

**Katy Independent School District**  
**Mayde Creek 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

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

In collaboration with students, parents and the community, Mayde Creek Junior High will provide each child with exceptional learning experiences to enhance individual abilities in order for students to become productive and responsible members of society.

## Vision

Mayde Creek Junior High pledges to put our **students first** in all campus decision making.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Mayde Creek Junior High is located in the suburbs of Houston, Texas and is part of the Katy Independent School District. Mayde Creek Junior High is celebrating our 40th year and is a 6-8th grade campus. The demographic information reflected in developing the CNA is from May 2019. The total enrollment was 1,141 students. The campus demographics are 50% Hispanics, 25% Black/African American, 14% White, 8% Asian, 3% Two or More Races, 68.5% economically disadvantaged, 12.1% English Language Learners and 12.4% students receiving special education services. The campuses' mobility rate is 15.2% which is higher than the majority of campuses in Katy ISD.

Mayde Creek Junior received all 7 distinctions in the following areas: academic achievement in science, academic achievement in math, academic achievement in English Language Arts/Reading, academic achievement in social studies, top 25% comparative academic growth, post-secondary readiness, top 25% comparative closing the gaps. Our school report card reflects the overall performance of a grade B. The performance details are broken down into three categories student achievement, student progress, and closing the gaps.

### Demographics Strengths

Mayde Creek Junior High employs high-quality staff, talented staff. There were 77 full-time teachers and a total of 106 full-time staff members. We have 4 instructional coaches in each content area to support teachers and 3 counselors assigned to a specific grade level.

The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, during, or after school. The campus focuses on developing the whole child and is implementing Character Education. We provide various community outreach programs such as; curriculum night, Gator Express, open house, award ceremonies, family literacy night, and home visits.

In the area of closing the gaps, the students at MCJH met the English Proficiency Goal at 100% with the Target number being 36 and our outcome at 41. In the area of student achievement, economically disadvantaged students at Mayde Creek Junior High scored higher than our comparison campuses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability affects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.

# Student Academic Achievement

## Student Academic Achievement Summary

From the below data obtained in the Domain II Student Progress in the area of academic growth, we received a scaled score of 77 and a letter grade of a C. This will be our focus area for this school year and specifically, we will be focusing on special education in the areas of reading and math.

### ELA/Reading Mathematics Writing Science Social Studies

85% of students Approaches grade level 89% of students Approaches grade level 80% of students Approaches grade level 91% of students Approaches grade level 83% of students Approaches grade level

54% of students Meets grade level 55% of students Meets grade level 42% of students Meets grade level 71% of students Meets grade level 51% of students Meets grade level

29% of students Masters grade level 23% of students Masters grade level 17% of students Masters grade level 38% of students Masters grade level 29% of students Masters grade level

Domain I- Student Achievement scale score of 86

Domain II- Student Progress scale score of 91

Domain III- Closing the Gaps scale score of 82

## Student Academic Achievement Strengths

In Domain II- Student progress the area of relative performance

Mayde Creek Junior received all 7 distinctions in the following areas: academic achievement in science, academic achievement in math, academic achievement in English Language Arts/Reading, academic achievement in social studies, top 25% comparative academic growth, post-secondary readiness, top 25% comparative closing the gaps. Our school report card reflects the overall performance of a grade B. The performance details are broken down into three categories student achievement, student progress, and closing the gaps.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students receiving special education services did not meet targeted growth in reading and in student achievement in the area of math. **Root Cause:** Teachers have to modify curriculum to meet the needs of students who are below grade level.

**Problem Statement 2:** In the area of academic growth Asian students did not meet the targeted growth in math or reading. **Root Cause:** The targeted growth increased substantially from previous year.

**Problem Statement 3:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability effects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.

# School Processes & Programs

## School Processes & Programs Summary

Last year May 2019 the campus leadership team discussed and assessed some of the campuses processes and programs. As a team, we identified three school-wide processes needing re-structure: Gator Academy our fall tutorial program, instructional rigor, and analysis of data to drive instruction. This school year for our fall tutorial program students will be able to scan a QR code and attend tutorials before or after school. For students who attend tutorials after school transportation will be provided if they live in an apartment complex. This year teachers will participate in a professional working community and professional learning community. During the PWC teachers will work with instructional coaches and other teachers to create lessons that support rigorous student learning. During the PLC teachers, instructional coaches, and administrators will review upcoming lessons and pedagogy as well as analyze student work. Our campus will utilize district data reports and Lead4ward to support developing instruction that addresses student needs.

## School Processes & Programs Strengths

On our campus, we implement Safe and Civil School by utilizing PBIS and CHAMPS. Through CHAMPS expectations are taught throughout the entire campus including classrooms, hallways, cafeteria, and safety drills. Students earn PBIS points and are able to purchase items from the school store.

Students are provided opportunities to participate in Extra-curricular and co-curricular programs. Students have received numerous recognitions for their performance in Band, Choir, and Orchestra.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability effects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.

**Problem Statement 2:** Teachers were unsure with how to increase the rigor of instruction and meet the individual needs of students. **Root Cause:** Students who have learning gaps or are below grade level .

## Perceptions

### Perceptions Summary



Mayde Creek Junior High we center every decision around our vision statement "students first". This has created a culture of excellence through collaboration and dedication in every aspect of education. We foster a learning environment that promotes growth and opportunity. New teachers and families come into our school with different previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning and character development. Our campus focuses on hiring teachers who want to make a difference. We have high expectations for our students and believe that students should be taught what is expected of them create consistency. We believe in developing the whole child inside and outside of the classroom. Our staff attends and leads professional development to enhance their instruction and student learning in the classroom. We have an integrated curriculum that focuses on building student character and supporting student's social-emotional development.

## **Perceptions Strengths**



# Priority Problem Statements

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs.

**Root Cause 1:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability effects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.

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

**Problem Statement 2:** Students receiving special education services did not meet targeted growth in reading and in student achievement in the area of math.

**Root Cause 2:** Teachers have to modify curriculum to meet the needs of students who are below grade level.

**Problem Statement 2 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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Grades that measure student performance based on the TEKS

# Goals

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





**Performance Objective 1:** Students receiving special education services will meet the expected target growth in reading and math.

**Evaluation Data Source(s) 1:** Campus Based Assessments  
STAAR

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools</p> <p>1) General educational teachers, special education teachers, administrators, and instructional coaches will have data meetings regarding identified students and create interventions to support the growth of students receiving special education services.</p> <p>2) The instructional coach and administrator will work with district personnel to evaluate campus instruction and curriculum.</p> <p>3) Interventions will be provided before, after, or during school.</p>	2.4, 2.6	Special Education Teachers Instructional Coaches Administrator	Based upon the data meetings teachers will adjust instruction and supports. Tutorials will be provided for students who need additional support.				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199 - State Comp Ed - 0.00, 199 - General Fund: Special Education - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> Students receiving special education services did not meet targeted growth in reading and in student achievement in the area of math. <b>Root Cause 1:</b> Teachers have to modify curriculum to meet the needs of students who are below grade level.</p>





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

**Performance Objective 2:** The percentage of students scoring "meets" on the reading and math STAAR identified as economically disadvantaged or EL will increase by at least 3%.

**Evaluation Data Source(s) 2:** 2020 STAAR scores  
Campus Based Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers, administrators, and instructional coaches will meet twice weekly to review lessons and collaborate in professional working communities and professional learning communities to support teachers first teach and focus on student learning outcomes.	2.4, 2.6	Instructional Coaches	Lessons will be more rigorous and student centered. Teachers will learn strategies to support their EL learners.				
Teachers will attend professional development to learn strategies that support EL learners.	<b>Funding Sources:</b> 263 - Title III ELA - 0.00, 199 - General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
2) Reading Strategies to support ESL Students: *QSSSA: Question, Signal, Stem, Share, Assess *Create a structure that allows for students to mimic the teacher *Academic language is modeled first by teacher and then repeated by students. Teachers set forth objectives and essential questions with students repeating the same academic verbiage. This works with vocabulary words/content language in all content areas. *In the workshop model, teachers guide during the mini-lesson, and students can then share opportunities to where they can teach their classmates what words were just taught to them. *Provide visuals to build background knowledge prior to reading a new text. *Changing the Lexile level of the passage through resources such as News ELA *Providing students with a unit vocabulary sheet *Sentence stems *Checklist of steps	2.6	Assistant Principal Appraiser ELA Instructional Coach	Continued growth in EL STAAR scores in the area of reading.				
<b>Funding Sources:</b> 199 - General Fund - 0.00, 263 - Title III ELA - 0.00							
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**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** The campus will establish structures that support a collaborative, flexible, safe, and respectful learning environment

**Evaluation Data Source(s) 3:** Audits conducted by The Office of Emergency Management and Katy ISD Police Department Drill Reports

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Safety campaign of Stand Up Speak Up. Youtube videos demonstrating how students can be part of campus safety efforts.		Safety Liaison	Students will be informed and feel empowered to support campus safety.				


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

**Performance Objective 1:** Support student's character development and social-emotional learning.

**Evaluation Data Source(s) 1:** Completion of Character Strong Lessons  
Student Roundtable

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) All teachers, instructional coaches, administrators, and counselors will attend professional development given by Character Strong.  During advisory teachers will teach lessons purchased through Character Strong.	2.5, 2.6	Principal Counselors	Provide learning opportunities to help students develop Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making, Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1							
							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. <b>Root Cause 1:</b> The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability effects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.
Student Academic Achievement
<b>Problem Statement 3:</b> As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. <b>Root Cause 3:</b> The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability effects the overall mobility rate, attendance consistency, and low parent turn out at daytime events.

## School Processes & Programs

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause 1:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability affects the overall mobility rate, attendance consistency, and low parent turnout at daytime events.

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

**Performance Objective 2:** Provide proactive supports to promote positive behavior.


**Evaluation Data Source(s) 2:** Discipline Data

Observations

Student Participation in the PBIS Store

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Students will earn points based upon the campus guidelines of Commit, Achieve, Respect and Empower. Students will be able to purchase items from a campus store with the PBIS points they have earned for demonstrating positive behavior that reflect our campus guidelines of C.A.R.E.  CHAMPS will be implemented in all areas of the building to set expectations for student behavior.	2.5, 2.6	Principal, Assistant Principal, and secretary.	To improve student's social, emotional, and academic success.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 3 - School Processes & Programs 1 <b>Funding Sources:</b> 199 - State Comp Ed - 0.00							
2) Counselors will continue to lead our campus-wide mentoring program.  Advisory groups will be created based upon student interests i.e. sewing club.		Principal and Counselors	Improve student's feeling connected to the campus and the staff.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
							

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause 1:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability affects the overall mobility rate, attendance consistency, and low parent turnout at daytime events.

### Student Academic Achievement

**Problem Statement 3:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause 3:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability affects the overall mobility rate, attendance consistency, and low parent turnout at daytime events.

### School Processes & Programs

**Problem Statement 1:** As a campus, Mayde Creek Junior High experiences high mobility rates, low attendance rates, and low percentages of active parent involvement in programs. **Root Cause 1:** The campus supports students coming from hotels, apartment complexes, and residential housing. Economic instability affects the overall mobility rate, attendance consistency, and low parent turnout at daytime events.



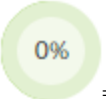

### Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** Mayde Creek Junior High teacher retention will increase by implementing systems to increase staff interaction and administrative support.

**Evaluation Data Source(s) 1:** Increased staff retention from the 2018-2019 school year.

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Administration will conduct weekly teacher walkthroughs and give positive feedback.  Social events will be planned monthly.  Staff will participate in team building activities to learn about other's strengths.  Instructional coaches will work with teachers during their professional working community and professional learning community.		Department Chairs, Instructional Coaches , and Administration.	Increase teachers feeling connected to each other and supported by administration.  Deeper understanding of other staff members strengths.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
2) MCJH provides a new teacher mentor program. New teachers meet with their mentor teachers once a week. Mentor teachers invite them into their classroom to observe their instruction and interactions with students. They collaborate with their mentor teacher about campus procedures, best practices, and other relevant information.		Mentor teachers	Increase new teacher retention.				
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# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	General educational teachers, special education teachers, administrators, and instructional coaches will have data meetings regarding identified students and create interventions to support the growth of students receiving special education services. 2) The instructional coach and administrator will work with district personnel to evaluate campus instruction and curriculum. 3) Interventions will be provided before, after, or during school.
1	2	2	Reading Strategies to support ESL Students: *QSSSA: Question, Signal, Stem, Share, Assess *Create a structure that allows for students to mimic the teacher *Academic language is modeled first by teacher and then repeated by students. Teachers set forth objectives and essential questions with students repeating the same academic verbiage. This works with vocabulary words/content language in all content areas. *In the workshop model, teachers guide during the mini-lesson, and students can then share opportunities to where they can teach their classmates what words were just taught to them. *Provide visuals to build background knowledge prior to reading a new text. *Changing the Lexile level of the passage through resources such as News ELA *Providing students with a unit vocabulary sheet *Sentence stems *Checklist of steps

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Veronica Rendon-Majmudar	Electives Department Chair - Year 2
District-level Professional	Paula Donnella	District Representative
Non-classroom Professional	Marissa Salls	Campus Testing Coordinator
Classroom Teacher	Brittney Schindler	Science Teacher - Year 1
Non-classroom Professional	Jennifer Holda	Instructional coach - Year 1
Classroom Teacher	Zachary Wright	Social Studies Teacher - Year 1
Classroom Teacher	Joshua Andrews	ELAR Teacher - Year 1
Classroom Teacher	Michaela Spicer	PE Teacher - Year 1
Classroom Teacher	Hayley Coulter	Math Teacher - Year 1
Administrator	David Paz	Principal
Administrator	Jessica Hale	Student Support Administrator



# District Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	2	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
2	2	2			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$0.00</b>

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**MAYDE CREEK J H (101914043) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		89	B
<b>Student Achievement</b>		86	B
<a href="#">STAAR Performance</a>	56	86	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		91	A
<a href="#">Academic Growth</a>	70	77	C
<a href="#">Relative Performance (Eco Dis: 68.5%)</a>	56	91	A
<a href="#">Closing the Gaps</a>	78	85	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	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned