

Katy Independent School District

Tays 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 Closing the Gaps
Postsecondary Readiness



Mission Statement

Relationships. Innovation. Excellence.

Vision

Be the Legacy!

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Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

Student success at TJH is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first teach. We seek to provide quality instruction. However, when students require additional instruction, we provide many different targeted interventions to ensure student success. We have Math Lab classes and Strategic reading as well as targeted advisories. We provide systemic and student interventions. For our ESL & Special Education services we implement a co-teach model. An additional intervention that we provide is tutorials before/after school as well as a reteach/retest process. During Advisory, staff is able to provide reteaching or extension as appropriate.

School Processes & Programs

School Processes & Programs Summary

Weekly time reserved for planning is held weekly. Each team develops norms, road maps, posts essential learnings, administers common assessments and discusses data to determine additional learning support. Faculty meetings are held monthly. Instructional leadership team meetings are held monthly. We maintain a focus on uninterrupted instructional time. Instructional Coaches meet with teams during collaborative learning & planning. RTI and 504 meetings are held with teachers to discuss and track student progress throughout the year.

Staff members receive a weekly bulletin each Friday highlighting the upcoming events and reminders.

Faculty, Department meeting minutes are sent electronically to fellow team members and administrators.

Staff members are frequently recognized for their hard work in weekly bulletins.

We are encouraging staff members to pursue their ESL certification.

Staff members receive a yearly one sheet calendar with events, meetings, due dates, schedules, etc. Organizational climate is focused on with treats/events for all staff members.

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Perceptions

Perceptions Summary

At TJH, we build relationships so that we work together on any issues that arise on our campus.

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

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
- Student failure and/or retention rates

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
- 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
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- 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:

All students will pass or meet the growth indicator of the STAAR Reading, Math, Writing, Social Studies and Science portions of the STAAR test. Tays Junior High will implement strategies to increase student performance.

Evaluation Data Source(s) 1: STAAR Assessment Data

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Professional learning communities will create their own T-TESS goals that will address student growth.	Teachers Administrators ICs	SMART goals that are given to the Administrative team				
2) Offer professional development to teachers that will directly help with student achievement	Teachers Administrators DC IC	Attending professional development sessions, ICs providing professional development for their content area.				
Funding Sources: 199 - General Fund - 0.00						
3) Data analysis through PLCs and individual student data analysis and student goal setting.	Teachers Administrators ICs, Dc,	DLA reports and metrics STAAR reports Distinction Designation data Collaborative Learning discussions				
4) Provide tutorials with all teachers before/after school and during advisory	Teachers	Tutorial schedule displayed for parents and students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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: Tays Junior High will implement strategies that will close the academic performance gaps between student sub-populations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Create intervention strategies for struggling students and purposeful interventions for those who are in danger of failing both state assessments and classes.	Teachers ICs Administrators Student Support teachers	Strategic Reading Math Lab Advisory interventions				
						

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

Performance Objective 1: Tays Junior High will implement strategies to improve quality instructional planning, delivery and responsiveness.

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Goal 4: 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: TJH effectively and efficiently allocates resources that support campus initiatives, programs, and professional learning opportunities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff development budget and school business/staff development sub days will be used for teacher training and planning.	Principal	Attendance at conferences and PD sessions				
2) We will celebrate each member of the staff for their role in the operation in the school.	Principal Administrators	Staff Appreciation Days				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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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: Identify and implement increased opportunities to share information and gather input from parents and community members which result in an increase in opportunities over 2019-20.

Evaluation Data Source(s) 1: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 1:

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 2: Provide learning opportunities for parents and community on topics identified in survey last year such as Parenting in the Digital Age, Drug Awareness, Self - care.

Evaluation Data Source(s) 2: Number of parents attending the PTSA/TJH events.

Summative Evaluation 2:

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 3: Increase strategies to engage the community as an audience for student performances and events

Evaluation Data Source(s) 3: Analysis of community attendance and advertising strategies for student performances and events

Summative Evaluation 3:

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 4: Family engagement will be promoted through various opportunities and strong school communication.

Evaluation Data Source(s) 4: Attendance at events and feedback from the stakeholders via survey

Summative Evaluation 4:

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 5: The campus will communicate and invite parents and the community to participate in school wide activities.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Conduct parent information sessions	Principal	Campus PTSA general meeting				
2) Provide opportunities for families to attend school events.	Principal	When parents are involved in the school, they are active in their child's education.				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Tays Junior high staff members will maintain a schoolwide discipline plan (PBIS) and a positive climate and culture to promote a safe and quality environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Campus staff will implement and use components of PBIS in creating a safe and orderly work environment	Safety Liaison PBIS committee Administrators Teachers	Reduction in discipline referrals Positive student referrals				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: TJH will rebrand our advisory period into Home Base.

Evaluation Data Source(s) 2: Feedback from teachers and students of this time period; data on how the goal setting worked in their classes

Summative Evaluation 2:

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Support the social and emotional needs of gifted students by addressing these needs through direct instruction during Home Base for 6th grade and through professional development about gifted learners.

Evaluation Data Source(s) 3: Home Base feedback

Summative Evaluation 3:

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kris Mitzner	Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

**Texas Education Agency
2019 Accountability Ratings Overall Summary
TAYS J H (101914054) - KATY ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		97	A
Student Achievement		95	A
STAAR Performance	79	95	
College, Career and Military Readiness			
Graduation Rate			
School Progress		89	B
Academic Growth	79	89	B
Relative Performance (Eco Dis: 7.2%)	79	86	B
Closing the Gaps	100	100	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	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned