Dallas Independent School District

008 Justin F. Kimball High School

2019-2020

Accountability Rating: C

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Justin Ford Kimball High School was established in 1958, making it 61 years old. Kimball is a comprehensive 9th-12th grade Title I campus located in Dallas, TX in the Dallas ISD school system. The purpose of this improvement plan is to focus on the 2019-2020 school yer by using demographic data from May 2019. The current student enrollment at Kimball High School is 1372, which slightly decreased from the 2018-2019 school year enrollment of 1454. Data taken from MyData Portal in May 2019 indicates that the Hispanic student group is the largest population

GRADE LEVELS:	ENROLLMENT	STUDENT ETHNIC COMPOSITION (TOTAL):		
		Not Reported		0 %
		Total Students	1372	100%

STAFF (As of June 12, 2019)

Campus Professional Staff		Campus & Support Staff	
Teachers	85	Food Services	12
Administrators	5	Custodians	7
Counselors	4	Maintenance	
Nurses	1	Office Managers/Clerks	5
Librarians	1	Security	2
(Add as needed)		Other Support	4

TOTAL PROFESSIONAL STAFF: 96
TOTAL SUPPORT STAFF: 30
TOTAL STAFF: 126

Demographics Strengths

- Justin F. Kimball High school benefits from a diverse population with students in each subgroup: Hispanic, African American, American Indian and White.
- Kimball has been able to attract and retain highly qualified, high achieving teachers who implement best practices to ensure academic success for all students.
- Based on the TAPR report, 39.4% of teachers have 1-5 years of experience 10.4% of teachers have 6-10 years of experience, 26.2% have 11-20 years of experience, and 19.7% have greater than 20 years of experience.
- The number of parents that participated in the Parent Survey increased from participants in 2017-2018 to in 2018-2019.
- % of our parents indicated that the school was excellent/good which was an increase from % in 2017-2018.
- % of the staff rated Kimball excellent/good which was an increase from % in 2017-2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special populations continue to increase causing low academic achievement. Root Cause: ELL students have been out of school for a year or more and have not been in school since elementary.

Student Academic Achievement

Student Academic Achievement Summary

All teachers, counselors, and administrators hold students to a high expectations. With regards to academic performance, we continue to make gains but there is still much work to be done in getting the majority of our students at high mastery levels.

English Overall:

STAAR English I EOC: Of all test takers, 56.4% passed.

STAAR English II EOC: Of all test takers, 61.8% passed.

Math Overall:

STAAR Algebra I EOC: Of all test takers, 79.1% passed.

Science Overall:

STAAR Biology EOC: Of all test takers, 97.1% passed.

Social Studies Overall:

STAAR US History EOC: Of all test takers, 93.9% passed.

STAAR Level III Advance Performance:

English I: 1.2% of all students received a Masters Grade Level indicator

English II: 0 % of all students received a Masters Grade Level indicator

Algebra I: 22% of all students received a Masters Grade Level indicator

Biology: 12.5% of all students received a Masters Grade Level indicator

US History: 33.3%of all students received a Masters Grade Level indicator

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on

School Processes & Programs

Perceptions Strengths

- Engaging students, parents, and community
- School Environment
- High Expectations
- Partnerships between industry partners and the Collegiate and NAF Academies
- Student participation in clubs and organizations.
- Annual Family Night

According to the 2018-2019 Climate Survey

According to the 2018-2019 Parent Survey:

92% of parents rated the school as having excellent/good overall school quality which is a 16% increase from the prior year 93% of parents rated the school as having high learning standards for all students which is a 14% increase from the prior year 94% of the parents believed teachers set high expectations for all students which is a 15% increase from the prior year 91% of parents feel that the school's learning standards and expectations are clearly explained to students which is a 28% increase from the prior year 93% of parents believe students are challenged by their school work which is a 9% increase from the prior year 86% of parents believe teachers give timely and helpful feedback regarding student work which is a 28% increase from the prior year 80% of parents believe that there is a teacher, counselor, or other staff members to whom a student can go for help with a personal problem which is a 28% increase from the prior year

88% of parents believe that Kimball offers students a variety of activities and courses which is a 14% increase from the prior year 86% of parents feel that students receive the support they need for academic and career planning which is a 15% increase from the prior year 91% of parents believe that school-based administrators make decisions that are in the best interest of students which is a 7% increase from the prior year 92% of parents believe that school-based administrators clearly communicate the school's mission and vision which is a 3% increase from the prior year 91% of parents believe that school-based administrators are available when they have a concern which is a 7% increase from the prior year 92% of parents believe that school-based administrators are courteous when they have a concern which is an 8% increase from the prior year 92% of parents believe that school-based administrators are responsive when they have a concern which is an 8% increase from the prior year 95% of parents feel they are informed about school-sponsored activities such as tutoring, after-school programs, and student performances which is an 11% increase from the prior year

99% of parents feel they are encouraged to attend school-sponsored activities such as back to school night which is a 12% increase from the prior year 94% of parents believe the school encourages families to volunteer which is a 7% increase from the prior year 94% of parents believe that staff members and families treat each other with respect which is a 10% increase from the prior year 90% of parents believe the school respects and values input provided by families which is an 8% increase from the prior year

Overall, parents and staff rated school leadership (parents 92%, staff 97%) and family involvement (parents 91%, staff 94%) as good/excellent which

3 U L R U L W \ 3 U R E O H P 6 W D W H P

Problem Statement 1: Our special populations continue to increase causing low academic achievement.

Root Cause 1: ELL students have been out of school for a year or more and have not been in school since elementary.

Problem Statement 1 Areas: Demographics

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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

*RDOV

Goal 1: DISTRICT GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 39 percent to 47 percent by 2022.
CAMPUS GOAL FOR DOMAIN 1, ALL SUBJECTS: By June 2020 student achievement on the STAAR state assessments will increase substantially over the prior years performance.

Performance Objective 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7 ($ 3 U L R U L W L H V Build a foundation of reading and math Improve low-performing schools 2) Provide training on specific writing and deep reading strategies for all Core Content Teachers. Progress monitoring and target to goals will occur during PLC and iPrep (intervention period)	2.4, 2.6	Training by instructional coaches during Professional Learning Communities and leadership during professional development.	An increase in writing abilities of all students as measured by a rubric and peer discussion	0%	0%		
7 ($ 3 U L R U L W L H V Connect high school to career and college Improve low-performing schools 3) A student intervention/ support class (iPrep) will be incorporated in all student schedules that focus on high need areas of math, science, reading and writing and College and Career Readiness.	2.4, 2.6	Instructional coaches and Campus Leadership will monitor the lessons and implementation of the interventions.	Fewer failures, score increases, increased achievement of struggling learners	0%	0%		
$ G G L W L R Q D O 7 D U J H W H G 7 ($ 3 U L R U L W L H V Build a foundation of reading and math Improve low-performing schools 4) Procure license for All in Learning online assessment and data tool.	6 2 X S S R U W 6 W D I I 2.4, 2.5, 2.6	Principal, District Personnel	Teachers are able to use the assessment and data tool on a regular basis to improve student academic achievement.	0%	0%		
	) X Q G L Q J 6 R X U F H V Title I, Part A - 6000.00						
& R P S U H K H Q V L Y H 6 X S S R U W 6 W D I I 7 ($ 3 U L R U L W L H V Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 5) Pay AVID membership fees, AVID training registration, and AVID coordinator stipends to secure access to program resources and support for ensuring students achieve college-readiness standards	2.4, 2.5, 2.6	Campus Leadership, AVID Coordinator	Increase in the number of students performing at college and career readiness while increasing Index 4 of State school accountability	0%	0%		
	) X Q G L Q J 6 R X U F H V Title I, Part A - 17000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
&RPSUHKHQVLYH 6XSSRUW 2.4, 2.6 WUDWHJ\ 7($ 3ULRULWLHV Improve low-performing schools 6) Procure general supplies, supplemental instructional resources, and testing materials to support the collection and review of student work samples during weekly Data Review meetings, weekly PLC meetings, identify next steps and required support to assist students with meeting performance expectations, and celebrate student progress and meeting goals.		Instructional Coaches, Campus Leadership, and teachers	Student achievement scores will increase as measured by local and state assessments	0%	0%		
	)XQGLQJ 6RXUFHV						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
& R P S U H K H Q V L Y H 6 X S S R U W 6 W U D W H J \ 14) Procure EduGuide online mentoring program for students	2.6	Instructional Coaches, Campus Leadership, and teachers	Mentor students to address their social emotional needs. Decrease in Student Discipline referrals, increase in attendance, and positive climate survey.	0%	0%		
	) X Q G L Q J 6 R X U F H V 2.1 - Title I, Part A - 11500.00						
& R P S U H K H Q V L Y H 6 X S S R U W 6 W U D W H J \ 7 D U J H W H G 6 X S S R U W 6 W U D W H J \ 7 ($ 3 U L R U L W L H V Build a foundation of reading and math Improve low-performing schools (6) / H Y H U V Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 15) Procure technology resources to support reading and math including TI-Inspire Calculators, Tru-Touch Technology and Reading Lab Adaptors	2.4, 2.5, 2.6	Instructional Coaches, Campus Leadership, and teachers	Academic gains in terms of growth targets being met in reading and math. Will also allow teachers to implement curriculum more effectively.				
	) X Q G L Q J 6 R X U F H V 2.1 - Title I, Part A - 40000.00						
$ F F R P S O L V K H G & R Q W L Q X G L 1 R 3 U F V ' L V F R Q W L Q X H							

Performance Objective 1 Problem Statements:

Demographics
3 U R E O H P 6 W D W H P H Q W Our special populations continue to increase causing low academic achievement. 5 R R W & D X V H EXL students have been out of school for a year or more and have

Goal 2: DISTRICT GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 35.6 percent to 45.0 percent by 2022.

CAMPUS GOAL FOR READING/ELA: Our campus will show a 10% increase in the meets and masters level categories for all reading and writing assessments.

Performance Objective 1: Increase student academic achievement on EOC/STAAR assessments in all content areas.

Evaluation Data Source(s) 1: Common assessments, ACP scores, teacher made exams, EOC/STAAR assessments.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
& R P S U H K H Q V L Y H 6 X S S R U W 2.4, 2.5, 2.6 7 D U J H W H G 6 X S S R U W 6 W U D W H J \ $ G G L W L R Q D O 7 D U J H W H G 6 X S S R U W 6 W U D W H J \ 7 ($ 3 U L R U L W L H V Build a foundation of reading and math 1) Use data driven instruction tools and resources to improve academic achievement		August 2019- June 2020	Increase student performance scores on STAAR in the meets and masters categories.				
& R P S U H K H Q V L Y H 6 X S S R U W 6 W U D W H J \ 7 D U J H W H G 6 X S S R U W 6 W U D W H J \ $ G G L W L R Q D O 7 D U J H W H G 6 X S S R U W 6 W U D W H J \ 7 ($ 3 U L R U L W L H V Recruit, support, retain teachers and principals 2) Teachers and staff will attend professional development sessions to support students' increased academic achievement.	2.5	August 2019 -June 2020	To increase teachers and staff knowledge of content to deliver effective instruction.				

Strategy Description	ELEMENTS

Goal 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
&RPSUHKHQVLYH 6XSSRUW 2.5, 2.6 UDWHJ\ 7($ 3ULRULWLHV Connect high school to career and college Improve low-performing schools 3) Host a fall and spring college/military fair.		Administrators, counselors, EIF Coordinator, Community Partners, Business Partners,					

Goal 3: DISTRICT GOAL: The percent of graduates who are college-, career-, or military-ready (CCMR) from Domain 1 will increase from 45.0 percent to 49.0 percent by 2022.
CAMPUS GOAL FOR PREPARING STUDENTS TO BE CCMR: The percent of graduates who are college-,career-, or military-ready (CCMR) from Domain 1 show significant gains by 2020.

Performance Objective 2: The percent of the original ninth-grade cohort of students staying on track to graduate throughout their high school career will increase substantially.

Evaluation Data Source(s) 2: MyDataPortal
PowerSchool

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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Goal 4: DISTRICT GOAL: Student participation in extracurricular or co-curricular activities will increase from 59.0 percent to 78.0 percent by 2022.
CAMPUS GOAL FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES: Most Justin F.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
[redacted]	$ F F R P S O L V K H G & R Q W L Q X		0% G L 1 R 3 U F V ' L V F R Q W L Q X H				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7($ 3ULRULWLHV Recruit, support, retain teachers and principals Improve low-performing schools							

Goal	Objective	Strategy	Description
3	1	2	

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Account Code	Account Title	Budget
6100 Payroll Costs		
211-11-6112-00-008-0-30-0-00-00000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,640.00
211-11-6118-ED-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	$10,000.00
211-13-6118-2T-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	$2,000.00
211-13-6118-AW-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	$4,971.00
211-13-6118-ED-008-0-30-0-00-00000	6118 Extra Duty Stipend - Locally Defined	$10,000.00
211-11-6119-00-008-0-30-0-00-00000	6119 Salaries or Wages - Teachers and Other Professional Personnel	

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7LWOH , 3HUVRQQHO

Name	Position	Program	FTE
Charles, Cheddi	Teacher		1
Freeman, Natalie	Campus Based Instructional Coach		1
Gilbert, Leticia			