

# **Katy Independent School District**

## **Memorial Parkway Junior High**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: B**

**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

It is the mission of Memorial Parkway Junior High to ensure high levels of learning for all students in a positive and respectful environment in which students will gain skills to be successful beyond the classroom.

## Vision

To be a community of lifelong learners.

## TALONS

### Eagle Character Traits

#### Eagles are...

Trustworthy

Accepting

Leading

Optimistic

Noble

Scholarly

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Memorial Parkway Junior High opened its doors in the fall of 1982. This demographic information is from June 2023. The campus enrollment has remained steady from the end of the previous year. The student enrollment is 781 students, evenly split between grades 6-8. MPJH is an ethnically diverse campus with the following demographic data:

White: 40.65%

Asian: 8.23%

African American: 10.6%

Hispanic: 35.54%

Two or More: 4.49%

American Indian/Pacific Islander: 0.50%

The student mobility rate for MPJH is 11.4% and 44.26% of our students are considered At-Risk. Additionally 47.88% of MPJH students are classified as Economically Disadvantaged. Other subsets of our population are as follows: ESL: 16.58% LEP: 20.07% GT: 12.09% CTE: 23.74% SPED: 18.08%. The attendance rate for the 22-23 school year was 95.03%

### Demographics Strengths

MPJH is the smallest junior high in Katy ISD which affords students the opportunity to participate in a variety of activities. Almost all students who tryout for a sport are able to participate, and the same is true for fine arts and other school groups.

Additionally, students are able to get to know each other well as entire grade levels are less than 275 students. The campus is becoming more diverse every year, and this diversity allows students to gain a better understanding of the cultures of others.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate decreased by over 1% (from 96% to 95% over the past several years. **Root Cause:** Residual effects from online learning and school shutdowns during COVID, economic distress, a decrease in the legal implications for students/families with poor attendance

# Student Learning

## Student Learning Summary

Summary data from the 2023 spring STAAR administration was utilized for campus improvement planning. Because the 2023 STAAR administration was the first full implementation of the STAAR design, score reporting is delayed to late summer/early fall of 2023.

*(2023 STAAR data will be added, as compared to the previous year and the entire district, when received.)*

Our scores reflect emphasis on solid first-teach instruction. However, there are specific sub-populations that need to be targeted for more personalized learning in order to meet said growth targets, specifically in math. On the 2022 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:.

Reading - 6th - 72% (District 83%), 7th - 83% (District 91%), 8th - 84% (District 91%)

Math - 6th - 78% (District 89%), 7th - 66% (District 75%), 8th - 79% (District 88%)

Science - 85% (District 91%)

Social Studies - 74% (District 82%)

A data analysis of achievement data using report card grades from the 22-23 school year was done to identify trends and inconsistencies.

Overall letter grade breakdown based on end-of-year grades:

| Student Description        | A   | B   | C   | F   |
|----------------------------|-----|-----|-----|-----|
| All Students               | 49% | 28% | 18% | 5%  |
| SPED                       | 28% | 26% | 34% | 13% |
| ESL                        | 37% | 37% | 24% | 9%  |
| Dyslexia                   | 31% | 31% | 27% | 9%  |
| Homeless                   | 36% | 31% | 28% | 9%  |
| Economically Disadvantaged | 37% | 28% | 26% | 9%  |

## Student Learning Strengths

Overall academic achievement across all contents is increasing year over year. Social studies and science STAAR scores are out-pacing campuses within Katy ISD with similar demographics.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Large % of students receiving special education services (classroom accommodations & modified content) are failing courses. **Root Cause:** Lack of differentiation within instruction, poor communication between SPED staff and classroom teachers

# School Processes & Programs

## School Processes & Programs Summary

Memorial Parkway JH has a rich history of retaining staff. Only a few teaching positions needed to be hired for 2023-24. We are able to recruit highly qualified staff for all positions, despite a teacher and labor force shortage across the country. Administrators and teachers participate in the hiring process through the Teacher Fair in March as well as campus-based interviews.

Memorial Parkway JH is a professional learning community. Staff work together in collaborative teams to live out our mission of ensuring high levels of learning for all students. Instructional Coaches are an essential component of our learning and collaborative teams. All staff are encouraged to be lifelong learners for the betterment of their students, their teammates, and themselves.

Administration handles discipline in a timely manner seeking both teacher and student input. TALONS character traits (Trustworthy, Accepting, Leaders, Optimistic, Noble, Scholarly) are taught to students through weekly character lessons, and a continued focus throughout the year. As part of our PBIS program, students receive points for exhibiting TALONS traits and can use points to receive rewards from the PBIS store. 8th Grade Day continues to be a great way to celebrate the accomplishments of our students as they finish their junior high years and head to high school.

## School Processes & Programs Strengths

Instructional coaches lead content specific collaborative teams to design quality first-teach instruction. The Fundamental Five (Power Zone, Framing the Lesson, Small Group Purposeful Talk, Critical Writing, and Recognize/Reinforce) was a major focus during the 22-23 school year and will continue to be what's considered "best practice" for teaching instruction to students for the first time.

While we are the smallest secondary campus in the district, MPJH staff are still afforded the same professional development opportunities as those on larger campuses. Professional learning remains a top priority. The usage of technology has increased on the campus over the past few years with the addition of devices, professional development, and personnel on campus. Teachers continue to meet on sacred planning days (Tuesdays) to discuss curriculum, assessment, and instruction.

Character education continues to be a focus, with character lessons taking place during advisory every Friday.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Collaborative planning time is not utilized effectively and does not focus on the "right work." **Root Cause:** Lack of understanding of TEKS, Resistance to change, not a clearly articulated campus vision.

# Perceptions

## Perceptions Summary

The PTSA of Memorial Parkway JH provides tremendous support of the work being done on campus. They are involved in various activities throughout the school year. Veterans Day, International Day, dances, and teacher treats are just a few of the ways they are involved.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Economically disadvantaged families feel a disconnect with the campus and do not trust campus administration to have the best interests of their students in mind. **Root Cause:** National political climate, decline in the overall trust in Americas foundational institutions and values.



# 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 goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

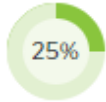




- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1:** Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** We will implement structures & protocols to collaborative team planning meetings to identify, breakdown, teach, and assess essential learning objectives.






**Evaluation Data Sources:** Collaborative team norms, checklists, essential standards planning documents

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Collaborative teams will use checklists created by the MPJH PLC guiding coalition to lead them in the process of identifying and breaking down essential standards to be taught and assessed throughout the year.<br><b>Strategy's Expected Result/Impact:</b> Increased STAAR performance<br><b>Staff Responsible for Monitoring:</b> Administrative Appraisers, Instructional Coaches   | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |     |     |           |

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** We will create, implement, and enforce a student cell phone policy to remove barriers to student engagement and support the emotional well-being of all students.






**Evaluation Data Sources:** Discipline data, student achievement data, Counseling visit data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> New cell phone policy will forbid students from using phones during the school day, including in class and during passing periods.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student learning, decrease in the number of students suffering emotional distress, decrease in cyber-bulling during the school day</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |     |     |           |

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** We will increase our school attendance rate by at least 0.5% by the end of the 23-24 school year by creating processes to incentivize regularly attending school.

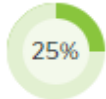




**Evaluation Data Sources:** Attendance Rate

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Student rewards after every grading period for all students with perfect attendance.<br><b>Strategy's Expected Result/Impact:</b> Increase student attendance<br><b>Staff Responsible for Monitoring:</b> Principal, Attendance Clerk   | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |   |     |     |           |

**Goal 3:** 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:** We will create a campus communication plan that will incorporate frequent, proactive written and verbal communication with parents/guardians to keep them informed of their child's overall progress.

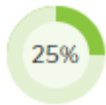




**Evaluation Data Sources:** Communication logs

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> All staff members will keep a communication log that will be turned into administrative appraisers at the end of every grading period.</p> <p><b>Strategy's Expected Result/Impact:</b> Less left as incomplete or missing in the gradebook, higher overall student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>   | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |   |     |     |           |

**Goal 4:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Increase the number of students participating in the campus Coordinated Health Program

**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Physical Education Teachers</p>  | Formative   |     |     | Summative |
|  | Oct   | Jan | Apr | June      |
|  |  |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |   |     |     |           |



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

**Performance Objective 1:** We will provide information on violence prevention and bullying prevention with parents, students and teachers.

**Evaluation Data Sources:** The Eagle Express News, Parent Conferences & Programs