

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

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Our mission is to ensure the academic and personal growth of each student through enriching experiences focusing on collaboration, creativity, and critical thinking. We will prepare our students to be productive citizens and future leaders by setting high expectations and holding them accountable for their actions. We will provide a safe, inclusive learning community by encouraging effective and open communication and by respecting and celebrating differences.

## Vision

Cardiff Junior High, in partnership with parents and the community, will empower each student to become a life-long learner who is responsible, productive, and engaged. All who enter the halls of CJH will feel safe, valued, and proud.

## Value Statement

### Core Values

Integrity

Respect

Dedication

Safe Environment

Accountability

Collaboration

Growth Mindset

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# Comprehensive Needs Assessment

## Needs Assessment Overview

A Comprehensive Needs Assessment was completed on April 30, 2019 for school year 2019-20. The committee was comprised of various school stakeholders whose names are documented in another section of this plan. The committee met for a five hour working session. The larger group was divided into four subgroups. Group 1 focused on school climate using a recent staff survey as a data source. Group 2 focused on student discipline and attendance using a disaggregated report of discipline referrals and longitudinal attendance data. Group 3 focused on parent and community engagement using a recent Katy ISD k12 Insight Parent Survey as their data source. Group 4 focused on students' academic progress using the following data reports: STAAR Performance Levels, 2017-2018; STAAR Progress, 2017-2018; STAAR SPED Inclusion & Resource, 2017-2018; & TELPAS 2017-2018. Each subgroup was given time to review and discuss the data, identify problem statements, identify root causes, and recommend objectives with supporting strategies. Each subgroup presented their findings to the larger group and submitted their written recommendations to the Principal for inclusion in the CIP.

# Demographics

## Demographics Summary

Cardiff Junior High is a 6-8 grade campus on the east side of Katy ISD that opened in 2008. We serve two geographic suburban areas in the northeast quadrant of the district, including the Westfield area closest to the school and the Bear Creek area near State Highway 6. As of the writing of this plan (May 18, 2019) the current enrollment is 983 students. The campus has a projected enrollment of 1,015 for the 2019-20 school year. The enrollment at Cardiff JH has gradually increased over the past three years. Cardiff Junior High is composed of a diverse student population as follows: Hispanic 67%, White 16%, Black/African American 13%, Asian 3% and 1% claiming 2 or more races. Cardiff has a mobility rate of approximately 15% based on the 2018 Accountability Summary. Additionally, Cardiff's student groups include 75% Economically Disadvantaged, 54.3% At-Risk, 19.8% English Language Learners (ELLs), 13.7% Special Education and 4.6% Gifted and Talented.

The campus has three specialized Special Education Programs 1) Life Skills, 2) JCAP, and 3) PASS. Our Intermediate level EL students are served in Sheltered Classrooms for ELAR and for other core subjects. Additionally, we service EL students who are new to the country and English is not their primary language in a special Newcomer Center. The Newcomer Center serves Newcomer students from 5 other nearby KISD junior high campuses: Mayde Creek, McDonald, Stockdick, Morton Ranch, and Katy.

Due to the high population of EL students, the campus continues to build instructional capacity through purposeful inclusion of effective learning strategies for EL students in lesson planning; appropriate vocabulary instruction using Interactive Word Walls; supporting students with conversation through using Sentence Stems, Conversation Starters, & Turn-&-Talk; increasing verbal capacity through Frequent, Small-Group Purposeful Talk about the learning.

The administration of Cardiff JH is committed to identifying and hiring highly qualified teachers who are willing to grow in their profession and willing to contribute in positive, meaningful ways to student learning and campus culture. Each year the campus leadership, including administration, department chairs, and instructional coaches, participates in the Katy ISD Teacher Fair to seek out the most highly qualified and experienced teachers. Additionally, campus administration attends other teacher fairs that are held on nearby universities or by regional organizations. The campus administration screens for candidates who hold appropriate certifications and ideally have prior experience working with At-Risk students and diverse learners. The campus leadership works collaboratively to promote a culture of integrity, respect, dedication, safety, accountability, collaboration, and a growth mindset. We experience some annual attrition due to retirements and transfers to other campuses in KISD, especially since KISD is a large, fast-growing district. Nonetheless, the campus leadership works to retain teachers by creating a culture of support, appreciate, recognition, and success with students.

## Demographics Strengths

With a diverse student population and a variety of special programs, our students are very accepting. Our students demonstrate the characteristics of Care, Ownership, Life-Long Learners, Team Players and Success (C.O.L.T.S) that we expect to see from them. Through our CAMs Program (Colts As Mentors), students have the opportunity to receive tutoring from a peer when assistance is needed. Student groups such as Student Council, National Junior Honor

Society, No Place for Hate, Cheer, Band, and Orchestra conduct activities each year that contribute to a positive school climate. Students have the opportunity to participate in activities such as, National Geography Bee, Spelling Bee, Talent Show, and Academic Pentathlon. We are making plans to add a robotics/coding club for 2019-20.

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- weekly content PLCs (Professional Learning Communities) and frequent data analysis of student strengths and weakness and identifying gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally and physically. We have several staff members who are "original" to the campus since it's opening in 2008. Our Instructional Coaches do an excellent job of training and developing teachers on an individual and team basis to continue improvements in student learning.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Low frequency of parent attendance at school events. **Root Cause:** For most of our families, both parents are employed and some at two jobs. With a high Hispanic population, language can sometimes be a barrier to higher parent participation.

# Student Academic Achievement

## Student Academic Achievement Summary

Based on the 2019 Accountability Summary Cardiff JH achieved an overall scaled score rating of 85 (or letter rating "B") and the following Performance Domain Scores:

Domain 1: Student Achievement - 80/B (2 point increase over 2018)

Domain 2: School Progress - 89/B (3 point increase over 2018)

Domain 3: Closing the Gaps - 76/C (3 point decrease over 2018)

## Student Academic Achievement Strengths

The table above contains a comparison of STAAR results for the past two years. These results include our Newcomer Center students. While the learning of Newcomer students is just as important as other students and they receive the same instructional care, it is important to point out that comparing the performance of Newcomer students to general education students is not a fair comparison. Newcomer students have a huge challenge of learning core content and the English language at the same time.

For 2019 Cardiff Junior High received TEA Distinction Designation in 6 of 7 areas:

1. English Language Arts & Reading
2. Science
3. Social Studies
4. Comparative Academic Growth
5. Postsecondary Readiness
6. Comparative Closing the Gaps

	Approaches			Meets			Masters		
	2018	2019	Change	2018	2019	Change	2018	2019	Change
6 Reading	67	66	-1	32	30	-2	11	13	+2
6 Math	80	79	-1	39	39	0	9	14	+5
7 Reading	73	77	+4	43	46	+3	25	25	0



7 Math	65	63	-2	20	15	-5	2	1	-1
7 Writing	69	72	+3	35	37	+2	9	12	+3
8 Reading	83	81	-2	45	55	+5	20	25	+5
8 Math	88	89	+1	48	64	+16	8	15	+7
8 Science	73	75	+2	46	45	-1	22	22	0
8 Social Studies	68	66	-2	35	37	+2	18	24	+6

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Overall the campus is achieving incremental growth when looking at a year-over-year comparison of STAAR results for all three performance levels: approaches, meets, & masters. **Root Cause:** Teachers lack training and time to review data to know the academic strengths and weaknesses of students prior to instruction beginning; lack of a system to ensure that student group data is examined on an ongoing basis; teachers need additional training in designing lessons to meet the needs of all students; teachers need additional training to fully understand and implement designated supports.

**Problem Statement 2:** Campus performance data shows that more students need to meet annual growth targets. **Root Cause:** At-Risk students require additional time and support to meet the required rigorous academic expectations. At-Risk students often have significant learning gaps that require more one-on-one, targeted, instruction.

# School Processes & Programs

## School Processes & Programs Summary

The campus adopted a Model of Quality Instruction in 2015 and it continues to be utilized as a guide for instructional planning and improvement. We continue to utilize the Professional Learning Community Model (PLC) and Backward By Design planning for instruction and assessment and to collaborate on ways to improve student performance. The master schedule is designed for content teams to have common planning periods in order to meet with Instructional Coaches to conduct rigorous instructional planning: unwrap the TEKS, complete an assessment blueprint, analyze common assessments for depth of knowledge, plan instructional calendars, plan daily lessons with engaging strategies that support Special Education and ESL learners, etc.

Cardiff JH is well staffed to address the needs of students, monitor and support learning, and maintain a safe and secure learning environment. In order to clearly communicate roles and responsibilities of administration, as well as counselors and support staff, a responsibilities document is disseminated annually to the staff to promote efficient operation. Campus administration meets on a weekly basis to discuss effective organization and operation of the campus. The administrative team meets biweekly with the counseling team to discuss issues and events that relate to upcoming student activities, student recognition's, the social/emotional development of students, Response To Intervention (RTI), etc. Additionally, the Principal meets biweekly with Department Chairs and Instructional Coaches to discuss and plan for instructional improvement, school activities, address relevant/immediate campus concerns and professional development.

Staff members are kept informed of upcoming events in a timely manner through the Campus Calendar on Outlook and the Principal's weekly communication, the Cardiff Carrier.

Cardiff JH is a technology rich campus; we have many technology tools available to students and teachers: three computer labs and a library lab equipped with desktops as well as laptop carts and iPad sets that can be checked out of the library. Additionally, each core department and the electives department has a set of 45+ iPads that they share within the department as needed. ELA classrooms are equipped with JustStands so that iPads can be used as projection devices. Core subject classrooms are equipped with an Apple TV device and a SmartBoard. Because the district allows students to use their own devices for instructional purposes, they are a great supplement to technology equipment provided by the campus. We have iPads and wifi hotspots available for students to checkout from the library if needed at home. Lastly, we have a Classroom Technology Designer assigned to our campus one day a week. She is able to support teachers learning and implementation of technology in the classroom.

For 2018 CJH was approved to receive technology funding for Devices2Go, Bridging the Digital Divide, and Campus Standard Change. We used this funding to primarily purchase Chromebooks to be used in 7th Grade ELAR to increase reading & writing.

Due to the change in junior high school start times in KISD, we have revamped our teacher-directed tutorial plan. As a part of their morning duty teachers will be expected to tutor students a minimum of two mornings per week.

Furthermore for 2019, we expect to receive three additional teachers and additional funding through Title I. The three teachers will be utilized to provide targeted intervention for reading and math. Additional funding will be used to support tutorial programs, PBIS, and programming to promote a culture of

kindness.

### **School Processes & Programs Strengths**

We continue to utilize common assessments CBAs (Campus-Based Assessments) in order to evaluate student attainment of the curriculum and to evaluate and adjust our instructional practices. We also utilize a mid-unit assessment or mid-lesson assessment to better monitor student progress prior to the CBA along with a matrix in which teachers identify students needing additional learning opportunities and those learning opportunities will be provided.

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- Content PLCs (Professional Learning Communities), data analysis of student strengths and weakness and gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally and physically. We have several staff members who are "original" to the campus since it's opening in 2008. Our Instructional Coaches do an excellent job of training and developing teachers on an individual and team basis to continue improvements in student learning.

In the spring of 2019, the campus instituted a Spanish-speaking call center staffed by a campus staff member in which teachers could communicate with our Spanish-speaking only parents. We expect to continue providing this service/support to our teachers going forward. Additionally, in 2019, we added an after-school Homework Lab for students how were not completing their homework. We expect to also continue this support going forward.

Cardiff JH administration and staff communicate upcoming events well in advance in order to allow teaches time to plan adjustments to instruction.

Staff members have immediate access to events through the Campus Outlook Calender.

Events are well-planned and well-executed in order to maintain a safe, orderly, structured learning environment.

Between using Canvas as an interactive technology tool and other technology applications, we have a high level of technology integration in the classroom.

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

**Problem Statement 1:** The campus would like to reduce the number of behavioral incidents resulting in ISS. **Root Cause:** The campus lacks a PBIS system that could focus more on recognizing & reinforcing positive behavior.

# Perceptions

## Perceptions Summary

Parents and the community are kept informed of school activities through a variety of media, which include weekly eNews, a current website, teacher Canvas pages, School Messenger calls, marquee messages, flyers home, Coffee with the Principal and social media. The campus began implementation of Canvas in the spring of 2015 as a learning management tool and to replace TeacherWebs as the online communication tool teachers use to provide information about their classes to parents. Parents have access to some of the assignments and activities that students are doing in class through the ParentViewer of Canvas. Parents and community participate in school events, such as Colt Camp, Open House, WatchDog Dads, Bingo for Books, Fine Arts performances, athletic events, TimeSaver Tuesdays and student award ceremonies. Parents are routinely invited to have lunch with their students throughout the school year in order to maintain involvement with their child.

Overall, Cardiff Junior High maintains a safe, positive and productive school climate for students and staff. Staff members are routinely recognized for their work and contributions to the campus and student learning through highlights in the Principal's weekly Cardiff Carrier newsletter, Staff Member of the Month, acknowledgements in faculty meetings, in social media, year-end celebrations, etc. Student achievement, successes, and accomplishments are recognized through A/B Honor Roll recognition's per six weeks, S.T.A.R.S Program, privileges at lunch for good conduct, incentives, end-of-year award ceremonies, etc. The campus Safe & Civil Schools Team, C3, conducts periodic surveys to evaluate the school's climate and plan interventions for areas of concern.

Based on the review of a staff survey conducted in the spring of 2019, the Needs Assessment Committee identified the topic of "kindness" as an area to grow and develop in our students. This need is also reflected in one of our objectives with strategies in this CIP.

Along with other district secondary campuses, for 2018 CJH will fully implement the expectation that all students and staff wear an ID badge during the school day. All students will be issued a permanent ID at the beginning of the school year. Procedures will be put into place for students to obtain a temporary ID each morning for \$1 and they may purchase a replacement ID at any point in the school year for \$3.

## Perceptions Strengths

Overall, our parents are very supportive when contacted by teachers. We generally experience a strong turnout at Colt Camp and/or Open House.

We continue to have support from the Copperfield-Bear Creek Rotary Club through the donation of 6 Kindles per year that are used for reading incentive awards.

We continue to have support from business partners, such as Chick-fil-A, Foresters Financial, Farmers Insurance and Brazos Valley School Credit Union, Serrano's Taco, and Second Baptist Church. These business partners routinely provide staff discounts and special treats for teachers.

Our faculty demonstrates their support for PTA by achieving approximately 90% PTA annual membership. We have been awarded the Golden Apple award for the past three years.

Cardiff JH offers a variety of extracurricular activities, clubs and other events for students to participate and develop positive connections to school and peers. These activities include: athletics, Fine Arts, Art, Yearbook, Science Olympiad, National Junior Honor Society, Student Council, Colts as Mentors (CAMs), Math Club, Art Club, Reading Club, Bingo for Books, daily announcements, Million Word Stampede, History Club etc.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** : Based on the 2018 Staff Survey, there is a high percentage of staff who feel that students do not treat staff and other students with kindness. **Root Cause:** Lack of parent support; inconsistent & unclear behavior system; engagement in negative social media; variety of unclear expectations from individual teachers.

# Priority Problem Statements

**Problem Statement 1:** Low frequency of parent attendance at school events.

**Root Cause 1:** For most of our families, both parents are employed and some at two jobs. With a high Hispanic population, language can sometimes be a barrier to higher parent participation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Overall the campus is achieving incremental growth when looking at a year-over-year comparison of STAAR results for all three performance levels: approaches, meets, & masters.

**Root Cause 2:** Teachers lack training and time to review data to know the academic strengths and weaknesses of students prior to instruction beginning; lack of a system to ensure that student group data is examined on an ongoing basis; teachers need additional training in designing lessons to meet the needs of all students; teachers need additional training to fully understand and implement designated supports.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** The campus would like to reduce the number of behavioral incidents resulting in ISS.

**Root Cause 3:** The campus lacks a PBIS system that could focus more on recognizing & reinforcing positive behavior.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** : Based on the 2018 Staff Survey, there is a high percentage of staff who feel that students do not treat staff and other students with kindness.

**Root Cause 4:** Lack of parent support; inconsistent & unclear behavior system; engagement in negative social media; variety of unclear expectations from individual teachers.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Campus performance data shows that more students need to meet annual growth targets.

**Root Cause 5:** At-Risk students require additional time and support to meet the required rigorous academic expectations. At-Risk students often have significant learning gaps that require more one-on-one, targeted, instruction.

**Problem Statement 5 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

## **Student Data: Behavior and Other Indicators**

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



- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

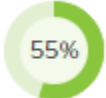


## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** CJH will achieve a 5% increase in scores at Meets Grade Level Performance on STAAR in Science, Social Studies and Writing.;

CJH will achieve a 5% increase in the number of student showing progress on the Math and Reading STAAR.

**Evaluation Data Source(s) 1:** 2019 & 2020 State Accountability Report

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will work in highly effective PLCs to plan lessons to promote learning for ALL students using the Backward by Design planning model. Teams will meet on a weekly basis and more frequently as needed to plan their unit calendars, plan assessments (including CBA & formative), create daily lessons, and determine interventions/reteach as needed.		Departmental Instructional Coach and Departmental Administrator	Intentional planning for quality first-teach instruction.				
2) Teachers will include in lesson plans how they will assess mastery of standards for ALL students on a daily basis and will include steps for how they will reteach content to students who do not show mastery.		Administrator for each core content when reviewing weekly lesson plans.	Increase learning of all student groups by providing immediate and timely intervention.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Teachers will analyze data prior to the beginning of school to identify strengths and weaknesses of individual students and student groups, especially At-RISK students and EL students (review TEKS performance by student, by objective). Identify adjustments that need to be made for instructional planning & delivery.		Instructional coaches	Teachers will have time before the first day of school to know background data information of their students and begin to plan targeted first teach lessons to meet the needs of their students.				
4) Content PLCs will meet twice per six weeks for data meetings to analyze data to identify strengths and weaknesses of students in objectives by students/student groups; identify adjustments that will be made to instructional planning & delivery.		Instructional Coaches	Teachers will consistently monitor the growth of student progress on TEKS to design or adjust instruction and activities as needed for student success.				
5) Teachers will plan, monitor, and adjust instruction using small group/differentiated instruction based on the individual strengths and needs of their students. Professional development on small group instruction and teacher support will be provided by the Instructional Coaches.		Instructional Coaches	Instruction will be tailored to meet students at their needs based on student readiness, interest, and learning style leading to improved student outcomes				
6) Teachers will utilize ELT and Advisory to provide additional instruction and support to students based on results of formative assessments & CBA's.		Instructional Coaches	Increase learning of all student groups by providing immediate and timely intervention.				
7) Teachers will provide on-going, teacher-directed, before and after school tutorials available to ALL students. Provided by core subject teachers (including SPED & ESL teachers) at least two days per week.		Student Support Administrator	Increase content retention and relearning for ALL students by early intervention and support.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
8) The campus will provide tutorials to targeted groups of AT-RISK students, specifically EL and SPED students. These will be tutorials in which selected teachers will receive extra duty pay. Selection of students will be based on a review of data from common assessments and DLAs for lowest mastered TEKS. Tutorials will be provided in both the fall and spring semester. Bus transportation will be provided.		Student Support Administrator	Increase mastery of content standards for identified AT-RISK students, especially SPED & ESL.				
<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I Part A - 10000.00							
9) Teachers of GT and Pre-AP students will provide WELL-ROUNDED instruction to meet the needs of advanced learners that may include passion projects, independent projects, real world applications, and compacting curriculum units.		Content Instructional Coaches	Increase student motivation and learning through choice, independence, and creativity.				
<b>TEA Priorities</b> Build a foundation of reading and math	2.4, 2.6	Student Support Administrator	Increased mastery of content standards.				
10) Provide supplemental instructional materials, technology, and professional development in core subject areas to ensure mastery of TEKS.	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I Part A - 132699.00						
11) Provide three additional intervention teachers to address the needs of those at-risk of not meeting state standards.	2.6	Principal	Increased mastery of content standards and scores on STAAR.				
<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I Part A - 198301.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Campus performance data shows that more students need to meet annual growth targets. <b>Root Cause 2:</b> At-Risk students require additional time and support to meet the required rigorous academic expectations. At-Risk students often have significant learning gaps that require more one-on-one, targeted, instruction.

## Student Academic Achievement

**Problem Statement 1:** Overall the campus is achieving incremental growth when looking at a year-over-year comparison of STAAR results for all three performance levels: approaches, meets, & masters. **Root Cause 1:** Teachers lack training and time to review data to know the academic strengths and weaknesses of students prior to instruction beginning; lack of a system to ensure that student group data is examined on an ongoing basis; teachers need additional training in designing lessons to meet the needs of all students; teachers need additional training to fully understand and implement designated supports.

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

**Performance Objective 2:** CJH will achieve a 5% increase in EL scores at Meets Grade Level Performance on STAAR in Science, Social Studies and Writing; CJH will have a 5% increase in the number of EL students showing progress on the Math and Reading STAAR.

**Evaluation Data Source(s) 2:** 2019 & 2020 State Accountability Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) CJH will focus on increasing learning of all AT-RISK and EL students. Teachers will analyze TELPAS data to know EL students' proficiency levels prior to the beginning of school to target strengths and weaknesses and identify instructional implications.		Instructional Coach	Teachers will have time before the first day of school to know background data information of their students and begin to plan targeted first teach lessons to meet the needs of their students.				
2) Professional development will be provided for teachers on how to design supports for different proficiency levels of EL students.		Content Instructional Coaches	Increase use of best practice instructional strategies to support EL learners and lead to increased assessment scores.				
3) Teachers will routinely use high yield strategies including visual supports, turn and talk, and critical writing in lesson planning and instruction. Lessons are adapted based on the needs of students and content. These strategies will be indicated on lesson plans.		Administrator for each core content.	Students will be actively engaged in the content thereby increasing student participation and performance.				
4) Review of EL student progress will occur for each core content at the end of each six weeks. Teams will meet with IC to review EL students who are not demonstrating academic success based on results of CBAs. Discussion and documentation will include what steps have been taken to help students be successful and what steps will be taken for the next six weeks.		Instructional Coach	By monitoring a variety of student data teachers will better be able to diagnose and intervene critical areas impacting student growth and performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) The campus will provide after-school tutorials to targeted groups of AT-RISK students, specifically EL and SPED students. These will be tutorials in which selected teachers will receive extra duty pay. Selection of students will be based on a review of data from common assessments and DLAs for lowest mastered TEKS. Provide tutorials in both the fall and spring semester. Bus transportation will be provided.		Student Support Administrator	Increase mastery of content standards for identified AT-RISK students, especially SPED & ESL.				
	<b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I Part A - 10000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**








Student Academic Achievement
<b>Problem Statement 2:</b> Campus performance data shows that more students need to meet annual growth targets. <b>Root Cause 2:</b> At-Risk students require additional time and support to meet the required rigorous academic expectations. At-Risk students often have significant learning gaps that require more one-on-one, targeted, instruction.

## Goal 2: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Increase a culture of kindness as measured by a staff survey. The objective is to show a 15% increase in staff member who agree or strongly agree that students treat staff and other students with kindness.

**Evaluation Data Source(s) 1:** Comparison of 2019 & 2020 Staff Survey Data.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Kindness projects will be completed by campus student leadership groups and staff: STUCO, NJHS, CAMS, Athletics, NPFH, & Cheer/Pep Squad.		Group Sponsors	Increased student demonstration of kindness towards staff & peers.				
2) A schedule will be developed in which student groups will take part in celebrating staff appreciations (CAMs, NJHS, Student Council, No Place For Hate).		Counselors	Increase the number of students actively contributing to a positive school climate.				
3) Advisory teachers deliver character lessons created by counselors.		Assigned Counselor	Increased student demonstration of kindness towards staff & peers.				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I Part A - 4000.00							
4) Motivational speakers/presenters will be scheduled for student assemblies.		Assigned Counselor	Increased student demonstration of kindness towards staff & peers.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 - Title I Part A - 2000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:



### School Processes & Programs

**Problem Statement 1:** The campus would like to reduce the number of behavioral incidents resulting in ISS. **Root Cause 1:** The campus lacks a PBIS system that could focus more on recognizing & reinforcing positive behavior.

### Perceptions

**Problem Statement 1:** : Based on the 2018 Staff Survey, there is a high percentage of staff who feel that students do not treat staff and other students with kindness. **Root Cause 1:** Lack of parent support; inconsistent & unclear behavior system; engagement in negative social media; variety of unclear expectations from individual teachers.

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** We will implement a PBIS system to recognize and reinforce positive student behavior.

**Evaluation Data Source(s) 2:** Comparison of 2019-2020 discipline data.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) A campus committee will establish & review a PBIS reward/recognition program.		Assigned assistant principal	Identify behavior to target and develop a consistent reward system.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 - Title I Part A - 2500.00						
2) Training will be provided to the staff for a campus wide PBIS program.		Assigned Assistant Principal	All staff will understand the purpose and components of the campus PBIS plan.				
3) Professional development and related resources for Capturing Kids Hearts will be provided to teachers to develop a mindset of positive recognition and relationship building with students.		Principal	Increase staff awareness of the effects of positive reinforcement and relationships.				
	<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 - Title I Part A - 5000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> : Based on the 2018 Staff Survey, there is a high percentage of staff who feel that students do not treat staff and other students with kindness. <b>Root Cause 1:</b> Lack of parent support; inconsistent & unclear behavior system; engagement in negative social media; variety of unclear expectations from individual teachers.


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

**Performance Objective 1:** Focusing on one of the critical questions of a PLC, "How will we know that students have learned what we intended for them to learn?" CJH core content teams will increase their use of formative assessment to increase learning.


**Evaluation Data Source(s) 1:** Increase in STAAR scores for all three performance levels across all grade levels.

#### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will include in their daily lesson plans how they will assess for mastery of the lesson objective and what they will do for students who do not demonstrate mastery. Teachers will complete a mid-unit assessment matrix prior to each CBA to identify which students are struggling and how & when intervention/reteach will be provided.		Administrator for core department	Narrow the window for students to receive intervention in order to master the standards.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

## 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:** Increase CJH parent & family engagement at the campus.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) The campus will communicate with parents/families through school call outs in English & Spanish		Principal's Secretary					
2) Set up community meetings at Bear Creek Elementary to deliver information, in English and Spanish, to parents who cannot commute to Cardiff.		Principal/Assistant Principal coordinating various campus events.	Increase parental awareness and understanding of school activities, events, and processes that contribute to their child's success.	0%	0%	0%	
3) Send out a weekly communication/email/newsletter to parents with events for the upcoming week.		Assigned Counselor		0%	0%	0%	
4) Increase student incentives (raffles) for those students that have parents that come to school events.		Assistant Principal/Counselor coordinating various events.		0%	0%	0%	
5) Create a Colt Camp for parents in dual languages providing information on campus events while students explore the campus in a fun, interactive way.		Assigned Assistant Principal		0%	0%	0%	
6) Increase staff member involvement in community outreach and or committees.		Department Chairs		0%	0%	0%	
7) Revamp Watchdog Dad Orientation Night to be more of a dad/child Game Night.		Assigned Staff Program Coordinator	Increase turnout of dads and in turn increase sign-ups for Watchdog Dad Program.	0%	0%	0%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
8) Implement a new mom & child event, similar to Watchdog Dads.		Assigned staff program coordinator	Increase parental involvement by moms.				
9) Implement an effective parent and family engagement program in both English and Spanish. This will be accomplished through activities such as: curriculum nights; parent meetings, held at variety of days and times; professional development; distribution of the Title I Parent and Family Engagement Policy; and ongoing communication in a variety of formats and dual language (English and Spanish).	3.1, 3.2	Counselor	Increased parent participation				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - Title I Part A - 4196.00						
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Low frequency of parent attendance at school events. <b>Root Cause 1:</b> For most of our families, both parents are employed and some at two jobs. With a high Hispanic population, language can sometimes be a barrier to higher parent participation.


## Goal 5: 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:** CJH staff will feel proud to work at Cardiff JH as evidenced by a scoring of 80% or above on the related annual staff survey question.

**Evaluation Data Source(s) 1:** Annual Staff Survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Routinely recognize staff members for accomplishments and positive contributions.		Principal	Create a positive campus culture.				
2) Recruit and screen for highly qualified staff who ideally have had experience working with high At-Risk populations.		Principal					
3) Maintain lines of open, honest communication through regular, collaborative meeting structures -- weekly Ad Team meetings, weekly PLC meetings, monthly department meetings, bi-weekly Leadership Team meetings, bi-weekly Principal/IC meetings.		Principal	Address needs and concerns in a timely manner before they compound into more deeply rooted problems; maintain an informed staff who are knowledgeable about expectations, procedures, & processes.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

# State Compensatory

## Personnel for Cardiff Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LTS (Vacant)	6th Grade Math Block	STAAR Intervention	
Mannion, Deidra	7th Grade Read 180	Reading Intervention	
Otte, Melissa	8th Grade Math Block	STAAR Intervention	
Sutherland, Justin	6th Grade Reading Block	STAAR Intervention	
Wilson, Nicole	8th Strategic Reading	STAAR Intervention	

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

A Comprehensive Needs Assessment was completed on April 30, 2019 for school year 2019-20. The committee was comprised of various school stakeholders whose names are documented in another section of this plan. The committee met for a five hour working session. The larger group was divided into four subgroups. Group 1 focused on school climate using a recent staff survey as a data source. Group 2 focused on student discipline and attendance using a disaggregated report of discipline referrals and longitudinal attendance data. Group 3 focused on parent and community engagement using a recent Katy ISD k12 Insight Parent Survey as their data source. Group 4 focused on students' academic progress using the following data reports: STAAR Performance Levels, 2017-2018; STAAR Progress, 2017-2018; STAAR SPED Inclusion & Resource, 2017-2018; & TELPAS 2017-2018. Each subgroup was given time to review and discuss the data, identify problem statements, identify root causes, and recommend objectives with supporting strategies. Each subgroup presented their findings to the larger group and submitted their written recommendations to the Principal for inclusion in the CIP.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The recommendations from the Campus Needs Assessment meeting were written into a draft Campus Improvement plan. The Committee met again on Thursday, May 23rd to review the draft, make additional recommendations, and approve the final draft.

### **2.2: Regular monitoring and revision**

The 2019-20 CIP will be communicated to the staff during the week of teacher return prior to the start of school. Training will be provided to stakeholders who have direct responsibility for implementation. The plan will be monitored and updated quarterly by members of the Ad Team, Instructional Coaches, Counseling staff, and Department Chairs.



## **2.3: Available to parents and community in an understandable format and language**

A copy of the CIP will be made available to all parents on the campus website, at the front office, at parent events intended to educate our parents/community about Title I supports, and copies will be delivered to locations, such as apartment complexes. A statement will be included on the parent compact regarding the locations of the CIP.

## **2.4: Opportunities for all children to meet State standards**

The CIP includes objectives and strategies designed for ALL children to make academic growth and meet rigorous state standards, such as Reading/Writing Workshop, guided reading, small group instruction, Extended Learning Time, before/after school tutorials, self-leveling, computer-based reading improvement program, Comprehension Toolkit for ELAR. For math, guided math, small group instruction, self-leveling computer-based math intervention, extended learning time, before/after school tutorials, and tutorials for all.

## **2.5: Increased learning time and well-rounded education**

The CIP includes opportunities for increased learning time, specifically during rotating Advisory, before school tutorials, and before school targeted tutorials. Students will be provided a well-rounded education by having opportunities to participate in projects such as Passion Projects, Independent Learning Projects, and Compacting the Curriculum units.

## **2.6: Address needs of all students, particularly at-risk**

At-Risk learners, specifically ELL and SPED students will be identified for targeted morning tutorials that will occur weekly throughout the year. They will receive the same supports as communicated in 2.4 above: The CIP includes objectives and strategies designed for ALL children to make academic growth and meet rigorous state standards, such as Reading/Writing Workshop, guided reading, small group instruction, Extended Learning Time, before/after school tutorials, self-leveling, computer-based reading improvement program, Comprehension Toolkit for ELAR. For math, guided math, small group instruction, self-leveling computer-based math intervention, extended learning time, before/after school tutorials, and tutorials for all. Additionally, At-Risk learners will receive targeted instruction and intervention from a math and ELAR Title I Intervention teacher.

The campus has a number of supports in place to assist students and parents with making the transition from elementary to junior high and from junior high to high school. Each year our counselors, Principal, and Assistant Principal meet with the 5th grade students to share our excitement about their promotion to junior high along with important information that will orient them to junior high. Along with this visit, these 5th grade students will visit our campus to tour the campus and receive information about elective programs, such as performing arts. Fifth grade parents are invited to attend a Curriculum Night in

which we go into greater detail with them about what to expect in junior high and what to expect from their classes. Prior to the start of school the campus hosts a Colt Camp night in which the incoming 6th graders get to pick up their schedule, meet some of their teachers, and tour the campus in order to start building positive relationships and reduce their anxiety about starting junior high. To assist 8th graders with the transition to high school, a high school counselor meets with our 8th grade students to discuss high school courses, what to expect in high school, and how to be successful. The eighth grade instructional program includes Pre-AP courses and some high school credit classes in that will begin to prepare students for the additional academic rigors of high school. Our 8th grade counselor meets with each 8th grader individually to discuss their high school course selection worksheet and their chosen endorsement pathway. Eight graders and their parents attend a high school open house to meet some of the staff, tour the campus, and learn more about how to be successful in high school.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

A Parent and Family Engagement Committee will meet before the start of the 2019-20 school year to draft and approve a Parent and Family Engagement Policy. The policy and compact were approved by the committee on August 28, 2019. The policy will be available to parents on the school website and will be distributed at events such as Colt Camp, Open House, 6th Grade Curriculum Night, Watchdog Dads, and other parent events.

### **3.2: Offer flexible number of parent involvement meetings**

The follow is a list of parent involvement activities provided throughout the year. The list does not include athletic & fine arts events and other ongoing volunteer opportunities, such as Timesaver Tuesday, PTA volunteers, KEYS mentoring, dance volunteers, etc. Some events will be offered during the school day, in the evening at school, and in the evening at certain locations within the community, such as apartment complexes in the Bear Creek area.

- Colt Camp - August
- Open House - September
- Watchdog Dads - September
- Art Night - November
- 6th Grade Curriculum Night - January
- Bingo for Books - February
- Color Run - March
- 8th Grade Career Fair - April

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
New Position 2019-20	6th Grade Math Interventionist	Math Intervention	
New Position 2019-20	7/8th Grade Math Interventionist	Math Intervention	
New Position for 2019-20	6-8th Grade Reading Interventionist	Reading Intervention	

# Parent & Family Engagement Committee 2019-20

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Zandra Guevara	Counselor
Classroom Teacher	Nathaly Carrasco	Teacher
Non-classroom Professional	Qiana Pennix	Counselor
Classroom Teacher	Melissa Otte	Teacher
Parent	Gabriel Valencia	Parent
Parent	Jennifer Valencia	Parent
Parent	Carolina Fonseca	Parent
Parent	Krystle Creley	Parent
Parent	Blanca Tovar	Parent

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Scott Rounds	Principal
Administrator	Lisa Forney	Assistant Principal
Classroom Teacher	Camilla Reddix	Teacher
Classroom Teacher	Mary Clark	Teacher
Non-classroom Professional	Lindsey Stevens	Instructional Coach
Paraprofessional	Helen Valero	PASS Paraprofessional
Administrator	Han Kang	Assistant Principal
Non-classroom Professional	Marsha Brown	ELAR Instructional Coach
Administrator	Antonia Young	Assistant Principal
Non-classroom Professional	Zandra Guevara	Counselor
Classroom Teacher	Dan Brodt	Assistant Band Director
Parent	Jennifer Valencia	Parent
Administrator	Saundra Knox	Assistant Principal
Classroom Teacher	Amanda Ward	Teacher
Classroom Teacher	Agnes Forde	SPED Teacher
Classroom Teacher	Rebecca Dornhorst	Social Studies Teacher
Non-classroom Professional	Karen Pennywell	Science Instructional Coach
Community Representative	Judi Paul	Community Representative
District-level Professional	Allison Matney	District Representative
District-level Professional	H.C. Grimet	Curriculum Specialist
Non-classroom Professional	Suzi Hoelscher	Math Instructional Coach

# District Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Tutorials		\$10,000.00
1	1	10	Instructional Materials		\$71,500.00
1	1	10	Professional Development		\$61,199.00
1	1	11	Title I teachers		\$198,301.00
1	2	5	Tutorials		\$10,000.00
2	1	3	Character Curriculum		\$4,000.00
2	1	4	Character program		\$2,000.00
2	2	1	Program Software		\$2,500.00
2	2	3	Professional Development		\$5,000.00
4	1	9	Snacks, materials and extra duty pay for events; professional development registration		\$4,196.00
<b>Sub-Total</b>					\$368,696.00
<b>Grand Total</b>					\$368,696.00

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**CARDIFF J H (101914051) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		85	B
<b>Student Achievement</b>		80	B
<a href="#">STAAR Performance</a>	49	80	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		89	B
<a href="#">Academic Growth</a>	68	74	C
<a href="#">Relative Performance (Eco Dis: 74.0%)</a>	49	89	B
<a href="#">Closing the Gaps</a>	53	76	C

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned