



KENNEDALE ISD

Committed to Excellence

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

Mission Statement

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

Table of Contents

Comprehensive Needs Assessment	4
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: KJHS will develop learning standards to meet the needs of all learners.	9
Goal 2: KJHS will have quality, highly motivated faculty and staff.	12
Goal 3: KJHS will provide a nurturing and culturally sensitive educational environment	15
Goal 4: KJHS will partner with families and community to strengthen the educational process.	16
Comprehensive Support Strategies	18
State Compensatory	19
Personnel for Kennedale Junior High:	19

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Rigor and relevance - need for cognitively demanding instruction

During PLCs (monitor over time), protocols to use to analyze our lesson plans and look at student work, rigor/relevance quadrants to monitor lesson plans over the course of the week/grading period, looking at rigor of questions

Intervention - Small group instruction during "Wildcat Time", tutorials, RtI

Needs Assessment - analyzed and prioritized

Supporting all teachers - mentors, PLC periods, department heads, common planning periods, grade level team members

School Processes & Programs Strengths

Daily PLC period for core content teachers

Use of Wildcat Time to help students monitor grades, develop goals, address social-emotional learning, and offer choice reading opportunities

Perceptions

Perceptions Summary

Transparency through social media
Distributed leadership with new roles and opportunities
Literacy (reading, writing, speaking, listening) is essential

THE WILDCAT WAY

Lead by example
Excellence in all we do
Others before self

Perceptions Strengths

Redefining transparency (social media, parent meetings)
Engagement with students, families, and community via social media
High expectations

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 and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results

Goals

Revised/Approved: October 07, 2019

Goal 1: KJHS will develop learning standards to meet the needs of all learners.

Performance Objective 1: Ensure that by June of 2020, 60% of all students taking the STAAR in all subjects tested will meet or exceed "approaches grade level". All students taking the Reading STAAR will increase from 48% to 55%. Math STAAR scores will increase from 47% to 55%. Science 8th grade 45% to 63%, and Social Studies 8th grade 29% to 56%.




Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Utilize Professional Learning Communities (PLC) to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.</p>	2.4, 2.5, 2.6	Principal, AP, and Department Heads	Teacher will have an understanding of the level of the TEK and deliver aligned instruction.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>2) The KJHS leadership team will provide clear expectations for instruction and interventions to staff to ensure that all special education, at-risk and ELL students are challenged to succeed. The staff will utilize interventions such as: Think Through Math, Motivational Math, IStation, Reader, LLI Kits, STAAR Master and Measuring Up in all core content areas</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Department Heads.	Students will demonstrate the ability to work successfully with STAAR formatted material.			
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>3) ELA teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal ELAR Dept. Head.	<p>Students writing will improve because of the practice cross- curriculum integration by implementing the following strategies.</p> <p>1) PLC will evaluate students products to ensure that writing is integrated into all subject areas.</p> <p>2) Department leads will work with the team to identify the product for review</p>			
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum</p> <p>4) All ESL students will improve reading language skills through ESL interventions provided by the District ESL department.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal ELAR Dept. Head, and ESL Specialist.	Reading will improve for ESL students.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: KJHS will have quality, highly motivated faculty and staff.

Performance Objective 1: Ensure that the teachers of KJHS receive beneficial professional development through the use of Professional Learning Communities (PLC) that promote the overall effectiveness of teaching strategies through researched best practices.

Evaluation Data Source(s) 1: Walk through data




Lesson Plans
PLC Structure

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide support horizontally and vertically by department in PLC.</p>	2.5	Instructional Leadership Team (ILT)	ILT review of lessons and walk-through will demonstrate curriculum alignment that will maximize classroom instruction with rigorous lessons and assessments.			
<p>Targeted Support Strategy</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide coaching and level support in PLC to implement differentiation with provided supplemental materials and resources.</p>		Principal, Assistant Principal, and District Content Specialist	PLC time will reflect consistent implementation of PLC protocol and improve the focus on student outcomes.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) The Instructional Leadership Team (ILT) meets weekly, reviews data and identifies an action plan to improve student learning.	2.5	Principal, Assistant Principal, and District Content Specialist	Consistent expectations for the leadership team in ongoing monitoring and adjusting instructional support to the campus.			
Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Professional development that targets teachers and student needs will be provided to teachers by various support services.	2.5	Principal and Assistant Principal	Teaching practices will improve as evidence by incorporating tools and strategies acquired during professional development.			

 = Accomplished
  = No Progress
  = Discontinue

Goal 2: KJHS will have quality, highly motivated faculty and staff.

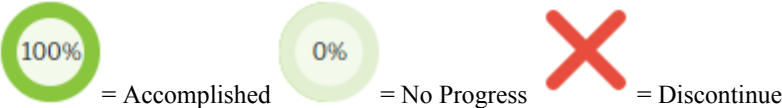
Performance Objective 2: KJHS staff will utilize the domains of the T-TESS to provide constructive feedback to teachers that will promote continuous growth in best practices for teacher performance.

Evaluation Data Source(s) 2: T-TESS formal and informal evaluations, Fundamental 5 walkthroughs

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy ESF Levers Level 1: Strong School Leadership and Planning Level 2: Effective, Well-Supported Teachers Level 5: Effective Instruction 1) Provide teachers with ongoing professional development of the T-TESS dimensions.	2.5	Campus Administrators	Ensure that teachers are knowledgeable of the different levels of teacher effectiveness.			
Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals ESF Levers Level 1: Strong School Leadership and Planning Level 2: Effective, Well-Supported Teachers Level 4: High-Quality Curriculum Level 5: Effective Instruction 2) Calibrate walk-through data collected by Instructional Leadership Team, including administrators and instructional specialists, to ensure expectations of classroom instruction are met.	2.5	Campus Administrators	Teachers will implement instructional techniques that are meeting the needs of their students			



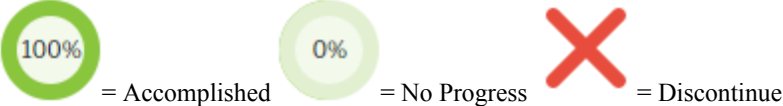
100% = Accomplished 0% = No Progress X = Discontinue

Goal 3: KJHS will provide a nurturing and culturally sensitive educational environment

Performance Objective 1: By May 2020, 100% of students will have participated in a minimum of 4 SEL experiences and 100% of KJHS students will be exposed to the Second Step curriculum.

Evaluation Data Source(s) 1: Student Surveys, teacher feedback

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
ESF Levers Lever 3: Positive School Culture 1) Guidance Lessons will be presented once per 6 weeks to each student to provide and promote a safe, secure, nurturing and positive learning environment.	2.6	Counselor	Students will be exposed to lessons that will deal with current SEL trends.			
ESF Levers Lever 3: Positive School Culture 2) KJHS will introduce opportunities for students and staff to learn about different cultures. Hispanic Heritage month Multicultural Fair Finer Things Club Country Flags Black History Month Diversity in library book selections	2.6	Administration, teachers, counselor, librarian	Students will gain an appreciation for cultures other than their own.			
						

Goal 4: KJHS will partner with families and community to strengthen the educational process.




Performance Objective 1: KJHS will increase effective communication to parents by 10% from 2018-2019 to 2019-2020.

Evaluation Data Source(s) 1: Formative agendas, sign-in sheets, handouts, summative parent survey, Blackboard reports, and involvement checklist will serve as evidence of increased participation.

Summative Evaluation 1: Exceeded Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 1) Make campus information readily available for parents through social media, educational reminder application, newsletter, website, the KISD app and Blackboard.	3.1	Counselors Administrators Teachers	Parents are more informed of school events and initiatives, which will increase parental involvement.			
Targeted Support Strategy ESF Levers Lever 3: Positive School Culture 2) Teachers will contact a minimum of ten parents per week, using a parent contact log.	3.1	Campus Administrators	Parents are consistently informed of student progress, positive performance, maintain open communication with teachers, and invited to campus activities			
ESF Levers Lever 3: Positive School Culture 3) Conduct annual Title 1 meetings (morning and afternoon) to inform parents of services available through Title 1 funds.	3.2	Counselors Administrative Team	Parents are informed of Title 1 funding.			
ESF Levers Lever 3: Positive School Culture 4) KJHS will pair with the KJHS PTO to bring in community resources and making them readily available to our parents.	3.2	Principal, PTO president	Parents will be educated about the resources that are available to them in our community.			
ESF Levers Lever 3: Positive School Culture 5) KJHS student organizations will host community events to bring in community members, parents and stakeholders.	3.2	Principal, PTO president, organization sponsors.	Community members will participate in the life of KJHS.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize Professional Learning Communities (PLC) to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.
1	1	3	ELA teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.
1	1	4	All ESL students will improve reading language skills through ESL interventions provided by the District ESL department.

State Compensatory

Personnel for Kennedale Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Boubel	Intervention Teacher		1.0
Debra Thomas	Intervention Teacher		.5
Steven Davidson	Behavior Interventionist		.5