

Katy Independent School District
Seven Lakes 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
Postsecondary Readiness

Mission Statement

Seven Lakes Junior High School's Mission Statement

Seven Lakes Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become an independent learner, a responsible citizen, an effective communicator, an innovative thinker, a creative problem solver, and an honorable collaborator as they create the future.

Value Statement

The Spartan Creed we aim to live by is:

- I** - Integrity
- C** - Community
- A** - Accountability
- R** - Respect
- E** - Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes JH is a middle school in an affluent suburb of Katy, Texas that serves 1500 students in grades 6th through 8th. SLJH consists of 12.9% economically disadvantaged students, 5.3% English language learners, 6.7% special education students, and 20% gifted and talented students. The student body consists of 27% Hispanic students, 8% African American students, 33% Caucasian students, and 29% Asian students. Of these students, 14.7% are considered At Risk.

Our Campus Advisory Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are further supported by instructional coaches, which exist for every content area, and through feedback, from regular administrative walkthroughs. All teachers participate in Learning Walks, to reinforce the use of best practices.

Our PTA consists of over 900 members and has an annual budget of over \$100,000 which is mostly spent on teacher grants. Our volunteers complete over 20,000 hours of volunteer work last year to support our school. Each year we have several activities that involve the community such as a Community Pep Rally and International Festival.

Demographics Strengths

SLJH has a diverse student and parent population. We maintain high standards for all populations and continue to see growth in all areas.

We earned six of the seven areas of distinction including ELA/Reading, Math, Science, Social Studies, and Postsecondary Readiness.

We have a large percentage of our students (20%) on the Gifted and Talented program and enrolled in PreAP courses, including high school credit courses such as Algebra and Geometry.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We did not receive a distinction in the area of Closing the Achievement Gaps. **Root Cause:** Did not focus on maximizing instructional time during Advisory to differentiate instruction to ensure all populations are making or exceeding progress.

Student Academic Achievement

Student Academic Achievement Summary

Our STAAR scores for the 2018-2019 school year were as follows:

Subject	Approaches	Meets	Masters
Reading	96	80	56
Math	98	86	51
Writing	95	82	52
Social Studies	95	78	58
Science	99	90	66

Our special education students, economically disadvantaged students, and ESOL students are three subpopulations where we need to improve the meets and masters level in all content areas.

Three fourths of our students achieve either all A or A/B honor roll on their report cards. The majority of our students meet or exceed progress in all state tested contents.

All core content teachers offer before or after school tutorials twice per week from September to May. There is a google doc posted on the campus website that lists dates, time, & room number so that any parent or student can make arrangements to come to a tutorial, no appointment necessary. Students have the option to attend tutorials with their own teacher or a different teacher. This worked because it provides the additional small group instruction necessary for the kids who need it as well as a flexible schedule for parents who have tight schedules.

Extended day tutorials with transportation are provided for all ESOL students for twelve weeks both in math and science. This worked because students receive the additional instruction with the subjects that have challenging vocabulary for them to grasp. It provides a safe environment for students to practice reading, speaking, and writing using the content specific vocabulary.

Advisory period (now called Extended Learning Time) is a 35 minute daily study hall for all students, however, this year, we are making it a more intentional time for differentiation or to go back and revisit specific skills based on data from assessments. We believe this will be beneficial because students will be provided with the additional instruction and practice they need without having to stay after school or come before school.

We have developed a collaborative culture that calls for all teachers to work on a lesson planning team to plan for instruction, analyze data, create common assessments, and review student work. In addition to meeting once or twice a week, teachers are provided with a full day in the fall and a full day in the spring to analyze the testing data, break down the TEKS, and plan their curriculum calendar. This works because teachers have a clear focus, students are assessed across the campus, and best practices are shared.

In addition to the strategies listed above, we have added small group targeted intervention tutorials twice per week for these special populations during advisory.

Student Academic Achievement Strengths

SLJH earned Distinction Designations in 6 of the 7 areas in the State Accountability system.

There was an increase in the amount of our ELL students, economically disadvantaged students, and Special Ed students who achieved approaches on STAAR in all areas except writing for our special ed students.

The percentage of special education students and economically disadvantaged students who achieved meets standard went up in all content areas (12% in math!).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 40% of our ELL students are achieving the "meets" standard in reading and 72% in math, 62% in science and 23% in social studies. **Root Cause:** These students may not understand all of the academic vocabulary necessary to be successful on the state test.

Problem Statement 2: Only 31% of our special ed students are achieving the "meets" standard in reading and 48% in math, 47% in science and 40% in social studies. **Root Cause:** These students may have difficulty answering higher level questions that require deeper thinking.

School Processes & Programs

School Processes & Programs Summary

This year due to a new school opening and rezoning, we lost 23 teachers to excess. In the past three years, the trend has been that we lose approximately 30% of our staff at the end of the school year. This year, only 10% of our staff chose to leave SLJH, most of which were for promotions.

Our Campus Advisory Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are further supported by instructional coaches, which exist for every content area, and through feedback, from bi-weekly administrative walkthroughs. All teachers participate in Learning Walks, to reinforce the use of best practices.

Instructional

SLJH faculty and staff are focused on student growth and achievement. We are committed to providing students with exceptional learning experiences through hands on instruction and innovative and research based strategies. SLJH faculty and staff monitor progress and achievement data based on the general population and sub-populations on a regular basis to ensure that students meet or exceed growth expectations.

Curricular

SLJH uses unit plans developed by lead teachers and instructional coaches at the district level to ensure that we are covering all of the TEKS at the appropriate level of rigor.

Personnel

SLJH recruits teachers and staff via word of mouth. Teachers actively participate in all aspects of the hiring process, from screening resumes to actually sitting in on the interviews. This empowers them to seek out candidates they know have the same philosophies regarding how we treat kids, what our expectations are for all kids, and the level of commitment to continuous learning as educators.

SLJH supports new teachers by assigning them a mentor as well as providing them with a collaborative team that meets consistently to review data and plan excellent instruction.

SLJH retains teachers by giving them a voice, training them to become leaders, and maintaining a positive school culture that celebrates successes and views failures as an opportunity to grow.

Organizational

Our staff is organized into small teams of teachers we call professional learning communities that focus on specific content areas as well as departments by content area. Each department is represented on the leadership team and collaborates regularly to problem solve and participate in leading the school.

Administrative

Administrators also meet consistently and are assigned to specific departments to support and assess all areas of school operations.

Budget

Departments submit a proposal for any and all expenditures such as tutorials, supplies, reading materials, and technology needs. This works because it keeps everyone budget focused.

All inventories are carefully documented and monitored. Department chairs and other staff are designated to collect expensive school equipment such as technology, science equipment, etc. This worked because the staff is being held accountable for our resources and everything was neatly labled and stored for future use.

We carefully monitor the facility to ensure that everything is in good repair and works properly. We keep a binder with all work orders and completion dates.

Teachers conduct a checklist inspection of their rooms and work areas twice a year and report any needs directly to the campus secretary. This worked because each department took care of their individual budget and everyone took care of their specific working area.

Technology

All classrooms have access to a variety of technology for both teacher and student use. This ranges from desk tops to laptops, ipads, chrome books, and SMARTboards. While we do not have one-to-one devices, the majority of our students bring their own devices, so every student always has access to a device. Our Brightbytes survey indicated high levels of comfort with using technology on a daily basis for teaching and learning. Students are allowed to have and use their devices throughout the day in all areas of the building except the bathrooms and locker rooms.

Assessment

Our teachers work collaboratively to create common lesson plans. Part of that process involves them writing common assignments, quizzes, projects, and tests. Data is looked at regularly by teacher and by special populations to plan next steps in the teaching and learning process. We also participate in all district learning assessments and utilize that data as well.

School Processes & Programs Strengths

Student achievement scores continue to be highly competitive with like campuses.

The Energage Staff Survey that was conducted at the end of the 2018-2019 school year had increases in staff satisfaction in all areas, some as much as an increase of 35%.

The majority of teachers and staff choose to stay with us.

Teachers who request permission to attend additional staff development opportunities outside of what the campus and district provide are generally granted that permission and financial support.

Perceptions

Perceptions Summary

Our parents and community members will be informed and involved in the teaching and learning that takes place in our school.

Our PTA membership is more than 80% of our 1500 Spartan families and almost 100% of the campus staff. The PTA is very active with 18 executive board members and various committee chairpersons. Their mission is student driven and they successfully raise close to \$100,000 yearly for campus initiatives. This works because parents are eager to support a PTA that is student focused.

We have a PALS program with our neighboring high schools that allows for 12 high school students from each of our two feeder high schools to come and mentor 25 of our students once a week. This works because our mentees look up to the high school students and listen to their positive guidance and feel more confidence due to that relationship.

We have Keys Mentors that come to our school and mentor our students. This positive adult relationship works to build the self-esteem of our students. We have various business partnerships that help to support a variety of initiatives at our school such as Starbucks providing coffee for our teachers. CiCi's Pizza, McDonalds, and Chic-fil-A provide incentive coupons and spirit nights for our students throughout the year. Medina Orthodontics provides free pictures for our Multicultural Fair and Katy Orthodontics provided the entire student body and staff with shirts for the Dude Be Nice campaign sponsored by our Teen Leadership students. This works because our families then spend their dollars at these businesses making it a mutually beneficial endeavor.

PTA sponsors parent nights throughout the year including Cyber bullying awareness, socio-emotional needs, and a new comers networking social. This works because it helps to keep the parents informed regarding our school systems.

SLJH also has a Diversity Club whose membership consists of students and staff members. One of the major events that the Diversity Club supports is a Multi Cultural Fair in the Spring. Students, families, community members and local businesses represented 20 countries from around the world. Each country has a booth to share their native food, dress, games, and cultural traditions. It has been a very successful night of learning from each other and making connections across cultures.

The principal holds "Pasties with the Principal" to meet and welcome new families and to address any questions they may have.

Student surveys indicate students feel safe and cared for on our campus. Student achievement indicates a safe and positive learning environment is being provided and is supporting student success. Our student discipline data is the lowest in the district, which indicates positive relationships and clear expectations are proving to be successful.

Perceptions Strengths

The PTA is meeting the instructional needs of the campus by awarding grants to teachers who submit a request for instructional materials. Almost every grant request submitted has been funded ranging from frogs to dissect for science teachers to technology for various classrooms.

The 20 different cultures represented at SLJH Multi Cultural fair brought together and celebrated our students, staff, and community members.

Our attendance rate is 97.5 for students. All surveys indicate satisfied constituents. Discipline rates are among the lowest in the district with minimal amounts, less than 10, of out of school suspension. Students indicate they feel safe and respected in our school according to the annual student survey. Staff indicate they feel supported and valued. Parents indicate they are happy with the level of communication and overall service of campus staff.

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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- 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: 100% of economically disadvantaged student, students in Special Education, and ELL students will meet or exceed progress over the previous year in reading and math.

Evaluation Data Source(s) 1: End of year STAAR report and accountability report.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Teachers will track data and plan differentiated lessons based on the data to be implemented during ELT (Extended Learning Time).	Instructional Coaches Special Ed Case Managers ESL Lead Teachers	Students will be working on targeted skills based on data from assessments.				
<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: The percentage of 7th grade students scoring "masters" on the math STAAR test will increase by 10% over the previous year.

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Teachers will use pre-assessments to drive instruction and target areas needing additional instruction during ELT.	Instructional Coaches Teachers	Students will be working on and master skills not previously mastered.				
<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 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Department and grade level teams with assistance from Instructional Coaches will utilize data to plan for differentiated instruction during ELT (Extended Learning Time).

Evaluation Data Source(s) 1: PLC Minutes, Data discussions, planning sessions, ELT planning spreadsheet

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) Staff will participate in training to interpret student data. 2) Instructional coaches will provide on going training to staff members on gathering data and how to use it to plan effective lessons for Extended Learning Time. 3) Instructional coaches and administrators will attend planning sessions to ensure teams are utilizing data to guide instruction.	Instructional Coaches Administrators	Data will frequently be used when planning to target specific objectives needing attention.				
2) Teams will create Student Learning Objectives to target an area needing additional instruction. This will include a proficiency scale used to track student progress.	Administrators Instructional Coaches Department Chairs	Students will master skills that were previously difficult to master.				



100% = Accomplished
 ➔ = Continue/Modify
 0% = 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: Seven Lakes Junior High will establish systems for teachers to feel connected to one another and to feel supported by administration and support personnel in order to retain teachers.


Evaluation Data Source(s) 1: Teacher retention rate

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff will engage in team building activities at all staff meetings. Instructional Coaches and Administration will provide support during planning sessions. Administrators will visit classrooms and give positive feedback weekly. Social events will be planned monthly.	Administrators Instructional Coaches	Staff members will know each other and feel connected. Staff members will know their strengths. Staff members will feel supported.				
2) The administrative team will develop an exit survey to teachers who resign or transfer from SLJH.	Administration	The SLJH Administrative Team will have a clear understanding of what obstacles keep us from retaining quality teaching staff.				




= 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: Seven Lakes Junior High will identify topics of interest for parents and establish systems for educating parents on various topics.

Evaluation Data Source(s) 1: Parent Survey, Sign in sheets for meetings

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Create a survey for parents to share topics of interest for parent education. Hold "Lunch and Learn" sessions for parent education. "Pastries with the Principal" for new families.	Administration PTA Counselors	Stakeholders from all of the demographics represented on the campus will be involved in the school community.				

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

Performance Objective 1: Seven Lakes Junior High will implement Character Strong lessons weekly to proactively support emotional well-being of our students.

Evaluation Data Source(s) 1: Student Survey, Character Strong Lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will implement the "Character Strong" program campus-wide during advisory once a week. The Spartan Roundtable (students) will develop ways to help students feel connected. Students will participate in team building activities weekly in advisory.	Administrators Counselors Spartan Roundtable Teachers	Students will feel connected and included and learn how to be a good citizen.				
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State Compensatory

Personnel for Seven Lakes Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Vela	Reading Lab Teacher	Read 180	
Haley Weir	Math Lab .33		
Jennifer McConnell	Math Lab .33		
Shared Unit	Academic Support	State Compensatory Ed	1
Shelia Balash	Math Lab .33		

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Kristin Harper	Principal
Community Representative	Kami Huyse	Business Partner
Parent	Holly Kaiser	Parent
Administrator	Genevieve Lopardo	Administrator
Classroom Teacher	Laura Marx	Teacher
Classroom Teacher	Amy Mayers	Teacher
Counselor	Rebecca Parker	Counselor
Counselor	Tatiana Salvo	Counselor
District-level Professional	Jeff Furrh	District Rep
Classroom Teacher	Jedediah Boggs	Classroom Teacher
Classroom Teacher	Stacey Fessler	Classroom Teacher
Classroom Teacher	Jillian Romriell	Classroom Teacher
Business Representative	Myers Wendi	Business Partner
Parent	Sherine Korraa	Parent
Parent	Christy Warring	Parent

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
SEVEN LAKES J H (101914053) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		96	A
Student Achievement		95	A
STAAR Performance	80	95	
College, Career and Military Readiness Graduation Rate			
School Progress		91	A
Academic Growth	81	91	A
Relative Performance (Eco Dis: 9.1%)	80	88	B
Closing the Gaps	98	98	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	Not Earned