

Katy Independent School District
Seven Lakes Junior High
2021-2022 Campus Improvement Plan

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 a growing suburb of Katy, Texas that currently serves 1533 students in grades 6th through 8th. SLJH consists of 15% economically disadvantaged students, 152 English language learners, 130 special education students, and 325 gifted and talented students. The student body consists of 26% Hispanic students, 7% African American students, 29% Caucasian students, and 35% Asian students. Of these students, 22% 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.

Our PTA typically consists of over 900 members and has an annual budget of over \$100,000 which is mostly spent on teacher grants. We are looking forward to welcoming volunteers back on campus this year. Each year we have several activities that involve the community such as a Community Pep Rally and International Festival. We look forward to implementing these activities again this year.

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 in 2019. (No data available for 2020)

We have a large percentage of our students (21%) on the Gifted and Talented program and enrolled in PreAP courses, including high school credit courses such as Algebra and Geometry.

Student Learning

Student Learning Summary

A comparison of our Approaches/Meets/Masters averages for 2019 and 2021 are as follows:

SLJH 2021 % AMM

Grade/Subject	2019 Average AMM	2021 Average AMM	Difference
6 th Reading	68%	70%	+2
6 th Math	80%	78%	-2
7 th Reading	83%	83%	+1
7 th Math	61%	57%	-4
7 th Writing	76%	69%	-7
8 th Reading	82%	76%	-6
8 th Math	83%	78%	-5
8 th Science	84%	84%	0
8 th Social Studies	77%	76%	-1

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

All core content teachers offer before or after school tutorials twice per week from September to May. 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.

Advisory period (now called Extended Learning Time) is a 35 minute daily time for intentional differentiation or to go back and revisit specific skills based on data from assessments. We believe this is 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 Learning Strengths

Despite the challenges of providing online learning for many of our students throughout the year, our students continued to excel academically with all STAAR passing rates in the 90's with the exception of 7th math, which was a passing rate of 89%.

There was an increase in the averages of Approaches, Meets, and Masters in 6th and 7th grade reading and no change to the science average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For ELL students, achieving the "meets" standard on 6th reading, 7th writing, and 8th social studies are in the 40's percentile. **Root Cause:** These students may not understand all of the academic vocabulary necessary to be successful on the state test.

Problem Statement 2: For students in Special Education, scores in the "meets" standard are in the 20's and 30's for 6th reading, 6th math, 7th math, 7th writing, 8th social studies, and 8th reading. **Root Cause:** These students may have difficulty answering higher level questions that require deeper thinking and may be missing foundational skills.

School Processes & Programs

School Processes & Programs Summary

This year, 15% of our staff chose to leave SLJH, most of which were for promotions or new district ESSER positions.

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 administrative walkthroughs.

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 competetitive with like campuses.

The majority of teachers and staff choose to stay with us or achieved promotions within the school district.

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 high school students from each of our two feeder high schools to come and mentor 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.

We hold a series of learning opportunities for parents called "The Spartan Parent Academy" where we offer different topics such as teaching your child to have a growth mindset, the teenage brain, etc...

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 25 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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: The percentage of ELL and Special Education students achieving "meets standard" on STAAR reading and math will increase by 10%

Evaluation Data Sources: Campus Based Assessments, DLA's, End of year STAAR report and accountability report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track data and plan differentiated lessons based on the data to be implemented during ELT (Extended Learning Time).</p> <p>Strategy's Expected Result/Impact: Students will be working on targeted skills based on data from assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Special Ed Case Managers ESL Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in all content areas will incorporate opportunities for discourse and writing in daily lesson plans.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to talk and write about what they are learning.</p> <p>Staff Responsible for Monitoring: IC's, Administrators, teacher leaders</p>	Formative			Summative
	Oct	Jan	Apr	June

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

Performance Objective 2: The average of Approaches/Meets/Masters for reading and math STAAR tests in all grade levels will be 75% or higher.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use pre-assessments to drive instruction and target areas needing additional instruction during ELT.</p> <p>Strategy's Expected Result/Impact: Students will be working on and master skills not previously mastered.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will incorporate Lead4Ward strategies in their lesson plans to increase higher order thinking.</p> <p>Strategy's Expected Result/Impact: Students will use "Think Up" strategies to think at higher levels and have deeper understanding of the content.</p> <p>Staff Responsible for Monitoring: IC's Administrators Teacher Leaders</p>	Formative			Summative
	Oct	Jan	Apr	June

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 multiple sources of data to plan for differentiated instruction during ELT (Extended Learning Time).

Evaluation Data Sources: PLC Minutes, Data discussions, planning sessions, ELT planning spreadsheet

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Data will frequently be used when planning to target specific objectives needing attention.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students will master skills that were previously difficult to master.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Department Chairs</p>	Formative			Summative
	Oct	Jan	Apr	June

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 Sources: Teacher retention rate

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

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 Sources: Parent Survey, Sign in sheets for meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a survey for parents to share topics of interest for parent education.</p> <p>Hold "Parent Academy" sessions for parent education.</p> <p>"Pastries with the Principal" for new families.</p> <p>Strategy's Expected Result/Impact: Stakeholders from all of the demographics represented on the campus will be involved in the school community.</p> <p>Staff Responsible for Monitoring: Administration PTA Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June

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: Seven Lakes Junior High will increase both staff and community participation at extra-curricular events.

Evaluation Data Sources: Attendance numbers for events for both staff and community members

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold a "10 Year Celebration" and invite current and former SLJH staff and community members. Strategy's Expected Result/Impact: Community and staff will celebrate our successes over the past 10 years. Staff Responsible for Monitoring: Admin Committee</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members and students will be provided with incentives for participation in community/extra-curricular events. Strategy's Expected Result/Impact: Staff and students will be motivated to attend extra-curricular events. Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Oct	Jan	Apr	June

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 Sources: Student Survey, Character Strong Lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: We will implement the "Character Strong" program campus-wide during advisory once a week.</p> <p>The Spartan Roundtable (students) will develop ways to help students feel connected.</p> <p>Students will participate in team building activities weekly in advisory.</p> <p>Strategy's Expected Result/Impact: Students will feel connected and included and learn how to be a good citizen.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Spartan Roundtable Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through the use of ESSER funds, an additional counselor will be available to provide groups and individual counseling for students who may be experiencing social/emotional needs.</p> <p>Strategy's Expected Result/Impact: Students will participate in group or individual counseling on campus</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

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	State Comp Ed	.33
Jennifer McConnell	Math Lab .33	State Comp Ed	.33
Shelia Balash	Math Lab .33	State Comp Ed	.33

Plan Notes

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 a productive, responsible, respectful citizen while achieving academic excellence.

Meeting Timeline:

September 23, 2020 CAT Meeting - train members, review data from 2019 and discuss strengths and areas of improvement

December 2, 2020 CAT Meeting - Reviews progress on goals

February 17, 2021 - CAT Meeting - Discuss progress on goals, staffing for 2021-2022, budget for 2021-2022

April 14, 2021 - CAT Meeting - Discuss progress on goals and professional development plan for 2021-2022