

**Katy Independent School District**  
**Tays Junior High**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

Relationships. Innovation. Excellence.

## Vision

Be the Legacy!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

# Demographics

## Demographics Summary

Tays Junior High is an 8 year old, 6th through 8th grade campus in Katy ISD. Student enrollment is currently around 1450 students. This campus has the following student group demographics:

Demographic	Percentage	Demographic	Percentage
White	28%	At-Risk	25%
Hispanic	19%	Low Income	17%
Asian	40%	Limited English Proficient	13%
Black/African American	9%	Special Education	12%
Two or More Races	4%	ESL	9%
Am Indian/Alaskan Native	<1%	Gifted/Talented	23%
Hawaiian Pacific Islander	<1%		

## Demographics Strengths

1. Families move to the area to attend our schools. As our school ages, we have created a culture of excellence for students and their families.
2. We create a nurturing environment at TJH. Our goal is to partner with families and build and maintain relationships for student success.

# Student Learning

## Student Learning 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 and support, we provide many different targeted interventions to ensure student success. We have Math Lab classes and Strategic reading as well as small group targeted advisories. We provide systemic and student focused 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 (Home base), staff is able to provide reteaching or extension as appropriate. In addition, we are providing required Accelerated Learning intervention during the school day while still allowing students to participate in electives and extra curricular activities.

Test	Approaches			Meets			Masters		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Math 6	97%	98%	98%	84%	85%	87%	49%	58%	58%
Math 7	84%	87%	83%	57%	58%	56%	25%	12%	13%
Math 8	95%	96%	94%	78%	88%	81%	44%	61%	58%
Algebra	100%	100%	100%	97%	99%	98%	86%	86%	86%
RLA 6	91%	96%	95%	73%	83%	87%	51%	50%	58%
RLA 7	97%	99%	97%	89%	90%	88%	78%	64%	67%
RLA 8	96%	98%	96%	80%	93%	97%	63%	74%	66%
Science 8	96%	98%	96%	87%	92%	85%	67%	65%	56%
SS 8	92%	94%	90%	73%	80%	70%	53%	57%	52%

## Student Learning Strengths

- We have implemented enrichment advisories in our fine arts classes and these students are excelling.
- We saw improvements or sustained achievement in 6th and 7th grade math and reading and Algebra in the areas of Meets and Masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We have a variety of student levels and needs in the same class that are not all being met. **Root Cause:** Our students are generally high achieving, so teachers need to build their capacity in utilizing data to determine the varying needs of students and learn structures to support all of the different levels in the same classroom.

# School Processes & Programs

## School Processes & Programs Summary

Each grade level content team plans together at least two times weekly. Each team develops norms, road maps, posts essential learnings, administers common assessments and discusses data to determine additional learning support. Faculty meetings, Instructional leadership team meetings, and department meetings and grade level meetings are held each six weeks. We maintain a focus on uninterrupted instructional time. Instructional Coaches meet with teams during collaborative learning time every other week and focus their time on being in the classrooms with teachers to coach instruction with the goal of teacher growth and building teacher capacity. RTI and 504 meetings are held with teachers to discuss and track individual student progress throughout the year.

Staff members receive a weekly bulletin each Friday highlighting the upcoming events and important reminders for the upcoming week called "Friday News".

Faculty, Department and grade level 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. We continue to think of ways to build staff relationships through gatherings and teamwork activities throughout the year.

## School Processes & Programs Strengths

- We have low staff turnover each year.
- We include staff on a review of our processes and procedures every few years to make sure that our systems stay up to date and take into account teacher and staff feedback.

# Perceptions

## Perceptions Summary

At TJH, we build relationships so that we work together on any issues that arise on our campus. Because of the relationships, we are able to solicit feedback and work to solve the items brought to our attention. Each six weeks the district sends out Culture and Climate Surveys to all staff. The administration team reviews the feedback after each survey and develops plans to address and concerns from the feedback as needed.

## Perceptions Strengths

- We continuously have all green pillars on the culture and climate survey.
- Each year the district conducts a student survey related to safety and bullying. This year, students indicated that they feel more safe and have experienced and witnessed less events of bullying compared to past years.



# Priority Problem Statements

**Problem Statement 1:** We have a variety of student levels and needs in the same class that are not all being met.

**Root Cause 1:** Our students are generally high achieving, so teachers need to build their capacity in utilizing data to determine the varying needs of students and learn structures to support all of the different levels in the same classroom.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented 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
- Student surveys and/or other feedback
- School safety data

#### **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:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** 95% of students will meet or exceed the growth indicator of the STAAR Reading, Math, Social Studies and Science tests. Tays Junior High will implement strategies to meet each student where they are to increase student growth and achievement.

**Evaluation Data Sources:** STAAR assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize student data in PLCs to determine where students are and where they need to be. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to meet students where they are and determine appropriate small groups of students at similar levels. <b>Staff Responsible for Monitoring:</b> Administrators ICs Teachers  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional Coaches will collaborate with and support teachers in planning for small group instruction to meet the needs of all learners. <b>Strategy's Expected Result/Impact:</b> Teachers will intentionally plan for the implementation of small group instruction <b>Staff Responsible for Monitoring:</b> Teachers ICs Administrators  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional Coaches will support teachers in the classroom with structures and strategies to implement small group instruction so that all student levels are addressed in the classroom. <b>Strategy's Expected Result/Impact:</b> Teachers' capacity with small group instruction and meeting the needs of all learners will increase. <b>Staff Responsible for Monitoring:</b> Teachers ICs Administrators  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** We have a variety of student levels and needs in the same class that are not all being met. **Root Cause:** Our students are generally high achieving, so teachers need to build their capacity in utilizing data to determine the varying needs of students and learn structures to support all of the different levels in the same classroom.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** All English learners with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).

**Evaluation Data Sources:** Certification status for ELAR teachers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use the Katy ISD ESL certification dashboard to identify RLA teachers that are non-ESL certified and ensure that ESL certification is completed. <b>Strategy's Expected Result/Impact:</b> All RLA teachers will be ESL certified to meet the needs of ESL students <b>Staff Responsible for Monitoring:</b> Administrator for RLA and ESL	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Teachers are informed of the English language proficiency levels of the English learners in their classrooms, and PLCs will actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing.

**Evaluation Data Sources:** Teacher PD and feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Inform teachers of the English Language Proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in PLCs to plan for instruction with the support of the ESL staff. <b>Strategy's Expected Result/Impact:</b> Teachers will be more knowledgeable about their EB students <b>Staff Responsible for Monitoring:</b> ESL Lead	Formative			Summative
	Oct	Jan	Apr	June
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**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** Teachers of emergent bilingual (EB) students will participate in professional development that addresses instruction that is sheltered and culturally responsive.

**Evaluation Data Sources:** Teacher PD and feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers of emergent bilingual (EB) students will attend professional development over the summer and throughout the year to support identified needs of EB students. <b>Strategy's Expected Result/Impact:</b> Teachers will build their capacity to support EB students <b>Staff Responsible for Monitoring:</b> ESL teachers Administrator over ESL	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Performance Objective 1:** Tays Junior High will implement strategies that will close the academic performance gap between student sub-populations.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create intervention strategies for struggling students and purposeful interventions for those who are in danger of failing state assessments and/or courses. This includes math lab, strategic reading, and advisory intervention classes. <b>Strategy's Expected Result/Impact:</b> Students that are struggling will have small group opportunities to increase their achievement and gain confidence. <b>Staff Responsible for Monitoring:</b> MTSS Coordinator Teachers ICs Administrators Academic Support Teachers  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
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**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> We have a variety of student levels and needs in the same class that are not all being met. <b>Root Cause:</b> Our students are generally high achieving, so teachers need to build their capacity in utilizing data to determine the varying needs of students and learn structures to support all of the different levels in the same classroom.

**Goal 4:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Goal 5:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** Tays Junior High will continue to provide a culture conducive to staff retention and build partnership among staff as evidenced by the retention rate.

**Evaluation Data Sources:** Staff turnover, staff feedback, Culture and Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff development budget and school business/staff development sub days will be used for teacher training/PD/mentorship of novice teachers and provide effective planning time for teacher teams. <b>Strategy's Expected Result/Impact:</b> Teachers attending PD, dedicated time for teachers to learn and plan together, teachers increasing their capacity <b>Staff Responsible for Monitoring:</b> Principal ICs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will build a culture where teachers want to come to work each day by: recognizing and celebrating teachers, staff appreciation days, staff gatherings to build comradery, and working collaboratively with our PTSA. <b>Strategy's Expected Result/Impact:</b> Teacher retention rates will remain high, positive feedback on the Culture and Climate survey. <b>Staff Responsible for Monitoring:</b> Principal Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

**Goal 7:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Tays Junior High will communicate weekly with parents about upcoming school events and invite parents and the community to participate in school wide events so they are engaged in their child's education.

**Evaluation Data Sources:** Statistics on SMORE usage, participation in PTSA events and other campus events

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send a "TJH Update" SMORE every Wednesday via Blackboard to all parents. <b>Strategy's Expected Result/Impact:</b> Parents will be informed of what is happening at TJH each week <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct parent information sessions and learning opportunities throughout the year on topics identified in previous surveys such as Drug awareness, vaping, getting ready for high school for 8th grade parents, transitioning to junior high for incoming 5th grade parents, 6th grade parent orientation, Coffee with the Principal, and course selection sessions. <b>Strategy's Expected Result/Impact:</b> Parents will feel involved in their child's education <b>Staff Responsible for Monitoring:</b> Principal Counselors	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Goal 7:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** 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			
<b>Strategy 1:</b> The Campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> PE coaches Administrator	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</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. <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. <b>Staff Responsible for Monitoring:</b> PE teachers Administrators	Formative			Summative
	Oct	Jan	Apr	June
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**Goal 7:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 3:** Tays Junior High will provide parent engagement activities to parents/guardians of English learners that is supplemental to the services provided to all parents.

**Evaluation Data Sources:** Communication about events and attendance at those events.



**Goal 7:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 4:** Tays Junior High will provide family engagements activities for families of English learners (parent and child together) that is supplemental to the services provided to all families.

**Evaluation Data Sources:** Communication about events and attendance at those events

**Goal 8:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** Tays Junior High will continue to enhance our advisory period (Home Base) and increase the effectiveness of the social and emotional lessons students participate in each week.

**Evaluation Data Sources:** Feedback from teachers and students, character dares, Student safety survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The POWER squad committee will meet monthly to review discipline data and teacher/student feedback and design lessons appropriate for the needs of students utilizing Character Strong social and emotional curriculum. <b>Strategy's Expected Result/Impact:</b> Students will feel more included and have an increased sense of well-being <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 8:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 2:** Tays Junior High will provide information on violence prevention and bullying prevention to parents, students and teachers.

**Evaluation Data Sources:** Feedback from students, parents and teachers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Violence prevention and bullying prevention will be addressed during the beginning of the year grade level discipline meetings and throughout the year during Home Base lessons. <b>Strategy's Expected Result/Impact:</b> Students, parents and teachers will recognize bullying and know ways to address both bullying and violence. <b>Staff Responsible for Monitoring:</b> Administrators Counselors	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students whose parents opt them in will receive lessons from the counselors on personal health and safety per House Bill 9 in the Spring semester. <b>Strategy's Expected Result/Impact:</b> Students will gain knowledge on personal health and safety <b>Staff Responsible for Monitoring:</b> Counselors	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 8:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 3:** Tays Junior High will engage with families of EB (Emergent Bilingual) learners through various activities.

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students.	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				