

Katy Independent School District
Mcdonald Junior High
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Mission Statement

T.H. McDonald Junior High provides a safe learning environment that promotes academic growth, develops social skills, and cultivates a strong work ethic for all students. By implementing a rigorous curriculum, all students are challenged to reach their full potential. The MDJH staff is committed to developing lifelong learners by fostering collaboration, building relationships, integrating technology, partnering with the community, and providing exemplary instruction in every classroom.

Vision

By implementing the Katy ISD Legacy Framework, T.H. McDonald Junior High will prepare our students to be successful in both their personal and professional lives. A rigorous curriculum, based on the Katy ISD Cornerstones, will guide quality classroom experiences for all students based on their individual learning styles. MDJH students will be equipped to meet the demands of an ever-changing world.

Comprehensive Needs Assessment

Revised/Approved: September 07, 2018

Demographics

Demographics Summary

T.H. McDonald Junior High is a suburban Junior High in Katy , Texas. Katy is a fast growing suburb west of Houston, Texas. The demographic information in this CNA is from May 2018. The total enrollment at McDonald Junior High in May 2018 was 928 students in grades 6 - 8. The largest demographic population at McDonald Junior High is the Hispanic student group that comprises 55% of the student population. The second largest group is African American students which make up 22%. The third largest group is 16% White students.

The campus is 61% Economically Disadvantaged. 13% of the students at McDonald Junior High are ELL and 10% are Special Education. 52 % of the students are At-Risk and the mobility rate is 9%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: MDJH has a large number of students who are economically disadvantaged and come to us with large gaps in learning.

Problem Statement 2: Because many of our parents do not speak English they are not able to assist their students at home with school work.

Student Academic Achievement

Student Academic Achievement Summary

2018 STAAR Results

Algebra I - 100% Approaches; 89% Meet; 64% Masters

8th Grade Math - 92% Approaches; 65% Meets; 14% Masters

8th Grade Reading - 84% Approaches; 46% Meets; 26% Masters

8th Grade Science - 80% Approaches; 53% Meets; 25% Masters

8th grade Social Studies - 73% Approaches; 39% Meets; 19% Masters

7th Grade Math - 65% Approaches; 22% Meets; 4% Masters

7th Grade Reading - 78% Approaches; 47% Meets; 30% Masters

7th Grade Writing - 75% Approaches; 48% Meets; 14% Masters

6th Grade Math - 86% Approaches; 41% Meets; 13% Masters

6th Grade Reading - 76% Approaches; 40% Meets; 21% Masters

Student Academic Achievement Strengths

Almost all areas grew from 2017 to 2018. We saw significant growth in Meets and Masters areas. MDJH have the largest percentage of growth in 14 areas. No other Junior High had the largest growth in more than 4 areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Social Studies scores have not improved. Staff turnover in these area has contributed to lack of continuity.

Problem Statement 2: Subjects that are only tested once in JH are sometimes ignored in the non-tested grades.

School Processes & Programs

School Processes & Programs Summary

The teachers at McDonald follow the Katy ISD Unit Plans. These plans are based on the Texas Essential Knowledge and Skills. Student mastery of the TEKS covered on the Unit Plans are formatively assessed through the District Level Assessments. The TEKS are summatively assessed through the STAAR test.

Staff is aggressively recruited at McDonald Junior High.

The campus is in the process of implementing Canvas, a learning management system, purchased by the district.

School Processes & Programs Strengths

The campus continues to search for ways to retain quality teachers and train new staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many teachers come to Katy ISD and start on campuses with large populations of economically disadvantaged students and then move to the schools with smaller ED populations. This transfer of quality teachers continues to be a problem for MDJH.

Perceptions

Perceptions Summary

Parent engagement at McDonald Junior High is an area that needs cultivating. We have struggled over the years to get parent involvement. We have grown our PTO over the last two years and it is now an active organization and an important part of the culture at McDonald.

The campus began implementing Restorative Practices last school year. This included Campus-wide PBIS, Restorative circles and Restorative discipline in the 6th grade, and Social-Emotional lessons in the 6th grade.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many parents work long hours and are not able to be active participants in their students academic life.

Problem Statement 2: Many of our students come to us with gaps in their social skills.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: Reduce tardies by 10%.

Evaluation Data Source(s) 1: Data from tardy program.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Tardy stations are set up throughout building. Also, teachers are required to be outside rooms during transitions. PBIS Team established duty stations for teachers during transition before conference period.	All staff	Reduction in students tardy to class. Maximize instructional time.				


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

Performance Objective 2: Use data to identify areas of weakness for individual students and use targeted tutorials to meet those needs.


Evaluation Data Source(s) 2: Student achievement on common assessments, DLA tests, and STAAR.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will review student data to determine who will be invited to tutorials and what activities will take place in the tutorials.	Teachers and administrators	Increased student success				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: To increase the percentage of students by 10% or a total of 90% in at each performance level on the STAAR test.

Evaluation Data Source(s) 1: Comparison of 2018 and 2019 Index 1 Scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students identified as at-risk of failing a core subject area will be provided intervention through before and after-school tutoring, subject advisories, and after school and Saturday academy. Students identified as at-risk of failing the STAAR test, including LEP and SPED students, will be provided after school and Saturday academy and specialized advisories. By purchasing iPads and other devices we will increase our At-Risk student's opportunities to utilize technology. This will increase student engagement and achievement.	All core teachers	Improvement on 2017 STAAR Index 1				
Funding Sources: 199 - General Fund - 10000.00						
2) Data analysis. Data meetings with Leadership team and teacher teams. Use data to specific student needs and plan interventions based on the data. Utilize Aware and Lead 4Ward data analysis tools.	ILT	Targeted interventions based on data.				
3) Work with Central Office staff to plan strategies to improve academic performance of Special Education ELL students.	All	Improved academic performance of SPED and ELL students on STAAR Test.				
						


Goal 3: 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: MDJH will continue to recruit quality teachers and will provide PD and support to help teachers grow.


Evaluation Data Source(s) 1: Student achievement on common assessment, DLA test, and STAAR.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Administrators will attend job fairs to recruit staff.	Administrators	More choices for job openings.				
2) Teachers will be provided with high quality, job-embedded, PD.	Instructional Coaches	Teacher job satisfaction and student performance.				




= Accomplished



= Continue/Modify



= No Progress





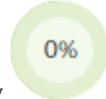

= Discontinue

Goal 4: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: Increase student achievement on STAAR to 80% by utilizing resources efficiently through teacher input.

Evaluation Data Source(s) 1: STAAR data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1. Use CAT Team input, staff surveys, and teacher meetings to allow faculty and staff input. 2. Review student STAAR, DLA, and Common Assessment data to make decisions on resource allocation.	All	Improved student and teacher morale and improved student achievement.				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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: Increase number of parents attending PTO by 10% in school.

Evaluation Data Source(s) 1: Compare 2018-2019 PTO sign in sheets to 2017-2018.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Connect PTO meetings to extra curricular activities. PTO meetings will be held in conjunction with activities such as band concerts, choir concerts, etc. 2nd Annual International Festival to celebrate cultural diversity of MDJH.	All	Increased parent participation.				

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 2: Increase number of parent volunteers by 10%.

Evaluation Data Source(s) 2: Compare 2018-2019 volunteer sign in sheets to 2017-2018.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Work with PTO to find ways to increase parent involvement.	Administration	Increase number of parent volunteers during the year.				

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

Performance Objective 1: Reduce ISS and OSS by 20% through the implementation of PBIS and Restorative Practices.

Evaluation Data Source(s) 1: Student discipline data and academic data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implement PBIS in all grade levels. Clear expectations for common spaces and classrooms Implement Restorative Practices in 6th and 7th Grades..	All	Decreased number of ISS and OSS assignments.				


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

Performance Objective 2: Counselors will work with individual students as well as groups of students to meet the Social-Emotional needs of students


Evaluation Data Source(s) 2: Counselor logs

Summative Evaluation 2:

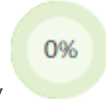
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Counselors will identify students who are at-risk and meet individually or in group sessions.	Counselors					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Students identified as at-risk of failing a core subject area will be provided intervention through before and after-school tutoring, subject advisories, and after school and Saturday academy. Students identified as at-risk of failing the STAAR test, including LEP and SPED students, will be provided after school and Saturday academy and specialized advisories. By purchasing iPads and other devices we will increase our At-Risk student's opportunities to utilize technology. This will increase student engagement and achievement.

State Compensatory

Personnel for Mcdonald Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Fields	Teacher	Academic Support Reading	1
Amanda Goedecker	Teacher	Academic Support Math	1
Cal Varner	Teacher	Academic Support Math	1
Kacy Carlton	Teacher	Academic Support Reading	1
Laura Berg	Teacher	Academic Support Reading	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Kenneth Cummings	Principal
Administrator	Wayne McLaughlin	
Administrator	Denise Daniels	
Administrator	Richard Farr	
Administrator	Giovanni Serna	
Non-classroom Professional	Alicia Anderson	
Non-classroom Professional	Karen Branch	
Non-classroom Professional	Becki Weems	
Non-classroom Professional	Nakeshia Smith	
Classroom Teacher	Michah Kerber	
Classroom Teacher	Danielle Harris	
Classroom Teacher	Alban Benitez	
Classroom Teacher	Joe Young	
Classroom Teacher	Kimberly Wilson	
Classroom Teacher	Kenric Lopez	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Transportation costs and supplemental pay		\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00