Judson Independent School District

Kirby Middle School

2023-2024 Improvement Plan

Mission Statement

All students at Kirby Middle School will receive a quality education enabling them to become successful in a global society.

Vision

The Judson Independent School District in partnership with Kirby Middle School is "Producing Excellence!"

Value Statement

« *Students First*

« *Teamwork*

« *Accountability*

« *Results-Oriented*

« *Loyalty*

« *Integrity and Mutual Respect*

« *Safe and Secure Environment*

« *Two-way Communication*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kirby Middle School has a total population of approximately 700 students. The ethnicity breakdown of hte student population is 68% Hispanic, 22 % African Amercian, 7% White, and 3% Other.

The other subpopulations are 93% Economically Disadvantaged, 7 % Non-Economically Disadvantaged, 88% At-Risk, 19% Special Education, 18% Emergent Bilingual, and 3% Autism, 3.5% Speech Impairment, 13.5 % Other Health Impairment.

Special Education Services are provided to students in the following categories: 40% Learning Disability, 18.2 % Intellectual Disability, 11.7 % Emotional Disability, 11% Autism, 3.5% Speech Impairment, 13.5% Other Health Impairment.

The mobility rate for Kirby Middle School is 27%.

Kirby Middle School currently has a staff

Attendance rate for 2022-2023 was %

Demographics Strengths

The demographics of the community have remained fairly consistent. Because of the consistency, the campus has been able to properly plan support systems and programs that can help the students be successful. Our data shows we have a high percentage of minority and economically disadvantaged students on our campus. As a result, the campus has strategically implemented systems of support for the academic and social-emotional needs of all of our students. These supports include an advisory period, guidance-based counseling programs with small group interventions, restorative justice practices, and a partnership with Communities in Schools to provide additional family, community, and student support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The economically disadvantaged population is at 93% and the At-Risk population is at 88% which requires a variety of strategic interventions to meet the student needs.   **Root Cause:** Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

Priority Problem Statements

Problem Statement 1: The economically disadvantaged population is at 93% and the At-Risk population is at 88% which requires a variety of strategic interventions to meet the student needs.

Root Cause 1: Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

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: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: Upon receiving our 2023 STAAR data, as a campus, we will adjust our growth measures for the 2024 STAAR goals.

   Evaluation Data Sources: STAAR 2024

Strategy 1 Details		Reviews			
Strategy 1: Analyze MAP data, unit tests, campus common assessments, Interim exams and Progress Learning/Liftoff data to identify student strengths and weaknesses in order to determine both student needs and professional development needs to Kirby in all tested subjects. Provide professional development to staff and resources to include but not limited : HQIM programs purchased by the district and Progress Learning		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase scores in all tests **Staff Responsible for Monitoring:** Admin, Academic Leaders, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 2: Blended Learning studios and critical writing will be implemented at least once per week into all core content classes and advisory periods in order to increase student success and prepare for the transition to a STEM campus

    Evaluation Data Sources: Walkthroughs, lesson plans, collaborative planning meetings and agendas

Strategy 1 Details	Reviews			
Strategy 1: KMS students will increase STAAR scores with support of supplemental instructional materials, composition books for writing, access to technology and charged devices, tutoring, and working with content specialists.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in STAAR scores
  Staff Responsible for Monitoring: Campus Admin, Academic Coach and Trainer
 	
  Title I:
2.4
 - **TEA Priorities:**
Improve low-performing schools
 - **Targeted Support Strategy**
  Problem Statements: Demographics 1
  Funding Sources: - 211 Title I - $970, Office Depot - Student Comp Books - 211 Title I - 22/23 $2620				

Strategy 2 Details	Reviews			
Strategy 2: Admin will purchase materials for staff to supplement instructional materials, renew the Progress Learning program, assist with purposeful and data-driven planning, additional tutoring, and provide admin more flexibility to be in the halls and classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Help to increase the use of HQIM programs and blended learning strategies in the classroom
  Staff Responsible for Monitoring: Admin, Academic Coach and Trainer
 	
  ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
 - **Targeted Support Strategy**
  Problem Statements: Demographics 1
  Funding Sources: Field Guides, 12 Powerful Words, Curriculum Guides - 211 Title I - 22/23 $2700, Printshop Binder Packets - 211 Title I - 22/23 $560.54, Printshop Binder Packets - 211 Title I - 22/23 $921.24, ODP for resources for core teachers for interactive journals, and other instructional materials - 211 Title I - 22/23 $2775.38, Renew Progress Learning - 211 Title I - $8,625				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The economically disadvantaged population is at 93% and the At-Risk population is at 88% which requires a variety of strategic interventions to meet the student needs.   **Root Cause**: Students are entering each grade level with significant gaps and struggle to pass their classes and state assessments.

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: KMS will communicate with parents and other stakeholders with the Falcon Chronicle newsletter, social media posts, Blackboard messages and campus website.

> **Evaluation Data Sources:** community feedback

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 2: KMS will host community events such as the annual Trunk or Treat, Coffee with the Counselors, Fine Arts festivals, and other events throughout the year.

    Evaluation Data Sources: Parent surveys and sign-in sheets

Goal 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 3: KMS will re-start the PTO for the campus.

    Evaluation Data Sources: Membership list and meeting sign-in sheets

Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: The teacher turnover rate will decrease to a rate below ESC/Region 20 as specified by the 2023 TAPR report

Evaluation Data Sources: Fall 2023 and Spring 2024 survey

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Use TalentEd and social media to advertise and schedule interviews. Train and utilize an interview committee to hire staff. Title 1 and Compensatory Education support services	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will feel connected to the school, parents, and students **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: Ensure effective leadership by implementation of sustainable leadership system while maintaining low turnover rate of staff members by providing increased instructional support, staff development, and ownership of campus decision-making. Build cohesive grade level teams and vertical teams who work together to ensure success of all learners.

> **Evaluation Data Sources:** SBDM committee meetings, professional development certificates, HR data on staff turn-over rates

Strategy 1 Details	Reviews			
Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning community events, chairing grade levels and other committees.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: KMS will build capacity in teachers' leadership skills **Staff Responsible for Monitoring:** Admin, Academic leaders, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 2: Ongoing training for teacher leaders and aspiring leaders and sustain their growth over time.

    Evaluation Data Sources: observations, professional development certificates

Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: KMS will implement year 2 of Restorative Justice strategies in an attempt to educate students, faculty, and community on conflict resolution to restore relationships

Evaluation Data Sources: decrease in discipline referrals

Strategy 1 Details		Reviews			
Strategy 1: Teachers trained in Restorative Justice will implement meeting circles with students to build relationships and empower students to solve conflicts on their own.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student will have a feeling of inclusiveness **Staff Responsible for Monitoring:** Counselors, Social Worker, Admin **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

State Compensatory

Budget for Kirby Middle School

Total SCE Funds: $387,030.00
Total FTEs Funded by SCE: 4.5
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Kirby Middle School

Name	Position	FTE
Deedee Haralson	Academic Trainer	0.5
Kimberly Hoffman	RTI Teacher	1
Michael Rodriguez	RTI Teacher	1
Rosalinda Rodriguez	Social Worker	1
Stephanie Mancina	RTI Teacher	1

Title I Personnel

Name	Position	Program	FTE
Alexandra Nieves	Academic Coach		1
Deedee Haralson	Academic Trainer		0.5

Campus Funding Summary

171 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$387,030.00
				+/- Difference	$387,030.00
211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Office Depot - Student Comp Books	22/23 $2620	$0.00
1	2	1			$970.00
1	2	2	Printshop Binder Packets	22/23 $921.24	$0.00
1	2	2	Field Guides, 12 Powerful Words, Curriculum Guides	22/23 $2700	$0.00
1	2	2	Printshop Binder Packets	22/23 $560.54	$0.00
1	2	2	Renew Progress Learning		$8,625.00
1	2	2	ODP for resources for core teachers for interactive journals, and other instructional materials	22/23 $2775.38	$0.00
				Sub-Total	$9,595.00
				Budgeted Fund Source Amount	$177,375.00
				+/- Difference	$167,780.00
				Grand Total Budgeted	$564,405.00
				Grand Total Spent	$9,595.00
				+/- Difference	$554,810.00