

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



Mission Statement

In partnership with our parents and community, West Memorial Junior High seeks to develop life-long learners that pursue a productive and fulfilling life by fostering the social, emotional, physical, and intellectual growth of each child.

Vision

West Memorial provides an environment where...

Learning is engaging, exploring and exciting.

Students feel safe, supported and successful.

Teachers are creative, caring and connected.

Students become respectful, responsible and reliable citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Memorial Junior High is the second-oldest junior high. We opened our doors in 1976. Academic success has prevailed throughout the years. Students are given opportunities to excel in all programs from academics to fine arts, athletics, and extracurricular activities.

Our student population is composed of diverse learners with differing needs. We offer a curriculum that is rigorous but flexible. Pre-Advanced Placement, Gifted and Talented, and regular academic classes are offered in the areas of Math/Algebra, Science, Language Arts, and History. Programs also available consist of English as a Second Language (ESL), Reading Elective, Deaf Education, Special Education Resource, Math Block, and Co-teaching. Electives include Theater Arts, Spanish, Art, Career and Technology Education, Home Economics, Band, Choir, Orchestra, and Publications. Athletics include football, volleyball, basketball, track, tennis, and soccer. Extracurricular activities include Student Council, National Junior Honor Society, Robotics, Cheerleading, Pep Squad, Destination Imagination, and various other clubs and organizations.

Our students are served by a dedicated staff which includes classroom teachers, coaches, paraprofessionals, a classroom technology designer, a diagnostician, a speech therapist, counselors, secretaries/clerks, and administrators. Numerous parent volunteers, our PTA, and community assist in providing our students and staff with quality activities and supports.

Our Jaguars Achieve Greatness and Success by Respecting Order and Accepting Responsibility (J.A.G.S. R.O.A.R.). This is our vehicle for teaching school-wide expectations. Information based on the 2018-19 student data.

Race/Ethnicity	Number	Percentage
Hispanic	311	38.8%
White	302	37.7%
Black/African American	110	13.7%
Asian	44	5.5%
Two or More Races	31	3.9%
Am Indian/Alaskan Native	3	0.4%
Native Hawaiian Pacific Islander	1	0.1%

Our student program statistics are listed below.

Student Statistics	
Total Enrollment	853
At Risk	42.9%
Economically Disadvantaged	53.9%
Limited Language Proficient	9.7%
Special Education	10.6%
Career/Technology	21.8%
Gifted & Talented	3.8%
ESL	9.4%
Bilingual	0.00%
Attendance Rate	96.70%
Mobility Rate	14.7

Demographics Strengths

Our campus has experienced a slight student enrollment increase over the last three years. During this time, our student population is becoming more diverse. Our staff members are supported through professional development including Character Strong, Merlyna Valentine, Aric Bostick, Restorative Practices, CHAMPS, technology training, and content area specific training. Many staff members have presented locally and at state and national conferences. Our staff is focused on growth and better meeting the needs of our diverse learners. Our professional learning communities are strong and provide ongoing support for our staff with creating engaging lessons and balanced assessments. Each new faculty member is supported by a mentor/buddy teacher. Our first year, new to the profession teachers, are also supported by our Lead Mentor Teacher and attend meetings/ training every three weeks.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our SPED STAAR scores have shown a decline and are below the district average. **Root Cause:** Our SPED population continue to increase and there is a greater need for ongoing campus and district training and certification.

Problem Statement 2: Our Economically Disadvantaged student group has increased by 8.1% from last year. **Root Cause:** District and community growth contributes to our changing demographics and an increased need for campus and staff training to meet the needs of diverse student groups.

Student Academic Achievement

Student Academic Achievement Summary

For 2017-2018, our campus Met Standard on the STAAR Assessment. Our core content area teams use common campus assessments each six weeks. In addition, our teams are focused on balanced assessments and offer a variety of assessments to students, including but not limited to project based learning. We also use a variety of technology applications for ongoing formative assessments. According to our STAAR data from 17-18, student growth across all populations and content areas is an area of focus for this school year. In addition, we will continue to focus on supports needed to increase the number of students who "meets and masters grade level standards". Campus wide there is an increased awareness and use of vocabulary supports and strategies. We have increased our planning time and adjusted our bell schedule to allow for additional collaborative teaching planning opportunities. Students participate in intervention and enrichment during the instructional day and before school during teacher tutorials. Additional support to streamline RTI and 504 supports have been implemented. See addendum for additional information.

Student Academic Achievement Strengths

We earned a Distinction for Academic Achievement in Social Studies on the STAAR Assessment. There were great gains in percentage of students who "approaches grade level" for 8th grade Math, Reading and Social Studies. Our 7th grade Reading showed gains in the percentage of students who "meets and masters grade level" as well as eighth grade Science, Math, and Reading. Our 8th grade Social Studies STAAR scores were higher than the district average. Our EL student group had gains in the percentage of students who "approaches grade level" and "made progress" for reading and math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to our 18-19 STAAR performance , some student groups did not meet state targets for Academic Achievement. **Root Cause:** Instructional strategies were not routinely differentiated to meet the needs of all student groups.

Problem Statement 2: Our SPED STAAR scores have shown a decline and are below the district average. **Root Cause:** Our SPED population continue to increase and there is a greater need for ongoing campus and district training and certification.

Problem Statement 3: According to our 18-19 STAAR performance , some student groups did not meet state targets for Academic Growth. **Root Cause:** Progress monitoring for student growth was not effective for all student groups.

School Processes & Programs

School Processes & Programs Summary

We have four Instructional Coaches who routinely meet with each academic team to provide professional development, trainings, instructional support, model lessons, instructional feedback, current instructional data as well as student data disaggregation, and provide support to our staff with our district curriculum. We continue to conduct frequent Learning Walks to provide growth opportunities to all staff, participate in cross-curricular planning, and improve first time teach. Teachers create balanced pre and post assessments and are exploring the use of a variety of assessments to determine student mastery and growth. Our staff is encouraged to conduct learning walks each six weeks. We will continue to mentor and provide constructive feedback for growth for all.

Our staff is continuing the use of Chrome books in the classroom. This is in addition to the use of IPADS, net books, and other technology available to them. We have 27 7th graders who will be participating in the Devices2Go pilot that uses Chrombooks throughout the school day. Many of our teams have participated in the Connected Learners Project and continue to use technology in their lesson. With the assistance of the Digital Divide project, we are able to allow students to check out IPADS as needed for use at home to continue their learning and extend the lesson outside of the classroom. Staff members continue to use the assistance of our Classroom Technology Designer to develop engaging lessons and for CANVAS support. During Open House, our Counselors also offered a technology session on the use of Home Access Center (HAC) and Canvas to our parents.

We continue to increase and support our community with ongoing use of multiple social media sites and our blog for communication to our WMJH community. This helps advertise large campus events such as our Multicultural Fair, Career Day, Veterans Day, Hispanic Heritage Night, our Black History Program and many Fine Arts and Athletic events. This is also used to provide positive shout outs about our students, staff, and community. This is a way for us to showcase and help tell our WMJH story.

Staff members are part of the hiring committee and have input to the interview questions. We use a committee for all hires.

Our Safe and Civil Schools team and the use of Restorative Practices have allowed us to reflect on current discipline practices, data, and expectations. We were able to decrease our PEIMS reportable discipline infractions by 38% from the previous year through our streamlined processes.

School Processes & Programs Strengths

West Memorial JH Staff feel supported and provide that same support to other WMJH community members. Our professional learning communities are strong and provide ongoing professional learning opportunities as well as time to shine and share their expertise with others. There is a strong sense of camaraderie among the staff. We provide opportunities for varied in district and outside professional development.

Staff continue to work with our Testing Coordinator and Instructional Coaches to disaggregate data and evaluate the effectiveness of currently used best

practices. We vertically align teaching practices with our feeder pattern to improve student success. Professional development opportunities were designed with other district junior high schools to deliver professional development choice sessions.

Through the use of Safe and Civil Schools and Restorative Practices, our campus has an increased focus on building positive relationships with students, parents, and staff. Our counseling staff offers a variety of guidance and support groups as well as Character Education. Our leadership team offers High Five Fridays, Jaguar of the Week, and Hallway Hero recognition for campus expectations. Our students are recognized and rewarded through the use of Positive Behavioral and Intervention Supports via Jag Bucks, Roar Store, Student of the Month, and Earning your Spots.

