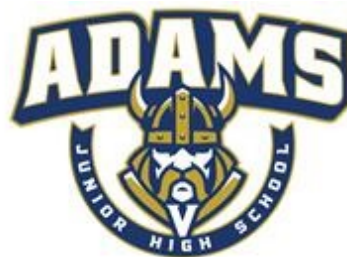


**Katy Independent School District**  
**Adams Junior High**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

Creating a Culture of Excellence through relationships, perseverance, authentic engagement and innovation.

## Vision

To build positive relationships that encourage vulnerability, promotes innovation and supports perseverance. We will create an authentic learning environment for our students and teachers.

## Value Statement

### Our Viking Virtues

#### Courage

The choice to move forward in the face of fear.

Vikings stand up for themselves and others

Vikings take risks and are willing to face tough challenges

Vikings have the courage to do the right thing

Vikings encourage and celebrate others

#### Perseverance

The choice to press on against adversity

Vikings use failure as an opportunity to grow.

Vikings are determined and persistent.

Vikings put forth their best effort.

Vikings have patience with themselves and others.

## **Truth**

The choice to be honest with yourself and others.

Vikings honor the truth even when it may be a hard truth.

Vikings stay true to who they are.

Vikings always defend the truth.

Vikings have integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Adams JH is a suburban junior high in Katy, Texas that serves 1300 students in grades 6th through 8th. The student body consists of 23.4% Hispanic students, 8.7% African American students, 43.9% Caucasian students, and 20.5% Asian students. Of these students, 15.5% are At Risk. AJH consists of 7.5% economically disadvantaged students, 3% English language learners, 8.4% special education students, and 16 % gifted and talented students.

Our campus administrative team collaborates with our Instructional Coaches and Department leads to plan staff development that will enhance teaching and learning. At Adams Junior High we provide job embedded professional learning opportunities in order to enhance professional growth and promote leadership development. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers receive support through their Professional Learning Community and Instructional Coaches, as they plan and create student assessments.

Adams JH has established a PTSA that currently has about 700 members and our enrollment continues to increase. The PTSA has a focus this year to raise funds to support our students and teachers. In September our PTSA is supporting our Character Education program by bringing in a speaker from the Character Strong group for our students.

Adams JH has strong attendance rates, and systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

### Demographics Strengths

Adams Junior High has a diverse student, parent and teacher population. Students interact and learn how to relate to different cultures and ethnic groups. Adams Junior High also has a strong foundation in all contents including our Special Education, ESL and the Gifted and Talented programs. Students in the Gifted and Talented program are currently served in Pre-AP classes, mixed with non-GT students. ESL services are provided for the ESL population. The campus provides sheltered English classes during the day to facilitate language acquisition for students. Our Special Education program is specific to the needs of our students and provides support across the campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As a new campus we are working to create a culture that supports all of our students both in instruction and social emotional growth while encouraging students to build relationships and establish a new beginning. **Root Cause:** The typical junior high student struggles in making relationships in an environment that is comfortable and familiar. We have over 1300 students who have been moved to a new school and new environment.

# Student Academic Achievement

## Student Academic Achievement Summary

As a new campus we currently do not have an overall campus rating. The data we have received is grade level specific from the 2018/19 STAAR test. Our students came from different campuses across the district, state and nation. At Adams Junior High we are committed in meeting the needs of all of our students through quality instruction driven by data received through our campus and district level assessments. We provide targeted interventions through Math Lab, Strategic Reading and supported advisories. AJH will be intentional in the evaluation and feedback for all students as we learn the needs of our campus.

## Student Academic Achievement Strengths

Current 7th and 8th grade STAAR results from the 2018-19 school year.

### Reading:

Grade	Approaches	Meets	Masters
7th	91.77%	67.87%	39.85%
8th	94.96%	83.82%	59.68%

### Math:

Grade	Approaches	Meets	Masters
7th	97.14%	83.33%	54.95%
8th	89.51%	59.88%	16.05%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** As a new campus we are seeing performance discrepancies in academic performance **Root Cause:** We have over 1300 students who have come to us from campuses all across the district, state and nation.

# School Processes & Programs

## School Processes & Programs Summary

Adams Junior High instructional staff collaborates on a biweekly basis in their Professional Learning Communities. Meeting norms were established at the start of school year and teachers use this time to evaluate data, discuss student performance and plan for instruction. At AJH the teachers utilize the district unit plans and work collaboratively to deliver instruction that is student centered. AJH staff is focused on student growth and achievement.

Adams Junior High is committed in hiring the best teachers for our students. When hiring for our inaugural year the interview teams were comprised of campus administration, department leads and instructional coaches. We hired teachers who supported our vision in creating a culture of excellence. All teachers new to the profession were assigned a new teacher mentor. AJH has established a supportive PLC environment that gives all teachers a voice. Team leads are rotate each six weeks in an effort to build leadership capacity on the campus.

The campus is in the process of implementing a character education program that promotes our Viking Virtues of Courage, Perseverance and Truth. Character Stong lessons are delivered during advisory and our virtutes are embedded in our daily practices both in our classrooms and extra-curricular activites.

Adams Junior High will have a campus wide focus on writing across the contents. Every teacher will incorporate a writing activity in each content area. This process will be tracked and documented in the TTESS evaluative system.

## School Processes & Programs Strengths

The campus leadership team established systems and procedures in the months leading up to the opening of the campus in order to create a positive learning and work environment. Every staff member at Adams Junior High is committed in Creating a Culture of Excellence for our students and community. We established a set of non-negotiables are we work to create our Viking Culture.

### Adams Junior High Non-Negotiables

- All students can learn-Do whatever it takes.
- All students will be given a safe learning environment that will encourage vulnerability, creative thinking and problem solving.
- All teachers will believe in every student.
- Build meaningful and supportive relationships with students, parents and colleagues.



- Collaborate, ask questions and LISTEN.
- Be positive, patient and flexible.
- Establish a respectful, engaging and authentic learning environment.
- Serve others before self

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Adams Junior High does not currently have an identified school culture. **Root Cause:** As a new campus we are combining students from all over the district. Our current 7th and 8th grade students came from other junior high schools and are now expected to join together as Vikings.

## **Perceptions**

### **Perceptions Summary**

Adams Junior High works collaboratively with the PTSA to build community support. We provide a variety of opportunities for parents to volunteer on a daily basis at Adams. We solicit parents to assist with our workroom, literacy library and fun food days. We encourage our parents to get involved and welcome the support of our community.

Starting our inaugural year, Adams Junior High is committed in establishing a healthy school climate that supports and promotes our beliefs and vision.

Adams Junior High Beliefs:

- All students can learn.
- We will promote lifelong learning and encourage students to pursue their passions.
- When the classroom and school environment supports the social, emotional and educational needs of our students they will rise to excellence.
- Teachers and students will build authentic relationships.
- Failure develops perseverance which enhances learning and develops leaders.
- Serve others before self.

- We will teach students the value of their actions and words both in person and behind their screen.
- Our students will lead with integrity and exhibit qualities of compassion and empathy.
- Integrity is more than a word. It is an action, a thought, a voice and a way of life.

### **Perceptions Strengths**

- Active PTSA organization.
- Active and frequent communication with parents/community through eNews, twitter, and our campus webpage.
- Implementation of a character education program to meet the needs of our students social and emotional growth.
- Visibility of administrator, teachers and staff is constant during arrival and dismissal, passing periods and lunches.
- Our Viking Virtues of Courage, Perseverance and Truth are imbedded into our campus culture.



# Priority Problem Statements

**Problem Statement 1:** Adams Junior High does not currently have an identified school culture.

**Root Cause 1:** As a new campus we are combining students from all over the district. Our current 7th and 8th grade students came from other junior high schools and are now expected to join together as Vikings.

**Problem Statement 1 Areas:** District Processes & Programs

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

## **Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

## **Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent engagement rate

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Adams Junior High will focus on the individual learning needs of the students while creating an authentic learning environment through quality instruction.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Professional Learning Communities will meet on a bi-weekly basis to analyze data and plan for instruction.	Teachers Instructional Coaches Adminstrators	Improvement in student growth on campus and district assessments.				
2) The campus will offer professional development opportunities to teachers that directly relates to classroom instruction.	Instructional Coaches Administration Department Chairs Teachers	Attendance at professional development sessions. Evidence of job embedded professional development across the campus.				
3) Teachers, counselors and administration will collaborate and develop intervention plans for students who are not demonstrating success.	Administration Teachers Counselors	Create targeted interventions to meet the varied learning needs of our students.				


**Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.**

**Performance Objective 1:** Adams Junior High will review the data received from the 2018-19 school year and will implement strategies and interventions to address the needs of our students.


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Collaborate with teachers, counselors, instructional coaches and administration to develop interventions for students who do not demonstrate growth in the classroom.	Administration ICs Department Chairs Teachers					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Adams Junior High will analyze student data to identify performance gaps and implement effective assessments.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers and Instructional Coaches will utilize campus and district level assessments to identify the need of our students.	Teachers Instructional Coaches Administration					




## Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.


**Performance Objective 1:** Adams Junior High will establish a collaborative and supportive learning environment that will support teacher development and encourage innovation.


**Evaluation Data Source(s) 1:**


**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The PLCs will set team norms and share the team lead responsibility. Each six week the team lead will rotate to a different team member.	Teachers Instructional Coaches Administration					
2) A weekly enews will be sent to the teachers with campus updates and information.	Principal					

 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue


**Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.**

**Performance Objective 1:** During our inaugural year, Adams Junior High will establish strong partnerships with parents and the business community.


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Adams Junior High will work in partnership with the Partners in Education program to establish strong school and local business relationships.	Principal PIE Liaison					
2) Adams Junior High will work with our PTSA to identify areas for parents to become involved during our inaugural year. Opportunities for parent involvement will be available both during the school day and after school hours.	Principal					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## Goal 6: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Adams Junior High will focus on creating a safe learning environment that supports the student's social and emotional growth while encouraging students to become vulnerable in their learning in order to reach their full potential.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will implement a campus wide character education program that focuses on our Viking Virtues of Courage, Perseverance and Truth, while establishing effective relationships within our classrooms.	Principal	The time spent in character strong lessons will increase relationship building between students and staff.				
<b>Problem Statements:</b> School Processes & Programs 1						

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Adams Junior High does not currently have an identified school culture. <b>Root Cause 1:</b> As a new campus we are combining students from all over the district. Our current 7th and 8th grade students came from other junior high schools and are now expected to join together as Vikings.

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Elisabeth Brodt	Principal
Non-classroom Professional	Lisa Frison	Assistant Principal
Non-classroom Professional	Kari Torres	Assistant Principal
Non-classroom Professional	Allyson Walker	Instructional Coach
Classroom Teacher	Hayley Heard	Teacher
Classroom Teacher	Andrea Osowski	Teacher
Classroom Teacher	Brittany Setzekorn	Teacher
Classroom Teacher	Brittney Thomas	Teacher
Classroom Teacher	Billie Stephney	Teacher
Classroom Teacher	Melissa Hardy	Teacher
Community Representative	Sonja Price	Community Representative
Community Representative	Laura Rogers	Community Representative
District-level Professional	Edith White	District
Business Representative	Jodee Kruse	Business Representative
Parent	Byron Albers	Parent
Parent	Jenny Brinson	Parent
Parent	Laura Flood	Parent
Parent	Swathi Kandarpa	Parent
Parent	Kenneth Martinec	Parent
Parent	Shruti Gupta	Parent