

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

Mission Statement

T.H. McDonald Junior High provides a safe learning environment that promotes academic growth, develops social skills, and cultivates a strong work ethic for all students. By implementing a rigorous curriculum, all students are challenged to reach their full potential. The MDJH staff is committed to developing lifelong learners by fostering collaboration, building relationships, integrating technology, partnering with the community, and providing exemplary instruction in every classroom.

Vision

By implementing the Katy ISD Legacy Framework, T.H. McDonald Junior High will prepare our students to be successful in both their personal and professional lives. A rigorous curriculum, based on the Katy ISD Cornerstones, will guide quality classroom experiences for all students based on their individual learning styles. MDJH students will be equipped to meet the demands of an ever-changing world.

Value Statement

"Learn, Grow, Lead."

MDJH believes all students can learn, grow and become leaders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.H. McDonald Junior High is a suburban junior high in Katy , Texas. Katy is a fast growing suburb west of Houston, Texas. The total enrollment at McDonald Junior High in May 2018 was 902 students in grades 6 - 8. The largest demographic population at McDonald Junior High is the Hispanic student group that comprises 55% of the student population. The second largest group is African American students which make up 22%. The third largest group is 16% White students.

The campus is 66% Economically Disadvantaged. 13% of the students at McDonald Junior High are ELL and 11% are Special Education. Our student mobility rate is 12%.

Demographics Strengths

Our strength lies the diversity of our student body. Students learn how to relate to and learn from other cultural and ethnic groups. We continue to serve siblings of our families because they chose to remain in our community and neighborhoods. We seek to hire a highly qualified, diverse staff to increase our professional capacity and cultural competence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: MDJH has a large number of students who are economically disadvantaged and come to us with large gaps in learning. **Root Cause** : Our student population has high mobility creating gaps in their learning.

Student Academic Achievement

Student Academic Achievement Summary

Overall Rating B (89)

MDJH earned 6 out of 7 Distinctions in 2019

2019 STAAR Results:

Reading All 84% Approaches, 53% Meets, 27% Masters

Math All 89% Approaches, 61% Meets, 23% Masters

Writing 86% Approaches, 55% Meets, 18% Masters

Science 88% Approaches, 58% Meets, 23% Masters

Social Studies 76% Approaches, 40% Meets, 22% Masters

Student Academic Achievement Strengths

- Almost all academic areas grew from 2018 to 2019, achieving overall B rating.
- Overall campus Rating = B and School Progress A rating.
- Earned 6 out of 7 distinctions in 2019 in comparison to 3 out of 7 in 2018.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Social Studies scores have not improved. **Root Cause:** Vertical alignment, instructional rigor, and content planning are weak in social studies 6-8.

Problem Statement 2: Students receiving special education and ELL services are under-performing in comparison to students not served by those programs. **Root Cause:** High staff turn over in the area of special education and ESL has contributed to a lack of consistency in instructional strategies.

Problem Statement 3: Although student achievement has shown growth, overall there are still limited progress in meets grade level in the areas of reading, math, science and social studies. **Root Cause:** Literacy skills in all contents is not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

The teachers at McDonald follow the Katy ISD Unit Plans. These plans are based on the Texas Essential Knowledge and Skills. Student mastery of the TEKS covered on the Unit Plans are formatively assessed through the District Level Assessments. The TEKS are summatively assessed through the STAAR test.

High quality faculty and staff is aggressively recruited at McDonald Junior High.

The campus is in the process of implementing PBIS Rewards, a positive behavior learning management system, purchased by the campus this school year.

The campus is focusing on integrating literacy skills in all curriculum and core contents to support life-long learning skills in reading, collaboration, inquiry, and writing.

School Processes & Programs Strengths

The campus Leadership Team provides systems and supports in order to create a positive learning and work environment. Instructional Coaches play a vital role in the professional learning process at MDJH and implementation of the campus instructional goals. All members of the campus are committed to "students first" approach to decision-making and campus culture. In the recent years, aggressive recruitment of high quality instructional staff has lead to significant student academic achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Many teachers come to Katy ISD and start on campuses with large populations of economically disadvantaged students and then move to the schools with smaller ED populations. This transfer of quality teachers continues to be a problem for MDJH. **Root Cause:** Challenges such as large learning gaps and high discipline force teachers to seek campuses with less student needs.

Perceptions

Perceptions Summary

McDonald JH works hard to promote a friendly customer service approach with all stakeholders. We value our diverse community and strive to provide a warm, welcoming environment for all of our families. We consistently receive positive feedback from our substitute teachers regarding the friendly helpful front office.

We have made significant strides in our efforts to effectively communicate with our parents and communities through a variety of methods, email, text, social media. We maintain an active campus Twitter account and our faculty and staff also utilize Twitter to highlight our campus achievements.

All members of our school community strive to walk the Panther P.A.T.H.

P = Positive

A+ Attitude

T =Thoughtful

H = Helpful

Perceptions Strengths

Our faculty and staff has a strong family atmosphere. Teachers and students take pride in their school and celebrate its strengths. Many of our faculty and staff have remained at MDJH over the years. Our faculty and staff is known for its caring, student-centered instruction that focuses not only on high academic standards but building strong character in our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement in PTO and campus volunteerism is low. **Root Cause:** Many parents work long hours and are not able to be active participants in their students academic life or they feel uninformed of campus events.

Priority Problem Statements

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 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Grades that measure student performance based on the TEKS

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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Other additional data

Goals

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





Performance Objective 1: Improve the success rate of ELL and Special Education students on STAAR assessments.

Evaluation Data Source(s) 1: Increase number of ELL and SPED students who achieve Approaches grade level or demonstrate 1 year's growth .

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Using data, targeted teaching advisories will provide interventions for students based on their individual needs.	2.6	Administration, Instructional Coaches, and Teachers					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Using data, targeted teaching advisories will provide interventions for students based on their individual needs.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Computer lab created to support ELL, SPED and Tier 2 RTI students through technology learning tools and programs.	2.6	Instructional Coaches, ESL teachers, Comp Ed teachers, Sped teachers, Instructional Coaches, and Principal	Increase student performance on district and state assessment				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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

Performance Objective 2: Increase student academic growth.

Evaluation Data Source(s) 2: Student achievement on common assessments, DLA tests, and STAAR.

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Improve low-performing schools 1) Teachers will review student data to determine who will be invited to tutorials and what activities will take place in the tutorials based on student academic needs.	2.6	Teachers and administrators	Increased student academic success and decrease failure percentages.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

Performance Objective 3: Increase retention of students in advanced math courses.

Evaluation Data Source(s) 3: Course request and course enrollment data.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Provide math department with common planning period for all 3 grade levels to support vertical alignment of math curriculum and skill acquisition .	2.4	Math Instructional Coach, Math DC, Administration	Increased enrollment in advanced math courses and retention from one grade level to the next.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Place incoming 5th grade students scoring in the top 40% on STAAR in advanced math course.	2.4	Math Instructional Coach, Math DC, Administration	Increased enrollment in advanced math courses.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


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

Performance Objective 1: To increase the percentage of students by 10% at each performance level on the STAAR test.

Evaluation Data Source(s) 1: Comparison of 2018 and 2019 Domain 1 Academic Achievement.

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) Students identified as at-risk of failing a core subject area will be provided intervention through before and after-school tutoring, subject advisories, and after school and Saturday academy. Students identified as at-risk of failing the STAAR test, including LEP and SPED students, will be provided before school and Saturday academy and specialized advisories.	2.4	All core teachers, Instructional Coaches, Testing Facilitator, Administration	Improvement on 2017 STAAR Index 1				
Funding Sources: 199 - General Fund - 10000.00							
2) Data analysis. Data meetings with Leadership team and teacher teams. Use data to specific student needs and plan interventions based on the data. Utilize Aware and Lead 4Ward data analysis tools.		ILT	Targeted interventions based on data.				
3) Work with Central Office staff to plan strategies to improve academic performance of Special Education and ELL students.	2.4	All	Improved academic performance of SPED and ELL students on STAAR Test.				
4) Tardy stations are set up throughout building. Also, teachers are required to be outside rooms during transitions.		All staff	Reduction in students tardy to class to increase student instructional time.				
							


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


Performance Objective 2: Increase student achievement on STAAR to Overall 90% rating by utilizing resources efficiently through teacher input.


Evaluation Data Source(s) 2: STAAR data.


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) 1. Use CAT Team input, staff surveys, and teacher meetings to allow faculty and staff input.		All	Improved student and teacher morale and improved student achievement.				
	2) Review student STAAR, DLA, and Common Assessment data to make decisions on resource allocation.	Principal, Department Chairs, and Instructional Coaches					



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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: MDJH will continue to recruit quality teachers and will provide PD and support to help teachers grow.


Evaluation Data Source(s) 1: Student achievement on common assessment, DLA test, and STAAR.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Administrators will attend job fairs to recruit staff.		Administrators	More choices for job openings.				
2) Teachers will be provided with high quality, job-embedded, PD.		Instructional Coaches	Teacher job satisfaction and student performance.				




= 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 membership in PTO by 25%.

Evaluation Data Source(s) 1: Compare 2019-2020 PTO membership list to 2018-2019.


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) Connect PTO meetings to extra curricular activities. PTO meetings will be held in conjunction with activities such as band concerts, choir concerts, etc.		All	Increased parent participation.				
2) Create staff incentives for referrals to PTO to increase membership.		Administrators	Increased membership in PTO.				




= 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 2: Increase number of parent volunteers in school by 10%.

Evaluation Data Source(s) 2: Compare 2019-2020 volunteer sign in sheets to 2018-2019.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Work with PTO to find ways to increase parent involvement.		Administration	Increase number of parent volunteers during 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 3: Improve the efficacy of campus communication to support parent involvement and awareness of campus events.


Evaluation Data Source(s) 3: Increased parental involvement at school events and district survey results.


Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilizing resources and strategic master schedule design, allow for timely updating of campus website and calendars to improve community and parental awareness and participation of school events.	3.2						
2) Increase use of Blackboard to send communication to parents regarding important school events, safety, and campus policies and procedures.	3.2	Administration	Increased parent participation and reduced number of parent complaints regarding lack of communication.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 1: Reduce ISS and OSS by 20% through the implementation of PBIS Rewards APP and school store.

Evaluation Data Source(s) 1: Student discipline data and academic data.

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) Implement PBIS in all grade levels as a whole campus using Rewards APP. Clear expectations for common spaces and classrooms.	2.5	All	Decreased number of ISS and OSS assignments.				


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

Performance Objective 2: Counselors will work with individual students as well as groups of students to meet the Social-Emotional needs of students during Monday advisory time.


Evaluation Data Source(s) 2: Counselor logs

Summative Evaluation 2:

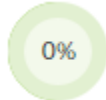
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Counselors will identify students who are at-risk and meet individually or in group sessions during Monday advisory time.	2.5	Counselors					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 3: Student voice opportunities will be provided to foster more positive student behavior.


Evaluation Data Source(s) 3: Principal Roundtable meetings, student surveys, student discipline data, and activity participation

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Meet regularly with student leader groups (Principal Round table, Student Council, and National Junior Honor Society) to foster student input in campus decisions.	2.5	Principal, Teacher sponsors	Increased student voice				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Computer lab created to support ELL, SPED and Tier 2 RTI students through technology learning tools and programs.
2	1	1	Students identified as at-risk of failing a core subject area will be provided intervention through before and after-school tutoring, subject advisories, and after school and Saturday academy. Students identified as at-risk of failing the STAAR test, including LEP and SPED students, will be provided before school and Saturday academy and specialized advisories.

State Compensatory

Personnel for Mcdonald Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Goedecker	Teacher	Academic Support Math	1
Cassandra Reyes	Teacher	Academic Support Reading	1
Irma Lampe	Academic Support Reading	Academic Support	1
Labrieka Brown	Teacher	Academic Support Math	1
Laura Berg	Teacher	Academic Support Reading	1

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Carrie Caruso	Principal
Administrator	Denise Daniels	7th Grade AP
Administrator	Giovanni Serna	8th grade AP
Administrator	Richard Farr	6th grade AP
Non-classroom Professional	Amy Sager	Testing Facilitator
Classroom Teacher	Michael Owens	Teacher
Administrator	Wayne McLaughlin	Student Support AP
Non-classroom Professional	Devona Joseph	Pass Teacher/SPED DC
Non-classroom Professional	Kimberley Costello	Counselor
Classroom Teacher	Heather Anderson	Science Teacher
Classroom Teacher	Chris Kha	Social Studies Teacher
Non-classroom Professional	Ruben Espinosa	Counselor
Non-classroom Professional	Guen Cargill	Counselor
Parent	Brittany Zeno	Parent
Parent	Perla Barrera	Parent
Parent	Dinora Gonzalez	parent
Parent	FELICIA OLAGBEMI	parent
Parent	Jennifer Balderas	parent
Classroom Teacher	Kimberly Wilson	Math teacher
Classroom Teacher	Felicia Hood	Social Studies teacher

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Wayne McLaughlin	Student Support AP
Administrator	Denise Daniels	7th grade AP
Administrator	Richard Farr	6th grade AP
Administrator	Giovanni Serna	8th grade AP
Non-classroom Professional	Alicia Anderson	ELAR Instructional Coach
Non-classroom Professional	Karen Branch	Math Instructional Coach
Non-classroom Professional	Jennifer Lennox	Science Instructional Coach
Non-classroom Professional	Nakeshia Smith	SS Instructional Coach
Classroom Teacher	Micah Kerber	Science DC
Classroom Teacher	Joe Young	Electives DC
Classroom Teacher	Alyssa Zamarripa	Math DC
Classroom Teacher	Kenric Lopez	SS DC
Administrator	Carrie Caruso	Principal
Non-classroom Professional	Devona Joseph	SPED DC
Non-classroom Professional	Lauren Hicks	Librarian

Principal Student Round Table

Committee Role	Name	Position
Administrator	Carrie Caruso	Principal
Student	McDonald Panther	students

PBIS Committee

Committee Role	Name	Position
Administrator	Carrie Caruso	Principal

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Transportation costs and supplemental pay		\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
T H MCDONALD J H (101914045) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		85	B
STAAR Performance	55	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		90	A
Academic Growth	72	80	B
Relative Performance (Eco Dis: 65.5%)	55	90	A
Closing the Gaps	83	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	Not Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned