Dickinson Independent School District

Eugene Kranz Junior High

2024-2025 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.

Table of Contents

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 sixth school year in 2023-2024. This year marks the first year that Kranz has served 6th grade students. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 74% of the students who attend Kranz are economically disadvantaged, increasing from 67% the year prior. Kranz currently has an enrollment of 993 students between all three grade levels, which is higher than last year's enrollment of 980 students.

Student populations:

School Population (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Student Total	**993**	**100%**
6th Grade	291	29.31%
7th Grade	301	30.31%
8th Grade	401	40.38%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Gender		
Female	481	48.44%
Male	512	51.56%
Ethnicity		
Hispanic-Latino	574	57.80%
Race		
American Indian - Alaskan Native	2	0.20%
Asian	14	1.41%
Black - African American	80	8.06%
Native Hawaiian - Pacific Islander	1	0.10%
White	293	29.51%
Two-or-More	29	2.92%

The demographic composition of Kranz Junior High reflects its rich diversity, with 57% of students identifying as Hispanic, followed by 30% as White, 8% as Black/African American, and 5% identifying as other cultural backgrounds.

Student Programs (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
Dyslexia	83	8.36%
Gifted and Talented	128	12.89%
Regional Day School Program for the Deaf	1	0.10%
Section 504	73	7.35%
Special Education (SPED)	153	15.41%
Bilingual/ESL		
Emergent Bilingual (EB)	280	28.20%
Bilingual	0	0.00%
English as a Second Language (ESL)	258	25.98%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	5	0.50%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 04/09/2024)	Count	Percent
At-Risk	503	50.65%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	4	0.40%
Intervention Indicator	125	12.59%
Migrant	0	0.00%
Military Connected	35	3.52%
Transfer In Students	18	1.8127%
Unschooled Asylee/Refugee	1	0.1007%
Economic Disadvantage		
Economic Disadvantage Total	739	74.42%
Free Meals	675	67.98%
Reduced-Price Meals	62	6.24%
Other Economic Disadvantage	2	0.20%
Homeless and Unaccompanied Youth		
Homeless Status Total	18	1.81%
Shelter	3	0.30%
Doubled Up	14	1.41%
Unsheltered	0	0.00%

Hotel/Motel		1	0.10%
Not Unaccompanied Youth		18	1.81%
Is Unaccompanied Youth		0	0.00%

Kranz Junior High School serves 280 Emergent Bilingual students (28.2%). 503 students are identified as at-risk of not graduating (50.65%). 128 students are in the Gifted and Talented program (12.89%). 73 students are identified for 504 services (7.35%) and 153 students are served through special education services (15.41%).

Staff Population:

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	105.6	100.0%	100.0%	100.0%
Professional Staff:	88.2	83.5%	62.9%	64.1%
Teachers	78.0	73.9%	48.5%	48.7%
Professional Support	6.7	6.3%	10.9%	10.9%
Campus Administration (School Leadership)	3.5	3.3%	2.5%	3.3%
Educational Aides:	17.4	16.5%	14.0%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	10.0	4,258.0
Part-time Librarians	0.0	n/a	3.0	646.0
Full-time Counselors	2.0	n/a	23.0	13,815.0
Part-time Counselors	0.0	n/a	1.0	1,240.0
Total Minority Staff:	33.8	32.0%	43.3%	53.2%
Teachers by Ethnicity:				
African American	6.5	8.3%	12.6%	11.8%
Hispanic	11.4	14.7%	19.2%	29.6%
White	58.1	74.5%	66.3%	54.9%
American Indian	1.0	1.3%	0.3%	0.3%
Asian	1.0	1.3%	1.1%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.2%
Teachers by Sex:				
Males	16.3	20.9%	20.2%	24.4%
Females	61.7	79.1%	79.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	2.0%
Bachelors	57.2	73.4%	74.7%	72.2%
Masters	20.8	26.6%	23.4%	25.0%
Doctorate	0.0	0.0%	0.3%	0.8%

Teachers by Years of Experience:				
Beginning Teachers	4.9	6.3%	4.5%	9.7%
1-5 Years Experience	26.7	34.2%	31.4%	26.3%
6-10 Years Experience	21.3	27.3%	25.1%	20.5%
11-20 Years Experience	18.4	23.6%	25.2%	27.2%
21-30 Years Experience	5.5	7.1%	12.0%	13.3%
Over 30 Years Experience	1.2	1.6%	1.8%	2.9%

Attendance:

			Attendance & Discipline				STAAR 3

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
23-24	Sixth six weeks	100%		95%	0	↓
23-24	Fifth six weeks	94.3%	🚩	95%	1,525	↓
23-24	Fourth six weeks	93.2%	🚩	95%	1,901	↑
23-24	Third six weeks	93.7%	🚩	95%	1,572	↑
23-24	Second six weeks	94.6%	🚩	95%	1,224	↓
23-24	First six weeks	95.4%		95%	1,230	↓

Attendance rates for the 2023-2024 school year ranged from 93-95% for each nine week grading period. This represents a 1% increase from the year prior. Periodically, incentives were used to reward students for attendance. If a student was absent three days in a row, that student's second 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. Automated letters were sent home when students met certain thresholds of unexcused absences (3, 5, 7, and 10).

Discipline:

Discipline Action Reason Code Trend Analysis for 2022, 2023, 2024 for Eugene Gene Kranz J H Where Ethnicity is All Eth-Race																		
Discipline Action Reason Codes	2021 - 2022						2022 - 2023						2023 - 2024					
	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6	RP 1	RP 2	RP 3	RP 4	RP 5	RP 6
21	40	67	58	74	122	112	47	49	77	70	118	103	52	75	84	85	133	--
41	5	6	9	6	5	11	9	6	12	7	7	6	6	7	6	2	11	--

62	--	--	--	--	--	--	--	--	--	--	--	2	3	4	3	7	--
63	--	--	--	--	--	--	--	--	--	--	--	--	2	--	4	1	--

With an increase in enrollment, the incorporation of a new grade level, and the implementation of redistricting measures, Kranz has witnessed a significant increase in both disciplinary referrals and ensuing consequences leading to student removal from class. Referrals have increased by 18.8% compared to the previous academic year, spanning RP1-5 of the 2022-23 school year. Notably, the total number of days students were removed from class reached 670 last year, and as of the latest report, stands at 664 for the current academic year, with six weeks remaining.

code 63 and 62 are new this year

Demographics Strengths

Demographics Strengths:

- Diverse student population
- Many teachers are GT and/or ESL certified
- 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): There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students. **Root Cause:** It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2: While there has been progress compared to the previous year, our attendance rates still fall below those of similar campuses across the state. **Root Cause:** Additional attendance incentives are needed. Early interventions need to include automated systems to help staff implement the interventions as described in the handbook.

Student Achievement

Student Achievement Summary

The student achievement committee reviewed and analyzed the 2021, 2022 and 2023 STAAR data, 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.

While there were some slight declines in achievement data, it is difficult to determine if the decline was due to student performance, teacher performance, changes in the test format, changes in how results were reported, or some combination of the factors. Kranz students continue to perform at or above the state level on every assessment except 7th grade math. In 7th grade math, the achievement level declined to below the state level. The teaching staff remained the same, and the curriculum did not change; however, student learning levels declined from 2022 to 2023. It is also important to note that the "passing standard" for almost every test was lowered except for the 7th grade math passing standard; however, Kranz results in this area are below the state level.

On the Closing the Gaps report, Kranz met all target goals. This includes goals for special education and English learners.

Student Achievement Strengths

Campus Strengths:

- All faculty and staff participated in developing and adopting the campus mission and vision 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.

- Students perform at or above the state in reading, science, social studies and 8th grade math.

- 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 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.

- Kranz Junior High earned the designation of a 2023 National Model PLC School.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): According to current data, too few 7th grade students at Kranz JHS are performing at grade level (meets and masters) in math . **Root Cause:** Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF **(47 responses)**	**STUDENTS** **(594 responses)**
Students generally feel safe at Kranz.	87% of staff agree or strongly agree	███████████████████
Students feel safe in the cafe.	77% of staff agree or strongly agree	68% of students agree or strongly agree
Students feel safe in the hallways.	75% of staff agree or strongly agree	61% of students agree or strongly agree
Students feel safe in the gym.	78% of staff agree or strongly agree	79% of students agree or strongly agree
Students feel safe in the restrooms.	66% of staff agree or strongly agree	50% of students agree or strongly agree
Students feel safe in their classrooms.	92% of staff agree or strongly agree	81% of students agree or strongly agree
If a student knew that another student was endangering himself or others, the student would feel comfortable reporting it to a staff member.	76% of staff agree or strongly agree	53% of students agree or strongly agree
Drug/vaping/tobacco use is a problem at Kranz.	53% of staff agree or strongly agree	68% of students agree or strongly agree
Alcohol use is a problem at Kranz.	2% of staff agree or strongly agree	42% of students agree or strongly agree
Students with weapons is a problem at Kranz.	0% of staff agree or strongly agree	52% of students agree or strongly agree

Overall students describe our campus as a safe place to be. Students feel the least safe in restrooms where there is no adult supervision.   Students' descriptions differ from teachers as students see weapons and alcohol as a problem on campus while staff overwhelmingly does not.

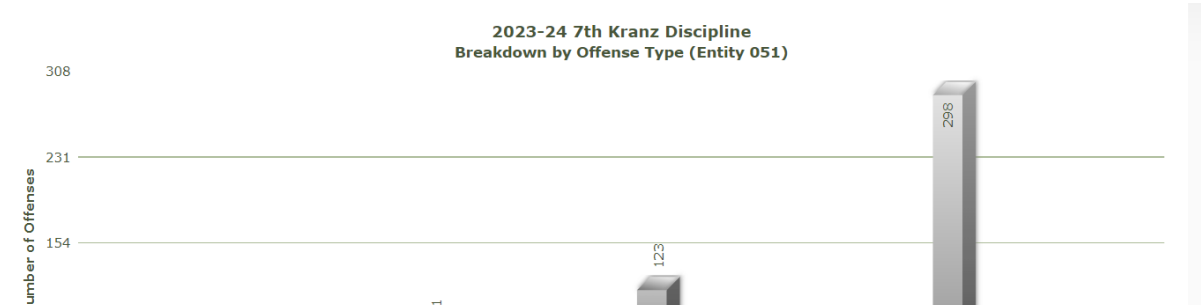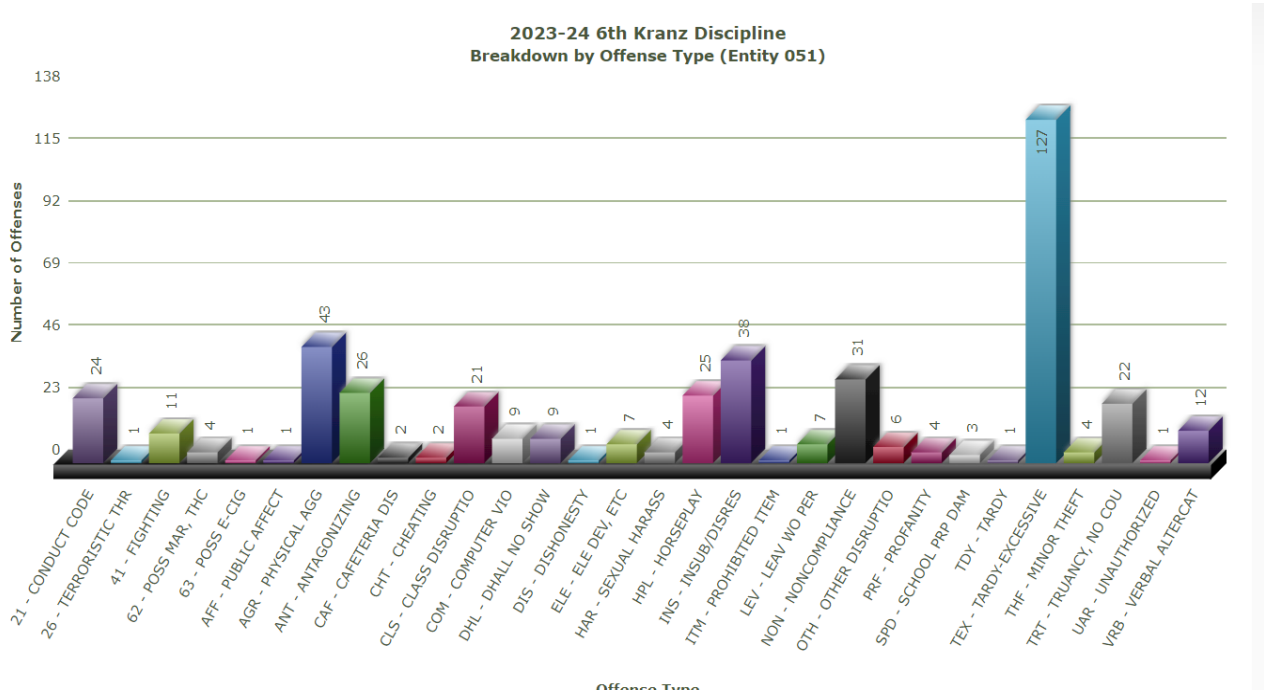| School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF **(47 responses)**	**STUDENTS** **(594 responses)**
Students treat each other with respect at Kranz.	31% of staff agree or strongly agree	37% of students agree or strongly agree

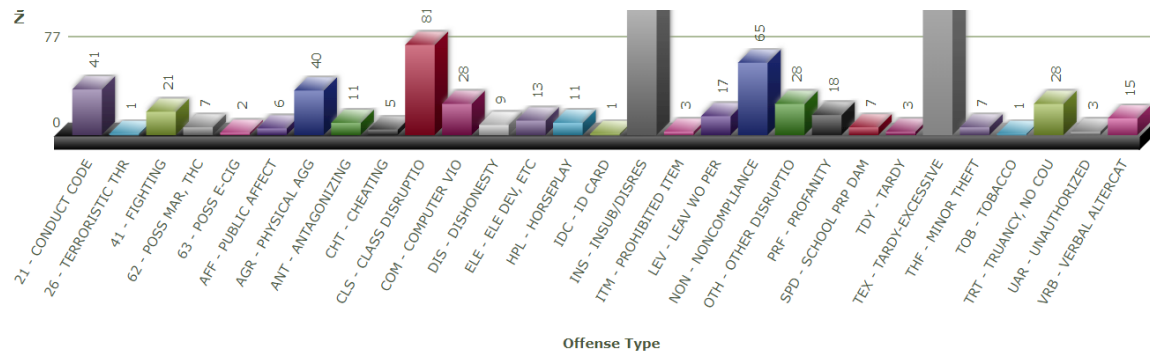| School Culture and Climate Staff versus Student Survey 2023 - 2024		
Students treat teachers with respect at Kranz.	39% of staff agree or strongly agree	41% of students agree or strongly agree
Teachers and staff members treat students with respect at Kranz.	90% of staff agree or strongly agree	72% of students agree or strongly agree
Teachers praise students for doing the right thing.	93% of staff agree or strongly agree	59% of students agree or strongly agree
Bullying is a problem at Kranz.	25% of staff agree or strongly agree	47% of students agree or strongly agree (Note: 18% of students agree or strongly agree that they have been bullied this school year, over half of students agree that teachers take bullying seriously and that they themselves report bullying)
Misbehaving students regularly make it difficult for other students to learn.	75% of staff agree or strongly agree	56% of students agree or strongly agree
Inappropriate language is a problem at Kranz.	83% of staff agree or strongly agree	49% of students agree or strongly agree
Social media causes problems at school.	68% of staff agree or strongly agree	30% of students agree or strongly agree

Staff and student definitions of respect, praise, bullying, misbehavior, inappropriate language and social media problems are definitely different causing data discrepancies.

School Culture and Climate Staff versus Student Survey 2023 - 2024		
	STAFF **(47 responses)**	**STUDENTS** **(594 responses)**
Students have been taught rules and expectations in common areas - restrooms, gym, hallways, cafe.	86% of staff agree or strongly agree	87% of students agree or strongly agree
Students are happy to come to school.	69% of staff agree or strongly agree	41% of students agree or strongly agree
Students believe that there is at least one adult at school that cares about them.	96% of staff agree or strongly agree	75% of students agree or strongly agree
It is easy for students to make friends at Kranz.	73% of staff agree or strongly agree	91% of students agree or strongly agree
Student "cliques" are a problem at Kranz.	29% of staff agree or strongly agree	40% of students agree or strongly agree

School Culture and Climate Staff versus Student Survey 2023 - 2024		
Students participate in at least one sport, club, or extracurricular activity sponsored by the school.		54% of students participate

Staff and students both feel that behavioral expectations have been made clear on our campus. The data regarding student life from the staff's perspective versus students' perceptions of their happiness and friendships on campus was difficult to compare as each group's perception is skewed.

2023-24 6th Kranz Discipline Breakdown by Offense Type (Entity 051)

2023-24 7th Kranz Discipline Breakdown by Offense Type (Entity 051)

First chart (top) — Offense Type breakdown. Values above bars:

Offense Type	Count
21 - CONDUCT CODE	41
26 - TERRORISTIC THR	1
41 - FIGHTING	21
62 - POSS MAR, THC	7
63 - POSS E-CIG	2
AFF - PUBLIC AFFECT	6
AGR - PHYSICAL AGG	40
ANT - ANTAGONIZING	11
CHT - CHEATING	5
CLS - CLASS DISRUPTIO	81
COM - COMPUTER VIO	28
DIS - DISHONESTY	9
ELE - ELE DEV, ETC	13
HPL - HORSEPLAY	11
IDC - 1D CARD	1
INS - INSUB/DISRES	77
ITM - PROHIBITED ITEM	3
LEV - LEAV WO PER	17
NON - NONCOMPLIANCE	65
OTH - OTHER DISRUPTIO	28
PRF - PROFANITY	18
SPD - SCHOOL PRP DAM	7
TDY - TARDY	3
TEX - TARDY-EXCESSIVE	(tall)
THF - MINOR THEFT	7
TOB - TOBACCO	1
TRT - TRUANCY, NO COU	28
UAR - UNAUTHORIZED	3
VRB - VERBAL ALTERCAT	15

Offense Type

2023-24 8th Kranz Discipline
Breakdown by Offense Type (Entity 051)

Number of Offenses

Offense Type	Count
04 - CONTL SUBSTANCE	2
21 - CONDUCT CODE	67
27 - ASSULT EMPLOYEE	1
28 - ASSAULT OTHER	1
41 - FIGHTING	11
62 - POSS MAR, THC	14
63 - POSS E-CIG	3
AFF - PUBLIC AFFECT	6
AGR - PHYSICAL AGG	17
ANT - ANTAGONIZING	20
CAF - CAFETERIA DIS	12
CHT - CHEATING	5
CLS - CLASS DISRUPTIO	33
COM - COMPUTER VIO	5
DIS - DISHONESTY	3
DRE - DRESS CODE	4
ELE - ELE DEV, ETC	14
HPL - HORSEPLAY	15
INS - INSUB/DISRES	37
ITM - PROHIBITED ITEM	2
KNF - NON-ILLEG KNIFE	5
LEV - LEAV WO PER	8
NON - NONCOMPLIANCE	43
OTH - OTHER DISRUPTIO	7
PRF - PROFANITY	11
SPD - SCHOOL PRP DAM	6
TDY - TARDY	7
TEX - TARDY-EXCESSIVE	459
THF - MINOR THEFT	11
TRT - TRUANCY, NO COU	26
UAR - UNAUTHORIZED	9
VRB - VERBAL ALTERCAT	5

Offense Type

Total Referrals (as of May 1, 2024):
6th Grade - 670
7th Grade - 1140
8th Grade - 1004 (almost half of the referrals for 8th grade are tardies)

6th and 7th grade referrals consist of more physical aggression and horseplay.

Insubordination and non-compliance in the classroom is consistent across all three grade levels

Student removals/DALC happen due to vapes with THC; behavior contract/tracker may result in placement, but has not happened yet. Note, when behavior coaches intervene, referrals do not happen. Most staff members call home and allow students to reset prior to referrals as well. Work is done upfront by staff prior to behavior escalating to a referral and and our campus also encourages parent communication prior to referrals.

Summary: As a school, we strive to create an environment that is safe and inviting.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. The daily interactions between students, parents, and staff members helps create our school culture and climate. 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.   A variety of campus committees help identify areas for improvement related to the campus climate and culture (Safe & Civil, AVID, Motivation, etc.). Restorative practices initiatives have helped build relationships between students and teachers.

Surveys were sent to staff and students to assess each their views on the culture and climate of Kranz Junior High School. The survey was completed by 594 students (a decrease from 634 students the year before), and 47 staff members (a decrease from 70 staff members the year before). Similar statements were presented to survey respondents asking them to rate their level of agreement (1 strongly disagree, 5 strongly agree) in order to identify similarities and differences.

School Culture and Climate Strengths

Campus Strengths

- 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.
- A majority of stakeholders believe students feel safe at school in the common areas and classrooms.
- 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.
- Most respondents identified at least one staff member that had a positive effect on them.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): A majority of staff and students 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. Halo devices have been installed in student restrooms to detect vaping..

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.

Problem Statement 3: Students and staff feel the restrooms are a point of concern for fights, vapes, etc. **Root Cause:** Root cause is perceived lack of supervision in these areas. A better pass system, possibly electronic, should be implemented.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our team discussed the following areas in regards to staff quality, recruitment, and retention. The strengths of the campus identified most effective teachers are revealed through learning walks and collaboration during team meetings. The commitment to the PLC process has improved the planning and collaboration among most teams. Teachers were questioning the question about paraprofessionals being highly qualified. They didn't seem to understand what that meant or how they were to know if they were "highly qualified" Paraprofessionals need additional training from the campus to ensure they are servicing students effectively in the content area that they support. The team felt that the staff quality has greatly improved over the years because of PLC and the systems in place to ensure success. Retention rates have drastically increased from the beginning of Kranz until now. The majority of staff leaves Kranz due to personal reasons or not being able to commit to the PLC process that is mandatory. The team stated that they were grateful for the additional time that has been given back to teachers during the professional development days and how they hope it continues.

The discussed needs included paraprofessionals getting additional training on content knowledge and de-escalation techniques. Paraprofessionals should be required to attend planning meetings with their service content areas to help with instructional needs that they see arising. In regards to retention of staff, the turnover rate has decreased dramatically since the beginning of Kranz. It was mentioned that teachers new to Kranz or new teachers need to have their mentors assigned earlier to allow for stronger relationships to form and for the mentor to help with classroom management and observations. The largest hot topic items during the discussion were in regards to professional development and support. For professional development it was brought up that more SPED training is critical for the success of our SPED population and the training needs to be given by SPED case managers. Additionally, it was felt that many of the professional developments that are given are for "box checking" and are not beneficial to teachers and staff. More follow-up should be allowed and feedback should be given after a PD to help teachers know what was successful and what was not. Concerning support, the team stated that they wanted more support from all staff and not just the interventionist. They wanted to see academic coaches in classrooms providing real-time feedback and modeling, interventionists helping to model lessons, and their appraisers giving more specific feedback during summative

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:
- Strong effective teachers with strong support systems form the campus
- Teachers possess strong leadership skills and are ready to build capacity on campus
- All teams have adopted the PLC process and are engaging in the work
- Peer Mentor program, team collaboration, and teacher collaboration,
- Mining for Gold with time for reflection after
- Teacher accolades (Golden Gator, TOM)

- Giving time to teachers and teams during PD days to help with getting ahead

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support **Root Cause:** Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment Summary

The district curriculum is created by a committee of teachers and content specialists using the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), the College Career Readiness Standards (CCRS), and the Lead4ward field guides as resources when creating curriculum documents. Curriculum documents include a year-at-a-glance (YAG) and pacing guides for lesson planning. Department heads, team leaders, and instructional coaches collaborate with district personnel and campus teachers to establish and prioritize essential learning targets and plan daily engaging lessons and interventions to ensure mastery of essential learning for all students.

At Kranz Junior High, grade-level content teams collaborate on a regular basis to plan effective instruction including meaningful activities to benefit all students. Research-based best practices are integrated daily to provide differentiation, intervention, and extension. Language acquisition strategies (ELPS), AVID strategies, and Lead4Ward strategies are utilized by design at Kranz Junior High.

Gifted and Talented students are primarily served through the STEAM program. Honors courses are available for students in all four core content areas. Honors social studies students participate in History Fair to meet the independent research requirement for honors social studies. Math and reading have a differentiated honors curriculum, unlike social studies and science.

The 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. Common formative assessments are crafted at the campus level, aligned with the TEKS, and intended to assess student mastery at high levels. STAAR 2.0 formatted questions have been included as both instructional tools and assessment items.

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. Students track their own data in each core class and use the data to set growth goals.

Curriculum, Instruction, and Assessment Strengths

The following strengths were identified:

- Grade level content teams have common planning periods and consistently engage in the PLC process.
- Camp Kranztastic has evolved to establish a solid Tier 2 intervention system to support all students in academic intervention and enrichment during the school day on Tuesdays, Wednesdays, and Thursdays.
- Teachers and staff have identified target behavior standards to further develop and establish a Tier 2 behavioral intervention system. The identified targets are behaviors that impact learning in the classroom.
- Content and Language Objectives aligned to the TEKS and the ELPS are evident in lesson plans, posted and articulated with students.
- Interventionists provide academic support for students beyond Tier 1 instruction.
- Instructional coaches support teachers in developing effective pedagogy.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): All students are not assessment ready. **Root Cause:** Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

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 continuous and a particularly positive area in the Fine Arts, Athletics, and STEAM. Kranz's annual Parent Engagement survey provided us with evidence that parents feel we do a good job of communicating as a campus and faculty. Our Parent School Climate survey resulted in high scores in-regards to our school climate. The school communicates with parents through various formats and sends out letters and flyers in Spanish, English, and Russian. The committee feels that being able to have access for a translator has improved and stated that Interpreters are available to help at ARDs and other meetings where language could be a barrier. It was also noted that we could reach more parents and community members if we utilized "Callouts" more as a way of communication. Parents participate in site-based planning through Campus Improvement Committee and the Parent Engagement Committee.

Parent and Community Engagement Strengths

Campus strengths include:

- All campus-to-parent communications go out in various languages.
- Our district social worker, CIS, and campus counselors provide services 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. According to data collected for 2023, parents have a positive perception of the campus in-regards to effectiveness of communication and the school climate.
- Each year, during the G/T showcase, students present their projects to families and friends.
- We host a Kranz website and Facebook page with announcements and school information.
- Parents are invited to join school committees such as the Campus Improvement Committee or the Parent Engagement Committee.
- Our counselors support the emotional needs of both students and parents through direct services and referrals to outside agencies.
- Communities-in-Schools (CIS), works to help parents and students with needs such as eyeglasses, school supplies, clothes, food, transportation, mentoring and tutoring, and many other types of support for parents and students.
- Parents and community members were involved in STEAM classrooms through lab activities, field trips and our STEAM Expo Night.
- Parents were involved with our Chess club and NJHS showcase.
- The counselor, teachers, and social worker and campus administrators make home visits when necessary, to support academics, attendance, behavioral or emotional needs of students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Not all parents with internet connection are able to access Skyward.   **Root Cause:** Parents not being able to access Skyward due to not remembering their passcodes, their child changing the passcode, and/or their email changes and therefore, they do not receive information.

Problem Statement 2: Not all parents receive communications through Skyward, the school website or Facebook.   **Root Cause:** Lack of internet or failure to keep email contact current in Skyward

School Context and Organization

School Context and Organization Summary

Summary:

The committee determined that our mission statement, vision statement, and campus goals are focused on student academic growth as the measure for academic success. It was also determined that our master schedule reflects the necessary time to achieve the goals focused on student success and doing the work of being truly collaborative teams. The CLT agendas from across all four content areas show that the time provided to the faculty is used effectively to focus on student academic success. Furthermore, the built in time for tier 2 intervention and enrichment has been effectively used by the faculty to grow students academically and to further enrich student learning in the arts (dance, choir, drama, band, art) as evidenced by the numerous awards won by students in competition. Finally, teachers have had a strong say in how to best use this time as individuals and as teams, including how best to adjust the time to reflect student needs. School conditions are regularly reviewed by the entire faculty during our monthly faculty meetings with time spent reviewing data and the results of staff surveys regarding our greatest areas of concern.

The committee found that our goal for average daily attendance has not been met this year. The root cause for this is a lack of a systematic approach to addressing our students who are chronically absent. The committee has also found that our tier 2 intervention time has not effectively addressed essential student behaviors. The root cause of this is lack of a systematic approach for determining essential student behaviors and referring students to receive additional just-in-time support as needed.

School Context and Organization Strengths

Campus Strengths:

- Process in place to review school conditions regularly through the Safe and Civil Committee
- Master schedule that supports collaboration and academic intervention and enrichment
- Teachers have a strong voice in determining what students need to know, how to teach it, and how best to intervene when students have not learned it
- Mission, vision and goals properly aligned to student academic success; Kranz has been named a 2023 National Model PLC Campus
- Growth of students academically is our greatest focus and has resulted in our "A" rating as a campus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The goal aligned to student attendance has not been met this year with average daily attendance around 94%. Student attendance is still lower

than our comparison campuses and below our goal of 96%.   **Root Cause:** The root cause for this is lack of a systematic approach for improving chronic student absences that involves students, parents, teachers, and administration.

Problem Statement 2: Our tier 2 intervention time has not effectively addressed student behaviors as a way to improve student academic success.   **Root Cause:** The root cause for this is a lack of a systematic approach to identifying essential student behaviors and referring students to receive additional support in the targeted behaviors they lack.

Technology

Technology Summary

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students, including the STEM program. Kranz currently has one Chromebook cart per core content class, 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. We also have three Chromebook carts for Principles of Human Service elective, Project Lead the Way elective, and Technology Application elective. Each classroom is equipped with a projector that is an integral part of instruction. School staff have access to wireless computers that are available to be used in every classroom on the campus. These devices have wireless internet access to help with making transitions to different classrooms easy. Each classroom also has a wireless document camera that teachers are able to use in their assigned classrooms. The 2021-2022 campus goal of ensuring equitable access to technology has been met this year with ensuring that all core content classes have one Chromebook per student. With Chromebooks in each core content class, teachers are able to enhance lessons with visual learning strategies, gamify lessons, add additional digital organization for students, and create interactive multimedia presentations for students.

Instructional materials are evaluated for appropriateness and accuracy by teachers. When attending planning meetings, many times teachers discuss different websites that students can use to help with their lessons. With the rise of social media, many teachers are seeking other websites to use to help enhance in class instruction. 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.

Barriers that reduce the use of technology at Kranz include: Chromebooks being damaged in classes and not being able to get them back in a timely manner. Teachers have to borrow Chromebooks from other teachers when class numbers increase, but the number of Chromebooks do not. One to one devices are ideal to ensure that all students in all classes have access to technology. Electives seem to get the worst of no technology due to there not being enough Chromecarts to share amongst all elective teachers. Many times, elective teachers have to share with others to get the ability to use technology in their lessons. Websites crashing, internet bandwidth not being strong enough to support multiple students on devices, failure of routine maintenance due to funding, and terrible connections with document cameras are a consistent problem within the core content classrooms that impact instruction. Having a few more printers in other centralized locations would allow for teachers to make copies easier than having to wait for maintenance or the ability to print. There is a lack of web literacy training and digital citizenship courses for students to support creating content and student work that is applicable for high rigor instruction. Teachers are unsure of district paid versions of programs and softwares. The district's new learning management system (Schoology) will still require more training and building proficiency through consistent use in order for it to be an effective tool for both teachers and students to go beyond the basics of using it for a student and teacher work organization tool.

Technology Strengths

Strengths:

- Implementation of Schoology as a learning management system
- One to one computer access within all core content areas
- Teachers' willingness to engage in professional learning and try new tools for the integration of technology in the classroom.
- Students understanding of the use of technology in the classroom
- Teachers using technology based applications to help with quick data turnaround for planning, assessing, and consistency
- Student engagement within the learning environment when using technology
- Students learning how to type appropriately to help with state testing and faster work production

Problem Statements Identifying Technology Needs

Problem Statement 1: Current technology is used effectively in instruction by some staff but not in all classrooms   **Root Cause:** Additional training needed in district resources and effective web-based interventions

Priority Problem Statements

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

Root Cause 1: Tier 1 instruction and the Tier 2 intervention is not effective in moving most students to mastery.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: There exists a notable variance between the representation of Hispanic staff members and the demographic makeup of Hispanic students.

Root Cause 2: It would be beneficial for recruiting practices to actively seek out teachers who reflect the diversity within the student population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: A majority of staff and students 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. Halo devices have been installed in student restrooms to detect vaping..

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: SPED is not consistent with their documentation and teachers' understanding of what to do, how to implement, and how to support

Root Cause 4: Training has not been sufficiently provided to all content teachers regarding SPED paperwork, documentation, and documentation processing. Additionally, there is no consistent way of documentation among case managers.

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

Problem Statement 5: All students are not assessment ready.

Root Cause 5: Small groups of students in each grade level are not learning at high levels due to poor behavior and/or lack of mastery of essential standards.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Not all parents with internet connection are able to access Skyward.

Root Cause 6: Parents not being able to access Skyward due to not remembering their passcodes, their child changing the passcode, and/or their email changes and therefore, they do not receive information.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The goal aligned to student attendance has not been met this year with average daily attendance around 94%. Student attendance is still lower than our comparison campuses and below our goal of 96%.

Root Cause 7: The root cause for this is lack of a systematic approach for improving chronic student absences that involves students, parents, teachers, and administration.

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: 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, CFAs, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will set learning goals, and analyze and track their own data for essential standards.	**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. **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	**Nov**	**Jan**	**Mar**	**June**

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 CBA data will show student growth over time. Improved student performance for all student groups on STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Interventionists and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** 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:** Administrators & Interventionists **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: Tier 3 intervention for reading will be provided using LLI and for math using IXL.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of interventions maintained. Student reading levels will increase and student performance on STAAR will increase. **Staff Responsible for Monitoring:** Admin **Title I:** 2.6 - **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: Admin and Interventionists **Title I:** 2.6 **- 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: Teachers, along with instructional interventionists, will provide academic extension/enrichment for students who are demonstrating mastery of essential standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Percentage of students meeting and mastering standards on assessments will increase	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin & Interventionists **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- 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 all 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: All current instructional staff will participate in training on Seven Steps.	**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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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:** Administrators **Title I:** 2.6 - **Additional Targeted Support Strategy** **Funding Sources:** - IDEA B, - 211-Title IA, - Local Funding				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will collaborate during planning to ensure specially designed instruction addresses all student IEPs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IEP entitled students will receive required supports/services and master all essential standards **Staff Responsible for Monitoring:** Administrators & Case Managers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction				

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%.

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

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: Principal
 	
    Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Additional Targeted Support Strategy**				

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

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				

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				

Strategy 4 Details	Reviews			
Strategy 4: Counselors will conduct individual conferences with students who were chronically absent the prior year to set attendance goals and create an action plan to improve attendance. Follow-up meetings will occur at least twice monthly to monitor and maintain progress.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased attendance **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **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 days of lost instruction due to discipline placements will be reduced by 10% from the prior year.

 High Priority

 Evaluation Data Sources: Days of lost instruction

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:** Admin **Title I:** 2.5 **- 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**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Skyward ISS/OSS data collected every 3 months. RDA improvement on ISS/OSS placement of Special Education students. **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Implementation of 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 **Title I:** 2.5 **- 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: 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

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

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.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Technology Liaison					
Title I: 4.1					
Funding Sources: - Local Funding					

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: 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 2 Details	Reviews			
Strategy 2: 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 3 Details		Reviews			
Strategy 3: 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 4 Details		Reviews			
Strategy 4: 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 5 Details		Reviews			
Strategy 5: 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**
		Nov	**Jan**	**Mar**	**June**
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					

Strategy 6 Details		Reviews			
Strategy 6: 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**
		Nov	**Jan**	**Mar**	**June**
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					

Strategy 7 Details		Reviews		
Strategy 7: 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 8 Details		Reviews		
Strategy 8: 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 9 Details		Reviews		
Strategy 9: 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.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 10 Details		Reviews		
Strategy 10: 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.		**Formative**		**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 11 Details		Reviews		
Strategy 11: 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.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in communication and parent engagement **Staff Responsible for Monitoring:** Principal	**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. **Staff Responsible for Monitoring:** Campus principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			Nov	Jan	Mar	June

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. **Staff Responsible for Monitoring:** Campus principal			Nov	Jan	Mar	June

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					

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 -					

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	**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 - **Funding Sources:** - Local Funding	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
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. **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	**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 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.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Dean						
Funding Sources: Professional development - Local Funding - 6411						

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.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal						
Funding Sources: - 255-Title IIA, - Local Funding						

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 three researched-based professional development classes (18 hours) addressing their students' needs in any of the following areas: the PLC process, reading, math, science, social studies, EB strategies, 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 - - **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: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

Strategy 4 Details	Reviews			
Strategy 4: 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	**Nov**	**Jan**	**Mar**	**June**
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				

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.

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 Intro to Ag/Career Exploration, Project Lead the Way, and Principals of Human Services.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment will increase students' interest and skills in technology-based courses.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors					

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

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

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**
Strategy's Expected Result/Impact: Work orders entered and completed to maintain campus condition. **Staff Responsible for Monitoring:** Campus Administrators			**Nov**	**Jan**	**Mar**	**June**
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**
Strategy's Expected Result/Impact: Purchase orders and campus documentation demonstrates policy and procedures followed. **Staff Responsible for Monitoring:** Campus Principal			**Nov**	**Jan**	**Mar**	**June**

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	3	1			$0.00
2	1	2			$0.00
3	2	2			$0.00
3	2	4		6499	$0.00
4	4	1			$0.00
4	4	4	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	2			$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	6			$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	3	1			$0.00
2	1	2			$0.00
2	3	1			$0.00
3	1	1			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$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	4			$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			$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

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

Addendums

RLA 7

RLA 7	2021 STAAR	2022 STAAR	2023 STAAR	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	78	86	80	73	77
ME	53	63	59	41	51
MA	28	44	33	19	27
SPED AP	35	51	48	41	46
SPED ME	16	23	22	15	21
SPED MA	9	17	6	7	9
EB AP	49	68	63	50	72
EB ME	11	28	35	18	40
EB MA	4	13	12	7	18
AA AP	78	83	72		
AA ME	64	55	51		
AA MA	33	34	21		

MATH 7

MATH 7	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	39	52	47	50	43
ME	9	19	16	11	12
MA	3	3	0	2	2
SPED AP	11	24	36	35	29
SPED ME	0	13	29	5	5
SPED MA	0	2	9	1	1
EB AP	25	42	31	37	29
EB ME	0	8	7	5	5
EB MA	0	0	0	1	1
AA AP	24	33	40		
AA ME	6	8	7		
AA MA	2	3	2		

RLA 8

RLA 8	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	76	84	89	70	75
ME	50	54	67	37	44
MA	24	35	29	17	24
SPED AP	32	56	48	38	39
SPED ME	10	16	20	13	15
SPED MA	0	11	7	5	8
EB AP	39	60	81	18	57
EB ME	8	11	39	15	19
EB MA	0	4	6	5	7
AA AP	68	82	79		
AA ME	38	55	56		
AA MA	23	32	26		

MATH 8

MATH 8	2021 STAAR	2022 STAAR	STAAR 23	Fall 22 interim Probability of ..	Spr 23 interim Probability of ..
AP	80	83	84	61	65
ME	54	52	53	27	31
MA	13	15	21	5	9
SPED AP	32	44	54	40	30
SPED ME	11	15	22	12	11
SPED MA	2	3	5	2	4
EB AP	56	65	72	47	51
EB ME	21	31	30	13	19
EB MA	2	4	9	3	5
AA AP	74	75	76		
AA ME	55	37	43		
AA MA	9	6	11		

SCI 8

SCI 8	2021 STAAR	2022 STAAR	STAAR 23	Spr 23 interim Probability of ..
AP	74	75	88	77
ME	50	39	63	52
MA	24	15	30	28
SPED AP	38	43	57	42
SPED ME	18	21	28	21
SPED MA	9	10	12	10
EB AP	33	54	74	52
EB ME	8	18	32	24
EB MA	0	0	5	9
AA AP	73	75	74	
AA ME	41	25	51	
AA MA	19	12	23	

SS 8

SS 8	2021 STAAR	2022 STAAR	STAAR 23	Spr 23 interim Probability of ..
AP	64	70	74	61
ME	30	36	42	32
MA	11	21	20	20
SPED AP	23	39	37	29
SPED ME	3	25	19	15
SPED MA	0	18	7	10
EB AP	20	39	55	36
EB ME	2	4	17	12
EB MA	0	2	3	6
AA AP	61	68	63	
AA ME	32	29	31	
AA MA	7	12	15	