade STAAR reading and/or math after the 1st administration will be provided with research-based interventions during the school day.		ELA and Math Team leaders	Documentation of interventions provided to students. Students who meet standard after 2nd and 3rd administration of STAAR reading and/or math.				
<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00							
10) The AVID elective class will be used to support students in the academic middle to select and succeed in pre-AP level classes.		Dean of Instruction	Students' grades and test scores will show an increase in performance over time.				
<b>Problem Statements:</b> Demographics 1 - Parent and Community Engagement 1							
							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. <b>Root Cause 1:</b> We do not have an effective campus-wide system for addressing chronic absenteeism.
Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.
<b>Problem Statement 2:</b> All teachers do not consistently use formative assessments to gather data and adjust instruction. <b>Root Cause 2:</b> Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies, engagement strategies and formative assessments.

## Parent and Community Engagement

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.


**Performance Objective 2:** EL students will increase their individual scores toward meeting or exceeding standard on the reading, math, social studies and science 2020 STAAR, and will make progress on TELPAS.

**Evaluation Data Source(s) 2:** STAAR scores, TELPAS and AMAOs

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      1) Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS and is supported by participation in planned district and campus professional development.</p>		Campus Administrators	Documented use of strategies in walkthroughs and observations, documentation of attendance in professional development. Increase in ELL student scores on classroom assessments, CBAs, benchmarks and STAAR.				
<p><b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00</p>							
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      2) Teachers will consistently use word walls with pictures and other vocabulary strategies in all classrooms to support academic language development.</p>		Classroom teachers	Word walls and other vocabulary strategies evidenced in walkthroughs and observations will increase students' use of academic vocabulary.				
<p><b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> 211-Title IA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, Outside Agency - 0.00</p>							
<p><b>Comprehensive Support Strategy</b>  <b>Additional Targeted Support Strategy</b>                      3) Teachers will continue to plan and implement both TEKS and language objectives with fidelity in all lessons, supported by professional development throughout the school year.</p>		Instructional Staff	Lesson plans, lesson and language objectives written and observed implementation during classroom observations/documentated walk-through. Improved CBAs and STAAR results for all students and improved TELPAS results for ELs as a result of students being able to articulate learning and language targets for each lesson.				
<p><b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> 211-Title IA - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) All current instructional staff will be expected to have completed training on ELPs and Seven Steps by June 2020.		Campus administrators	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 ELs on STAAR reading, math, social studies and science.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00						
5) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.		Classroom teachers	Documentation of ESL prep course attendance. Individual SBEC records documenting ESL certification applied to current certification.				
	<b>Funding Sources:</b> Local Funding - 0.00						
							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.
<b>Problem Statement 2:</b> All teachers do not consistently use formative assessments to gather data and adjust instruction. <b>Root Cause 2:</b> Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.


**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 3:** Special Education students will increase their individual scores toward meeting or exceeding standard on the reading, math, social studies and science 2020 STAAR.

**Evaluation Data Source(s) 3:** Academic IEP goals met for all students. State and federal safeguards met.

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Teachers will provide all students receiving special education services, instruction that is aligned to the TEKS and their IEP goals and objectives.		All teachers serving identified Special Education and at-risk students.	Lesson plans, documented walk-throughs. Increase in student performance on individual SEs identified for improvement.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> IDEA B - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Teachers will consistently use ELPS and 7-Steps strategies, along with other district curriculum resources, to effectively plan and deliver all instruction.		Classroom teachers	ELPS strategies seen in walk throughs and observations. Improvement of special education student scores throughout the school year.				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211-Title IA - 0.00, IDEA B - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Teachers will implement an effective co-teach model for special education students in the general education classroom.		Classroom teachers	Classroom observations of implementation of model. Documentation of planned training to support implementation. Special Education assessment scores (CBA, STAAR) will improve.				
	<b>Funding Sources:</b> IDEA B - 0.00, 211-Title IA - 0.00, Local Funding - 0.00						
							

**Performance Objective 3 Problem Statements:**

### Student Achievement

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause 1:** All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.

**Problem Statement 2:** All teachers do not consistently use formative assessments to gather data and adjust instruction. **Root Cause 2:** Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. **Root Cause 1:** There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies , engagement strategies and formative assessments.

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** KJHS students will show at least one year's growth on Reading and Math STAAR.

**Evaluation Data Source(s) 4:** Student STAAR progress measure and ELL progress measure on TELPAS.

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Teachers will plan and deliver instruction at the appropriate level of rigor for the TEKS, supported by on-going professional development provided by the Campus Leadership Team and the Secondary Curriculum Specialists.		Administrators	Sign-in sheets from trainings, updated PLC and Power PLC data plus analysis and re-grouping documentation will result in improved STAAR and ELL progress measures.				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) All teachers will incorporate reading to learn and/or writing to learn strategies during instruction in every class, every day.		Team Leaders and Administrators	Evidence will be documented in lesson plans, student artifacts, and walk through feedback. This will result in an increase in student achievement on common assessments, CBAs and STAAR.				
	<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Teachers and Interventionists will provide targeted intervention during the school day for students who have not mastered reading, math, social studies or science TEKS at the grade level.		Academic Interventionists and Dean	Extra duty contracts, time sheets, student attendance, pre and post student scores will result in CBA and STAAR data improving.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199-SCE - 0.00						
4) Students identified with dyslexia will be served by teachers who have participated in appropriate, targeted training using Neihaus materials.		Campus Dyslexia teacher	Reading level data (STAAR, DRA). Student CBA and STAAR results.				
	<b>Funding Sources:</b> Local Funding - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 5) After attending SI, the AVID site team will provide training so that all teachers can effectively implement WICOR strategies into instruction every day.		Dean of Instruction	All teachers will incorporate strategies that will engage students, challenge them, and increase performance.				
	<b>Problem Statements:</b> Student Achievement 1, 2						

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> All teachers do not consistently use formative assessments to gather data and adjust instruction. <b>Root Cause 2:</b> Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies , engagement strategies and formative assessments.

## Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for 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 Source(s) 1:** 100% of the teachers will complete the survey.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An anonymous survey will be created by the administrative team with input from campus leaders and staff.		Campus principal	Survey distributed to staff once each semester. Majority of surveys will be positive.				
<b>Problem Statements:</b> School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1							
2) Campus discussions will be held to review the data collected after each staff survey.		Campus principal	Minutes of Campus meetings where data was discussed. Action plan resulting from results and discussion.				
<b>Problem Statements:</b> School Culture and Climate 1							
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.		Assistant Principal	<p>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.</p> <p>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.</p> <p>The result will be a positive culture and climate reflected in survey data.</p>				
<b>Problem Statements:</b> School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Instructional Coaches will use Get Better Faster coaching model and Teach Like a Champion 2.0 so that they can provide effective professional development and coaching to teachers.		Dean	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.				
<b>Problem Statements:</b> Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1							

### Performance Objective 1 Problem Statements:


<b>Student Achievement</b>
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.
<b>Problem Statement 2:</b> All teachers do not consistently use formative assessments to gather data and adjust instruction. <b>Root Cause 2:</b> Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Disciplinary Procedures are often reactive rather than proactive (common for first year campus). <b>Root Cause 1:</b> There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.
<b>Problem Statement 2:</b> Communication must be consistent and timely in order to be effective. <b>Root Cause 2:</b> Roles and responsibilities must be clearly defined and articulated. There must be multiple channels for communication.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> According to 2019 data, the referral rate is more than 100% of the student enrollment. <b>Root Cause 1:</b> Inconsistency with management techniques and/or a lack of positive relationships between adult and student, result in an increase in numbers of referrals.

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

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

**Evaluation Data Source(s) 2:** 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.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New teachers will be matched with a knowledgeable staff member in order to be oriented to the campus and campus procedures.		Campus Administrators	Retention rate of new staff.				
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.		Campus Administrators and Director of Teacher Development and Professional Learning	Sign-in sheets/agenda from meetings. Retention of highly qualified and effective teachers.				
<b>Funding Sources:</b> Local Funding - 0.00							
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.		Executive Director of Human Resources, Campus Principal	Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.				
<b>Funding Sources:</b> 255-Title IIA - 0.00							
							

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 3:** The number of KJHS teachers who are ESL and GT certified will increase by 10% by the start of the 2020-21 school year.

**Evaluation Data Source(s) 3:** Staff certifications will show a 10% increase in the number of teachers who are GT and ESL certified.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff serving GT students, along with additional selected staff, will attend GT training.		Dean	Number of teachers who meet the qualifications for GT certification.				
<b>Funding Sources:</b> Local Funding - 0.00							
2) Selected staff will attend ESL training and take the ESL Certification test.		Campus principal	Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification.				
<b>Funding Sources:</b> 255-Title IIA - 0.00, Local Funding - 0.00							
							





**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 4:** 100% of teachers will seek and participate in a minimum of four researched-based professional development classes addressing an area of their students needs in any of the following areas: reading, math, science, social studies, EL strategies, AVID/WICOR, GT, Lead4ward, PBIS, PBIS, data analysis or planning.

**Evaluation Data Source(s) 4:** Staff certificates for training attended and evidence of the implementation of strategies in classroom walkthroughs.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 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.		Campus instructional and support staff	Sign in sheets, certificates of participation, observations, walkthroughs and student data. Improved student performance on state tests.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, IDEA B - 0.00, Outside Agency - 0.00						
2) Administrators will attend current, research-based professional development in order to provide effective instructional leadership at the campus.		Campus Administration	Sign-in sheets, certificates of training attended. Evidence/ documentation of campus training presented to staff.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00						
3) Selected KJHS staff will attend AVID Summer Institute in order to build a site team, create a plan for implementation, and support teachers in implementing AVID campus-wide.		Administrators	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.				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 2						
4) Purchase books and supplies for teachers, administrators, and staff to support campus and district initiatives.		Principal	Our professional growth will positively impact campus culture and student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. <b>Root Cause 1:</b> We do not have an effective campus-wide system for addressing chronic absenteeism.
<b>Student Achievement</b>
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> All teams do not effectively use curriculum documents, resources, and data to plan and deliver aligned, rigorous instruction that engages students.
<b>Problem Statement 2:</b> All teachers do not consistently use formative assessments to gather data and adjust instruction. <b>Root Cause 2:</b> Instruction is not consistently planned to include opportunities for students to process and provide academic output; there is too much teacher talk with limited processing breaks.
<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Communication must be consistent and timely in order to be effective. <b>Root Cause 2:</b> Roles and responsibilities must be clearly defined and articulated. There must be multiple channels for communication.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> First-time instruction is not effective for all student groups resulting in missing State Safeguards for EL and Special Education student groups. <b>Root Cause 1:</b> There must be alignment between the written, taught and assessed curriculum. Instruction must be planned to include language development strategies , engagement strategies and formative assessments.

### Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 1:** Student attendance will average 96% for the 2019-20 school year.

**Evaluation Data Source(s) 1:** Student attendance reports will indicate students have a 96% attendance rate.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Attendance incentives will be offered each nine weeks and rewards will be given to students who meet the campus goal.		Counselors	Records of students who met the goal, lists of incentives and rewards will result in motivation for students to be at school.				
	<b>Problem Statements:</b> Demographics 1						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Students identified as homeless will be provided clothing, school supplies and transportation in order for them to attend school daily.		Counselor, District Social worker	Attendance and discipline records, transportation logs. Increasing student attendance at home campus will result in improved academic performance.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00						

#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. <b>Root Cause 1:</b> We do not have an effective campus-wide system for addressing chronic absenteeism.



### Parent and Community Engagement

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.

### School Context and Organization

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.


**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 2:** The total number of discipline referrals for 2019-20 will be less than 900.

**Evaluation Data Source(s) 2:** Number of discipline referrals

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus staff will be trained on Restorative Practices and will implement proactive strategies to build relational capacity between adults and students.		Principal	Decrease in referrals. Increase in student attendance in academic classes, resulting in improved academic success				
<b>Problem Statements:</b> School Culture and Climate 1, 2 - Staff Quality, Recruitment, and Retention 1							
2) Campus will monitor placement of students in ISS/OSS for over-representation of student groups.		Campus Administrators	Skyward ISS/OSS data collected every 3 months. PBMAS improvement on ISS/OSS placement of Special Education students.				
3) Campus will implement campus-wide discipline system including six interventions before a referral and CHAMPS		Assistant Principal	Documentation on student referrals				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
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.		Principal and Committee Chairperson	Staff survey responses will be collected annually. Parent and student surveys will be collected annually.				
<b>Problem Statements:</b> School Context and Organization 1							
							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Disciplinary Procedures are often reactive rather than proactive (common for first year campus). <b>Root Cause 1:</b> There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.

### School Culture and Climate

**Problem Statement 2:** Communication must be consistent and timely in order to be effective. **Root Cause 2:** Roles and responsibilities must be clearly defined and articulated. There must be multiple channels for communication.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** According to 2019 data, the referral rate is more than 100% of the student enrollment. **Root Cause 1:** Inconsistency with management techniques and/or a lack of positive relationships between adult and student, result in an increase in numbers of referrals.

### School Context and Organization


**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 3:** During the 2019-20 school year, 100% of students will receive required instruction in areas such as bully prevention, conflict resolution, drug and violence prevention, etc.

**Evaluation Data Source(s) 3:** Evidence of trainings held.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Led by the counselor, lessons and/or assemblies will be implemented to address bully prevention, conflict resolution, drug and violence prevention, harassment, etc.		Counselors	Increase in students solving their own problems and correctly identifying conflict versus bullying. Decrease in number of referrals.				
	<b>Problem Statements:</b> School Culture and Climate 1 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00						
2) Campus will participate in Red Ribbon Week.		Counselors	Schedule of events. Survey of students. The result will be an increased awareness of the importance of being drug free.				
							

**Performance Objective 3 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Disciplinary Procedures are often reactive rather than proactive (common for first year campus). <b>Root Cause 1:</b> There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. <b>Root Cause 1:</b> Effective partnerships, including consistent communication between home and school are needed.

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 4:** During the 2019-20 school year, 100% of 7th grade students will participate physical fitness activities.

**Evaluation Data Source(s) 4:** Evidence of improved student physical fitness though Fitness Gram (6-8) conducted in Spring 2019.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All 7th grade students will participate in a physical education class.		Physical Education Teachers	Documentation of student schedules; 2018 Fitnessgram results.				

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 5:** KJHS will coordinate a school health program through collaboration with physical education teachers at the elementary, middle, and junior high schools.

**Evaluation Data Source(s) 5:** Continued implementation of district -wide health program through lessons designed to provide a variety of health orientated instructional activities at the intermediate level.

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Physical Education teachers will incorporate/implement instructional health oriented activities weekly.		Campus Administrators	PE lesson plans and documented walk-throughs, observations will demonstrate integration of health into weekly activities.				

## Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 1:** Technology will be incorporated into instruction in 100% of the classrooms during the 2019-20 school year.

**Evaluation Data Source(s) 1:** Student products which incorporate technology; technology usage demonstrated in walkthroughs and observations.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will have the opportunity to select technology courses including Technology Applications, Project Lead the Way, and Family/Consumer science.		Counselors	Enrollment will increase students' interest and skills in technology-based courses.				
<b>Problem Statements:</b> Technology 1, 2							
2) Students will use computer applications to increase proficiency in technology skills.		Classroom Teachers	Evidence of computer application usage in lesson plans, walkthroughs and observations.				
<b>Problem Statements:</b> Technology 1							
3) Campus staff and technology integration specialist will provide technology training for teachers.		Campus Technology Committee	Meeting agendas/sign-in sheets. Documentation of trainings provided to teachers.				
<b>Problem Statements:</b> Technology 2							
							

### Performance Objective 1 Problem Statements:

Technology
<b>Problem Statement 1:</b> Available technology (345 devices for 920 students) does not accommodate the enrollment or STEM program. <b>Root Cause 1:</b> Funds necessary to purchase needed devices exceeds what is available.
<b>Problem Statement 2:</b> Students do not regularly use technology to learn and to demonstrate learning at high levels. <b>Root Cause 2:</b> Training and planning time is needed on how to use technology to support rigorous or project-based learning.

**Goal 4:** DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**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 Source(s) 2:** The KJHS campus will continue to be in good condition.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will report any maintenance items to front office personnel in a timely manner.		Principal Secretary	Work orders entered and completed to maintain campus condition.				
2) Administration will do at least quarterly walkthroughs of the campus to list of structural and classroom maintenance needs.		Campus Administrators	Work orders entered and completed to maintain campus condition.				
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.		Campus Principal	Purchase orders and campus documentation demonstrates policy and procedures followed.				

= Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue



## Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 1:** By October 2019, 100% of teacher web pages will be up-to-date and easily accessible to parents and students.

**Evaluation Data Source(s) 1:** Review of teacher web pages in October 2019

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff members' web pages will be kept current and used to communicate with both parents and students.		Team leaders	Up-to-date teacher and campus web pages will facilitate campus-home communication.				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00							

**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. <b>Root Cause 1:</b> Effective partnerships, including consistent communication between home and school are needed.

**Goal 5:** DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

**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.


**Evaluation Data Source(s) 2:** Parent attendance at events.

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent/teacher conferences will be held periodically throughout the school year in order to inform parents of their child's progress.		Teachers	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.				
<b>Problem Statements:</b> Demographics 1 - Parent and Community Engagement 1							
2) Campus will provide opportunities for students and their families to visit school, meet with the counselor 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.		Counselor	Documentation of fliers and attendance at parent meetings for transition will be reflected in positive parent and student perceptions in survey data.				
<b>Funding Sources:</b> Local Funding - 0.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) To support campus literacy, KJHS will plan events for students and parents such as field trips, author visits, and literacy nights.		ELA Academic Coach and Librarian	Documentation of sign-in sheets of parents and students attending will increase communication and relationship between home and school.				
<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
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.		Campus Principal	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.				
<b>Funding Sources:</b> Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 5) KJHS will provide a Curriculum 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.		Counselor and Academic Coaches	Documentation of sign-in sheets for attendance will result in increased attendance and performance.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00						
6) In May, KJHS will host a College Day for parents and all students. Scheduled campus visits to local colleges will be provided. Parents are recruited to volunteer as chaperones.		Principal, counselor, and lead teachers	Student attendance at College Day. Number of parent volunteers. These activities will positively impact attendance and parent perceptions.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) KJHS will host a STEM Expo in November to showcase student work.		Dean	Students participating in STEM Expo and number of parents attending Fair via sign-in sheets will document parent involvement.				
	<b>Funding Sources:</b> Local Funding - 0.00						
8) 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.		Principal, Assistant Principal and Counselor	Documentation of students receiving additional counseling, instructional materials, drop-out/attendance meetings with parents and students will increase attendance.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 199-SCE - 0.00						
9) KJHS staff and parents will receive resources/training on how to effectively communicate with parents to ensure quality education for every student.		Principal	Sign-in sheets of trainings for teacher. 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.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Outside Agency - 0.00						
10) Parents will be asked to participate in KJHS online surveys.		Assistant Principal	Surveys released for input. Results and analysis of surveys will help the school better communicate with and meet the needs of all families.				
	<b>Funding Sources:</b> No Funding Required - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) KJHS will actively encourage involvement by parents of ELL students through parent events and education opportunities.		Campus Principal	Parent attendance at meetings will result in increased student academic performance in class and on local and state assessments as well as increased student attendance.  Survey data will indicate parents feel there is effective communication from the school and that the school is supporting their student.				
<b>Problem Statements:</b> School Culture and Climate 1 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> 211-Title IA - 0.00							
12) Campus provides interpreters for 2nd language families at ARDs,LPAC meetings and at campus programs or meetings.		Campus Administrators	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.				
13) 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.		Campus Administrators	Meeting sign-in sheets at activities. Increased volunteers for KJHS actively engaged in improving KJHS academic goals.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
14) KJHS will include their Community Business Partner during College and Career events, and district events.		Campus Principal	Inclusion of business partners at campus and district events.				
15) KJHS will provide snacks at campus events such as Open House and curriculum nights as an incentive for parent and student participation.		Counselor	Attendance at events will be high as a result of advertising snacks and childcare. Sign-in sheets will document parent attendance.				
16) The campus will make available the English version of 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 Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.	3.1, 3.2	Principal	Increase in Parent Engagement				
<b>Problem Statements:</b> Parent and Community Engagement 1							
							

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** We do not have an effective campus-wide system for addressing chronic absenteeism.

### School Culture and Climate

**Problem Statement 1:** Disciplinary Procedures are often reactive rather than proactive (common for first year campus). **Root Cause 1:** There are not enough positive relationships being built and not enough proactive strategies being used to deter discipline infractions.

### Parent and Community Engagement

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.

### School Context and Organization

**Problem Statement 1:** On the 2019 Accountability Summary, Kranz Junior High School is in the 4th quartile for attendance among comparison schools. **Root Cause 1:** Effective partnerships, including consistent communication between home and school are needed.

# State Compensatory

## Personnel for Eugene Kranz Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alcala, A.	Instructional Support		1.0
Callaway, J.	Instructional Support		1.0
Connor, S.	Instructional Support		1.0
Hall, J.	Instructional Support Paraprofessional		1.0
McCray, D.	Instructional Support		1.0
Tamblyn, D.	Instructional Support		1.0
Vizcaya, M.	Instructional Support Paraprofessional		1.0
Westbrook, K.	Instructional Support		1.0
Williams, F.	Instructional Support		1.0
Winn, Z.	Instructional Support Paraprofessional		1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
  - \* provide opportunities for all children to meet the challenging State academic standards
  - \* use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

\* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

## **2.2: Regular monitoring and revision**

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

## **2.3: Available to parents and community in an understandable format and language**

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

## **2.4: Opportunities for all children to meet State standards**

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

## **2.5: Increased learning time and well-rounded education**

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

## **2.6: Address needs of all students, particularly at-risk**

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.



## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

### **3.2: Offer flexible number of parent involvement meetings**

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Breese, K.	Instructional Interventionist		1.0
Peugeot, E.	Instructional Interventionist		1.0

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Laura Breaux	Dean of Instruction
Classroom Teacher	Denisha Yerger	Math Teacher
Classroom Teacher	Sean O'Leary	STEM Social Studies Teacher
Classroom Teacher	Brenna Gilbertson	Science Teacher
Classroom Teacher	Kaitlyn Breese	ELAR Specialist
Classroom Teacher	Janey Cole	Instructional Support
Classroom Teacher	Kyle Crawford	Theater Teacher
Administrator	Kim Kelley	Principal
Parent	Clover Nuetzmann	Parent
Community Representative	Daryl Everett	Business Owner/Community Member