

# Katy Independent School District

## Katy Junior High

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

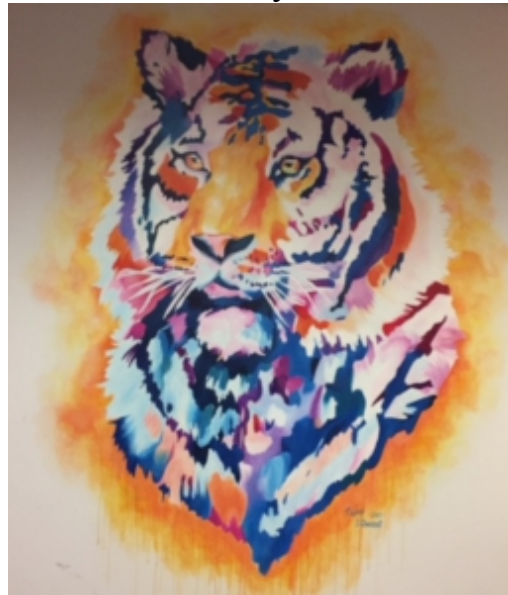
Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Do your best, always do the right thing, and treat others the way you want to be treated.

## Vision

*To be AWESOME and GROW daily!*

## Value Statement

*Katy Junior High, "A Tradition of Excellence!"*

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Overall, we are doing quite well as a school. Our goal is to continue to make progress on a daily basis with every student in the building. We have the resources to make this possible. Structures have been created to strengthen our ability to make progress happen. We simply have to work smarter and develop ways to meet the academic needs of our most challenging sub-groups; EL and SPED learners. We are blessed to have a supportive central office and an awesome community!

# Demographics

## Demographics Summary

Katy Junior High is the oldest junior high in Katy ISD. It is a school steeped in tradition with a history of Academic Excellence. Katy Junior High one of the largest At-Promise junior highs in the district. Even so, KJH outperforms the State on an annual basis and is at or near the top of the scale when compared to other At-Promise junior highs relative to academic performance in Katy ISD.

Katy Junior High has a staff of 103.6 total employees:

Professional Staff 88.5%:

14.6% African American, 5.4% Hispanic, 73.3% White, 4% Asian, 1.3% Pacific Islander and 1.3% Two or More races.

Experience:

Beginning 4%, 1-5 years 14.7%, 6-10 years 24.3%, 11-20 years 41.7%, over 20 years 15.3%. Average years of teaches on the campus is 12.8.

14.6% African American, 5.4% Hispanic, 73.3% White, 4% Asian, 1.3% Pacific Islander and 1.3% Two or More races.

Experience:

Beginning 4%, 1-5 years 14.7%, 6-10 years 24.3%, 11-20 years 41.7%, over 20 years 15.3%. Average years of teaches on the campus is 12.8.

14.6% African American, 5.4% Hispanic, 73.3% White, 4% Asian, 1.3% Pacific Islander and 1.3% Two or More races.

Experience:

Beginning 4%, 1-5 years 14.7%, 6-10 years 24.3%, 11-20 years 41.7%, over 20 years 15.3%. Average years of teaches on the campus is 12.8.

72.2% Teachers, 12.5% Professional Support, 3.9% Campus Administrators and 11.5% Educational Aides.

Ethnic Breakdown:

14.6% African American, 5.4% Hispanic, 73.3% White, 4% Asian, 1.3% Pacific Islander and 1.3% Two or More races.

Experience:

Beginning 4%, 1-5 years 14.7%, 6-10 years 24.3%, 11-20 years 41.7%, over 20 years 15.3%. Average years of teaches on the campus is 12.8.

## Student Ethnic Distribution:

Total Students 1,039

7.8% African American, 46.8% Hispanic, 40.7% White, .2% American Indian, 1.8% Asian, .3% Pacific Islander and 2.4% Two or More Races

43.3% Economically Disadvantaged, 9% English Learners and 45.6% At-Risk

Mobility Rate 10.5%

## Demographics Strengths

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

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. The attendance rate at Katy Junior High remains strong. We have remained above 96% for the last 4 years. This year our rate was 96.6%.
3. No students withdrew during 2015-2016 because they were unhappy with our campus.
4. Students at Katy Junior High are very accepting of new students regardless of race or ethnicity.

We hire the best "fit" for each and every opening, regardless of the applicant's demographic background. While we do recognize the need for strong ethnic role models at any campus, especially one like ours where we have a minority, majority, it is just as critical to hire the best teachers available! Efforts have been made to recruit diversity. Some jobs require bilingual hires.

Once hired, we offer teachers new to the profession a mentor and new to KJH a buddy. We want to hire and retain the best of the best on an annual basis. The district provides Professional Development as does the campus. Our PD is based upon the needs of our students and teachers and is determined at the end of each year when STAAR scores arrive and an informal needs assessment is done with the faculty.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We are not successfully meeting the needs of each of our student groups when it comes to student achievement and must work to improve achievement for ESL, Eco. Dis, LEP and SPED students. **Root Cause:** Historically, these sub-pops have performed below average on State Assessments. We must continue working to bridge the gap, strategically!

**Problem Statement 2:** 2019 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the

standards.

# Student Academic Achievement

## Student Academic Achievement Summary

KJH's 2019 STAAR results were fantastic, overall. We were rewarded with TEA Distinctions in 6 out of 7 categories from TEA. The only area we did not receive a Distinction was in Social Studies.

## Student Academic Achievement Strengths

1. 100% of students tested on the Algebra I EOC passed, 89% scored Level III!
2. 91% of our 8th graders passed the Science STAAR.
3. We continue to post the strongest scores for JH's with At-Risk populations.
4. Level III percentages at or near 30% is our baseline, we are getting better in most tested areas.
5. Our 5-Year Goal is to have all sub-pops in all areas score; 90% Approaches, 50% Meets and 30% Masters. We must focus on Masters.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 2019 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards.



# School Processes & Programs

## School Processes & Programs Summary

The district provides the curriculum in a scope and sequence that is reviewed on a continual basis at the district level. Teachers are then able to plan lessons in Forethought allowing for an order and structure to their lessons. Teachers are also able to share plans as needed. Instructionally, teachers are provided the opportunity to meet weekly as a grade level/department team with their Instructional Coaches to determine best practices. Full department meetings are held at minimum of one per 6 weeks to do the same type of planning previously mentioned. IC's work constantly with their departments to enhance instruction and achievement. Assessments are also planned during both grade level and department meetings. CBA's are produced at each grade level per department with IC input and support to ensure a balance of knowledge and rigor to match the STAAR tests. The district produces DLA's to be given throughout the year. Ultimately, the STAAR test serves as the ultimate summative assessment to determine the quality of instruction and depth of learning for our students.

\*IC's and DC's will meet with Administration to determine the most productive IC/Teacher relationship at KJH. All have input.

\* Instructional Coaches and Administrators will work to design a system of data on training and certifications each teacher in the building currently has. This information will be used in future instructional and training decisions.

\*AWARE training will be reinforced so that all assessments will be loaded and disaggregated.

\* KJH will continue to strive for diversity in our staff while continuing to hire qualified teachers. The staff population is 9.9 % African American, 85.8 White, 3.3 % Asian, 1.1 %

Hispanic. Males account for 21% of the staff and 79 % are female. The staff averages almost 11 years of experience in education.

Organizational

\* All teachers at KJH will become trained in the core staff development sessions designated by each department in KISD.

\* The new (3.5 per campus) district model of Instructional Coaches will be utilized effectively to train staff members on job-embedded, content-specific staff development designed to improve student achievement at KJH.

\*Informal needs-assessments will be performed by administration to determine strengths and areas for growth within the KJH organization.

\*All faculty/staff members participate in Safe and Civil Schools Goals.

In the Summer of 2015, the district provided KJH with a technology retrofit, completely replacing all technology in the building and adding a substantial number of I-Pads. Previously, the PTA assisted in purchasing technology items. Title I money was also spent on technology items when we were considered a Title I school up until 2 years ago. Every classroom is now equipped with a SMART Board (All Science and Math rooms) or an Apple TV (All ELA and SS rooms). There are technology devices in every classroom in the building. We are continuing to build our I-Pad collection. The expectation, instructionally, is to engage students with technology on a weekly basis, allowing them to enhance their skills; teaching and learning.

## School Processes & Programs Strengths

Our annual performance on the STAAR tests has been good consistently. The curriculum we use is the TEKS, so we teach essential objectives students must know for the STAAR test. Our CBA's are a combination of rigor and knowledge that leads to the success our students experience on them and the STAAR test. DLA tests are given and our results are always in the top tier of the 6 At-Promise junior high schools in Katy, as are the STAAR results. In addition, our teachers use technology to their advantage and maximize the amount of hands-on learning possible. Some are much better than others in both regards.

1. Recent hiring practices have created a more diverse faculty representing our diverse population.
2. Teacher input is expected in order to make most decisions regarding what is best for students.
3. Though we are the largest At-Promise campus in the district, our performance is top-notch on STAAR tests and in other measures including Fine Arts, Athletics and CTE participation.
4. Students and teachers feel safe on our campus.

We have the resources to meet any technology needs our students have. We also have teachers who are able to train teachers as needed relative to support using technology. We have several resident experts who volunteer to train colleagues in the use of technology.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Determining an area to focus upon that will give a school the "biggest bang for the buck" is often times a difficult task. **Root Cause:** It is hard to focus on one sub-group or curricular area when there are needs in multiple groups and tested areas.

**Problem Statement 2:** 2019 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards.

# Perceptions

## Perceptions Summary

- \* Monthly emergency drills are scheduled and practiced to help students and staff understand procedures.
- \* The overall mobility rate for the campus is low (8%) with a drop-out rate of 0%. The average daily attendance rate for students is 96.7%.
- \* Master schedule revised to maximize use of staff and to balance class loads to avoid overcrowding in classrooms
- \* Duty roster built to ensure coverage in all common areas. Staff members are vigilant in halls and around common areas during class changes.
- \* Random Tardy sweeps are held to encourage students to get to class.
- \* Random Dress Code sweeps are held to encourage students to dress according to KISD expectations.
- \* Raptor system is used to check background of all campus visitors during the instructional day.
  
- \* Security cameras cover almost all parts of campus 24/7.
- \* Visibility in the hallways is a baseline expectation for every adult in the building during transitions.
- \* Safe and Civil Schools' goals are in place and are being enforced on a daily basis.

## Perceptions Strengths

KJH participated in the Gallup Student Poll in the 2014-15 school year. The results were quite positive relative to the District and National averages. Results are listed and described below:

49% had HOPE- The ideas and energy we have for future drives effort, academic achievement, credits earned and retention of students of all ages.

Likert scale of 1-5, 5 being the best. We scored a 4.33, district score was 4.39 and the US mean was 4.40. Not bad at all!

57% ENGAGEMENT- The involvement in and enthusiasm for school reflects how well students are known and how often they get to do what they do best. Same Likert Scale, 1-5. We scored a 4.09, the district score was 3.99 and the US mean was 4.10. THAT, my friends, is AWESOME! THAT is also on each of YOU!

61% WELL-BEING- How we think about and experience our lives tells us how students are doing today and predicts their success in the future.

This is a 10-point sliding scale that measures now vs. future. Scores should go up.

As of last year, our students rated their well-being as a 7.21. The district score was 7.17 and the US mean was 7.52.

Students rated their future at 8.37. The district score was 8.42 and the US mean was 8.55. We are in great shape here as well, comparatively speaking!

Students are happy to be here, feel safe and feel good about their future!

Parent involvement is high as seen in PTA membership and support throughout the year.

Safe and Civil Goals have proved to be effective and beneficial. Continue to evaluate effectiveness and continue to improve.

1. We have a highly engaged PTA. Parents support 3 dances per year, sell concessions at sports activities and host Fun Food days throughout the year.

2. We have parent and community members serving on our CAT.
3. Parents are always engaged in all extra-curricular performances.
4. Multiple business partners contribute to the success of our academic programs.
5. KEYS Mentoring is a strong program here at school using non-parent community members.
6. The principal is able to solicit support from the community for funding and materials the school and PTA budgets cannot handle.
7. Our annual Veteran's Day celebration is an event that grows in magnitude each year.

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

**Problem Statement 1:** Secondary schools have a more difficult time getting parents engaged in school than do their elementary counterparts. **Root Cause:** Students are less likely to want parents around them as they "grow up," and many parents feel uncomfortable at a secondary as opposed to an elementary campus.

**Problem Statement 2:** 2019 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards.

# Priority Problem Statements

**Problem Statement 1:** 2019 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores.

**Root Cause 1:** Teachers need strategies for creating lessons at the same level of rigor as the standards.

**Problem Statement 1 Areas:** Demographics - Student Academic Achievement - District Processes & Programs - Perceptions

# 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia 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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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**

- 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


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

**Performance Objective 1:** By June 2020, 90% of Katy Junior High students taking the STAAR Reading, Writing, Math, Social Studies and Science will achieve the minimum expectation.


**Evaluation Data Source(s) 1:** At the end of the year we will use STAAR Reading, Writing, Math, Social Studies and Science scores for all student groups.

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Improve student achievement in all student groups in all core subject areas to show growth by identifying students in grade-level/department PLC's and using extension activities during ISP (Instructional Support Period).	IC's	Improved STAAR scores.				
2) Teachers will have a designated group to focus on SLO via T-TESS.	Administration	Increased student achievement on STAAR tests.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




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


**Performance Objective 2:** We will have a 10% increase of all students in the Meets and/or Masters in STAAR Reading, Writing, Math, Social Studies and Science.


**Evaluation Data Source(s) 2:** At the end of the year we will use STAAR Reading, Writing, Math, Social Studies and Science scores for all student groups.


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Meet with assessment office representative to target focus areas for all core subjects tested by STAAR early in the first semester. Meet at least 3 times per year with representative.	IC's	Improved STAAR scores across the board.				
2) Teachers will have a designated group to focus on SLO via T-TESS.	Administration	Improved STAAR scores.				

 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue


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

**Performance Objective 3:** By June 2020, 10% more of Katy Junior High SPED students taking STAAR Math and Reading will achieve minimum expectation.


**Evaluation Data Source(s) 3:** At the end of the year we will use STAAR Reading and Math scores for all SPED students.

**Summative Evaluation 3:**

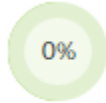
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) SPED teachers will be engaged in curriculum planning and will be responsible for fewer curriculum areas so that engagement in planning occurs on a weekly basis.	IC's	Improvement in SPED STAAR scores across the board.				
2) SPED Paras who are responsible for Co-Teacher and ICS will be trained by IC's each Monday relative to strategies and curriculum implementation.	IC's	Improved SPED STAAR scores across the board via improved Para support.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

**Performance Objective 4:** By June 2020, 10% more of Katy Junior High LEP students taking STAAR Math and Reading will achieve minimum expectation.


**Evaluation Data Source(s) 4:** At the end of the year we will use STAAR Math and Reading scores for all LEP students.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) ESL staff will meet with core curricular teachers to coordinate the reinforcement of strategically chosen TEKS for focus in their instruction.	ESL Lead	Improved ESL scores across the board.				
2) Teachers will have a designated group to focus on SLO via T-TESS.	Administration	Increased STAAR scores across the board.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 5:** 8th SS Teachers involved in Cohort to enhance achievement for ESL students in SS

**Evaluation Data Source(s) 5:** Strategies learned put into practice, this increasing ESL Student Achievement . Training occurred in 2018-19.

**Summative Evaluation 5:**

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

**Performance Objective 6:** KJH Science will use the Legends of Learning games for reinforcing engagement in vocabulary for all with a specific emphasis on ELL students. The district will have access to the resource for the 2019-2020 school year, but we will have the training completed and be ready to initiate the program at the start of 2019-2020.

**Evaluation Data Source(s) 6:** Training certificates from Janie Spies- Science IC, Barbara Smith- 6th Science Teacher and Alyssa Gonzalez- In-school Tutor. Spies and Smith will serve as TOT's for KJH. We will pilot this Spring.

**Summative Evaluation 6:**

## Goal 2: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Teachers integrate technology and have access to I-pads, Apple TVs, document cameras, Smartboards, apps, and the use of two computer labs.

**Evaluation Data Source(s) 1:** Track the usage of technology through Forethought Lesson Planning, class walk-throughs and technology check-out.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize technology for instruction on a regular basis.	All teachers.	Forethought lesson plans and administrative walk-throughs will provide adequate evidence.				

**Goal 2:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 2:** When planning lessons, teachers integrate technology to enhance student learning. Teachers collaborate with their content area IC and campus technologist.

**Evaluation Data Source(s) 2:** The use of technology is documented in lesson plans.

**Summative Evaluation 2:**

**Goal 2:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 3:** I-Pad distribution to 31 students via District Writing Grant relative to keeping kids on computers and writing across the curriculum.

**Evaluation Data Source(s) 3:** Number of writing assignments done on I-Pads of the 31 students per core subject area is recorded.

**Summative Evaluation 3:**

### **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:** Teachers who are new to the profession and/or new to the campus are assigned teacher mentors to assist them in acclimating to the campus and learning campus expectations/traditions.

**Evaluation Data Source(s) 1:** The Lead Mentor teacher collaborates with new teachers and documents with emails, sign-in sheets, agendas.

**Summative Evaluation 1:**

**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 2:** Teachers meet for content area planning three days per week and participate in PLCs with their ICs. Teachers review data and receive suggestions, resources, and assistance to optimize student learning.

**Evaluation Data Source(s) 2:** Scheduled PLCs and agendas document collaboration and lesson planning to ensure all teachers are supported.

**Summative Evaluation 2:**

**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 3:** "Above and Beyond" recognition is available throughout the year for faculty/staff members to acknowledge the good deeds of co-workers.

**Evaluation Data Source(s) 3:** Number of certificates on display then read on announcements.

**Summative Evaluation 3:**

**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 4:** Survey all new teachers/staff members at Mid-Year to determine what has been most helpful and what is most needed.

**Evaluation Data Source(s) 4:** Survey responses.


**Summative Evaluation 4:**

## 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:** PTA meetings are held monthly and the Principal will ask parents, as he does students, how things are going and what needs to change, if anything, to enhance the school environment.

**Evaluation Data Source(s) 1:** Principal will be on each PTA executive Board Meeting agenda. A progress Check on the school, from the parent's perspective, will always be included. Objective information will be shared with teachers in order to help the school improve. Attendance will be recorded at PTA meetings.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Principal meets with the PTA Executive Board monthly. Principal is on the agenda to report on progress and needs. PTA reports on status of organization and any needs per committee. Information is shared. Teacher Wish List items are also discussed.	Principal	Meeting agenda notes are kept and any items needed to be addressed are addressed and the action is recorded. If Wish List item approved, all necessary paperwork is done to accomplish the Wish.				
						



**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 2:** Parents and KJH staff are encouraged to join the PTA. Parents are invited to volunteer at a variety of school activities.

**Evaluation Data Source(s) 2:** PTA Membership List. PTA volunteer involvement in PTA sponsored activities (Dances, Fun Food Days, Banquets, etc.).

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Safari Adventure Night is a push for Parent Involvement in the school and PTA.	All faculty and staff.	100% of teachers join the PTA and the PTA meets monthly with principal to discuss ways to engage more parents.				

**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 3:** Campus Advisory Team participation from parents, business and community members. Established to seek information and offer suggestions to the school in a 4-meeting format throughout the year.

**Evaluation Data Source(s) 3:** Meetings dates established with agendas and sign-in sheets. Any discussion leading to action is noted and celebrated.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The CAT meets 4 times per year to discuss progress of the school and to allow parents and community members to advise the principal on matters of interest to them.	Principal and CAT members.	Minutes from CAT meetings whereby suggestions are made and from there, put into action. Change from the suggestions will be noted and may be seen relative to the idea(s) brought forward by parents/community. They would provide feedback on success or lack thereof to the principal and CAT members.				
<b>Funding Sources:</b> 865 - Principal Activity - 150.00						

**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 4:** KEYS Mentoring - community members and district employees who do not have children at KJH can mentor a KJH student.

**Evaluation Data Source(s) 4:** Weekly meetings are held. The goal is for improved student achievement, attendance, and behavior.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) KEYS program is coordinated by a counselor who provides opportunities for community members to work with students who are in need of a mentor.	Counselor and teachers who have mentees.	Mentee student progress both academically and behaviorally as the year progresses.				
<b>Funding Sources:</b> 865 - Principal Activity - 150.00						


**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 5:** Provide opportunities for parents to come to school to get acclimated and celebrate student achievement, fine arts and athletics.


**Evaluation Data Source(s) 5:** Host Safari Adventure Night, Open House, athletic events, fine arts events, end of year awards ceremonies and track attendance.


**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Safari Adventure Night. Serves as a Meet and Greet for teachers, students and parents.	All faculty and staff.	Attendance at the event as indicated by crowd and sign-in sheets.				
2) Open House held to give parents a look into their students' year.	All faculty and staff.	Attendance and sign-in sheets.				
3) Dance and after-school Fine Arts and athletic opportunities.	Fine Arts and Coaches as well as Admin.	Parent attendance at events.				

 = 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 6:** Increase the participation of Dads and Father Figures by 10% by June 2019.

**Evaluation Data Source(s) 6:** Number of Dads who spend a day in school as a WatchDog

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Host a WatchDog Kick-off Pizza night for Dads in September and have them sign up for a day throughout the year.	R. Brazp- AP	More male role models will impact students throughout the school and throughout the year.				

**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 7:** Establish a Parent Engagement Committee to maximize opportunities for parents to get involved throughout the year.

**Evaluation Data Source(s) 7:** Meeting Agenda Notes and calendar of events resulting from the committee deliberations.

**Summative Evaluation 7:**

**Targeted or ESF High Priority**


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

**Performance Objective 1:** Teachers will review and model the ROAR hallway expectations with students. The focus is on quiet, safe transitions in the hallways between all classes, before and after lunches, and arrival/dismissal.


**Evaluation Data Source(s) 1:** Administrative/teacher observations in the hallway will occur daily for the entire year. Discipline referrals will decrease by 10%. Adult monitoring occurs during every transition time.

### Summative Evaluation 1:

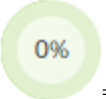
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) ROAR Goal will be implemented throughout the building and goal will be monitored on a regular basis. Focus for the year is smooth transitions throughout the day from period to period.	Admin, ROAR Committee and all teachers.	Hallway behavior during transitions will improve. Teachers will be positively interacting with students on a regular basis during transitions. Discipline referral rates will decrease.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 2:** The Student Roundtable will continue to meet with the principal once per month to discuss challenges, concerns and celebrations related to the happenings at KJH. New 6th graders will once again be elected in January.

**Evaluation Data Source(s) 2:** Meeting attendance will be documented by the principal. Notes and discussions will be discussed with teachers at faculty meetings. Challenges will be addressed relative to finding solutions. Celebrations will be shared for the good of the school!

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Student Roundtable will continue to provide the principal with positive and constructive feedback which the principal may use to take action as needed.	Principal.	Improvement suggestions as noted in meeting minutes are put in to practice when possible. Praise is shared on the "Above and Beyond" teacher board as appropriate.				
<b>Funding Sources:</b> 865 - Principal Activity - 300.00						




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

**Performance Objective 3:** New security measures: Front office/main entrance has newly installed security features that require all visitors to show their ID before entering the building. All entry doors are locked during school hours. All students and staff must wear their ID badges during the school day. A lockdown button can lockdown the building in the event of an outside threat/emergency.

**Evaluation Data Source(s) 3:** Minimize the chance of unwelcomed guests entering the building

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Use the cameras for the purpose of maintaining security and order and assisting during the course of investigations.	AP's and Security Guard.	Challenges that were once unable to be resolved due to lack of cameras and/or dysfunctional cameras no longer exist and cameras will serve as a deterrent to misbehavior.				
<b>Funding Sources:</b> 199 - General Fund - 0.00						
						

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

**Performance Objective 4:** Counselors meet with students who are self-referred, and referred by teachers and parents to offer counseling support.

**Evaluation Data Source(s) 4:** Counselors keep parent communication logs and student sign in lists.

**Summative Evaluation 4:**

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

**Performance Objective 5:** Character Strong Committee - Notes and minutes from meetings are shared and discussed with the team to ensure the campus is aware of up-to-date progress. The committee gives input to the Campus Emergency Plan.

**Evaluation Data Source(s) 5:** Meeting agendas and emails are documentation of shared communication and collaboration.

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

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

**Performance Objective 6:** Kudos 2 Kindness will be offered throughout the year for all grade levels and will be read on the announcements after being posted for up to 2 weeks.

**Evaluation Data Source(s) 6:** K2K announcements

**Summative Evaluation 6:**

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

**Performance Objective 7:** All- Star Nation Anti-Bullying Concert for all 6th graders held in 2019-2020.

**Evaluation Data Source(s) 7:** Attendance and performance

**Summative Evaluation 7:**

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

**Performance Objective 8:** Run/Hide/Fight Training for faculty/staff/students to ensure that all know what to do if a threat occurs at KJH done in

September 2019.

**Evaluation Data Source(s) 8:** Training sign-in sheets for teachers. Schedule for student training.

**Summative Evaluation 8:**

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

**Performance Objective 9:** Anti-Drug, Anti-Bullying, Peer Pressure program featuring Chris Herron for all 7th Graders in February 2020.

**Evaluation Data Source(s) 9:** Decrease incidence in Bullying and Increase in Kindness by new decision-making process observed.

**Summative Evaluation 9:**

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

**Performance Objective 10:** Character Strong Lesson taught twice per month to reinforce positive behaviors and support.

**Evaluation Data Source(s) 10:** Increase in kindness observable throughout the building with a decrease in discipline related to bullying.

**Summative Evaluation 10:**

**Targeted or ESF High Priority**

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

**Performance Objective 11:** We will support the emotional needs of gifted students by addressing these needs through direct instruction.

**Evaluation Data Source(s) 11:** Lessons scheduled through GT Clusters during ISP with teachers trained in delivery of instruction which is supported via PD opportunities for teachers. Lesson delivery schedules will provide data for the teaching of the lessons.

**Summative Evaluation 11:**

**Targeted or ESF High Priority**

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Utilize technology for instruction on a regular basis.

# State Compensatory

## Budget for Katy Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
192-11-6117-420-041-24-041	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$43,000.00
	<b>6100 Subtotal:</b>	<b>\$43,000.00</b>

## Personnel for Katy Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Comp Ed	4

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jacob LeBlanc	Principal
Administrator	Norma Santos	Student Support AP
Non-classroom Professional	Cherry David	Counselor
Classroom Teacher	Rachelle Boudreax	Math Lab
Classroom Teacher	Steve Brown	Theater
Classroom Teacher	Crystal Gorley	6th SS
Classroom Teacher	Sabra Kerr	7th Math
Classroom Teacher	Kerianne Wright	Choir Asst. Director
District-level Professional	Dirk Goldsmith	District Special Education Staff Member
Paraprofessional	Dawn Hensley	Campus Secretary
Business Representative	Jennifer Geiman	Business Representative
Parent	Angie McClelland	Parent
Classroom Teacher	Larry Hermes	8th Science
Classroom Teacher	Sara Szymanski	7th Science
Parent	Laura Evans	Parent

# Campus Based Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jacob LeBlanc	Principal
Classroom Teacher	Candice Thomas	Electives DC
Classroom Teacher	Richard Maher	Fine Arts DC
Classroom Teacher	Sara Szymanski	Science DC
Classroom Teacher	Kim Mayberry	ELR DC
Classroom Teacher	Lori Keefner	Math DC
Classroom Teacher	Rebecca Adams	SS DC
Classroom Teacher	Lesley Craig-Unkefer	SPED DC



# Principal Student Round Table

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Student	Elijah Chisam	7th
Student	Reagan Evans	7th
Student	Diego Hernandez	7th
Student	Maria Munoz	7th
Student	Arianna Gopinath	8th
Student	Jake McDaniel	8th
Student	Trent Odom	8th
Student	Paige Schultz	8th

# Parent Involvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rafael Brazo	AP
Paraprofessional	Cassandra Archie	SPED Para
Classroom Teacher	Cynthia Figura	6th ELR
Classroom Teacher	Larry Hermes	8th Science
Classroom Teacher	Crystal Gorley	6th SS
Classroom Teacher	Kerrienne Wright	Choir Asst. Director
Classroom Teacher	Ryan Wilson	7th ELR

# Character Strong Committee

Committee Role	Name	Position
Administrator	Rafa Brazo	Assistant Principal
Classroom Teacher	Rachelle Boudreaux	Math Lab
Classroom Teacher	Sabra Kerr	7th Math
Classroom Teacher	Rebecca Adams	7th/8th SS
Classroom Teacher	Kathryn Gerthe	8th SS
Classroom Teacher	Kim Mayberry	8th ELR
Classroom Teacher	Barbara Smith	6th Science
Classroom Teacher	Richard Maher	Band Director
Classroom Teacher	Patrick Harrington	Shop Teacher
Classroom Teacher	Robert Miles	Choir Director
Non-classroom Professional	Esmeralda Gonzalez	Counselor
Non-classroom Professional	Audra Partee	Counselor
Non-classroom Professional	Cherry David	Counselor
Classroom Teacher	Anna Bjork	Math Lab
Classroom Teacher	Crystal Gorley	6th SS
Classroom Teacher	Stacey Cribley	6th ELR
Paraprofessional	Cassandra Archie	SPED Para
Classroom Teacher	Lisa HuntzSrygley	8th Science

# Admin/IC Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jacob LeBlanc	Principal
Administrator	Rafael Brazo	AP
Administrator	Rahn Beaty	AP
Administrator	Triana Fontecha	AP
Administrator	Norma Santos	AP
Non-classroom Professional	Elizabeth Flowers	Math IC
Non-classroom Professional	Mallory Hileman	SS IC
Non-classroom Professional	Janie Spies	Science IC
Non-classroom Professional	Lisa White	ELR IC

# District Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Cameras installed		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>865 - Principal Activity</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Snacks for meetings		\$150.00
4	4	1	KEYS Luncheon		\$150.00
5	2	1	Snacks for monthly meetings		\$300.00
<b>Sub-Total</b>					<b>\$600.00</b>
<b>Grand Total</b>					<b>\$600.00</b>

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**KATY J H (101914041) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		87	B
<b>Student Achievement</b>		87	B
<a href="#">STAAR Performance</a>	57	87	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		86	B
<a href="#">Academic Growth</a>	72	80	B
<a href="#">Relative Performance (Eco Dis: 44.1%)</a>	57	86	B
<a href="#">Closing the Gaps</a>	84	87	B

**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	Earned
Science	Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned