

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



Mission Statement

Memorial Parkway Junior High, in partnership with parents and the community, is committed to providing students with ongoing opportunities to foster curiosity, creativity, and an appreciation for lifelong learning, in a structured and supportive environment, through challenging and engaging instruction designed to support success beyond the classroom.

Vision

Be the legacy.

TALONS

Eagle Expectations

Eagles are...

Trustworthy

Accepting

Leading

Optimistic

Noble

Scholarly

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Parkway Junior High opened its doors in the fall of 1982. This demographic information is from August 2019. The campus enrollment has increased by 107 students from the end of the previous year. The student enrollment is 899, evenly split between grades 6-8. MPJH is an ethnically diverse campus with the following demographic data:

- White: 41.94%
- Asian: 8.23%
- African American: 10.01%
- Hispanic: 35.6%
- Two or More: 3.78%
- American Indian/Pacific Islander: 0.33%

The student mobility rate for MPJH is 11.0% and 41.2% of our students are considered At-Risk. Additionally, 39.38% of MPJH students are Economically Disadvantaged. Other subsets of our population are as follows:

- ESL: 9.9%
- LEP: 10.23%
- GT: 9.79%
- CTE: 19.77%
- SPED: 18.5%

Demographics Strengths

MPJH is a smaller junior high which affords students the opportunity to participate in a variety of activities. Almost all students who tryout for a sport are able to participate, and the same is true for fine arts and other school groups. Additionally, students are able to get to know each other well as the entire grade levels are less than 320 students.

Additionally, the diversity of our campus allows students to gain a better understanding of culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL, ED, and SPED populations are increasing rapidly, and differentiation and awareness of differing needs in the classroom is lagging. **Root Cause:** Additional training and planning time is needed to address how to meet these growing needs.

Student Academic Achievement

Student Academic Achievement Summary

For the 2019 Accountability summary from the Texas Education Agency, Memorial Parkway Junior High received an overall A rating. In addition, MPJH earned 6 of 7 distinctions (Academic Achievement in Mathematics, Academic Achievement in English Language Arts/Reading, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness, Top 25 Percent: Comparative Closing the Gaps).

Our scores reflect emphasis on solid first-teach instruction. However, there are specific subpopulations that need to be targeted for more personalized learning in order to meet said targets. On the 2019 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- Reading - 85% (District 88%)
- Math - 90% (District 91%)
- Writing - 82% (District 86%)
- Science - 90% (District 91%)
- Social Studies - 90% (District 84%)

With regard to student progress, MPJH is higher than the district average for students who are showing expected or met progress (Algebra - 19%/10%, Reading - 42%/41%, Math - 56%/52%). However, we are lower than the district average for students who have accelerated or exceeded progress (Algebra - 78%/88%, Reading - 24%/26%, Math - 12%/17%).

A closer look at demographic data:

	% at Approaches Grade Level or Above							
	African American	Hispanic	White	Asian	Two or More Races	Economically Disadvantage	Special Education	ESL
Reading	72%	83%	88%	94%	88%	76%	49%	58%
Math	78%	89%	95%	97%	100%	86%	63%	81%
Writing	68%	81%	85%	92%	86%	75%	39%	54%
Science	63%	94%	93%	91%	83%	82%	63%	67%
Social Studies	59%	87%	96%	91%	91%	79%	63%	50%

Discrepancies exist in all areas between subgroups. Teachers will be participating in training regarding differentiation and personalized learning as well as a more structured first-teach in order to assess and close gaps for all students. Additionally, targeted instruction in disciplinary literacy will also be a focus area for the campus.

Student Academic Achievement Strengths

As a campus we achieved 6 of 7 distinctions from the Texas Education Agency. Additionally, the campus earned an overall A rating from TEA for the 2018-2019 school year. The breakdown of scores was as follows:

- Overall - 93 (A)
- Student Achievement - 91 (A)
- School Progress - 87 (B)
- Closing the Gaps - 96 (A)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. **Root Cause:** Differentiation between academic, Pre-AP, and GT has not been varied in instruction. Students who have mastered first teach material are not regularly being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Memorial Parkway JH has a rich history of retaining staff. Staff are supported through PLCs as well as professional learning endeavors to continue growth. Administration handles discipline in a timely manner seeking both teacher and student input. MPJH has implemented more choice in learning objectives as well. Rec Day is also a means of positively reinforcing both students and staff. As part of our PBIS program, Rec Day helps to reinforce attendance, behavior, and attention to assignments for class. It also works on team building and promoting a positive culture on campus. Before and after school duties have also been removed from teachers so that tutorials and planning can take place at those times. Administrators and teachers participate in the hiring process through the Teacher Fair in April as well as campus based interviews.

School Processes & Programs Strengths

Instructional coaches lead teams of teachers through the professional learning and PLC process to design quality first-teach instruction. Learning walks and video feedback have been implemented as part of the PLC process as a means of focusing on specific strategies teachers are looking to hone in their classroom. While we are the smallest secondary campus in the district, MPJH staff are still afforded the same professional development opportunities as those on larger campuses. Professional learning remains a top priority. The usage of technology has increased on the campus over the past few years with the addition of devices, professional development, and personnel on campus. Teachers continue to meet on sacred planning days to discuss curriculum, assessment, and instruction. Teachers have shifted over the past year into disaggregating tests to make assessment more meaningful. Additionally, instructional coaches and teachers have begun inputting Depth of Knowledge indicators on assessments to increase rigor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hallway disciplinary infractions were the highest area of concern last year. **Root Cause:** Respect for staff directives by students and staff training on culture may need to be examined to build a positive culture.

Perceptions

Perceptions Summary

The PTSA of Memorial Parkway JH provides tremendous support of the work being done on campus. They are involved in various activities throughout the school year. Veterans Day, International Day, dances, and teacher treats are just a few of the ways they are involved. WatchDogs are also on campus throughout the year to assist our campus and encourage fathers and father-figures to engage with our campus.

Perceptions Strengths

Memorial Parkway JH offers multiple ways for students, parents, and staff to be involved in the educational process. Staff believes that the school is the hub of the community and therefore, develops experiences conducive to support that belief. All MPJH staff are members of the MPJH PTSA. The PTSA offers a wide range of activities throughout the year from dances to providing meals, snacks, professional development, student programs, and supplies to staff. PTSA executive board is already working to build ways to increase their participation and outreach for our campus. Students are encouraged to participate in multiple activities offered from fine arts to athletics to yearbook publishing to high school credit offerings. MPJH also hosts a Veterans Day program annually where community members and parents are invited to participate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student voice in campus activities is not as strong. **Root Cause:** Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

Problem Statement 2: Volunteerism and parent involvement has decreased over previous years. **Root Cause:** Perceived lack of interest in having parents on campus. Lack of variety of activities for parents to participate in.

Priority Problem Statements

Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages.

Root Cause 1: Differentiation between academic, Pre-AP, and GT has not been varied in instruction. Students who have mastered first teach material are not regularly being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: EL, ED, and SPED populations are increasing rapidly, and differentiation and awareness of differing needs in the classroom is lagging.

Root Cause 2: Additional training and planning time is needed to address how to meet these growing needs.

Problem Statement 2 Areas: Demographics

Problem Statement 4: Hallway disciplinary infractions were the highest area of concern last year.

Root Cause 4: Respect for staff directives by students and staff training on culture may need to be examined to build a positive culture.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Student voice in campus activities is not as strong.

Root Cause 5: Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Volunteerism and parent involvement has decreased over previous years.

Root Cause 6: Perceived lack of interest in having parents on campus. Lack of variety of activities for parents to participate in.

Problem Statement 6 Areas: 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
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- 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
- STEM/STEAM data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

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

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

Goals

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

Performance Objective 1: Student growth will increase in all areas by 10%.

Evaluation Data Source(s) 1: Disaggregated DLA and STAAR scores

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) Through the use of preassessments given through Canvas or other digital means, differentiated lessons will be used to extend the learning for those already at a mastery level at least 1x in all core subject areas.	2.4, 2.5	ICs Admin	The number of students who achieve masters will improve.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
TEA Priorities Build a foundation of reading and math 2) All classroom teachers will receive a copy of the book This Is Disciplinary Literacy and the campus will do a book study with Canvas and F2F sessions to improve reading and writing within the different disciplines.	2.4, 2.6	ICs Admin	Students' ability to read for understand and write to process information will improve. Test scores will improve through the increased skills in reading and writing.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
TEA Priorities Build a foundation of reading and math 3) Small group advisory pull-outs in rotating content areas occurring at least 3x a week	2.4, 2.5, 2.6	Teachers ICs Admin	Student growth will increase in all areas by 10%				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL, ED, and SPED populations are increasing rapidly, and differentiation and awareness of differing needs in the classroom is lagging. Root Cause 1: Additional training and planning time is needed to address how to meet these growing needs.
Student Academic Achievement
Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. Root Cause 1: Differentiation between academic, Pre-AP, and GT has not been varied in instruction. Students who have mastered first teach material are not regularly being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.


Performance Objective 1: Performance gaps between demographic groups will decrease to less than 5% from the campus average.

Evaluation Data Source(s) 1: CBAs

DLAs

STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will attend conferences focusing on mental health strategies and character training to identify and implement strategies to work with diverse learners, especially at-risk and economically disadvantaged students.	2.4, 2.6	Instructional Coaches Administration	Teachers feel more confident to meet the needs of students in their classes. Instructional strategies are implemented that are designed to help all students be successful.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
2) Campus-wide professional learning from our Newcomer teachers for all staff related to meeting the needs of English Language Learners.	2.4, 2.6	Principal	SIOP and sheltered strategies become part of the planning and instruction in all classrooms.				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:

Demographics
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Student Academic Achievement
Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. Root Cause 1: Differentiation between academic, Pre-AP, and GT has not been varied in instruction. Students who have mastered first teach material are not regularly being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

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

Performance Objective 1: In PLCs and followed up in the classroom, 70% of teachers will utilize information gleaned from Disciplinary Literacy to plan for and deliver high quality instruction after the development of an aligned, rigorous assessment.

Evaluation Data Source(s) 1: PLC agendas
 Backwards assessment design
 Learning walks/observations
 TTESS Student Learning Objective

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Weekly PLC meetings with ICs to develop assessments and then plan for instruction. Planning days with ICs to plan for intervention and to collaborate on how to meet the needs of students failing multiple core subjects.		ICs Admin	Because instruction is aligned to an existing assessment, teachers will be able to deliver quality instruction and students will be able to be better prepared for assessment.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL, ED, and SPED populations are increasing rapidly, and differentiation and awareness of differing needs in the classroom is lagging. Root Cause 1: Additional training and planning time is needed to address how to meet these growing needs.
Student Academic Achievement
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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: Parents and community members will become more engaged in campus activities with ongoing opportunities to be involved on campus through PTSA and Campus-wide events.

Evaluation Data Source(s) 1: Fun Food Frenzy


WatchDogs

Family Movie Nights

Coffee with the Principal

Dances

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create and host a parent technology night to review how to use the HAC, Canvas, and other campus sites. Create/organize a series of videos helping parents navigate various technology resources on our MPJH website.	3.2	Administration ICs	Parents will feel better equipped to assist their students at home with technology and can stay abreast of what is happening at school better.				
Problem Statements: Perceptions 2							
2) Family involvement activities planned throughout the year (i.e., Family Movie/Game Nights, WatchDOGS, outreach, etc). Newcomer Center will host 2 family events for families of students in the Newcomer Center	2.6, 3.1, 3.2	Admin Newcomer Center	Parents will be better aware of the activities on campus				
Problem Statements: Perceptions 2							
							

Performance Objective 1 Problem Statements:

Perceptions


Problem Statement 2: Volunteerism and parent involvement has decreased over previous years. **Root Cause 2:** Perceived lack of interest in having parents on campus. Lack of variety of activities for parents to participate in.

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: In order to ensure that student needs are being met, systematic feedback will be received from students throughout the year.

Evaluation Data Source(s) 2: Student feedback/survey
Leadership Council

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create a student leadership circle that provides insight into student needs and concerns and feedback on campus plans. This group will meet monthly with the principal.	2.6	Principal	Students feel empowered and campus spirit increases				
Problem Statements: School Processes & Programs 1 - Perceptions 1							
							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Hallway disciplinary infractions were the highest area of concern last year. Root Cause 1: Respect for staff directives by students and staff training on culture may need to be examined to build a positive culture.
Perceptions
Problem Statement 1: Student voice in campus activities is not as strong. Root Cause 1: Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

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: Explore ways for students to engage in various community service activities.

Evaluation Data Source(s) 3: Committee Notes

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create committees with staff and students to engage in dialog about how the campus can create community service opportunities for students beyond "drives."		Admin	Students will become more empathetic and understanding of others				
Problem Statements: Perceptions 1							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Student voice in campus activities is not as strong. Root Cause 1: Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

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


Performance Objective 1: Students in distress either emotionally or behaviorally will meet with campus personnel for intervention.

Evaluation Data Source(s) 1: ISS and discipline data

Reentry plans from outpatient facilities

Teacher referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Counselors will work with all students in ISS during 8th period daily. Students will complete WOOP goal sheets upon arriving in ISS, and counselors will work with individuals or small groups to address behavior and the well-being of students.	2.6	Counselors APs	Students will begin to regulate their behavior and seek proactive ways to deal with situations.				
Problem Statements: School Processes & Programs 1							
2) Campus-wide implementation of the year two track of Character Strong each Monday.	2.5	Administration	Students will interact positively with staff and other students which will reduce the number of discipline incidents on campus. Additionally, the climate and spirit of the campus will improve.				
Problem Statements: School Processes & Programs 1							
3) Teachers will complete Kognito mental health training, and counselors will be trained on the Emotional Backpack to identify mental health needs.	2.5, 2.6	Administrators Counselors/LSSP	Teachers will be better equipped to identify students in distress and make referrals to appropriate personnel. .				
Problem Statements: School Processes & Programs 1							
4) Counselors will meet with struggling students related to mental health needs such as anxiety, developing friendships, return from outpatient facilities, and others.	2.5, 2.6	Counselors LSSP	Student will receive training on coping mechanisms as well as a plan for reentry.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Hallway disciplinary infractions were the highest area of concern last year. **Root Cause 1:** Respect for staff directives by students and staff training on culture may need to be examined to build a positive culture.

State Compensatory

Personnel for Memorial Parkway Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Compensatory Ed	2

Campus Advisory Team

Committee Role	Name	Position
Administrator	Emily Craig	Principal
Non-classroom Professional	Melanie Beisert	Instructional Coach
Classroom Teacher	Suzanne Kujawa	PASS Teacher
Classroom Teacher	Jeffrey Flores	Math Teacher
Classroom Teacher	Miriam Udo	ELA Teacher
Classroom Teacher	Kevin Newsom	Asst Athletic Coordinator
Classroom Teacher	Erin Bell	Newcomer Lead Teacher
Parent	Christina Klahn	Parent
Parent	Clare Hatch	Parent
Parent	Ana Maria Hix	Parent
Non-classroom Professional	Hanna Darensbourg	Testing Facilitator
Parent	Lisa Adams	Parent
Parent	Marigrace Villarreal	Parent
Parent	Mark Dornak	Parent
Non-classroom Professional	Kelli Rivera	District Representative
Classroom Teacher	Keisha Thomas	ELAR Teacher
Business Representative	Caleb Guajardo	Business Rep
Community Representative	Robyn Hrivnatz	Community

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
MEMORIAL PARKWAY J H (101914044) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		91	A
STAAR Performance	62	91	
College, Career and Military Readiness			
Graduation Rate			
School Progress		87	B
Academic Growth	74	83	B
Relative Performance (Eco Dis: 36.7%)	62	87	B
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	Not Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned