Dickinson Independent School District

Eugene Kranz Junior High

2025-2026 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.

Value Statement

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

Professional Beliefs:

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

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

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

Professional Behaviors:

As leaders of learning, we will:

- Exhibit joy in teaching and in learning.

- Use research-proven practices to facilitate student success.

- Take initiative.

- Be flexible and reliable.

- Demonstrate loyalty and kindness.

Collaboration:

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

- Arrive at meetings on time and prepared to contribute.

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

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

- Receive peer feedback with an open mind.

- Follow through on commitments.

- Focus on problem solving.

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

- Have a positive attitude.

Instruction:

So that academic instruction is effective, we will:

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

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

- Use formative assessment data to plan targeted intervention.

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

Behavior Management:

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

- Explicitly teach behavior expectations and social skills.

- Maintain consistent expectations and routines.

- Follow campus-wide systems with fidelity.

- Be understanding and empathetic.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eugene Kranz Junior High School is one of thirteen Title 1, Part A campuses in the Dickinson Independent School District. Kranz Junior High opened in Fall 2018 and is now completing its seventh school year: 2024-2025. This year marks the second year that Kranz has served 6th grade students, previously housing only 7th - 8th grade. Kranz serves families from diverse backgrounds, including many from middle and low income homes. Approximately 74% of the students who attend Kranz are considered low income as reported by TEA (Texas Education Agency Federal Fiscal Compliance and Reporting Division Campuses Served with Title I, Part A Funding Fiscal Year 2025). The linked document from TEA shows a 6% decrease from 2024, which reported 80% of Kranz students were considered low income (Texas Education Agency Federal Fiscal Compliance and Reporting Division Campuses Served with Title I, Part A Funding Fiscal Year 2024).

Kranz currently has an enrollment of 877 students for the 2024-2025 school year. The 2023-2024 school year had over one hundred more students with an enrollment of 993 students between all three grade levels, which was also higher than the 2022-2023 enrollment of 980 students. The average class size at Kranz Junior High School is 20 students per class.

The data below shows that our grade level population is evenly distributed this school year compared to the 2023-2024 school year in which 6th grade students made up 29% of the population, followed by 7th grade at 30% while a heavily populated 8th grade group made up 40% of the students.

Year End-Total Number of Absences per School		4/17/2025
School Name	**Employee Type**	**Total Days Absent (Half Day Equals .5)**
Kranz Junior High	Aide	200.00
Kranz Junior High	Nurse	11.00
Kranz Junior High	Teacher	617.50
		828.50

The demographic composition of Kranz Junior High, seen in the table below, reflects diversity. Sixty - three percent of students identify as Hisp

which is a 5% increase from 58% last school year. Twenty-seven percent of students identify themselves as white, which is a 3% decrease from last school year. Six percent of students identify themselves as African American, which is a 2% decrease from 8% last school year. Four perc identify as other cultural backgrounds, which is an insignificant change from 5% last school year. The demographic composition of Kranz Junior staff as compared to students follows.

Hispanic: 63% students, 22% staff,

White: 27% students, 70% staff,

 African American: 8% students, 7% staff

Student program numbers for the 2024-2025 school year remained relatively the same as compared to the previous year, with the exception of program. There was a 5% decrease in Gifted and Talented students this school year (13% in 2023-2024 down to 8% in 2024 - 2025).

<mark>Thirty-one percent of the students educated at Kranz Junior High School are Emergent Bilingual students, as seen in the data above</mark>, while thirty-three percent of students are served through 504 and special education services.

The data below shows fifty-two percent of students are identified as at-risk of not graduating, again this data is consistent with that of last school year.

Kranz Junior High School has 101 staff members; 73% of the school's staff are teachers. Kranz's teaching staff consists of veteran teachers; 74 teachers have been teaching for 6+ years.

Staff Information	Count	Percent
Administrative Support	13	12.87%
Teacher	74	73.27%
Educational Aide	14	13.86%
Auxiliary	0	0.00%

School Population	Count	Percent
Student Total	**877**	**100%**
6th Grade	277	31.58%
7th Grade	305	34.78%
8th Grade	295	33.64%

As of 4/17/2025, 160 work days for teachers (PD and Instructional) have been completed; the 74 teachers at Kranz Junior High have accumulated 618 absences over the course of these 160 days. On average teacher attendance for the 2024-2025 school year is 95%.

(74 x 160 = 11, 840 total days, 618 absensences/11,840 = 5%)

==Student attendance rates for the 2024-2025 school year ranged between 93% - 96% with an average of 95% overall.== The best attendance reco
was the first six weeks at 95.5% and the lowest recorded was the fifth six weeks at 93%. The data for the sixth, six weeks is incomplete as of
4/16/2025. If a student was absent three days in a row, that student's first period teacher was asked to call home to check on the student and s
to the parent about documenting absences. During the first semester, when a student continued to struggle with attendance, a Student Attenda
Review Team (SART) would meet to discuss further interventions and possible consequences with the student and parent. Automated letters w
sent home when students met certain thresholds of unexcused absences (3, 5, 7, and 10). During the 2024-2025 school year the following
incentives were used in order to increase attendance: The 1st 9 weeks, students with 95% attendance or better received popsicles in the courty
Students were able to enjoy a cold treat, play with classmates, and had numerous yard toys to enjoy. The 2nd 9 weeks, students with 95%
attendance or better received wristbands which allowed them to wear PJ bottoms, hats and slides to school and students also got first choice or
camp selections. The 3rd 9 weeks teachers were provided "goodie bags" so that students could pick a prize of their choice. Their choices includ
croc charms, Stanley straw covers, and smelly pencils. Students were also awarded phone stands and could choose between an invisible ink p
ring pop. Lastly, a lottery awarded students with a wireless portable mini speaker. The last 9 weeks teachers with the highest class attendance
their 6 periods will be given a pizza party. Campus administrators have also encouraged teachers to use TalkingPoints to quickly reach out to p
about their student's attendance. The Attendance Committee also used Talking Points on the highest missed students per grade level in order t
attempt parent contact.

Discipline codes shown below:
  (02) - "Conduct Punishable As A Felony"
  (04) - "Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance - Only valid until September 1,

2023."
(21) - "Violation Of Stu Code Of Conduct Not Under TEC 37.002(b), 37.006, or 37.007"
(41) - "Fighting/Mutual Combat Excludes All Offenses Under Penal Code 22.01"
(62) - "Possessed, Sold, Gave, Used, Delivered, Or Under Infl Of Marihuana Or THC"
(63) - "Possessed, Sold, Gave, Delivered, Or Used E-Cigarette"

The data shows student conduct violations decreased from 2023-2024 to 2024-2025 by 62%. Disciplinary action due to fighting also decreased the discipline taken due to code 62 (Possessed, Sold, Gave, Used, Delivered, Or Under Infl Of Marihuana Or THC) increased by approximately (34 increased to 42 as of April 16, 2025). Kranz is not unique in this data increase, namely vaping is a public health issue across our state and country. With an increase in enrollment, new district zoning and the incorporation of a new grade level, Kranz recorded a significant increase in disciplinary referrals and ensuing consequences leading to student removal from class during the 2023-2024 school year. Disciplinary referrals ensuing consequences decreased this school year. Note, more than two-thirds of our student population had been at Kranz the year prior and Kranz's clear and high expectations.

In summary, please review Kranz Junior High's strengths and weaknesses concerning the demographic data reviewed above.

Strengths:

- Diverse student population
- Attendance average for both teachers and students of 95% is meeting the campus goal

- Significant decrease in disciplinary referrals resulting in removal from class
- Small class sizes (average 20 students per class)
- Experienced teachers

Demographics Strengths

<mark>Strengths:</mark>

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Eugene Kranz Junior High School's staff demographics do not reflect the diversity of its student population, potentially limiting culturally responsive teaching and student representation, particularly among the large Hispanic student group, which makes up 63% of the school but only 22% of the staff.
Root Cause: The campus needs to improve targeted recruitment, hiring, and retention strategies focused on diversifying the staff to better align with the cultural and linguistic backgrounds of its students, which contributes to a persistent gap in staff-student demographic alignment and may impact student engagement and inclusion.

Student Achievement

Student Achievement Summary

A three-year data comparison was completed for each content area, in addition to a review of recent changes that include adding 6th grade and district-wide redistricting and the resulting impact on the demographics of Kranz JHS. Analysis of the data, in conjunction with classroom observations and teacher experience, indicates a trend wherein students demonstrate higher achievement on daily grades, unit tests, and benchmark assessments compared to the STAAR and Pre-STAAR benchmark assessments. This discrepancy may be attributed to factors such as assessment design, which directly evaluates content, and the rigor of instructional practices in lesson design and delivery in preparing students for the state-mandated exams. To address students' needs, interventions like just-in-time intervention, flex grouping, and dedicated tier two intervention time are utilized. The efficacy of accommodations is also a factor, as consistent student utilization is not always observed. Furthermore, course failures correlate with student absences and/or a lack of effort/ motivation. Strategies for absent students, particularly those at risk, include tier 2 time, content team leads, online posting of assignments, and staff availability. The subsequent report presents key demographic shifts, achievement trends across content areas, and an analysis of their intersectionality.

Key Demographic Changes:

- **Adding 6th Grade and Redistricting Impact:** The introduction of 6th grade in 23-24 and the redistricting has led to changes in the total student population across subjects. To illustrate:
  - In 8th Grade Math, "Total Students" was 481 in 22-23, 306 in 23-24, and 294 in 24-25.
  - In 7th Grade Math, "Total Students" was 313 in 22-23, 212 in 23-24, and 202 in 24-25.
  - In Algebra, "Total Students" was 165 in 22-23, 159 in 23-24, and 75 in 24-25.
- **Increase in Economic Disadvantage:** There is a trend of a growing number of students identified as "Economic Disadvantage."
  - In 22-23 the average percentage of economically disadvantaged students was 64.62%, in 23-24 the percentage was 71.51%, and most recently in 24-25 the percentage is 74.72%.
- **Algebra Enrollment and Advanced Students:** The "Total Students" count in Algebra reflects changes in the proportion of 8th-grade students taking this advanced course. To illustrate:
  - In 8th grade math, the total students was 481 in 22-23 and the total students in Algebra was 165 or 34.3%.
  - In 8th grade math, the total students was 306 in 23-24 and the total students in Algebra was 159 or 51.9%.
  - In 8th grade math, the total students was 294 in 24-25 and the total students in Algebra was 75 or 25.5%.
  - The sharp decline from 22-23 to 24-25 is more closely aligned to future expectations.

Achievement Trends by Content Area:

- **English Language Arts (ELA):**
  - **8th Grade RLA:**
    - There is a decline in the overall "Percent Score" in 8th Grade RLA from 59.74% in 23-24 to 52.70% in 24-25.
    - However, the EB students' "Percent Score" increased from 41.36% to 43.76% from 23-24 to 24-25.
  - **7th Grade RLA:**

- There is an increase in the overall "Percent Score" in 7th Grade RLA from 54.05% in 23-24 to 56.37% in 24-25.
  - **6th Grade RLA:**
    - Data is limited, but there are fluctuations in performance.
- **Math:**
  - **6th Grade Math:**
    - "Approaches Grade Level" increased from 67.96% to 75.37% from 23-24 to 24-25.
  - **7th Grade Math:**
    - Overall, 7th grade math performance appears lower compared to other content areas and grade levels.
  - **8th Grade Math:**
    - Overall, 8th grade math has trended down in student achievement for approaches, meets, and masters. Approaches have decreased from 84% in 22-23 to 67% in 24-25. Meets have decreased from 53% in 22-23 to 26% in 24-25. Finally, Masters have decreased from 21% in 22-23 to 7% in 24-25. These changes have correlated with the shift in the percentage of students participating in advanced mathematics.
- **Social Studies:**
  - **8th Grade Social Studies:**
    - "Approaches Grade Level" decreased from 69.85% to 58.60%, and "Meets Grade Level" decreased from 43.81% to 26.67% from 23-24 to 24-25.
    - The AA population's "Approaches Grade Level" decreased from 51.39% to 50%, "Meets Grade Level" decreased from 33.33% to 3.85%, and "Masters Grade Level" decreased from 17.95% to 0% from 23-24 to 24-25.
- **Science:**
  - **8th Grade Science:**
    - Fluctuations are observed across student groups. Most notably, approaches, meets, and masters percentages have increased from 23-24 to 24-25 reversing the decline from 22-23 to 23-24.

Intersectionality and Vulnerable Populations:

- **Economic Disadvantage:** The increasing population of students identified as "Economic Disadvantage" is a factor to consider when analyzing the observed trends in achievement across all content areas.
- **African American Students:**
  - There are concerns in 8th Grade Social Studies, where African American students show declining performance in "Approaches Grade Level," "Meets Grade Level," and "Masters Grade Level."
  - 6th Grade Math showed some improvement in "Approaches Grade Level" and "Meets Grade Level."
  - There are fluctuations in "Masters Grade Level" across all grades and content areas. However, the overall trend is a decrease in students achieving the Masters Grade Level performance indicator.
- **Emergent Bilingual (EB) Students:**
  - EB students demonstrate varying performance across subjects and grade levels, with increases in some areas and decreases in others.
- **Special Education (SPED) Students:**
  - SPED students demonstrate varying results across subjects and grade levels.
- **Algebra Enrollment and Masters Numbers:**

◦ Algebra enrollment as a percentage of 8th grade students was 34.3% in 22-23, 51.9% in 23-24, and 25.5% in 24-25. This reflects the changing percentage of advanced students.

Areas of Strength:

- 6th Grade Math showed improvement in "Approaches Grade Level" for all students and "Approaches Grade Level" and "Meets Grade Level" for African American students.
- 7th Grade RLA showed an increase in overall "Percent Score." In addition, 7th Grade RLA is one of two grade level content areas that showed an overall increase in Masters percentage from 23-24 to 24-25 (the other is 8th Grade Science).

Student Achievement Strengths

Areas of Strength:

- 6th Grade Math showed improvement in "Approaches Grade Level" for all students and "Approaches Grade Level" and "Meets Grade Level" for African American students.
- 7th Grade RLA showed an increase in overall "Percent Score." In addition, 7th Grade RLA is one of two grade level content areas that showed an overall increase in Masters percentage from 23-24 to 24-25 (the other is 8th Grade Science).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall decrease in Masters Grade Level for nearly all content areas and grade levels.
Root Cause: Lack of focused planning for extension during tier 1 and tier 2 instruction.

Problem Statement 2: Varying performance trends among African American, EB, and SPED student groups, with notable concerns in 8th Grade Social Studies.
Root Cause: Diverse learning needs not being consistently met, potential lack of culturally relevant pedagogy, and the need for improved engagement strategies.

Problem Statement 3: 7th Grade Math performance is lower than other content areas and grade levels.
Root Cause: Gaps in foundational math skills that support rational number operations

School Culture and Climate

School Culture and Climate Summary

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, Motivation, etc.). Restorative practices initiatives have helped build relationships between students and teachers.

Surveys were sent to students and staff members to assess each stakeholder's view on the culture and climate of Kranz Junior High School. 242 students and 44 staff members completed the survey. Statements were presented to survey respondents asking them to rate their level of agreement (1 strongly disagree, 5 strongly disagree). Similar statements were presented to students and staff in order to identify similarities and differences.

Campus Strengths:
- The Safe & Civil Committee positively contributes to campus culture and safety.
- The Motivation Committee helps build positive culture amongst students and staff.
- 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.
- Stakeholders feel confident in their ability to respond in the event of an emergency.
- Families feel welcomed when they visit the school.
- Most respondents identified at least one staff member that had a positive effect on them.

School Culture and Climate Strengths

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Problem Statements Identifying School Culture and Climate Needs

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

Problem Statement 2: A majority of students believe Social Media is a problem.
Root Cause: Students have easy access to Social Media. Social Media tends to lead to concerns with bullying and fights. Root cause is perceived as students needing more knowledge of how Social Media affects those targeted.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Summary:
Our team discussed the following areas in regards to staff quality, recruitment and retention. The strengths of the campus staff quality identified are strong effective teachers, teachers have strong leadership skills, and PD is more campus/department driven with teacher allotted time. The commitment to the PLC process has improved the planning and collaboration among most teams, which is strengthening our teachers to be more effective.The team is also eager to have 2 conferences in the 25-26 school year, in order to have time to improve on the PLC process and to address other school meetings. Teachers have been identified during CLT time "Mining for Gold" that have strong leadership and pedagogy skills. A recommendation by the team was to have these teachers video themselves and share out to staff, so there is less classroom distraction during "Mining for Gold". 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. Dickinson ISD hosted a hiring event for staff recruitment. Retention rates have drastically increased from the beginning of Kranz until now. The majority of staff leaves Kranz due to personal reasons.

The needs that were discussed included SPED/EB information, Co-Teacher/Para expectations and teacher training on district platforms. At the beginning of the school year the team would like teachers to have rosters of their SPED/EB populations, re-fresh training on where to find the information, and who their case managers are. Co-Teacher/Para expectations would like to be discussed at the beginning of the year to all staff. Academic coaching training and modeling to occur continuously throughout the year to help support Co-Teachers/para. The team voiced that teachers would like training on district platforms required/offered such as Skyward, Schoology, content specific (IXL), and technology .

Campus Strengths:
- Strong effective teachers-all teams have adopted the PLC process
- Teachers possess strong leadership skills and ready to build capacity on campus
- PD is more campus driven versus district wide and teacher time is alloted

Campus Needs:
- SPED/EB information and where to find it (who are the case managers assigned to what students)
- Co-teacher/Para expectations-what does it look like-academic coach train/model
- More teacher training on district platforms

Staff Quality, Recruitment, and Retention Strengths

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers know their SPED/EB populations before school starts and where to find it.
Root Cause: Timing and systems not clearly conveyed

Problem Statement 2: Co-teachers/paras servicing students effectively in the area that they support.
Root Cause: Training/modeling and expectations not clearly outlined

Problem Statement 3: Teachers request more information about district platforms.
Root Cause: District platforms/technology training fall/spring refresher

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Kranz Junior High, we believe that strong curriculum, intentional instruction, and thoughtful assessment are the cornerstones of student success. Grounded in the **Texas Essential Knowledge and Skills (TEKS)**, **English Language Proficiency Standards (ELPS)**, and **College and Career Readiness Standards (CCRS)**, our curriculum is crafted by a dedicated team of teachers and content specialists, with support from **Lead4ward field guides** and other research-based resources. Each subject is supported by clearly outlined **Year-at-a-Glance (YAG)** documents and detailed pacing guides to drive instructional planning.

Instructional collaboration is a hallmark of our approach. **Content teams meet regularly** to design meaningful lessons that are engaging, inclusive, and responsive to student needs. Daily instruction is enriched with best practices for differentiation, intervention, and extension—ensuring that all learners have access to rigorous and supportive academic experiences. Teachers at Kranz are intentional in using **language acquisition strategies** and **Lead4ward tools** to empower all students, particularly English learners, to thrive.

Our **Gifted and Talented students** are served through an innovative **STEAM program** and enriched through **Honors courses** in math, reading, science, and social studies. Differentiated instruction in math and reading allows these students to be challenged at the appropriate level, while additional opportunities like **UIL A+ Academics**, **Robotics**, **District Chess Competitions**, and **Educational Field Trips** provide outlets for creative thinking and critical problem-solving.

A strong foundation in **Tier 1 instruction** remains the priority for all classrooms. Teachers collaborate in Professional Learning Communities (PLCs) to design lessons that build toward mastery and support all learners. Ongoing **formative assessment** helps guide instruction in real-time, while district-created **common and summative assessments**—aligned with TEKS and designed with **STAAR 2.0 formats**—evaluate progress toward standards-based goals.

We believe students should own their learning. That's why **student data tracking** is embedded in each core classroom. Students analyze their own progress, set personal growth goals, and actively engage in the learning process. Instruction is tailored using this data, informing both **Tier 2 and Tier 3 interventions**, especially in math and English, where students are supported through a systematic identification and support process.

Strengths We Celebrate

- **Collaborative planning**: Grade-level teams have common planning times and consistently engage in the **PLC process** to support instructional alignment and student learning.

- **Tiered support systems**: From **Monday through Thursday**, students receive **Tier 2 interventions** during the school day. Those not requiring direct support use a **Choice Board** to continue their academic growth.

- **Friday Enrichment Camps**: As a motivational incentive, students participate in **fun, interest-based camps** of their choosing every Friday.

- B**ehavioral interventions**: Teachers and staff have identified **target behaviors** that impact learning, forming the basis of our **Tier 2 behavioral support system**.

- **Clarity and alignment**: **Content and language objectives** are consistently evident in plans and instruction, aligned with TEKS and ELPS, and clearly communicated to students.

- **Support systems**: Instructional coaches and academic interventionists provide teachers and students with direct support to enhance learning outcomes.

- **Data-driven decisions**: A **systematic approach to identifying Tier 3 needs** ensures the right students receive intensive support in math and English.

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While Kranz Junior High prioritizes rigorous, standards-based instruction and differentiation, daily classroom instruction does not consistently demonstrate visible student engagement or written evidence of learning, which limits opportunities for real-time feedback and learning ownership.
Root Cause: There is a lack of campus-wide consistency in implementing engagement strategies and accountability measures such as embedded writing tasks and checks for understanding, which may stem from varying teacher familiarity with engagement techniques or insufficient monitoring of instructional delivery.

Problem Statement 2: Although Kranz emphasizes student ownership of learning through data tracking and goal setting, the current system for student data monitoring is not uniformly or effectively implemented across all grade levels and content areas, reducing its potential impact on personalized instruction and student growth.
Root Cause: The student data tracking system lacks a unified digital platform or structured protocol, making it difficult for teachers to manage consistently and for students to access, analyze, and respond to their own progress effectively.

Problem Statement 3: Many students arrive at Kranz Junior High with significant foundational learning gaps and struggle to maintain academic motivation, which affects their ability to engage deeply with content and take ownership of their educational progress.
Root Cause: Students are not consistently exposed to explicit instruction in self-regulation, goal setting, and academic mindset development. Additionally, limited early intervention for foundational skills and insufficient integration of culturally responsive or student-interest-driven content can contribute to disengagement and underachievement.

Family and Community Engagement

Family and Community Engagement Summary

Summary: The committee feels that although parent participation is strong during STEAM Expo, Trunk or Treat, Fine Arts, Athletics, and Literacy Night, parent attendance tends to be poor for academic events such as Open House and Curriculum Night. Particularly, second semester events. The committee expressed the need for parents to take accountability for their student's learning and education.

Campus Strengths:
- All campus-to-parent communications are sent out in various languages and formats.
- Administration, counselors, and teachers conduct parent conferences, ARD's, RTI, and SIT meetings with parents throughout the year.
- Parents and community members were involved in STEAM classrooms through lab activities, field trips, and STEAM Expo night.
- Parents were involved in Quiz Bowl, Chess Club, and NJHS showcase.
- The campus administrators make home visits when necessary to support academics, attendance, behavioral, or emotional needs of students.
- Our district social worker, CIS, and campus counselors provide services and transportation for families identified with homeless students.
- We host a Kranz webpage and Facebook page with announcements and school information and events.
- 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.
- Counselors support the emotional needs of both students and parents through direct services and referrals to outside agencies such as Family Service Center of Galveston county, UTMB T-chatt, and the Gulf Coast Crisis Center.
- Parents are invited to join our Campus Improvement Committee and a parent survey is sent at the end of each year to identify strengths and weaknesses to set goals for the following year.

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- Our district social worker, CIS, and campus counselors provide services and transportation for families identified with homeless students.
- We host a Kranz webpage and Facebook page with announcements and school information and events.
- 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.

- Counselors support the emotional needs of both students and parents through direct services and referrals to outside agencies such as Family Service Center of Galveston county, UTMB T-chatt, and the Gulf Coast Crisis Center.
- Parents are invited to join our Campus Improvement Committee and a parent survey is sent at the end of each year to identify strengths and weaknesses to set goals for the following year.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Lack of parental accountability in their child's learning and education.
Root Cause: Communication gap with language barriers, technology IQ, and parents not being involved in their child's education.

Problem Statement 2: Parent participation tends to be weak in-regards to academic events.
Root Cause: Parents are more drawn to fun events. Lack of correct/updated contact information. 2nd semester typically has weaker attendance.

School Organization

School Organization 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 CTT 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). The process used to roster students during each intervention cycle has been extremely successful. School conditions are regularly reviewed by the entire faculty during our monthly faculty meetings and CLT's with time spent reviewing data regarding our greatest areas of concern. The Safe and Civil Committee also reviews school conditions regularly with input from all staff members through surveys.

      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. We have implemented more school wide incentives for attendance than previous years, but we still have not met our goal. The committee also found that although our tier 2 intervention time processes are working well, student investment and motivation during this time is a problem. The root cause for this is that intervention activities are perceived as boring, repetitive, or lacking in novelty, leading to disengagement. Teachers feel as though intervention is another prep, so to alleviate that, content team leads created activities for students to do during this time. For students who are in a free choice/extension room, choice boards were given for each intervention cycle.

Areas of Strength

- Process in place to review school conditions regularly through the Safe and Civil Committee
- Tier 2 Intervention time is built into the schedule and our system for rostering students works well
- 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 and growth
- Growth of students academically is our greatest focus

School Organization Strengths

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Problem Statements Identifying School Organization Needs

Problem Statement 1: The goal for student attendance has not been met this year with average daily attendance around 94.5% (current number as of April 16, 2025).
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: During tier 2 intervention time, there is a lack of student motivation and investment.
Root Cause: The root cause for this is that intervention activities are perceived as boring, repetitive, or lacking in novelty, leading to disengagement.

Technology

Technology Summary

Kranz Junior High School is equipped with technology that benefits all students. Kranz currently has around between 1100-1200 Chromebooks and is able to provide a cart per core content class. We have two computer labs with 30 desktop 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, Principles of Engineering elective, and Technology Application elective. Each classroom is equipped with a projector that is an integral part of instruction. School staff will receive an upgrade to their wireless devices that are used in classrooms 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. During the summer leading up to the 2025-2026 school year, Kranz will receive 3 new chromebook carts and the desktop computers will be replaced with chromebook carts ensuring more timely and efficient use of this space and of the technology, In addition, projectors are being replaced to a more cost efficient, reliable model. Any rooms currently without a projector will be replaced over the summer and additional projectors in classrooms will be replaced as they fail. To help with this transition, the campus will purchase 2 additional interactive monitors that can be used in the classroom on a temporary basis while work orders to replace projectors are being completed. The campus has 3 shared printers but maintenance issues sometimes interfere with teachers' ability to make student copies in a timely manner.   Having a few more printers in other centralized, secure locations would allow for teachers to make copies easier than having to wait on maintenance for the ability to print.

Kranz uses the Schoology LMS and online resources such as IXL, Learning Ally and Prodigy to support instruction and learning. All general education classrooms have one to one access to chromebooks and all teachers have the opportunity to check out headphones. Teachers also have the opportunity to attend district level training in the summer. Students do not generally get specific training on technology programs and applications and are taught within their content areas by their content Teachers. Technology is available for students to use only under the supervision of teachers during instructional times. Teachers receive support from the district technology department.

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. Electives seem to get the worst of no technology due to there not being enough Chromebooks to share amongst all elective teachers. 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. While students and parents do have 24/7 to Skyward, Schoology and their Classlink page, we do not have a program that offers students the opportunity to take a device home with them. There is a lack of web literacy training and digital citizenship courses for students and parents to support creating content and student work that is applicable for high rigor instruction.

Strengths:

- Use of Schoology LMS for both Tier I instruction and Tier II Intervention and Extension
- One to one chromebook access within all core content areas and High School credit electives.
- Teachers' proficiency with online resources including but not limited to IXL, Learning Ally, Prodigy, Blooket, Gimkit, etc.
- Teacher access to timely, relevant training with District resources such as Deanna's digital dispatch.
- 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 understand applications such as Schoology and Skyward to take ownership of their grades and learning.

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Problem Statements Identifying Technology Needs

Problem Statement 1: Despite having a substantial inventory of devices and instructional tools, Kranz Junior High experiences inconsistent access to technology across content areas--especially in electives--due to limited availability, slow turnaround on repairs, and lack of an efficient system for managing and distributing devices.
Root Cause: There is no standardized campus-wide system for device tracking, repair requests, or equitable allocation, resulting in ad hoc borrowing, delayed repairs, and technology shortfalls in non-core classrooms.

Problem Statement 2: Frequent technical disruptions--including inadequate internet bandwidth, unreliable projectors and document cameras, and lack of structured digital training for students and parents--interfere with the effective integration of technology into instruction and student learning.
Root Cause: Infrastructure limitations, aging or poorly maintained equipment, and the absence of structured digital literacy programs contribute to reduced instructional continuity and limit the ability of students and families to fully engage with digital tools outside of the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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 the following will be provided using resources, extended personnel and tutors for RLA and math.	**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 **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				
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				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 7 Details			**Reviews**		
Strategy 7: Teachers will implement a writing across the curriculum initiative.			**Formative**		**Summative**
Strategy's Expected Result/Impact: All content areas including electives will have students write at least once a week.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Interventionists, Coach and Team leads.				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**					

○ No Progress   ○ 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. **Staff Responsible for Monitoring:** Campus administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA	**Nov**	**Jan**	**Mar**	**June**

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				

No Progress   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 **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**
Strategy's Expected Result/Impact: IEP entitled students will receive required supports/services and master all essential standards	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators & Case Managers **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ○ 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 95%.

High Priority

Evaluation Data Sources: Student attendance reports will indicate students have a 95% attendance rate.

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

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

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

Strategy 4 Details	Reviews			
	Formative			Summative

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.
 	
    Strategy's Expected Result/Impact: Increased attendance
    Staff Responsible for Monitoring: Principal
 	
    ESF Levers:
Lever 3: Positive School Culture
	Nov	**Jan**	**Mar**	**June**

○ No Progress   ◯ 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**
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 **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**

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

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

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				

⬤ No Progress   ⬤ 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**
				Nov	**Jan**	**Mar**	**June**

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							

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

⬤ No Progress　　⬤ 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. **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	**Formative**			**Summative**
	Nov	Jan	Mar	June

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 5: Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

Evaluation Data Sources: FitnessGram

Strategy 1 Details	Reviews			
Strategy 1: Align PE instruction with national and state fitness standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement on the FitnessGram	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE coaches, Athletic Coordinators, Administrators				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Teachers will use Schoology, Skyward, Parent Square, phone calls and emails to regularly communicate with students and parents during the year.

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

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

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 3: Campus will develop a PTO and encourage parent participation.

   Evaluation Data Sources: Board members elected, membership drive, meeting agendas.

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

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

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

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

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

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

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 -					

○ No Progress   ◯ 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Retention rate of new staff. **Staff Responsible for Monitoring:** Campus Administrators				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Evidence of completed professional development activities, certification classes, tutoring for testing prep provided. SBE certification.
    Staff Responsible for Monitoring: Executive Director of Human Resources, Campus Principal
 	
    Funding Sources: - 255-Title IIA				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Staff serving GT students, along with additional selected staff, will attend GT training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of teachers who meet the qualifications for GT certification. **Staff Responsible for Monitoring:** Dean **Funding Sources:** Professional development - Local Funding - 6411	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Selected staff will attend EB training and take the ESL Certification test.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of attendance at ESL certification prep training provided by district. SBEC award of certification attached to current teaching certification. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 255-Title IIA, - Local Funding	**Nov**	**Jan**	**Mar**	**June**

    ⬤ No Progress   ⬤ 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. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**

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 **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** RtI and PLC Training and resources - 211-Title IA, - Local Funding	**Nov**	**Jan**	**Mar**	**June**

No Progress   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. **Staff Responsible for Monitoring:** Counselors				**Nov**	**Jan**	**Mar**	**June**

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. **Staff Responsible for Monitoring:** Instructional Coaches				**Nov**	**Jan**	**Mar**	**June**

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

⬤ No Progress   ⬤ 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**

No Progress   Accomplished   Continue/Modify   Discontinue

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