

Katy Independent School District

McMeans Junior High

2019-2020 Campus Improvement Plan

Accountability Rating: A

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

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Vision

McMeans Junior High School, in partnership with parents and community, is uncompromisingly committed to intellectual growth, academic achievement, character and leadership development, and the well-being of each student so that he or she may find individual success and become a contributing citizen of the 21st century.

KATY ISD Motto

Rooted in Excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

At this time, McMeans is performing better with each passing year and cannot identify a need.

Demographics

Demographics Summary

Student profiles:

- White: 44.3%
- Asian: 25.2%
- Hispanic: 20.3%
- African American: 6.9%
- American Indian: 0.1%
- Pacific Islander: 0.2%
- Two or more races: 3.0%
- Economically Disadvantaged: 18.9%
- English Learners: 9.7%?
- Special Education: 6.7%

Demographics Strengths

Well rounded and diverse group of students and teachers.

Student Academic Achievement

Student Academic Achievement Summary

School Report Card Data

2019 STAAR Scores

- **Reading: 89%**
- **Math: 93%**
- **Algebra: 100%**
- **Writing: 88%**
- **Social Studies: 89%**
- **Science: 95%**

Student Academic Achievement Strengths

Each year McMeans students show a high level of learning through both state testing data and local testing data.

School Processes & Programs

School Processes & Programs Summary

Programs:

Newcomer Center

ESOL Sheltered Classes

Special Education Services

504 and RTI Services

Pre-AP Classes

Gifted and Talented Classes

School Processes & Programs Strengths

McMeans continues to improve each program yearly by including teachers, staff, and students in the development of the learning process being used.

Many programs are being implemented each year to further assist our growing students in their future. Some of these updates include:

- * Class sizes 22 academic and 32 pre-ap
- * Full day strategic reading
- * Full day math lab
- * Added 2 ELA teaching units
- * Incorporating block ELA classes for a 90-minute class
- * Smaller special education classes
- * Incentives for teachers to be in their classrooms on a daily basis

*Grade level Assistant Principals will have a deeper knowledge of their students and what their needs are

*Character Strong

*Implementing the Fundamental 5 book for teachers and focusing on critical writing

*Watching students closer who are failing or are close to failing find strategies to help them improve

*Mission McMeans - a morning tutoring program continuing on Tuesdays and Thursdays

Perceptions

Perceptions Summary

McMeans is committed to excellence, providing a rigorous academic curriculum to meet the needs of all students. Academic, Pre-AP and Gifted classes are offered in each core curriculum area. Many elective classes, including beginning instruction as well as advanced performing groups in the band, choir, orchestra, theatre, and art, are offered to meet the diverse interests of McMeans students. A strong technology curriculum is offered, as well as family and consumer science classes, which focus on personal responsibility and leadership skills.

McMeans is also committed to providing students many opportunities, both academic and extracurricular, to help them become productive and responsible members of society. The school's athletic teams have achieved outstanding success, with seventh and eighth-grade students competing in volleyball, football, basketball, track, tennis, and soccer. Extracurricular activities also include Destination ImagiNation, Quizbowl?, Student Council, National Junior Honor Society, and No Place for Hate.

An active PTA and a well-developed volunteer program support the success of McMeans. More than 400 volunteers provide support in a wide variety of ways. Parents wishing to volunteer will be able to find an area where their skills are needed and appreciated.

Perceptions Strengths

Each year McMeans is given outstanding awards by the public for its high expectations of each and every person that walks through our doors.

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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card 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
- 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
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk 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
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- TTESS data
- Equity 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
- Action research results

Goals


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

Performance Objective 1: Science students will improve writing skills through the use of targeted vocabulary activities, CER conclusions, and ISN writing prompts.


Evaluation Data Source(s) 1: Student created ISNs, open ended questions on assessments, lab conclusions

Summative Evaluation 1:

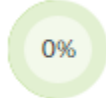
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Integration of writing during science to improve student vocabulary and enrich a deeper understanding of science.	Science teachers	Interactive word walls (student created), ISN warm ups, open ended questioning strategies (as evidenced by improved classroom discussions, class scores, and STAAR results)				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: Science students will be exposed to or participate in at least one lesson presented by a professional or expert from the greater Houston area community.

Evaluation Data Source(s) 2: Students will have a science based field trip or guest speaker

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Involvement of outside resources to enhance student learning.	Science teachers	Utilize parent volunteers (esp as chaperones on 8th grade STEAM Center field trip), guest speakers for certain topics (ie body systems for 7th grade)				

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

Performance Objective 3: Classrooms at McMeans Junior High will be structured so that each student has the opportunity to learn in a style that suits them.

Evaluation Data Source(s) 3: Walkthroughs, teacher evaluations, and Admin

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will have the opportunity to incorporate different styles of learning to encourage expanded thinking.	Teachers, Staff, and Admin	Teachers will incorporate lesson structures that incorporate concrete models and representations, critical writing, and small-group discussions. This will impact student class grades and STAAR results.				


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

Performance Objective 4: Math teachers at McMeans Junior High will communicate, demonstrate, and discuss how the TEKS in one grade level prepare students for learning in the following grade levels.


Evaluation Data Source(s) 4: PLCs, math department team meetings

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The math team will communicate information about the vertical alignment of TEKS.	Teachers, math IC, math Admin	Math teachers will communicate with each other how the TEKS in the grade level may be taught, misconceptions, and how they might be foundational to the next grade level. This will help differing grade levels know where to begin with students as they begin new units, which in turn will impact student understanding at a deeper level.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 5: Newcomer teachers will begin writing in each subject area to help the students understand that writing is necessary for all areas.

Evaluation Data Source(s) 5: In-class writing assignments for each subject.

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students that have been in school for at least 4 months will increase from beginner to intermediate on TELPAS writing.	The newcomer teachers will evaluate whether the students are improving.	We will use the Write Critically chapter of The Fundamental 5 book. This will improve writing and literacy for the EL students.				

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

Performance Objective 6: Social Studies teachers will increase writing opportunities for students by allowing them to respond to content specific prompts at least three times per week.

Evaluation Data Source(s) 6: In-class writing assignments

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A variety of strategies will be used to accomplish this objective: ticket in; ticket out; read, talk, write; annotated cartoon strips; formal essays, give one, get one; Venn Diagram; concept mapping; etch-a-sketch; write to learn	teachers; student peers; Mr. Guzzetta (evidence in lesson plans)	Students will become more comfortable with writing in a content area (social studies) and transferring their knowledge of "good writing" from their ELA classes to content area (social studies) classes; students will be able to write a thesis statement and support it with three pieces of evidence.				
						

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

Performance Objective 7: Both Fine Arts and Electives will allow students to master different techniques through hands-on activities and performances.

Evaluation Data Source(s) 7: Plays, Concerts, and Galleries

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The students will participate in various concerts, plays, and galleries that will showcase their work. The teacher will submit detailed lesson plans that help students build on their learning.	Fine Arts and Elective Teachers Fine Arts and Elective Department Chair Fine Arts and Elective Supervising Principals.	The students will grow in Fine Arts, Engineering, Foreign Language, and Life Skills needed in the future. Students involved in extracurricular activities tend to be more successful in their core classes.				

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

Performance Objective 1: McMeans Junior High will create reliable and valid classroom assessments, and the data gathered from the assessments will be used to drive instruction.

Evaluation Data Source(s) 1: PLC discussions, data results

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Instructional Coaches will guide teachers in creating meaningful PLC's that will contribute to the overall knowledge and leadership teachers require to excel in the classroom.	Teachers, ICs, Admin	PLCs will collaborate to create assessments that align with the TEKS and provide students with rigorous, thought-provoking questions. The data gathered will then be used by students as they self-assess their growth and progress, and by the teachers as they plan and prepare lessons. This will impact student learning as evidence through class grades.				
						

Goal 3: 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:**
- 1) Implement the online portfolio program "Bulb" provided by Katy ISD for students' writing throughout the year.
 - 2) Give students training on and access to interact with the online Literature textbook "My Perspectives".
 - 3) Supplement instruction with NearPod, SMART applications, Padlet, and other ELA-related programs.
 - 4) Allow access and teach students how to responsibly use iPads, chromebooks, students' devices, and/or desktop computers for research.
 - 5) Encourage students to create a variety of products electronically.

- Evaluation Data Source(s) 1:**
- 1) Students have at least 3 pieces of writing uploaded into Bulb throughout the year (beginning, middle, and end of the year).
 - 2) Forethought Lesson Plans specify defined instructional strategies using technology at least 3 times per ELA unit.
 - 3) Student electronic products and presentations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) McMeans Junior High ELA teachers will create an in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all students.	1) ELA Teachers 2) ELA Instructional Coach 3) ELA Department Chair 4) ELA Supervising Principal	1) Students' writing products on the electronic portfolio "Bulb" will be available to their teachers in the following years to better track student growth. 2) Students will be better prepared to interact directly with technology in order to track and advance their own learning.				
						

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: McMeans Junior High Counseling Dept. will conference with students individually regarding their specific needs. The counselors will also provide small groups on topics such as Anxiety, Assertiveness, and Friendship for students.

Evaluation Data Source(s) 1: Daily sign in, group sign-in/ permission slips, and feedback from staff and students

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Individualizing counseling needs to be based on student needs.	Counselors	Create more independent students that can cope with different issues that arise at home and school.				

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: McMeans Junior High Counseling Dept. will have students participate in the No Place for Hate Program which is aimed to reduce bias and bullying and increases appreciation for diversity and builds communities of respect.

Evaluation Data Source(s) 2: Monthly sign-in sheets at meetings, feedback from students and staff, and star designation from the No Place for Hate ADL organization at the end of the year after activities are complete.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Encourage the absence of bullying in the lives of students at school and at home.	Counselors	Create a bully free environment for all students to feel safe and cared for.				
						

Goal 5: 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: The newcomer department will hold an event in the fall and in the spring to bring parents into the school.

Evaluation Data Source(s) 1: Parent participation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Invitations will be sent out for parents to attend the event.	The newcomer teachers and the assistant principal will ensure that a program is created and invitations are sent to parents.	Parents will learn about the United States educational system and meet people to help with support and friendship.				

Campus Advisory Team

Committee Role	Name	Position
Administrator	Steve Guzzetta	Principal
Administrator	Melanie Thomas	Assistant Principal
Administrator	Gary McHatton	Assistant Principal
Administrator	Ranesia Edwards	Assistant Principal
Testing Facilitator	Michelle Jeffrey	Testing Facilitator
Front Office Rep	Sherry Parker	Principal Secretary
Counselor	Jan Karwowski	Counselor
Counselor	Kaley Dean	Counselor
Classroom Teacher	Dana Hoover	Science - 1st Year
Classroom Teacher	Makeita Morgan	ELA - 2nd Year
Classroom Teacher	Joey Beckham	Social Studies - 1st Year
Classroom Teacher	Amy Williams	Fine Arts - 1st Year
Classroom Teacher	Ann Graesser	Math - 1st Year
Classroom Teacher	Steven Vasquez	Special Education - 1st Year
District-level Professional	John Crow	District Liason
Parent	Jen Roth	2nd Year
Parent	Rick Smith	2nd Year
Parent	Nhan Nguyen	2nd Year
Parent	Kasi Bundoc	2nd Year
Parent	Cecilia An	1st Year
Parent	Pierre-Olivier Ariston	1st Year
Parent	Angela Pawlak	1st Year

Committee Role	Name	Position
Parent	Sarah Perut	1st Year
Parent	Ashleigh McCall	1st Year

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
GARLAND MCMEANS J H (101914047) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		94	A
STAAR Performance	76	94	
College, Career and Military Readiness Graduation Rate			
School Progress		91	A
Academic Growth	77	86	B
Relative Performance (Eco Dis: 22.2%)	76	91	A
Closing the Gaps	96	96	A

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