

Karnes City Independent School District

Karnes City Junior High

2019-2020 Campus Improvement Plan



Vision

Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Karnes City Junior High School is made up of 248 students who are offered instruction in grades 6-8. The students are taught by 20 full time junior high teachers and ten teachers are shared from the high school for one to two periods. Our staff includes four paraprofessionals, one library paraprofessional, one PEIMS secretary, one front office receptionist, one counselor, one nurse (shared with high school), and one principal.

We proudly serve:

- 71% Economically Disadvantaged
- 12% Special Education
- 48% At-Risk
- 70% Hispanic, 28% White, 2% Black-African American
- 51% Male, 49% Female
- 14% Gifted and Talented
- 6% English as a Second Language
- 5% Dyslexia

Demographics Strengths

Enrollment at KCJH has had no substantial fluctuation.

Student Achievement

Student Achievement Summary

Karnes City Junior High continues to work toward making decisions based on individual student data, incorporating small group instruction, and using WICOR strategies with fidelity. KCJH performed at or above the state average of the Approaches level on STAAR in 6th grade Math, 8th grade Reading, and 8th grade Math.

KCJH did not perform at or above the state average of the Approaches level on STAAR in 6th grade Reading, 7th grade Reading, 7th grade Math, 7th grade Writing, 8th grade Science, and 8th grade Social Studies.

Student Achievement Strengths

2019 Accountability Rating Overall: C

Student Achievement: C

School Progress: B

Academic Growth: C

Relative Performance: B

Closing the Gaps: C

Distinction Designations: Academic Achievement in Science

Karnes City Junior High has a variety of data to disaggregate in order to drive individualized instruction. Having Data Days built into the calendar affords more designated time for teachers to look at and learn from student data. Students are also included in the process of looking at their own data and determining a plan of action for their own learning. Students at KCJH overall are showing growth from year to year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are entering junior high with significant gaps in learning that teachers are unable to build from. **Root Cause:** Alignment,

resources, and staff development in RTI have been weak in the past.

School Culture and Climate

School Culture and Climate Summary

Karnes City Junior High School prides itself on the positive affect the implementation of Positive Behavior Interventions and Supports(PBIS) has had on the learning community. Through PBIS, school-wide expectations were explicitly outlined, taught, and reinforced with fidelity. After four years of implementation with fidelity, discipline referrals have decreased by 74%. We attribute this success to the referral process and procedures created by our PBIS team, including major and minor violation distinction. PBIS has had an overall positive affect of student and staff morale.

KCJH is confidently moving forward into the Tier 2 level of PBIS implementation.

School Culture and Climate Strengths

Some steps Karnes City Junior High takes to ensure a safe and welcoming campus:

- School-wide PBIS implementation
- Incentives for attendance and grades
- Positive Behavior Reinforcements
- Established procedures for reporting and investigating reports of mistreatment
- Provide Positive Action Instruction
- Provide Healthy Connections Series
- Celebrate Red Ribbon Week
- Schedules random visits by drug dogs
- Partnership with local law enforcement and county employee for informative presentations to students
- Counselor conducts class lessons concerning appropriate social behavior
- Maintains an ongoing BAM group for at-risk/referred male students with district social worker

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Karnes City Junior High administration implements an open door policy. Staff is encouraged to voice concerns, comments, questions, at any time. We have a wide range of years of teaching experience across the campus. KCJH Teaching staff is currently at 90% retention rate.

Staff Quality, Recruitment, and Retention Strengths

- Opportunities for staff to self-direct professional development as needed throughout the year
- Opportunities for staff to observe other teachers, classrooms, and lessons.
- Title I Stipends
- Celebration and recognition luncheons
- Team building activities
- Flexible schedule for PLC time
- Rewards and Incentives

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers use TEKS Resource System, Year at a Glance, and Instructional Focus Documents to guide their instruction and pacing. DMAC and MAP testing data is also used to drive instruction as it provides teachers with individual student data. Students are provided with their own data so that they can keep track of their own progress throughout the year. Implementing AVID at the junior high campus has helped students to become more aware of their own learning. The teachers at KCJH have thoroughly embraced the AVID way and students have begun holding teachers accountable for using those strategies. WICOR strategies are being used in all classrooms across the campus. Teachers have had opportunities to learn more about and practice small group instruction, which allows for more targeted and individualized instruction.

Curriculum, Instruction, and Assessment Strengths

- TExGUIDE
- TEKS RS Pacing Tool
- Block scheduling for 6th and 7th grade Math
- Combined and Blocked Reading and Writing courses for 6th and 7th grade
- Combined Reading and Writing course for 8th grade
- Excellence for targeted tutorials
- DMAC Data/Assessments
- MAP Testing
- Think Through Math
- Accelerated Reader
- Reasoning Mind
- Read Theory
- Scholastic Scope
- Student Data Meetings

Parent and Community Engagement

Parent and Community Engagement Summary

At Karnes City Junior High we work hand in hand with our community to maintain a collective effort toward achieving student success. We have worked to make KCJH a friendly and welcoming environment. We are constantly looking for ways to improve our communication between school and home. Currently, we use social media, mail outs, automated phone calls, and our school marquee. Throughout the year, we have partnered with multiple entities to bring in family engagement, provide services, and reinforce learning from local professionals through presentations. We have hosted multiple family nights and activities in conjunction with ACE and STCTG.

Parent and Community Engagement Strengths

Community partnerships have been created with:

- Karnes City Police Department
- Karnes County Sheriff's Office
- First Baptist Church
- County Attorney
- County Health Nurse
- Texas Parks & Wildlife
- KCISD Education Foundation
- HEB
- Pizza Hut

Remind 101 created for each grade level at KCJH managed by principal.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not aware of student grades at all time. **Root Cause:** Many parents lack knowledge of how to register for and navigate through Parent Portal.

School Context and Organization

School Context and Organization Summary

Karnes City Junior High operates on an eight period day which includes a 30 Excellence period as well as a thirty minute lunch. Teachers have the opportunity to discuss the master schedule and teaching arrangements each year. In a collaborative effort, the master schedule is created to best meet the needs of our students. Other factors included in master scheduling are: high school master schedule and shared teacher schedules. An open door policy is in place for communication between staff and administration. Communication is also encouraged through emails, weekly newsletters, announcements, and staff meetings. After school care and family engagement services are offered by ACE. Positive Action, PBIS, and social work support are provided through School Climate Transformation Grant.

School Context and Organization Strengths

- Bi-weekly Staff Meetings
- Leadership Team Meetings
- Supportive School Board of Trustees
- Site-Based Decision Committee
- Student Class Meeting at least twice monthly

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students and staff are not truly prepared and well practiced for an emergency crisis situation. **Root Cause:** A variety of safety drills and open conversations are not occurring as regularly as the traditional fire drill.

Technology

Technology Summary

We are have seen growth in technology usage across the campus at Karnes City Junior High. With a supportive and outgoing technology department, our teachers have been willing to try new things regarding technology in the classrooms.

Technology Strengths

- 200 Chrome books (8 carts)
- Strong and readily available Technology Team
- Emailed Tips from Technology Team
- Teacher/classroom support
- Clever use for log-ins
- Equipment is maintained regularly
- Collaboration with KCEDF and STARS Grant

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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records 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
- 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
- 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
- Gifted and talented data

- Dyslexia Data

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data

Goals

Revised/Approved: October 28, 2019

Goal 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 1: Expectations will be established to incorporate multiple strategies that encourage enjoyable, purposeful reading.

Evaluation Data Source(s) 1: Nine-week Reading grade reports, Accelerated Reader, Sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Book Club will be offered and encouraged based on student need and/or interest.	2.5	Principal Librarian Teachers	Increased levels of reading proficiency and love of reading.				
2) Accelerated Reader expectations are implemented through Reading classes.	2.5	Principal Teachers Librarian	Increased levels of reading proficiency and love of reading.				
3) Students who meet Accelerated Reader goals will be recognized through rewards and incentives.	2.5, 2.6	Principal Teachers Librarian	Increase amount of AR points earned. Increase levels of reading proficiency.				
4) Visuals for Accelerated Reader points will be displayed and updated regularly.	2.6	Principal Teachers Librarian	Motivate students increase time spent reading and successfully complete AR tests.				
5) Reading curriculum alignment meetings will be held quarterly.	2.4	Principal Teachers Curriculum Director	Data driven instruction for reading that is aligned vertically and horizontally.				
6) Professional development will be offered specifically in the areas of reading skills including dyslexia.	2.4, 2.6	Principal Teachers Curriculum Director	Increase quality of reading instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Individual student conferences will be held with each student regarding their own Reading progress data and learning goals.	2.5, 2.6	Principal Teachers Counselor	Student engagement in their own learning increases. Student academic success increases.				
8) Extended library hours will be offered through STARS Grant.	2.5, 2.6	Principal Librarian STARS Grant Personnel	Increase student interest in Reading. Increase accessibility to the library.				
9) Before and after school tutorials are offered through ACE daily for reading.	2.4, 2.5, 2.6	Principal Teachers ACE Personnel	Increase individual student growth. Allows teacher to use data to target instruction.				
10) Book fair family night will be hosted in conjunction with Report Card pick-up.	3.2	Principal ACE Personnel Teachers Librarian	Increased parent involvement. Collaboration among stakeholders. Improve variety of attendance.				
11) Every enrolling parent will be required to create an account through Parent Portal which allows access to current grades.	2.4, 2.6, 3.2	Principal Teachers Registrar	Increased parental involvement.				
12) The AVID way will be implemented across the campus, using WICOR strategies in all classrooms.	2.5, 2.6	Principal Teachers AVID Coordinator Curriculum Director	Increase student academic success and preparedness for higher rigor courses.				
13) Excellence groups will be flexible and interchanging to be targeted for STAAR reading intervention.	2.5, 2.6	Principal Teachers	Increase individual student growth. Allow teachers to use data to target instruction and group students as needed.				
14) The master schedule will be arranged to allow for specific Reading tutorial focused Excellence groups.		Teachers	Increase individual student growth. Allow teachers to use data to target instruction and group students as needed.				
15) Students will have the opportunity to read and explore graphic Science novels that focus on student interest and real work experiences.	2.4	Teachers	Increase student interest and growth in reading.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 1: KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 2: All (100%) of the KCISD students assessed will demonstrate growth in reading proficiency through one or more measurable data sources.

Evaluation Data Source(s) 2: STAAR score reports, Nine-week grade reports, TMSFA data, MAP reports, RTI documentation, Lexia reports, Moby Max reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reading fluency levels will be assessed through Texas Middle School Fluency Assessment (TMSFA) for all students.	2.4, 2.6	Principal Teachers	Increased individual student growth. Allow teacher to use data for targeted instruction.				
2) Students will be assessed through Measures of Academic Progress (MAP) testing at beginning, middle, and end of year.	2.4, 2.5, 2.6	Principal Teachers	Increased individual student growth. Allow teacher to use data for targeted instruction.				
3) Lexia will be offered as a supplemental program for dyslexia identified students as well as identified struggling readers.	2.6	Principal Teachers	Increased individual student growth. Allow teacher to use data for targeted instruction.				
4) Moby Max will be used throughout the year as a supplemental source to building areas of need.	2.6	Principal Teachers	Increased individual student growth. Allow teacher to use data for targeted instruction.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 2: Karnes City Junior High will nurture students to be empathetic, productive citizens.


Performance Objective 1: KCJH will increase average daily attendance rate from 97% to 98% in grades 6-8 for the 2018-2019 school year.

Evaluation Data Source(s) 1: Weekly attendance report summaries.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance incentives will be offered for individual student attendance every three weeks.	2.4, 2.5, 2.6	Principal Counselor Teachers Attendance Clerk Parent/Family Liaison SCTG Social Worker ACE	Improve student attendance rate. Increase instructional time. Decrease truancy complaints filed.				
2) Incentives will be offered for meeting the grade level attendance goal of 98% every three weeks.	2.4, 2.5, 2.6	Principal Counselor Teachers Attendance Clerk Parent/Family Liaison SCTG Social Worker	Improve student attendance rate. Increase instructional time. Decrease truancy complaints filed.				
3) A reward will be offered to the grade level that obtains the highest attendance rate percentage every three weeks.	2.4, 2.5, 2.6	Principal Counselor Teachers Attendance Clerk Parent/Family Liaison SCTG Social Worker	Improve student attendance rate. Increase instructional time. Decrease truancy complaints filed.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Attendance visuals will be displayed in the main JH hallway, maintained, and updated weekly.	2.4, 2.5, 2.6	Principal Counselor Teachers Attendance Clerk Parent/Family Liaison SCTG Social Worker	Improve student attendance rate. Increase instructional time. Decrease truancy complaints filed.				
5) ACE will promote daily school attendance through ACE supports, enrichment activities, and incentives.		Principal ACE Coordinator	Increase student daily attendance				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 2: Karnes City Junior High will nurture students to be empathetic, productive citizens.

Performance Objective 2: All (100%) of KCJH students will receive weekly instruction in soft skills/employability skills.

Evaluation Data Source(s) 2: Lesson plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The master schedule will allow for time during excellence at least once a week for soft skills instruction.	2.5, 2.6	Principal Counselor Teachers	Increase knowledge of skills needed for the workforce.				

Goal 2: Karnes City Junior High will nurture students to be empathetic, productive citizens.





Performance Objective 3: All (100%) of KCJH students will receive consistent instruction in character education and social-emotional learning.

Evaluation Data Source(s) 3: Lesson plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host and promote successful family engagement events in conjunction with ACE, STARS, SCTG, law enforcement, and county offices.	3.1, 3.2	Principal Counselors Teachers Staff Grant Personnel	Increase parent involvement. Shared vision among stakeholders.				
2) KCJH will ensure that all classes are taught by certified teachers and highly qualified paraprofessionals who work to build and foster consistent, safe relationships with students.	2.4, 2.6	Principal Curriculum Director Special Programs Director	Staff certifications will be appropriate to teaching assignments. Increased quality of learning impact on students.				
3) Continued implementation of discipline management techniques that are fair and consistent to ensure a safe, and healthy learning environment.	2.5, 2.6	Principal Counselor Staff Campus PBIS Team District PBIS Coordinator	Continued reduction in discipline referrals. Maximize Instructional time. Increase classroom management expertise and capabilities. Staff ability to distinguish between major and minor behaviors. Increase staff awareness to social-emotional needs.				
4) Work to encourage parental involvement by engaging parents and the community in the district's vision and goals that support the growth of each student.	3.1, 3.2	Principal Counselor Staff Family/Parent Liaison	Shared Vision among stakeholders. Increased parent involvement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Continue to improve school safety through documented implementation of crisis management plans, safety drills, and student character education programs to ensure a safe learning environment for all.	2.5	Principal Counselor District Safety Coordinator	Plan/Procedure in place and ready to successfully execute when needed.				
6) Partner with community role models for presentations on topics based on need.	2.6	Principal Counselor	Increased knowledge of skills needed to accomplish goals.				
7) Continued implementation of PBIS practices campus-wide and merge with Capturing Kids Hearts.	2.5, 2.6	Principal Counselor Teachers Staff Grant Personnel PBIS Coordinator	Continued reduction of discipline referrals. Maximize instructional time.				
8) Weekly character education lesson will be provided to all students through Excellence and Positive Action curriculum.	2.6	Principal Counselor Teachers Grant Personnel	Increase knowledge of junior high student appropriate behavior and actions.				
9) DrumFit will be incorporated into the school day curriculum in content areas as well as ACE.		Principal Counselors Teachers ACE Coordinator	Impact students both physically and mentally with innovative, high quality curriculum.				
10) Weekly lessons from Healthy Connections curriculum will be provided to all students.		Principal Counselor SCT Grant	Increased knowledge of self and social appropriateness.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 3: Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

Performance Objective 1: Karnes City Junior High will provide Response-to-Intervention (RTI) instruction.

Evaluation Data Source(s) 1: Individual student RTI documentation, MAP data, grades, STAAR.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) STAAR and MAP testing data will disaggregated to determine specific area of intervention need for growth.	2.4, 2.5, 2.6	Principal Teachers	Increased student growth.				
2) Growth for all students will be assessed three times a year through MAP assessments.	2.4, 2.5, 2.6	Teachers Principal	Individual Student Growth				
3) Teachers work collaboratively to build resources for TEK specific targeted intervention.		Principal Teachers	Increased student growth.				
4) RTI schedule is rolled out weekly and changes based on student need and learning targets.	2.4, 2.6	Principal Teachers	Increased student growth.				
5) Hired RTI teacher/coordinator to plan and implement RTI across the campus in collaboration with core teachers.	2.4, 2.5, 2.6	Principal Teachers	Increase student growth. Close achievement gaps.				

100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue


Goal 3: Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.


Performance Objective 2: All (100%) of KCJH students will be exposed to future opportunities including workforce, military, trade school, or college.


Evaluation Data Source(s) 2: Master schedule, presentation schedules


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Career, college, workforce, and trade school opportunities will be explored through the use of technology.	2.5, 2.6	Principal Teachers	Increased use of technology. Increase exposure to future possibilities.				
2) Xelo will be offered to all 8th grade students which will provide career interest information.	2.5, 2.6	Principal Counselor Teachers Special Programs Director	Increased exposure to future opportunities.				
3) AVID students will be exposed to college campuses through field trips.	2.5, 2.6	Principal Counselor AVID Coordinator	Increased exposure to future opportunities				
4) All 7th and 8th grade students will participate in KCHS Career Fair Day.	2.5, 2.6	Principal Counselor Teachers Special Programs Director Curriculum Director	Increased exposure to future opportunities				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.


Performance Objective 3: Karnes City Junior High will work to include students as active members of their own learning progress and goals.


Evaluation Data Source(s) 3: Student Data Cards, Data Day sign-in sheets


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student conferences will be held after each MAP assessment as well as upon receipt of STAAR results.	2.4, 2.5, 2.6	Principal Counselor Teachers	Increase student knowledge about their own learning.				
2) Students will be provided Student Data Cards which students document their individual STAAR data, growth progress, goals, MAP data, and grades.	2.4, 2.5, 2.6	Principal Counselor Teachers	Increase student knowledge about their own learning.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

Performance Objective 4: Karnes City Junior High will increase the percentage of students who are academically successful as measured by the Meets Grade Level performance indicator as well as the growth indicator on STAAR.

Evaluation Data Source(s) 4: STAAR score reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ACE teachers will have assigned days for content focus tutorials and will work with students based on individual needs.	2.4	Principal Counselor Teacher ACE Personnel	Increase individual student growth. Allow teachers to use data to target instruction and group students as needed.				
2) All students will be given the opportunity to attend the ACE program before and after school.	2.4, 2.5, 2.6	Principal ACE Personnel	Increase individual student growth.				
3) Teachers will increase the level of rigor and relevance of classroom instruction through best practices and strategies.	2.4, 2.6	Principal Teachers Curriculum Director	Increase student preparedness for high education.				
4) Professional development will be campus need focused and will positively impact student achievement.	2.4, 2.5, 2.6	Principal Teacher	Increase academic success.				
5) Teachers will focus on using more STAAR like practice and rigor by incorporating Texas Coach TEKS Edition, Engaging Mathematics, and Closing the Distance.		Teachers	Increase targeted individual growth. Allow students multiple opportunities to practice STAAR format and rigor.				


Goal 3: Karnes City Junior High will provide purpose-driven instruction that serves the multi-dimensional needs of the student.

Performance Objective 5: Special populations will be targeted for more meaningful, needs based instruction to maximize growth for all.


Evaluation Data Source(s) 5: STAAR score results, MAP data

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ESL students will be provided support through a pullout schedule with a certified ESL teacher.	2.4, 2.6	Principal Teacher Special Programs Coordinator	Increase growth and academic success.				
2) Visuals and labels will be posted throughout the campus in English and ESL population primary language.	2.6	Principal Teachers	Increase vocabulary and reading.				
3) GT students will be served through Excellence period with a certified GT teacher.	2.5	Principal Teacher	Increase growth for all students.				
4) Dyslexia identified students will be serviced through pullout along with the Lexia supplemental program	2.4, 2.5, 2.6	Principal Counselor Teachers Staff	Increased growth for students.				
5) SPED and 504 students are serviced based on IEP and Service Plan goals and objectives.	2.4, 2.5, 2.6	Principal Counselor Teachers Staff	Increased growth for students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Theresa Molina	Principal
Non-classroom Professional	Deanna Wiatrek	Counselor
Classroom Teacher	Olivia Benware	Teacher
Classroom Teacher	Lisa Labus	Teacher
Classroom Teacher	Molly Kollodziej	Teacher
Classroom Teacher	Heather Gisler	Teacher
Classroom Teacher	Burke Braun	Teacher/Coach
Classroom Teacher	Anna Martin	Teacher
Parent	Stephenie Johnson	Parent
Parent	Ashley Webb	Parent
Community Representative	Amber Riojas	Parent
Business Representative	Jim Adams	Business