All stakeholders are provided opportunity for open communication through Campus Leadership Team, Campus Advisory Team, Student Round Table, and Grade Level PLCs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are several staff changes including teachers, support staff, administrative staff, and paraprofessionals. **Root Cause:** Change in our instructional day schedule, demographics, and promotional opportunities.

Problem Statement 2: There was an increase discipline infractions including, tardy to class, non-compliance, and failure to serve detention. **Root Cause:** Students were not able to serve detention due to our new bell schedule, bus transportation, and parent/work conflicts to transport students to school in order to serve their detention.

Perceptions

Perceptions Summary

We continue to use Safe and Civil School practices. We will continue to incorporate Restorative Practices within our discipline management system to build relationships with students and staff while using positive behavior and supports such as PBIS, ROAR Store, Jag Bucks, social media, and CHAMPS as well as implementing "Earning Your Spots" as a positive referral system. WATCH D.O.G.S. provides an increased opportunity for the presence of male role models by inviting fathers and other male father figures to participate in activities on campus.

We continue to build community awareness and participation by promoting PTA membership and participation, increasing the need and use of our parent and community volunteers, and an increased presence on social media to improve and increase communication with all students, parents and community members. We use activities such as our Town Pep Rally, Community Glow Run, Cultural Fair for EL students and their parents, and our Veteran's Day program to encourage community involvement. Our Town Pep Rally is a community favorite that allows our working parents and families to join us in celebrating WMJH and all of the hard work put in by our students and staff. We welcome our new students during Cub Camp where incoming Jaguars are welcomed by current students and given an orientation into life at West Memorial Junior High. New Jaguar parents are invited to an information session following the student orientation.

Increased use of social media to increase communication with students, parents, and our community

Veteran's Day program

Town Pep Rally

Cub Camp for incoming 6th graders and parent information session

Community Glow Run with WME

Cultural Fair with our EL students and families

Watch D.O.G.S.

Perceptions Strengths

Overall, according to our Safe and Civil Schools data, students and staff feel safe coming to school. Students feel there is an adult that knows them well and they can ask for help when needed. Students feel staff members are approachable, supportive, and encourage them to do their best. Staff members feel administrators are supportive and staff members work collaboratively with each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited parent involvement in some campus activities including PTA membership. **Root Cause:** Parents have limited availability to assist due to work schedules.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) 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
- 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
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. Teachers will work collaboratively with their team, Instructional Coach , and Administrative liaison to design objective-driven daily lesson plans with formative assessments.

Performance Objective 1: Increased focus on highly effective instruction to support student growth and progress.





Evaluation Data Source(s) 1: Lesson plans, learning walks, assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Targeted Support Strategy</p> <p>Additional Targeted Support Strategy</p> <p>1) Form a campus committee that includes District Assessment and Accountability staff to discuss the Effective Schools Framework (ESF) and determine appropriate essential actions (s).</p>	<p>Principal Assistant Principal Student Support AP Instructional Coaches Department Chairs Teachers District Assessment and Accountability staff</p>	<p>Identify areas of improvement needed</p> <p>Devise a plan for improvement</p> <p>Monitor and provide feedback for growth</p>				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
2) Incorporate Fundamental 5 practices routinely.	Campus Leadership Team	Teacher feedback/reflection Learning walks Discussion of Fundamental 5 practices Lesson plans				
3) Structured weekly PLC meeting(s)	Teachers Instructional Coaches Administrators	Additional scheduled planning sessions Increased assessment review Aware Data Lesson development Lesson modeling				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. Teachers will work collaboratively with their team, Instructional Coach , and Administrative liaison to design objective-driven daily lesson plans with formative assessments.


Performance Objective 2: For 2019-2020, students will meet academic achievement and growth expectations in all core content areas for state assessment.


Evaluation Data Source(s) 2: STAAR Assessment


Summative Evaluation 2:


Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Targeted Support Strategy Additional Targeted Support Strategy 1) Collaborative Teaching	Collaborative teaching partners	Increased discussion/planning Appropriate assessments Lead4ward resources				
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Increase instructional support presence in planning sessions	Collaborative teaching partners, instructional support	Instructional Strategies Playlist More frequent intervention Rotating advisory				
Targeted Support Strategy Additional Targeted Support Strategy 3) Progress Monitoring	Teachers Instructional Coaches	Growth Teacher and student tracking of growth Targeted TEKS				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. Teachers will work collaboratively with their team, Instructional Coach, and Administrative liaison to design objective-driven daily lesson plans with formative assessments.

Performance Objective 3: Provide a lesson plan framework to incorporate specific success criteria, including but not limited to, objective, pacing, open/close activities, assessment/frequent checks for understanding, and differentiation. (ESF)

Evaluation Data Source(s) 3: Feedback, observations, student progress monitoring, campus based-assessments, DLAs, and State Assessment.

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Targeted Support Strategy Additional Targeted Support Strategy 1) Instructional leaders guide and support lesson development.	Principal Assistant Principals Department Chair Instructional Coach	Effectively planned lessons Engaging classroom instruction Increase academic achievement and student growth Team consistency with implementation of lesson plans/instruction				

Goal 2: WMJH will actively support the social emotional learning and well-being of all learners.


Performance Objective 1: Create a safe and orderly learning environment where students feel safe and supported.

Evaluation Data Source(s) 1: Discipline Data
Character Strong implementation
SpeakUP


Summative Evaluation 1:

Targeted or ESF High Priority


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Safe and Secure Schools (Restructure Discipline Long Form and practices) and implementation of Character Strong (advisory lessons)	All staff	Reduced discipline referrals Increased teacher directed consequences Increased instructional time				
2) Restorative Practices	All Staff	Reduced discipline referrals Increased positive student/staff relationships				
3) Positive Behavior Interventions and Supports (PBIS Rewards)	All Staff	Reduced discipline referrals Increase positive referrals (Earning Your Spots) PBIS Rewards School climate				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 3: WMJH will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Increase parent/community engagement.

Evaluation Data Source(s) 1: PTA participation and membership, volunteer records, KEYS mentors, PIE participation, Principal Roundtable, Parent Technology Night, Curriculum Night, and Watchdogs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Publicize PTA contributions and participation in student activities.	Campus Administration PTA Board and members	Campus communications(social media) PTA communication (social media) Membership				
2) Increase parent/community engagement	Administration Counseling Staff Staff	Increased Parent Night attendance Student/Mentor relationship availability Increased PTA memberships/activity				
3) Provide opportunity for staff to access community partners	Administration PIE Liaison	Food Trucks Spirit Nights Staff Discounts Rewards and Incentives Town Pep Rally Career Day				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Increase instructional support presence in planning sessions

State Compensatory

Budget for West Memorial Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
192-11-6112-420-042-24-042	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
192-11-6117-420-042-24-042	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,800.00
6100 Subtotal:		\$7,800.00
6300 Supplies and Services		
192-11-6329-420-042-24-042	6329 Reading Materials	\$3,000.00
192-13-6329-420-042-24-042	6329 Reading Materials	\$1,000.00
192-11-6396-420-042-24-042	6396 Supplies and Materials - Locally Defined	\$5,100.00
192-11-6399-420-042-24-042	6399 General Supplies	\$6,247.00
6300 Subtotal:		\$15,347.00
6400 Other Operating Costs		
192-13-6414-420-042-24-042	6497 Fees - Locally Defined	\$3,100.00
6400 Subtotal:		\$3,100.00

Personnel for West Memorial Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Comp Ed	3

Campus Advisory Team

Committee Role	Name	Position
Administrator	Gina Cobb	Principal
Classroom Teacher	Sahara Abraham	Teacher
Non-classroom Professional	Delayne Pettitt	Non-teaching Professional
Classroom Teacher	Angelica Silguero	Teacher
Parent	Kim Black	Parent
Parent	Helen Cochran	Parent
Community Representative	Kathy Self	Community Representative
Classroom Teacher	Heidi Gillam	Classroom Teacher
Classroom Teacher	Erin Wise	Classroom Teacher
Classroom Teacher	Joseph Taylor	Classroom Teacher
Non-classroom Professional	Jolene Shotwell	Non-classroom Professional
Community Representative	Ashley Freel	Community Representative
Parent	Audrey Velasco	Parent
Parent	Yessi Solorzano	Parent
Parent	Yasmina Belhouchet	Parent
District-level Professional	Mitzi Jones	District-level Professional

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
WEST MEMORIAL J H (101914042) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		82	B
Student Achievement		82	B
STAAR Performance	51	82	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	68	74	C
Relative Performance (Eco Dis: 52.9%)	51	83	B
Closing the Gaps	60	78	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned