

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

Accountability Rating: Met Standard



Mission Statement

Stockdick Junior High, a community of leaders and learners, develops the whole individual through choice, challenge, and feedback. We leverage digital tools to create the future.

Vision

Leaders & Learners, Today & Tomorrow!

Cultural Declaration

Humanity

At SJH we support the development of the whole individual. We work purposefully to improve the academic, emotional, and social skills of every learner. Our community is characterized by engagement, mutual respect, and the celebration of diversity. Self-awareness of individual strengths and positive relationships lead us to a strong sense of well-being.

Learning

SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are celebrated as an important part of the learning process. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

Leadership

At SJH we believe that everyone is a leader. First and foremost, by acting with integrity, we lead ourselves. We invest in building the capacity of learners through the directteaching of leadership competencies. We provide everyone with opportunities to lead inside and outside of the classroom. We recognize that the highest level of leadership is shown when we are in service to others.

Collaboration

At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the establishment of clear expectations, transparency, and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

Digital Competence

The SJH learning community sees technology as a tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints. Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Stockdick Junior High (SJH) is a 6-8th grade campus in Katy ISD, located in Katy, Texas. SJH opened in August 2017 and became the 15th junior high campus in Katy ISD. SJH is located in the Northwest section of Katy ISD which is a rapidly growing area due to new subdivisions. Student enrollment at SJH has grown from 715 in May of 2018 to 910 students in August of 2018. Enrollment will continue to grow as new subdivisions continue to build new homes. SJH's student demographics remain similar to our opening year. Our Hispanic student group is at 48%. The campus has two student groups that are close in size: 17% African American and 22% White. Asian students make up 5.9% of the population and Pacific Islanders and American Indians each represent 0.6%. There are 4.7% claiming Two or More Races. SJH student groups include 10% English Language Learners, 3.5% Gifted and Talented, and 14.6% Special Education. Additionally, 43.5% are economically disadvantaged which is a decrease from our opening year with 48.5% and 37% identified as at-risk.

Our student population is composed of diverse learners with differing needs. We offer a curriculum that supports our Culture of Humanity that is characterized by student engagement and our Culture of Collaboration that celebrates a diversity of thought and respects everyone's voice within the learning community. Pre-Advanced Placement, Gifted and Talented, and regular academic classes are offered in the areas of Math/Algebra, Science, Language Arts, and Social Studies. Programs also available consist of English as a Second Language (ESL), Reading Elective, Math Lab, Special Education Resource, and In-Class Support. Electives include Theater Arts, Spanish, Art, Career and Technology Education, Principles of Human Services, Band, Choir, Orchestra, and Publications. Athletics include Football, Volleyball, Basketball, Track, Tennis, and Soccer. Extracurricular activities include Student Council, National Junior Honor Society, Cheerleading, Pep Squad, Destination Imagination, and various other clubs and organizations.

Stockdick Junior High employs 92 staff members that include administration, counselors, teachers, instructional coaches, a diagnostician, a speech therapist, a classroom technology designer, and paraprofessional staff. Our projected growth at the end of the 2017-2018 school year allowed us to add five additional staff members. We added four teachers: Special Education, English Language Arts, Science and Social Studies. We also added a third counselor. Our turnover rate is low, but due to the rapid growth, new teachers will continue to be added to the staff. SJH strives to recruit and retain quality educators and paraprofessional staff. The goal of SJH is to focus on candidates that are a good fit for supporting our Vision, Mission and Cultural Declaration. New teachers to the profession or new to the district/school are part of a campus mentoring program. New staff have a lead mentor and a buddy mentor to provide support throughout the year. These partnerships

result in new teachers being successful in the classroom.

Stockdick Junior High established a PTSA during the 2017-2018 school year in order to form a strong relationship between parents, teachers, and students. The enrollment during the first year included 162 parents and community members, 100% of the SJH staff, and 27 students. As of August 2018, the enrollment of the 2018-2019 school year includes 83 parents, 30 SJH staff members, and 50 students. The PTSA has taken an active role in supporting all parts of SJH. They have provided programs for parents and students. PTSA Volunteers help support the staff. The PTSA has shown SJH staff they are appreciated through lunches, gifts, and donations to departments for supplies. The PTSA raises money through the sale of spirit items and Fun Food Fridays for the students.

Demographics Strengths

Stockdick Junior High has many strengths. Some of the most notable demographics strengths include:

1. Parents and community are involved in the school and aligns with our Culture of Humanity with mutual respect and celebration of diversity.
2. The campus mentoring program supports and helps retain new teachers to the profession/school/district.
3. Special Education students are well-supported through in-class support and self-contained programs. These students have case managers who work closely with students, teachers, and parents to help meet the individual needs of each students. ARD meetings are held throughout the year to adjust IEPs as needed and an annual ARD is held each year to determine best programs for the following school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At 3.5%, SJH identified Gifted and Talented students is lower than the district average of 7.3%. **Root Cause:** Parents in the community are unfamiliar with the identification and process for students to get tested for the program. Staff awareness of the Gifted and Talented Program is lacking.

Problem Statement 2: Only 162 parents and community members joined PTSA. With a population of 750 students the percentage of representation was only 22%. **Root Cause:** Parents don't always understand what types of engagement opportunities exist as part of the PTSA. This is especially true of single-parent families and in families that both parents work outside the home.

Student Academic Achievement

Student Academic Achievement Summary

Stockdick Junior High is guided in academic achievement through the Culture of Learning, one of the five elements of the Stockdick Junior High Cultural Declaration:

SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are celebrated as an important part of the learning process. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

English Language Arts and Reading

The following table summarizes the Domain Ratings

	Domain I- Student Achievement	Domain II- School Progress
	694 Tests	
Reading STAAR	<ul style="list-style-type: none">• 547 Approaches Grade Level• 332 Meets Grade level• 167 Masters Grade Level	<ul style="list-style-type: none">• 134 Students- Limited Growth (for falling to a lower level)• 63 Students- Maintained Proficiency but did not meet expected growth• 353 Students- Met or exceeded expected growth
	230 Tests	
Writing STAAR	<ul style="list-style-type: none">• 170 Approaches Grade Level• 110 Meets Grade Level• 26 Masters Grade Level	

The following table provides information regarding Domain III- Closing the Gaps:

Domain III- Academic Achievement	% Meets or Above
All	48%

African American	52%
Hispanic	39%
White	56%
American Indian	-
Asian	74%
Pacific Islander	-
Two or More Races	58%

Domain III- Academic Growth

	% Made Growth
All	69%
African American	72%
Hispanic	68%
White	65%
American Indian	-
Asian	76%
Pacific Islander	-
Two or More Races	-

Significant Findings regarding these data sets include:

- Student growth has failed to meet the threshold for growth in Language Arts, as defined by the State of Texas, with significant gaps in the White and American Indian populations.
- Student academic achievement, as measured by the 2018 STAAR test, was highest in the Asian population (74%) and lowest in the Hispanic population (39%).

Students participated in the following English Language Arts and Reading District Learning Assessments (DLA) in 2017-2018:

- 6th Grade: 1 Reading DLA and 1 Writing (Composition) DLA
- 7th Grade: 1 Reading DLA and 1 Writing (Revising and Editing) DLA
- 8th Grade: 1 Reading DLA

A summary of DLA results is below:

Grade Level	Strengths	Areas for Improvement
6th Grade	Reading- Inferring (Figure 19D), Making Connections and thematic links (Figure 19F)	Reading- Figurative Language (6.8A) and summarizing/paraphrasing (Figure 19E)
7th Grade	Reading- Inferring (Figure 7.19D) and poetic structure (7.4A)	Reading- Context clues (7.2B) and summarizing / paraphrasing (Figure 19E) and making connections across texts (Figure 19F)
8th Grade	Reading- Context clues (8.2B), Inferring (Figure 19D)	Writing- Sentence structure (7.19C), capitalization (7.20A), punctuation (7.20B) Reading- Summarizing and Paraphrasing (Figure 19E) and Intertextual links (Figure 19F)

- Summary: The district DLAs dual code Figure 19 TEKS and content-specific TEKS. On DLAs, students struggled with Figure 19 TEKS regarding the STAAR test; however, on State Testing students scored lower regarding Figure 19. There is a discrepancy between how well students did on the DLA compared to the STAAR. This may be due to the length of the DLA and the few questions that have Figure 19 TEKS.

Professional Learning Community

- Grade-level, content area teams meet on a consistent basis. During weekly meetings, teams usually review lessons and student work from previous weeks, review TEKS for the upcoming weeks, share strategies and ideas to engage learners and meet the needs of

students who are struggling. During full day planning meetings, teams consistently review the proficiency scales for upcoming TEKS, look at student work to calibrate teacher assessment, engage in professional learning, and design instruction for upcoming units.

Math

The following data set reflects campus math scores for Campus Based Assessments (CBAs) and STAAR Scores.

2018 Math Data

	Combined CBAs	STAAR Percent Score
6th	64	49
7th	64	49
8th	72	58

2018 Algebra EOC Data

	Combined CBAs	EOC Percent Score
EOC	70	75

The largest gap between student groups is in the Hispanic and Asian ethnicity groups. This discrepancy can be described as follows for each grade level:

- In 6th Grade, 91.67% of Asian students and 70% of Hispanic students approached grade level on STAAR.
- In 7th Grade, 100% of Asian students and 59.52% of Hispanic students approached grade level on STAAR.
- 8th grade scores reflected the smallest gap as 94.12% of Asian and 71.21% of Hispanic student approached grade level on STAAR.
- There is a large deficit between Asian and Hispanic sub-populations in 6th and 7th grade.

Less than 10% of ELL students scored “Meets Grade Level” with the same data reflecting a deficit for “Approaches Grade Level.”

The table below summarizes STAAR results in specific sub-populations:

	6th Grade	7th Grade	8th Grade
Economically Disadvantaged Students Approaching Grade Level	68.57%	63.64%	40.62%
At Risk Students Approaching Grade Level	55.91%	54.74%	31.25%
LEP Students Approaching Grade Level	5.88%	47.83%	33.33%

The campus based assessments scores from each sub-population was slightly higher on the STAAR in 6th and 8th grade Math.

Additionally, the performance of the students on STAAR is not consistent with their campus based assessment scores for both grade levels. The most significant findings during the analysis of all math academic achievement data are the low scores for ELs in 6th grade and the discrepancy between the campus-based assessments and STAAR.

Professional Learning Community

Grade-level, content area teams meet on a consistent basis. During weekly meetings, teams design lessons using the backwards design model. The focus of the lessons provide students an opportunity to make connections, become independent problem solvers, and grow the students' desire to be self-directed learners. Teachers use student work and data to determine the adjustments needed in upcoming instruction, as well as designing the specific lessons in the upcoming unit of study. Assessments are collaboratively created with a balanced distribution of rigor. There are grade-level professional development opportunities that focus on choice and feedback. These provide teachers the chance to explore new tools and approaches that will improve instruction. During full day planning meetings, teams use this time to design upcoming units of study. They begin by examining the separation of readiness and supporting standards and then begin to dissect the TEKS verbs. The verbs create a focus to the level of student understanding for each learning standard. A part of exploring upcoming units of study includes disaggregating data from prior assessments (campus based, district level, STAAR) through raw data and student work.

Science

May 2018 STAAR Science Demographic Breakdown, Grade 8

May 2018 STAAR Science Demographic Breakdown, Grade 8

Total Students	Raw Score	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
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SJH	246	28.2	3950.61	67.13%	78.86%	48.37%	24.39%
Economic Disadvantage	132	26.49	3822.58	63.07%	70.45%	39.39%	17.42%
American Indian/Alaskan Native	4	24.25	3649.5	57.50%	50%	0%	0%
Asian	12	32.17	4219.92	76.58%	100%	66.67%	41.67%
Black/African American	33	28.82	3980.12	68.55%	87.88%	48.48%	18.18%
Hispanic	131	26.56	3833.93	63.26%	70.23%	41.98%	17.56%
Two or More Races	8	28.5	3982.63	67.88%	87.50%	50%	37.50%
White	58	30.97	4158	73.69%	89.66%	62.07%	39.66%
Female	116	28.65	3980.69	68.18%	79.31%	50%	25%
Male	130	27.81	3923.78	66.20%	78.46%	46.92%	23.85%
First Year of Monitoring	9	25.44	3737.11	60.67%	66.67%	33.33%	11.11%
LEP	21	18.1	3287.71	43.05%	19.05%	0%	0%
Second Year of Monitoring	9	28.67	3959.22	68.33%	88.89%	33.33%	22.22%
Special Ed Indicator	20	18	3303.55	42.90%	20%	15%	10%

May 2018 STAAR Science TEKS Breakdown, Grade 8

8.5.A.1	8.5.A.2	8.5.A.3	8.5.A.4	8.5.B.1	8.5.B.2	8.5.B.3	8.5.C.1	8.5.C.2	8.5.C.3	8.5.C.4	8.5.C.5	8.5.C.6	8.5.C.7	8.5.C.8	8.5.C.9	8.5.C.10	8.5.C.11	8.5.C.12	8.5.C.13	8.5.C.14	8.5.C.15	8.5.C.16	8.5.C.17	8.5.C.18	8.5.C.19	8.5.C.20	8.5.C.21	8.5.C.22	8.5.C.23	8.5.C.24	8.5.C.25
73.38%	41.06%	41.87%	81.63%	79.27%	69.11%	83.33%	73.38%	67.80%	78.86%	79.27%	74.33%	85.37%	93.90%	61.79%	67.28%	67.92%	62.89%	54.07%	55.28%	46.93%	65.83%	70.94%	69.11%	63.62%	73.61%	52.03%	80.69%	57.72%	68.29%	63.42%	68.70%

District Learning Assessments (DLAs)

Analysis of the sixth grade DLAs reveals that students struggled with two large concepts. One of these areas was understanding Earth Science concepts such as the structure of the Earth, the rock cycle, and plate tectonics. The second area was related to cell concepts including the basic characteristics of organisms including what factors allow them to be classified into specific groups (taxonomy). An area

of strength was understanding renewable and nonrenewable resources and their advantages and disadvantages.

Analysis of the seventh grade DLAs reveals that students struggled with force, motion and energy concepts. They also struggled seeing how biodiversity contributes to the sustainability of ecosystems. An area of strength was related to solar system concepts.

Analysis of the eighth grade DLAs reveals that students struggled with scientific investigation and reasoning. An area of strength was related to knowing the characteristics of the universe.

In STAAR and DLAs, the most significant demographic finding during the analysis of the data was that three sub-populations have significant gaps in performance. These include students who are identified as Special Education, English Language Learners and First-year Monitor (ESL) students. The most significant finding during the TEKS analysis was the need to strengthen scientific investigation and reasoning skills. Specifically, students need support in analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends.

Professional Learning Community

Each grade-level science team shares a common planning period. The Science Department addresses the guiding PLC questions to ensure that our learner's variable needs are met. Each grade-level PLC has established norms that are revisited at the beginning of each meeting to ensure open communication and collaboration. The 5 E Model (engage, explore, explain, elaborate, and evaluate) is used as a the framework for designing experiences for our learners. Formal common assessments are created prior to instruction with a focus on appropriate rigor. Following each administration of a formal assessment, the teams disaggregate the data to plan for intervention.

Social Studies

District Learning Assessment (DLA) Satisfactory scores, Combined Campus-Based Assessment (CBA) Satisfactory scores, and 8th grade 2018 Approaches Grade Level (GL) percentages are as follows:

2018 Social Studies Data

	DLA 2	Combined CBAs	STAAR
6th	31	73	N/A

7th	33	80	N/A
8th	44	57	59

- The largest gap between student groups is between White and Hispanic sub-populations in 8th grade STAAR scores. 54% of Hispanic students scored Approaches GL while 72% of White students scored Approaches GL. The gaps between White, African American, and Hispanic sub-populations were significantly smaller in 6th and 7th grade DLA scores.
- Across all grade levels, scores for English Language Learners are consistently low. 10% or less students met standard on DLA or STAAR. Data shows that once students exit the LEP program, First Year Monitoring student scores significantly increase. Likewise, there is a slight decrease in scores for Second Year Monitoring students.
- 100% of Gifted/Talented students scored Approaches GL, 100% scored Meets GL, and 60% scored Masters GL.
- 87% of Pre-AP students scored Approaches GL, 45 % scored Meets GL, and 24% scored Masters GL.
- In 8th grade, there was consistent growth between the exams administered. Scores on CBAs are consistent with teachers observations, classroom grades, and STAAR results.
- There is a significant gap between scores on CBAs and DLAs in 6th and 7th grades. The CBA scores for each student sub-population are considerably higher, but are not consistent with DLA scores.
- The Special Education (SPED) student scores are consistently lower in all three grade levels as compared to non-SPED students. In 6th grade, 20% of SPED students and 31% of non-SPED passed the DLA. In 7th, SPED was 8% and non-SPED was 33%. In 8th grade, 15% of SPED and 44% of non-SPED scored Satisfactory (passing) on the DLA. These percentages are consistent with STAAR results.

Professional Learning Community

The Social Studies department purposefully uses collaboration time during PLCs to have discussion around guiding PLC questions. Each PLC team takes 5-10 minutes to review the Shared Agreements and share any celebrations from the week. The next 35-40 minutes are spent analyzing and breaking down Social Studies TEKS, discussing both formative and summative assessments or disaggregating student data. Likewise, this time is also designated for the Instructional Coach to model instructional strategies. Last year, 8th grade teachers worked hard to increase the rigor of instructional lessons for students in Pre-AP and Pre-AP/GT classes. The incorporation of higher-level reading passages and critical writing in the content pushed student thinking and improved retention of material.

Fine Arts

Enrollment Data as of August 22, 2018

	2017-18	2018-19
2018-19 Enrollment in Art, Band, Choir, Orchestra and Theater Enrollment		
6th	304	318
7th	225	299
8th	170	298
Total	699	915

	2017-18	2018-19
Art	171	168
Band	140	178
Choir	95	120
Orchestra	80	78
Theater	95	155
Total	581	699

In 2017-2018, all programs exceeded performance expectations at local, regional, UIL and festival competitions. A significant number of band, choir and orchestra students who participated in Solo and Ensemble contest received Superior ratings with 4 choir students also receiving Outstanding Performer in their classifications. Band, Choir and Orchestra groups all received a Sweepstakes or Superior ratings with their Varsity ensembles at UIL Concert and Sight Reading. Band and Choir both took second ensembles that received Superior and Excellent ratings at UIL Concert and Sight Reading. At the TMEA Region Level, the SJH Band had 4 students earn Region Spots and the Choir had 9 students earn a spot in their respective ensembles. All 6th Grade beginning ensembles in Band, Choir and Orchestra earned Superior ratings at their local Festivals, as well as Outstanding Performances at the Music Across Texas Festival. Band, Choir, and Orchestra all participated in the Schlitterbahn Sound Waves Festival. All of the performing ensembles received Superior ratings, as well as Best in Class awards. The Choir and Orchestra also received the Judge's Choice Award. One Art student received a state medal in the TAEA March Youth State Capitol Show, having their artwork displayed at the Texas State Capitol. In addition, at the KISD Houston Rodeo Art Contest, students earned three Blue Ribbons and eight Red Ribbons. Ten Art pieces scores with a Superior Rating at TAEA Jr. Vase, while at the Houston Dog show Art Contest, two students earned Blue Ribbons. The Theater received 3rd place in Poetry Interpretation and 5th Place in Group Improve at the Morton Ranch JH Theater Tournament. At the Katy ISD Junior High Once Act Play

Competition, the Theater received Best Ensemble, and Outstanding Crew. One student was named to the All-star Cast and two students earned Honorable Mention All-star Cast.

Student retention from 6th to 7th and 7th to 8th grade is acceptable. This is something that will be monitored. The assumption is that some students chose a different discipline within and outside of Fine Arts Programs. Some students lost their elective due to math and/or reading intervention classes as well as the constraints of the master schedule.

Athletics

In 2017-2018, most teams exceeded performance expectations. A significant number of students attended tryouts in hopes to make one of the athletic teams. As a result of the increased interest in athletics the girls sports have created pre-athletics classes for 6th graders for the 2018-19 school year. The pre-athletics class will support students by building their skill level and foster a healthier lifestyle. Student retention and participation from 7th to 8th grade will be monitored. The assumption is that some students chose a different course outside of Athletics programs. Some students lost their elective due to math and/or reading intervention classes as well as the constraints of the master schedule.

Student Academic Achievement Strengths

Language Arts

In DLAs, 6th-8th grade students' strengths were on Figure 19D, which calls for students to make inferences. This is a foundational skill that is difficult as texts become more complex. To put that in context, a 6th grader who does well with making inferences will still need work in this skill as the text he/she reads should become increasingly difficult. Throughout the year, ELA teachers continued to refine a daily routine. A challenge in 8th grade ELA is teaching both Reading and Writing TEKS in a 45-minute class period.

The ELA Department engages in professional development and conversations that will push our students forward.

Math

Students were successful in a variety of areas. In 6th grade, students were successful in modeling and solving one-variable, one-step equations and inequalities. 7th graders were successful representing constant rate of change in math and real-world problem situations in a variety of representations. 8th graders were strong in graphing proportional relationships and interpreting unit rate as the slope of a line. Algebra students excelled in graphing quadratic function and identifying key attributes and writing exponential functions that describe

real-world problems.

Science

The broad area of strength for 6th grade students was in the area of Earth and space science. Specifically their understanding of the organization of our solar system and the relationships among the various bodies that comprise it. Seventh graders did well designing and implementing experimental investigations. Eighth graders excelled in planning and implementing comparative and descriptive investigations.

Social Studies

In 8th grade, there was consistent growth between the exams administered. Scores on CBAs are consistent with teachers observations, classroom grades, and STAAR results.

Fine Arts

Community support of the Fine Arts Programs is exceptional as indicated by performance attendance.

All performing ensembles, as well as art students, received awards for their outstanding performances and compositions.

Vertical alignment within most fine arts disciplines within the secondary feeder pattern is unique and exceptional.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Ethnicity sub-populations of white and American Indian students did not show expected growth according to 2018 STAAR Data.

Root Cause: lack of focus on growth for each individual student, lack of understanding of process skills training

Problem Statement 2: In ELA, students struggle in Processing Skills, TEKS Figure 19 (D) and (F), in English Language Arts and Reading. **Root Cause:**

lack of complexity in student choice of reading, student readiness level , lack of cross-content focus on literacy

Problem Statement 3: In Math, students struggle with real-world problem solving and analyzing information, TEKS 6.1(b), 7.1(b), and 8.1(b). **Root Cause:**

lack of focus on this specific TEKS, lack of cross-content connections

Problem Statement 4: In Science, students struggle with analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends. **Root Cause:** A focus on the content objectives can distract from the importance of process skills instruction and practice.

Scaffolding strategies for scientific investigation and reasoning skills are rarely delineated during planning. Lack of cross-content connections

Problem Statement 5: In Social Studies, the processing skill of cause and effect needs improvement. **Root Cause:** lack of continuity of application of processing skills between grade levels, lack of cross-content connections

Problem Statement 6: As a sub-population, English Language Learners did not meet adequate progress in the growth measure of STAAR. **Root Cause:** lack of use of ELPS campus-wide, insufficient data analysis, need for formative assessment and analysis

Problem Statement 7: Second year monitored ESL students are not meeting standard and making adequate yearly progress. **Root Cause:** Teachers may not be using language rich strategies and offering language develop support.

Problem Statement 8: In Social Studies, ELL and SPED students struggle with academic vocabulary **Root Cause:** lack of language-rich environment, lack of vocabulary strategies

Problem Statement 9: The level of rigor on Math Campus Based Assessments does not reflect the rigor of STAAR. **Root Cause:** test design procedures, lack of focus on depth of knowledge

Problem Statement 10: Retention of Fine Arts enrollment from 6th grade to 7th grade and from 7th grade to 8th grade is below the desired level of participation.. **Root Cause:** constraints of the master schedule, movement of students between electives

School Processes & Programs

School Processes & Programs Summary

SJH provides quality first-time instruction to our students across the entire student population. Core content teams are provided with a common planning period to support their professional learning community. Additionally, four full planning days were provided to each team for long-range planning. All students were provided with after school tutoring opportunities.

ESL students are supported in a variety of ways. Those who have recently be released from direct services are monitored. These students are assigned teachers in Language Arts who hold a supplemental ESL certification. ELL students who have yet to demonstrate language proficiency are enrolled in sheltered instruction classes provided by ESL certified teachers. The program is also supported by one ESL paraprofessional.

Students who qualify for Special Education services receive support and access to the on-level curriculum through accommodations and modifications. The range of services include self-contained units, monitored support programs, resource classes, and in-class support. Speech services are also provided for students who are speech impaired.

Tier II intervention for Math STAAR failures occurs in Math Elective. This class is in addition to the on-level math class that all students take. The primary function of the class is to fill gaps in the students' learning.

There are two Tier II interventions for Reading STAAR failures. One intervention is Strategic Reading. Students who are assigned to this intervention class are typically within three grade-level of reading ability. The Read 180 (Reading Elective) class is for struggling readers who are three or more years below grade level. This program involves the use of a computer- based program to build vocabulary skills, choice reading of leveled texts, and a small group time with the teacher.

Professional Practices

During 2017-2018 school year, a professional focus was on feedback. Throughout the year, staff were encouraged to provide feedback for one another in an “I notice...” and “I wonder...” format. On the campus professional development day, content departments discussed feedback in their content area.

Intervention

Special Education

The Special Education population includes 132 students. The classroom support included the following:

5 - Resource/In-Class Support Teachers

4 - In-Class Support Para Professionals

1 - ASIP Teacher

1 - ASIP Paraprofessional

1 - PASS Teacher

1 - PASS Paraprofessional

1 - Life Skills Teacher

4 - Life Skills Paraprofessionals

1 - JCAP Teacher

2 - JCAP Paraprofessionals

In 2017-2018, 42 students received Section 504 services. As of August 2018, 50 students were receiving 504 services. The demographics include:

Section 504 Demographics 2018-2019

African American	2 students
American Indian	1 student
Asian	1 student
Hispanic	19 students
Two or more races	2 students
White	15 students

Male	31 students
Female	19 students

The percentage of current SJH students and those receiving Section 504 services who approached grade level on their 2018 STAAR Test are as follows:

	April 5th Gr. Math	April 5th Gr. Reading	5th Gr. Science	6th Gr. Math	6th Gr. Reading	7th Gr. Math	7th Gr. Reading	7th Gr. Writing	
All SJH Students	89		84	82	76	69	66	78	75
All Students with 504 Services	71		64	86	65	50	71	73	50

ESL

ESL students struggled on all STAAR tests in 2017-2018. The following information includes ESL achievement on state testing:

Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Grade 6 Math, May 2018			
17	5.88%	5.88%	0
Grade 7 Math, May 2018			
23	47.83%	8.70%	0
Grade 8 Math, April 2018			
17	23.53%	5.88%	0
Grade 8 Math, May 2018			
9	33.33%	0	0
Grade 6 Reading, May 2018			

17	5.88%	0	0
Grade 7 Reading, May 2018			
23	43.48%	8.70%	4.35%
Grade 7 Writing, May 2018			
22	13.64%	0	0
Grade 8 Reading, April 2018			
17	11.76%	0	0
Grade 8 Reading, May 2018			
10	10%	0	0
Grade 8 Science, May 2018			
18	22.22%	0	0
Grade 8 Social Studies, May 2018			
16	12.50%	0	0

The data indicates that many of the 2nd year monitored ESL students are not meeting standard in all content areas and in all grade levels.

Digital Competence

At SJH, a part of our Cultural Declaration focuses on the Culture of Digital Competence. The learning community uses technology as a tool to reach our academic goals. We also model and teach digital citizenship and expand our learning beyond the walls of our building. The Stockdick JH campus is equipped with two computer labs as well as a computer lab that is part of the Career and Technology Education classroom. Each classroom has a Smart Panel and students have access to Chromebooks. Students use their own personal devices in the classrooms as an additional way to access Canvas and the Internet.

All Content Areas use Canvas as a communication tool for students and parents, as a collaboration for students within the classroom, a way to assess students that provides teachers with immediate feedback, and as a means to house information that is easily accessible.

In the English Language Arts department, teachers use technology as both a communication tool and an enhancement of the content. Nearpod, Kahoot, and other digital apps are used as safe ways to elicit responses from the class during in class and ongoing discussions. Students use videos, Flipgrids and other digital creation tools to show their knowledge of the content.

In math classes, Chromebooks are used to make connections regularly. Teachers use websites and programs that allow students to see

visual representations of concrete algorithms and to interact with these representations to make the connections necessary to see the patterns that exist within the TEKS. Teachers also use technology as a tool to assess students. Students often create and present information using Chromebooks.

Computers are used as an engaging way for students to review math material through Quizziz Live, Kahoot and other web tools. These tools are used throughout math workshop.

In the Science department, all grade levels use Canvas in various ways. Examples include using Canvas quizzes to check understanding after lessons or to pre-assess. Canvas modules have been created for students use Mastery Path to differentiate. Also, this is a way to communicate important dates to parents and students.

Google Drive has been used to turn in products to science teachers and share information with students. Products are also made through Google slides and docs to show student understanding. Google Forms have been used to gather data from scientific investigations, which then is analyzed as a class. Having students analyze larger sets of data is beneficial to help the students pick out trends, and help solidify certain scientific concepts.

The Science department uses QR codes to direct students to certain websites, Google forms, or give necessary information during many lessons.

The Science department uses Nearpod in all parts of the 5E lesson cycle. It has been easy to adapt because the platform is based on the students interacting with the curriculum. Nearpod can be accessed with the students' personal devices or on Chromebooks.

The Social Studies department integrates technology in various ways: to communicate with stakeholders, to assess student learning, and to enhance classroom instruction.

School Processes & Programs Strengths

The interview process that has been developed at SJH has aided in the selection of highly effective and engaging staff members. Staff selection begins with the formation of a departmental team of teachers facilitated by an administrator. This team conducts resume reviews. From the resumes, a select group of candidates interview with the team. The focus of this interview relates to curriculum and instruction in the content area. This team selects the top candidate(s) to recommend for a second round interview. This process reflects the Culture of Collaboration by allowing decisions to be made by those who are affected by the decision. The second level interview occurs with the Principal and an Assistant Principal and is philosophical in nature to focus on the SJH Vision, Mission, and Cultural Declaration.

Digital Competence Strengths

Stockdick Junior High has many strengths. Some of the most notable digital competence strengths include:

1. The April 2018 BrightBytes survey found that 73% of teachers at SJH felt confident managing a classroom where students are using technology.
2. The April 2018 BrightBytes survey found that 57% of students at SJH use a computer in the classroom almost daily and 26% of students use computers weekly.
3. All teachers have at least six Chromebooks assigned to their classroom and are able to use the computer labs when necessary.
4. The campus has access to the Classroom Technology Designer once a week.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most ELL students struggles in academic achievement on STAAR. **Root Cause:** lack of consistent application of ELPS, lack of language-rich environment and strategies

Problem Statement 2: Our student enrollment is growing dramatically creating the need to add new staff and retain current staff. There is a disparity between the demographics of the SJH staff and the student population. **Root Cause:** competitive applicant pool

Problem Statement 3: The April 2018 BrightBytes Survey revealed that 53% of teachers never post course materials online. **Root Cause:** Teachers may need additional training on posting to Canvas or understanding the importance of using this platform for students and parents.

Problem Statement 4: The April 2018 BrightBytes Survey showed that 58% of teachers never or only every few months ask students to develop or present multimedia presentations. **Root Cause:** Teachers may not be familiar with ways to incorporate multimedia presentations into their curriculum.

Perceptions

Perceptions Summary

A foundational action that we have taken at Stockdick Jr. High was to create a declaration of the culture we aspire to create. This declaration includes five specific areas of culture:

Culture of Humanity - At SJH we support the development of the whole individual. We work purposefully to improve the academic, emotional and social skills of every learner. Our community is characterized by engagement, mutual respect and the celebration of diversity. Self-awareness of individual strengths and positive relationships lead us to a strong sense of well-being.

Culture of Learning - SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are an important part of the learning process: they are celebrated and recognized as an opportunity for growth. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

Culture of Leadership - At SJH we believe that everyone is a leader. First and foremost, by acting with integrity, we lead ourselves. We invest in building the capacity of learners through the direct teaching of leadership competencies. We provide everyone with opportunities to lead inside and outside of the classroom. We recognize that the highest level of leadership is shown when we are in service to others.

Culture of Collaboration - At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the establishment of clear expectations, transparency and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

Culture of Digital Competence - The SJH learning community recognizes technology as an essential tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints. Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

End of Year Parent Survey

Approximately 90 parents responded to the following questions in May 2018:

Questions:	Frequently	Often	Neutral	Rarely	Never
To what extent has your student had opportunities to improve their academic, emotional, and social skills?	41.40%	39.10%	16.10%	2.30%	1.10%
To what extent does your student have a sense of well-being while at school?	43.70%	35.60%	16.10%	4.60%	0%
To what extent has your student been provided with choices within the classroom?	33.30%	42.50%	14.90%	6.90%	2.30%
To what extent has the level of challenge been appropriate for your student in the classroom?	41.40%	35.60%	16.10%	6.90%	0%
To what extent has your student been provided feedback that leads to growth?	31%	29.90%	20.70%	16.10%	2.30%
To what extent has your student been provided opportunities to be a leader?	24.10%	27.60%	31%	11.50%	5.70%
To what extent has your student been provided opportunities to be in service to others?	21.80%	27.60%	31%	14.90%	4.60%
To what extent has your student been provided opportunities to collaborate with others?	47.10%	34.50%	14.90%	3.40%	0%
To what extent has your student learned appropriate digital citizenship?	33.30%	34.50%	19.50%	9.20%	3.40%
To what extent has your student had the opportunity to learn outside of the school day?	31%	27.60%	31%	9.20%	1.10%

Parents reported at 80% or higher that their child had opportunities to:

- develop academically, socially and emotionally.
- work collaboratively with others.

Parents reported at 52% or less that their child had opportunities for:

- leadership.
- service to others.

Sabercat Summit 2018 (Students voices 6th through 8th grade)

Approximately 15 SJH Students met in round table to answer the following questions in July 2018. Highlights include:

Tell us a story about a teacher that you think is a really good teacher and why you think he/she is a good teacher:

- In tune with the climate of the class
- Disciplines with respect
- Recognizes the different learning styles of their students - allows things like breaks, standing while working, etc.)

What do your best teachers do that makes the work more meaningful to you?

- Interactive lessons
- Varied lessons, by considering the class dynamic
- Makes learning fun - use technology, games, YouTube
- Passionate about the subject matter, works hard and cares about their students

Describe the best lesson or assignment you can remember in school. What made it a good lesson/assignment? What did you learn from it?

- Team competitions to review the lesson. Made it fun because you wanted to make sure you knew the answers to help your team
- Homework choices; flexible assignments
- Varied lessons; allows student to choose an assignment depending on the area they are struggling
- Challenges and teamwork

Think about the class you learned the least in. What made this class ineffective for you? What would you like for teachers to do when you don't understand?

- Not enough explanation
- Move too quickly; once lesson is done they do not make sure all students understand and then moves on to next lesson and some students fall further behind
- Teacher is stressed out and judgmental
- Lack of passion
- Lesson is not fun
- Dull - lesson, worksheet, test

What do teachers do that gets in the way of your learning? What would you like for them to stop doing?

- Need to remember that students are children and are still learning
- Eavesdropping, during non-lesson conversations
- Over-sharing personal information
- Always on their phone
- When other staff members interrupt the lesson and have personal conversations

How do you know a teacher really cares about you and your success?

- They help you seek out a solution, look for alternative ways to teach you the lesson like videos on Canvas that reinforce the lesson
- Positive interactions, welcome students, greet them, smiles and asks about their day
- Gets to know the students
- Treat students nicely
- Shows interest and recognizes if a student is having a bad day and works with them to make it better
- Cares about your opinion and how you feel

- Tries to connect with the students
- Respects the students
- Student's biggest cheerleader
- Push you to do your best

If you could give a teacher advice about designing a lesson, what would you say?

- Make it exciting and interesting
- Let us interact with other students
- Bring out the student's creativity
- Make the lesson creative and fun
- Make sure that the lesson is varied for all types of learners (interactive)

What do you believe makes SJH great?

- Teachers and staff all have positive attitudes and smiles which makes coming to school exciting and makes students want to learn
- Our school is high tech
- Character strong lessons help students
- Teachers nourish the students
- Encouraged the students to think about their future
- Teachers try to connect
- Teachers show interest and encourage
- Teachers motivate students, push them to do their best

In summary, students state their appreciation for teachers who focus on the relational part of the work. They also celebrate engaging lessons that allow for choice, challenge and teamwork. Students shared their frustration about teachers who are distracted and offer lessons that are mundane and rushed. They want to be respected, listened to, and encouraged.

Stockdick Jr. High Engage Staff Workplace Survey

0 - strongly disagree 3 - neutral 6 - strongly agree

SJH Staff responded to the following survey question in May 2018:

My direct supervisor helps me learn and grow (5.1 - 33% higher than the district)

My direct supervisor cares about my concerns (5.2 - 30% higher than the district)

My direct supervisor makes it easier to do my job well (5.4 - 25% higher than the district)

The SJH staff perceives that their direct supervisor is having a positive impact on them and their work.

Perceptions Strengths

The SJH Vision, Mission, and Cultural Declaration gives us firm guidance for the values and beliefs of our learning community. Our parents have given a clear indication through the survey results that they believe we are developing the whole child. This is a focus of the SJH Culture of Humanity in which we strive to grow our learners academically, socially, and emotionally. The parent community also believes SJH is doing well at developing a Culture of Collaboration. Students were highly complimentary of the school as a whole. They recognize their teachers' drive to connect with them and provide engaging learning opportunities. The staff sees their direct supervisor as a strong form of support to them and their work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Through the parent survey, only 52% agreed that their child had ample opportunities to be a leader. **Root Cause:** Specific leadership competencies have yet to be identified and or taught. A lack of an advisory program that addresses this need was problematic.

Problem Statement 2: Through the parent survey, only 50% agreed that their child had ample opportunities to be in service to others. **Root Cause:** In our first year, our relatively small staff was very pressed to meet all their curricular and extra-curricular expectations. This resulted in a small number of club opportunities for our learners.

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
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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.

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Goals

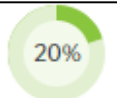
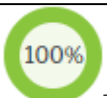

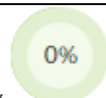

Revised/Approved: July 24, 2017

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

Performance Objective 1: With a focus on rigor in the classroom, all student groups will meet or exceed Academic Achievement Performance Targets in Domain III of the 2019 STAAR, with a focus on White, American Indian, and English Learner sub-populations.

Evaluation Data Source(s) 1: STAAR 2019

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) ASSESSMENT DESIGN - Through Math, Language Arts, Science and Social Studies PLCs, teachers will implement a backward-design process of creating summative assessments for each unit of study. Webb's model of Depth of Knowledge will guide the development of balanced assessments: Level 1 - Recall Level 2 - Skill/Concept Level 3 - Strategic Thinking Level 4 - Extended Thinking	Leslie Dulock	Students will be appropriately challenged through formative assessment, created to guide instruction.				
	Problem Statements: Student Academic Achievement 1, 6, 7					
2) DATA ANALYSIS - Through Math, Language Arts, Science and Social Studies PLCs, teachers will analyze various forms of data, to include student work examples, CBAs, and DLAs to assess growth, disaggregated by sub-population.	Taylor Brunet	Teachers will be responsive to students' current level of achievement in order to differentiate instruction based on student readiness.				
	Problem Statements: Student Academic Achievement 1					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Ethnicity sub-populations of white and American Indian students did not show expected growth according to 2018 STAAR Data. **Root Cause 1:** lack of focus on growth for each individual student, lack of understanding of process skills training

Problem Statement 6: As a sub-population, English Language Learners did not meet adequate progress in the growth measure of STAAR. **Root Cause 6:** lack of use of ELPS campus-wide, insufficient data analysis, need for formative assessment and analysis






Problem Statement 7: Second year monitored ESL students are not meeting standard and making adequate yearly progress. **Root Cause 7:** Teachers may not be using language rich strategies and offering language develop support.

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

Performance Objective 2: By May 24, 2019, SJH will grow by 5% on the Math process standard TEKS 6.1(B), 7.1(B), and 8.1(B) as indicated by 2019 STAAR Data.

Evaluation Data Source(s) 2: STAAR 2019, CBAs, DLAs, SLO Documentation

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PROCESS SKILL DEVELOPMENT - The Math Department PLC will focus on the foundational skills of real-world problem solving and analyzing information. Collaboratively, the PLC will develop a pair of proficiency scales that scaffold learning along a continuum. These scales will allow teachers to determine where students are in relation to the objective and track growth. Teachers will identify a specific class that they will track using the scales. Growth related to this foundational skill will be documented three times throughout the year.	Leslie Dulock	Students will become proficient problem solvers in math and across other contents.				
Problem Statements: Student Academic Achievement 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: In Math, students struggle with real-world problem solving and analyzing information, TEKS 6.1(b), 7.1(b), and 8.1(b). Root Cause 3: lack of focus on this specific TEKS, lack of cross-content connections

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

Performance Objective 3: By May 24, 2019, SJH will grow by 5% on the Language Arts process standard Figure 19(d) and 19(f) as indicated by 2019 STAAR Data.

Evaluation Data Source(s) 3: STAAR 2019, CBAs, DLAs, SLO Documentation

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PROCESS SKILL DEVELOPMENT - The Language Arts Department will focus on the foundational skills of students inferring and making links across texts and genres. Collaboratively, each grade-level PLC will develop a pair of proficiency scales that scaffold learning along a continuum. These scales will allow teachers to determine where students are in relation to the objective and track growth. Teachers will identify a specific class that they will track using the scales. Growth related to this foundational skill will be documented three times throughout the year.	Barb Miller	Students will become proficient in making inferences in Language Arts and across other contents.				
Problem Statements: Student Academic Achievement 2						

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 2: In ELA, students struggle in Processing Skills, TEKS Figure 19 (D) and (F), in English Language Arts and Reading. Root Cause 2: lack of complexity in student choice of reading, student readiness level , lack of cross-content focus on literacy

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

Performance Objective 4: By May 24, 2019, SJH will grow by 5% on the Science process standard TEKS 6.2(e), 7.2(e), and 8.2(e) as indicated by 2019 STAAR Data for 8th grade and DLAs for 6th and 7th grade.

Evaluation Data Source(s) 4: STAAR 2019, CBAs, DLAs, SLO Documentation

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PROCESS SKILL DEVELOPMENT - The Science Department PLC will focus on the foundational skills of analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends. Collaboratively, the PLC will develop a pair of proficiency scales that scaffold learning along a continuum. These scales will allow teachers to determine where students are in relation to the objective and track growth. Teachers will identify a specific class that they will track using the scales. Growth related to this foundational skill will be documented three times throughout the year.	Melissa Gonzalez	Students will become proficient in analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends in science and across other contents.				
Problem Statements: Student Academic Achievement 4						

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 4 Problem Statements:


Student Academic Achievement
<p>Problem Statement 4: In Science, students struggle with analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends. Root Cause 4: A focus on the content objectives can distract from the importance of process skills instruction and practice. Scaffolding strategies for scientific investigation and reasoning skills are rarely delineated during planning. Lack of cross-content connections</p>

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

Performance Objective 5: My May 24, 2019, SJH will grow by 5% on the Social Studies process standard TEKS 6.21(B), 7.21(B), and 8.29(B) as indicated by 2019 STAAR Data for 8th grade and DLAs for 6th and 7th grade.

Evaluation Data Source(s) 5: STAAR 2019, CBAs, DLAs, SLO Documentation

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PROCESS SKILL DEVELOPMENT - The Social Studies Department PLC will focus on the foundational skills of identifying cause and effect. Collaboratively, the PLC will develop a pair of proficiency scales that scaffold learning along a continuum. These scales will allow teachers to determine where students are in relation to the objective and track growth. Teachers will identify a specific class that they will track using the scales. Growth related to this foundational skill will be documented three times throughout the year.	Nakesha Smith	Students will become proficient in identifying cause and effect in Social Studies and other content areas.				
Problem Statements: Student Academic Achievement 5						
						

Performance Objective 5 Problem Statements:


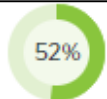




Student Academic Achievement
Problem Statement 5: In Social Studies, the processing skill of cause and effect needs improvement. Root Cause 5: lack of continuity of application of processing skills between grade levels, lack of cross-content connections

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

Performance Objective 6: With a focus on language-rich engagement strategies in all classrooms, the percentage of the EL (Current and Monitored) sub-population that meet or "Approaches Grade Level" or above will increase by 5% on all 2019 STAAR.

Evaluation Data Source(s) 6: STAAR 2019, CBAs, DLAs, learning walk forms

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) LANGUAGE-RICH ENGAGEMENT - The ESL Department will highlight language-rich environment strategies to share with Instructional Coaches and Department Chairs. ICs and DCs will share strategies with teachers, who will incorporate strategies in their classroom. PLC agendas will include discussion time of strategy use. Additionally, learning walk feedback will include language-rich environment.	Bethany Cobb	English Language Learners will increase their academic achievement and language proficiency.				
	Problem Statements: Student Academic Achievement 6, 7, 8					
2) LEARNING WALK PROCESS - The administrative team will create a learning walk form that will include language-rich environment strategies. This form will be used to provide group data and feedback to individual teacher.	Mark McCord	English Language Learners will increase their academic achievement and language proficiency.				
	Problem Statements: Student Academic Achievement 6					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 6 Problem Statements:






Student Academic Achievement
Problem Statement 6: As a sub-population, English Language Learners did not meet adequate progress in the growth measure of STAAR. Root Cause 6: lack of use of ELPS campus-wide, insufficient data analysis, need for formative assessment and analysis
Problem Statement 7: Second year monitored ESL students are not meeting standard and making adequate yearly progress. Root Cause 7: Teachers may not be using language rich strategies and offering language develop support.
Problem Statement 8: In Social Studies, ELL and SPED students struggle with academic vocabulary Root Cause 8: lack of language-rich environment, lack of vocabulary strategies

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: SJH will increase the identified number of students in the Gifted and Talented program to 5% of the student population by August 2019.

Evaluation Data Source(s) 1: GT Enrollment, GT Testing Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) GIFTED & TALENTED IDENTIFICATION - We will meet our goal of an identified GT population of 5% by targeting testing information to our students, parents, and teachers with the following actions:</p> <ul style="list-style-type: none"> - Target student interest with announcements at lunch and fliers around the school. - Provide easy access to testing information in the counselor's suite. - Parents of students enrolled in Pre-AP courses will receive mailings with GT testing information. These mailings will outline the long-term benefits of students being placed in a GT track. - Work with all teachers to learn how to identify specific gifted characteristics of our low SES population. - Target social media audience through eNews, Facebook, Twitter, Canvas, and Scrolling Announcements. 	Tanya Swindell	Increase awareness of the GT Program for students, parents, staff, and other community stakeholders.				
<p>Problem Statements: Demographics 1</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: At 3.5%, SJH identified Gifted and Talented students is lower than the district average of 7.3%. **Root Cause 1:** Parents in the community are unfamiliar with the identification and process for students to get tested for the program. Staff awareness of the Gifted and Talented Program is lacking.

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: By August 31, 2019, 90% of current staff will have returned for the 2019-2020 school year, excluding those who accepted promotions.

Evaluation Data Source(s) 1: retention rate, application process review; comparison of resumes received and interviews

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) STAFF RETENTION & RECRUITMENT - A rigorous multiple-stage process will be used to ensure quality staff are hired. For each posted position, a first round interview team will be formed. The team will be led by an Assistant Principal. Seated on the team will be the content Instructional Coach, the Department Chair, and at least one member of the grade level team. The team will conduct resume reviews and invite 3-7 quality candidates to be interviewed. This interview will focus on the candidate's pedagogical skills and fit with the team. The interview team will recommend one or two candidates to the second level. At the second level, the Principal and an Assistant Principal will look for philosophical alignment of the candidate to the SJH Culture.	Mark McCord	Highly qualified staff who are aligned with the culture of our school will be identified and hired.				
	Problem Statements: School Processes & Programs 2					
2) MENTORING PROGRAM - A robust mentoring program will be developed that provides support for our new teachers. The lead mentor will organize monthly meetings to support these teachers. Buddy mentor teachers will be assigned to give ongoing support directly to the new teachers.	Taylor Brunet	New teachers will remain on our staff.				
	Problem Statements: School Processes & Programs 2					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Our student enrollment is growing dramatically creating the need to add new staff and retain current staff. There is a disparity between the demographics of the SJH staff and the student population. **Root Cause 2:** competitive applicant pool

Goal 4: 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: By August 2019, parent and community membership will meet or exceed 32% of the total enrolled students.

Evaluation Data Source(s) 1: PTSA membership data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A communication plan will be developed in coordination with the PTSA Executive Board and the Principal to market membership into the PTSA. PTSA membership tables will be set up at major school-wide events throughout the year.	Mark McCord	Increased engagement will result in a positive perception of our campus.				
	Problem Statements: Demographics 2					
2) Stockdick Jr. High will participate in a parent engagement night sponsored by the KISD Communications Department. We will purposefully invite parents who were previously disengaged from the school community as an outreach to them.	Mark McCord	Increased engagement will result in a positive perception of our campus.				
	Problem Statements: Demographics 2					
3) A Spanish-speaking parent night will be hosted by SJH. The purpose will be to connect our Spanish-speaking parents to the school and district community.	Mark McCord	Increased engagement will result in a positive perception of our campus.				
	Problem Statements: Demographics 2					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 2: Only 162 parents and community members joined PTSA. With a population of 750 students the percentage of representation was only 22%. Root Cause 2: Parents don't always understand what types of engagement opportunities exist as part of the PTSA. This is especially true of single-parent families and in families that both parents work outside the home.

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By May 24, 2019, perception regarding student leadership opportunities will increase, according to parent survey, by 20%.

Evaluation Data Source(s) 1: Parent Survey, Leadership organization enrollment data, club participation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) STUDENT LEADERSHIP - Sponsors of clubs and organizations will work collaboratively to advertise opportunities to serve and lead within and beyond SJH. Community awareness strategies will be developed and aligned with the Culture of Leadership. Sponsors will use social media and traditional forms of communication to deliver information regarding leadership opportunities to students and parents.	George Liverman	Students, parents, and community members will become more aware of and active in clubs and organizations that promote leadership and service to others.				
Problem Statements: Perceptions 1, 2						
2) CHARACTER STRONG - Leadership skills will be developed through Character Strong lessons delivered every Wednesday through Advisory classes. Counselors will provide and monitor curriculum for teachers to deliver.	Lauren Merriman	Students will gain a deeper understanding of leadership and the importance of service to others through social skills lessons.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Through the parent survey, only 52% agreed that their child had ample opportunities to be a leader. Root Cause 1: Specific leadership competencies have yet to be identified and or taught. A lack of an advisory program that addresses this need was problematic.
Problem Statement 2: Through the parent survey, only 50% agreed that their child had ample opportunities to be in service to others. Root Cause 2: In our first year, our relatively small staff was very pressed to meet all their curricular and extra-curricular expectations. This resulted in a small number of club opportunities for our learners.

State Compensatory

Personnel for Stockdick Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lindsay Bui	Reading Interventionist	Read 180	1
Sarah Bauguss	Math Interventionist	Math Lab	1
Vacant Position	Reading Interventionist	Read 180	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Mark McCord	Principal
Administrator	Christopher Bailey	Assistant Principal for Student Support
Administrator	Diana Sarao	Assistant Principal
Administrator	Karla Beek	Assistant Principal
Non-classroom Professional	Taylor Brunet	Testing Facilitator
District-level Professional	Natalie Bass	District Dyslexia Evaluator
Classroom Teacher	Bethany Cobb	English Language Teacher
Classroom Teacher	Patricia Cuellar	8th Grade Social Studies Teacher
Non-classroom Professional	Leslie Dulock	Math Instructional Coach
Classroom Teacher	Wendy Faith	7th Grade Language Arts Teacher
Classroom Teacher	Amanda Faubion	Special Education In-class Support Teacher
Classroom Teacher	Erin Freeland	8th Grade Math Teacher
Non-classroom Professional	Melissa Gonzalez	Science Instructional Coach
Non-classroom Professional	Sean Heller	Librarian
Parent	Ruben Jimenez	Parent
Paraprofessional	Gay Jones	Campus Secretary
Classroom Teacher	Alisha Kreek	7th Grade Science Teacher
Community Representative	Rosanne Lopez	Community Member
Non-classroom Professional	Barb Miller	Language Arts Instructional Coach
Non-classroom Professional	Nakesha Smith	Social Studies Instructional Coach
Parent	Erica Thompson	Parent
Classroom Teacher	Randy Woodring	Campus Athletic Coordinator
Classroom Teacher	George Liverman	Band Director
Non-classroom Professional	Lauren Merriman	Counselor
Parent	Angela Newkirk	Parent

Parent	Autumn Christiansen	Parent
Parent	Ramiro DeJesus	Parent
Parent	Jennifer Valdez	Parent
Business Representative	Tammy Fletcher	Chick-fil-a Community Outreach Coordinator

Addendums

***TEXAS EDUCATION AGENCY
2017 Accountability Summary***

Stockdick Junior High

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**No TEA performance report accountability
summary data available - new campus**

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Student Profile



Student Statistics

This page intentionally left blank - No PEIMS Snapshot demographic or attendance data available - new campus