

**Katy Independent School District  
West Memorial Junior High  
2024-2025 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 in Katy ISD and opened its doors in 1976. Students are given opportunities to excel in all programs from academics to fine arts, athletics, and extra-curricular activities.

Our student population is composed of diverse learners with differing needs. We offer a curriculum that is rigorous but flexible. Katy 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 include English as a Second Language, Reading Elective, Deaf Education, Special Education Resource, Math Intervention and Co-Teaching classes. Electives include theatre arts, Spanish, art, career and technology education, home economics, band, choir, orchestra, and publications. Athletics include football, volleyball, basketball, track, tennis and soccer. Extra-curricular activities include Student Council, National Junior Honor Society, Robotics, Cheerleading, Pep Squad, Chess Club, 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 social worker, a school psychologist, 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.

### Demographics Strengths

Race Ethnicity	Number	Percentage
Hispanic	484	53%
White	194	21%
Black/African American	163	18%
Asian	30	3%
Two or More Races	46	5%
Am Indian/Alaskan Native	1	.1%
Native Hawaiian Pacific Islander	1	.1%

Our student program statistics are listed below.

Student Statistics	
Total Enrollment	919
At Risk	65%
Economically Disadvantaged	73%
Limited Language Proficient	36%
Special Education	19%
Career and Technology	20%
Gifted and Talented	3%
ESL	27%
Attendance Rate	95%

Our student population is very diverse and our students have diverse interests, backgrounds and experiences which contributes to the positive campus culture. Our staff members are supported through professional development including small group instruction, differentiating instruction for all learners, formative assessments, Character Strong curriculum, Restorative Practices, CHAMPS, technology training and content area specific professional development. Our staff is focused on growing to meet the needs of all learners. Our collaborative teams work together during collaborative meeting times (CMT) and the teams are supported by instructional coaches and administrator. Our CT's create engaging lessons, formative and summative assessments, and re-teach and re-test based on data collection. Each new teacher is supported by a mentor teacher.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have an increased need for student support to reach our Newcomer, Sheltered and Emerging Bilingual Students. We will enroll approximately 25 Newcomer students, we educate approximately 60 Sheltered students and we will serve approximately 330 Emerging Bilingual students. **Root Cause:** District and community growth contributes to our changing demographics and an increased need for campus and staff professional development to meet the needs of our diverse learners.

# 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
- 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.
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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



- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

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

**Performance Objective 1:** WMJH teachers will utilize PBIS Systems and Rewards and CHAMPS Behavior systems to decrease the incidents of non-compliance and disrespect campus-wide by 10%.

**Evaluation Data Sources:** PBIS Rewards System, Teacher Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> WMJH will utilize our campus based ROAR Store on each Wednesday to reward students for positive behaviors. <b>Strategy's Expected Result/Impact:</b> The expected impact is to decrease campus wide incidents of non-compliance and disrespect referrals by rewarding and modeling the positive behaviors in each classroom. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> CHAMPS classroom expectations will be presented to all campus teachers including new teacher orientation. <b>Strategy's Expected Result/Impact:</b> CHAMPS behavior and classroom management system will decrease classroom referrals. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div><div>No Progress</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></div>				

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

**Performance Objective 2:** Information on violence prevention and bullying information will be presented and provided to parents, students, and teachers.

**Evaluation Data Sources:** Campus discipline data

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

**Performance Objective 1:** WMJH will utilize the Fundamental Five 2.0 practices to increase student engagement.

**Evaluation Data Sources:** Administrative Learning Walks, Book Study of Fundamental Five 2.0, Relevant and Timely Campus Based Professional Development on the Fundamental Five 2.0 Strategies

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administration and instructional coaches will perform learning walks to measure the frequency of fundamental five practices. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and student achievement. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches	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 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** 90% of students will be authentically engaged within the first 10 minutes of class.

**Evaluation Data Sources:** Instructional Coach Role, Instructional Coach Learning Walks, Administrative Learning Walks,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional Coach learning walks strictly focused on the first ten minutes of instruction and providing feedback on immediate student engagement. <b>Strategy's Expected Result/Impact:</b> Increase student engagement and decreased student tardies <b>Staff Responsible for Monitoring:</b> Instructional Coaches and Administration	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></div></div>Continue/Modify</div><div><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:** WMJH will 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> Administrators  Physical Education Teachers	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> Administrators  Physical Education Teachers	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></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 3:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** WMJH students will increase approaches, meets, masters (AMM) across all STAAR tested subjects by 5%.

**Evaluation Data Sources:** Campus Based Assessments, District Assessments, STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> WMJH will participate in the PLC Academy Cohort 3 with Katy ISD Teaching and Learning. <b>Strategy's Expected Result/Impact:</b> Ensuring learning for all students through the PLC Academy, Backwards Design, and Refining the WMJH Collaborative Team Process <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches; Self Assessment from Collaborative Teams	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <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				

**Goal 3:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 2:** 65% of English Language Learner students in grades 6-8 will increase by one proficiency level on their TELPAS composite score.

**Evaluation Data Sources:** TELPAS Assessment Data, Campus Learning Walks, Relevant and Timely Emerging Bilingual Professional Development, Campus Based Assessment Data