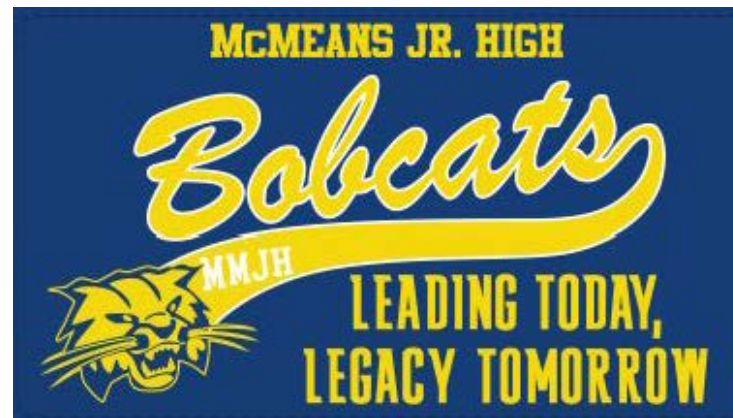


Katy Independent School District
McMeans Junior High
2018-2019 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Vision

McMeans Junior High School, in partnership with parents and community, is uncompromisingly committed to intellectual growth, academic achievement, character and leadership development, and the well-being of each student so that he or she may find individual success and become a contributing citizen of the 21st century.

KATY ISD Motto

Be the legacy.

Comprehensive Needs Assessment

Demographics

Demographics Summary

McMeans Junior High consists of a student body totaling 1,108 for the 2017-2018 school year. This total is broken into 44.3% White, 25.2% Asian, 20.3% Hispanic, 6.9% Black or African American, 3% two or more races, and .3% other. Within these categories are 18.9% economically disadvantaged, 9.7% LEP, 6.7% special education.

Our staff is of a high caliber. Staff are attracted to McMeans because of our academic success and commitment to the child as a whole.

Demographics Strengths

McMeans Junior High is located in a section of Katy ISD that has a high number of parents who are employed in the oil and gas field. This is a major factor in determining parents' income, their socioeconomic factor, and what degrees they carry, because they will push their students to become successful in all aspects of education. With the high number of oil and gas parents, our school has become very diversified with students from all over the world giving their knowledge to enrich others. McMeans is a very multi-cultural campus, and it is home to a large Newcomer Program for students new to the country.

Student Academic Achievement

Student Academic Achievement Summary

The overall student passing numbers from the 2017 - 2018 year were: 89% African American, 89% Hispanic, 96% White, 100% American Indian, 97% Asian, 100% two or more races, 73% Special Education, 88% economically disadvantaged, and 88% ELL. Broken down by subject, the passing percentages were: 93% Reading, 98% Mathematics, 92% Writing, 95% Science, and 91% Social Studies. McMeans uses many interventions to promote student success, such as, RTI, SSI, ASA, small group advisory tutorials, before school camps, and before school teacher tutorials.

Student Academic Achievement Strengths

McMeans has had great success with all of our student populations by increasing the percent of growth per student each year. Our counselors, assistant principals, team leaders, teachers, and many others, foster a sense of community that encourages each student to achieve and do their best. We are implementing new programs each year, such as best buddies and PALS, to give students a peer to go to ask questions or just to have a friend. We also use different types of data from across the school to make sure that no student is without the help they need to make them successful academically.

School Processes & Programs

School Processes & Programs Summary

McMeans Junior High uses a wide variety of tools to monitor student progress including teacher observations, tutoring, and small group meetings. Our curriculum is based on district-created six weeks unit plans that identify specific TEKS for instruction. All of our staff has received instructional training, and they continue to improve their skills.

McMeans has structures in place for all needs. We pride ourselves on being very proactive.

Smart boards are in every classroom and the district has provided our teachers with new technology tools, such as Apple TV and Mirroring 360. McMeans has a goal set that each teacher will use technology daily to enhance and engage learners.

School Processes & Programs Strengths

McMeans makes sure to follow all guidelines set forth by the state of Texas and Katy ISD. Every teacher engages their students authentically and leads them to solve complex, real world problems. The entire staff uses the data from assessments to make sure that every student is performing to their potential.

Our strengths are our collaborative teamwork, strong mentoring, and support from our Instructional Coaches.

Our campus has multiple levels of interventions that we use all year long to enhance learning.

McMeans has a variety of technology that is used on a daily basis by the staff, including CANVAS, Smart boards, Mirroring 360, and Chrome Books.

Perceptions

Perceptions Summary

McMeans Junior High encourages family and community involvement. We offer many volunteer opportunities, along with multiple PTA events. We ask community members to come into the school to teach our students about economics through the Junior Achievement program. The district and each campus has a PIE (Partnership In Education) liason who facilitates the interaction of the community and the school through school wide opportunities. This year we will have our WATCH DOG program up and running with dads coming into the school and helping out the students and the teachers.

McMeans Junior High strives to have continuous improvement every year for every student. We want students to feel that school is a place they want to go to each day, so the staff encourages this by being helpful, friendly, and understanding. Community involvement, as well as parent participation, helps to make our school climate feel safe and inviting to all.

Perceptions Strengths

McMeans provides many engaging activities for our students. Each new student to campus receives a Bobcat Buddy to help them with learning the school and acquiring their first friend. Counselors help address any student who has been identified by staff as struggling. Our campus uses the PBIS (Positive Behavior Interventions and Support) model, so we are always in a proactive state with students to ensure their success and well-being. After interviewing students, the campus and staff were described as friendly, helpful, inclusive, and fun.

McMeans encourages parents to attend orientations, sixth grade Bobcat Camp, and open house to get a feel for what their students are experiencing each day. All of our staff is available to have parent - teacher meetings when a parent needs more information, and we keep communication open through emails, newsletters, CANVAS, notes, and phone calls. We have a Campus Advisory Team that includes parents, community members, teachers, and staff so that we can get feedback on how the year is going, what is working, and what needs to be addressed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: need to complete **Root Cause:** need to complete

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- 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: McMeans Junior High will provide each student an opportunity to learn in their own style through engagement of visual, kinesthetic, and or tactile learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

Performance Objective 2: All student groups in Domain III of the State Accountability System will meet or exceed the state target set for each group

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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

Performance Objective 3: Improve the success rate of Special Education students on STAAR Assessments.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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

Performance Objective 1: Instructional Coaches and teachers will work together to develop effective assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

Performance Objective 2: PLC's will continuously look at data from assessments to adjust instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Utilize new Chromebooks and iPads purchased for the 2018-2019 school year for in class instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 2: Increase the use of Canvas for test and quizzes and increase hand held devices for more in class research.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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: Increase opportunities for professional development to enhance their student centered learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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 2: Increase team building activities among the staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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 business partnerships.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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 Watchdog Dad program participants.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

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 3: Increase involvement in PTA.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

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

Performance Objective 1: Increase students' motivation to exhibit positive school/social behaviors.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

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

Performance Objective 2: Implement the character strong program during advisory time.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Campus Advisory Team

Committee Role	Name	Position
Administrator	Gary McHatton	
Administrator	Melanie Thomas	
Administrator	Ranesia Edwards	
Front Office Rep	Sherry Parker	
Administrator	Steve Guzzetta	
Non-classroom Professional	Sarah Hamlett	Year 2
Classroom Teacher	Kandi Cook	Year 2
Counselor	Kaley Dean	
Counselor	Jan Karwowski	
Parent	Jen Roth	2018-2020 1st year
Parent	Nhan Nguyen	2018-2020 1st year
Parent	Kasi Bundoc	2018-2020 1st year
Parent	Allison Bognar	2017-2019 2nd year
Parent	Melissa Robey	2017-2019 2nd year
Parent	Tiffany Gittleman	2017-2019 2nd year
Parent	Felicia Davis	2017-2019 2nd year
District-level Professional	Christopher Cope	District Liason
Classroom Teacher	Makeita Morgan	Year 1
Non-classroom Professional	Tracy Walt	Year 1
Non-classroom Professional	Jessica Shults	Year 2
Classroom Teacher	Rachel Knight	Year 1
Parent	Rick Smith	2018-2020 1st year