

Katy Independent School District
Cardiff Junior High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading



Mission Statement

Our mission is to ensure the academic and personal growth of each student through enriching experiences focusing on collaboration, creativity, and critical thinking. We will prepare our students to be productive citizens and future leaders by setting high expectations and holding them accountable for their actions. We will provide a safe, inclusive learning community by encouraging effective and open communication and by respecting and celebrating differences.

Vision

Cardiff Junior High, in partnership with parents and the community, will empower each student to become a life-long learner who is responsible, productive, and engaged. All who enter the halls of CJH will feel safe, valued, and proud.

Value Statement

Core Values

Integrity

Respect

Dedication

Safe Environment

Accountability

Collaboration

Growth Mindset

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cardiff Junior High is a 6-8 grade campus on the east side of Katy ISD that opened in 2008. We serve two geographic suburban areas in the northeast quadrant of the district, including the Westfield area closest to the school and the Bear Creek area near State Highway 6. As of the writing of this plan the current enrollment is 928 students. The enrollment at Cardiff JH has plateaued in the range of 925-960 over the past few years. Cardiff Junior High is composed of a diverse student population as follows: Hispanic 66.4%, White 16.1%, Black/African American 12.2%, Asian 2.6% and 1.2% claiming 2 or more races. Cardiff has a mobility rate of 15.7% based on the 2018 Accountability Summary. Additionally, Cardiff's student groups include 77.5% Economically Disadvantaged, 46.6% At-Risk, 12.9% English Language Learners (ELLs), 14.5% Special Education and 4.7% Gifted and Talented.

The campus has three specialized Special Education Programs 1) Life Skills, 2) JCAP, and 3) PASS. Our Intermediate level EL students are served in Sheltered Classrooms for ELAR and for other core subjects. Additionally, we service EL students who are new to the country and English is not their primary language in a special Newcomer Center. The Newcomer Center serves Newcomer students from 5 other nearby KISD junior high campuses: Mayde Creek, McDonald, Stockick, Morton Ranch, and Katy.

Due to the high population of EL students, the campus continues to build instructional capacity through purposeful inclusion of effective learning strategies for EL students in lesson planning; appropriate vocabulary instruction using Interactive Word Walls; supporting students with conversation through using Sentence Stems and Conversation Starters; increasing verbal capacity through Frequent, Small-Group Purposeful Talk about the learning.

The administration of Cardiff JH is committed to identifying and hiring highly qualified teachers who are willing to grow in their profession and willing to contribute in positive, meaningful ways to student learning and campus culture. We experience some annual attrition due to retirements and transfers to other campuses in KISD, especially since KISD is a large, fast-growing district.

Demographics Strengths

With a diverse student population and a variety of special programs, our students are very accepting and respectful of each other overall. Our students demonstrate the characteristics of Care, Ownership, Life-Long Learners, Team Players and Success (C.O.L.T.S) that we expect to see from them. Through our CAMs Program (Colts As Mentors), students have the opportunity to receive tutoring from a peer when assistance is needed. Student groups such as Student Council, National Junior Honor Society, Cheer, Band, and Orchestra conduct activities each year that contribute to a positive school climate.

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- Content PLCs (Professional Learning

Communities), data analysis of student strengths and weakness and gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally and physically. We have several staff members who are "original" to the campus since it's opening in 2008. Our Instructional Coaches do an excellent job of training and developing teachers on an individual and team basis to continue improvements in student learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase parent participation in PTA. **Root Cause:** For most of our families, both parents are employed and some at two jobs. It's challenging to find parents who have available time to commit to PTA participation. Additionally, with a high Hispanic population, language can sometimes be a barrier to high parent participation.

Student Academic Achievement

Student Academic Achievement Summary

Based on the 2018 Accountability Summary Cardiff JH achieved an overall scaled score rating of 84 and the following Performance Domain Scores:

Domain 1, Student Achievement - 78; 2 point decrease over 2017

Domain 2 - 86 (unable to compare to 2017 as accountability system changed calculation methods)

Domain 3 - 79 (unable to compare to 2017 as accountability system changed calculation methods)

Student Academic Achievement Strengths

	Approaches			Meets			Masters		
	2017	2018	Change	2017	2018	Change	2017	2018	Change
6 Reading	69	71	+2	29	32	+3	10	11	+1
6 Math	83	84	+1	41	39	-2	14	9	-5
7 Reading	77	77	0	36	43	+7	14	25	+11
7 Math	75	70	-5	36	20	-16	12	2	-10
7 Writing	68	73	+5	27	35	+8	7	9	+2
8 Reading	89	87	-2	53	48	-5	23	21	-2
8 Math	92	92	0	39	52	+13	5	8	+3
8 Science	86	75	-11	53	46	-7	22	22	0
8 Social Studies	79	70	-9	41	35	-6	21	18	-3

The table above contains a comparison of STAAR results. These results do not include the Newcomer Center students. While the learning of Newcomer students is just as important as other students and they receive the same instructional care, it is helpful to compare STAAR results year over year of without Newcomer students in order to effectively evaluate strengths and weaknesses of general education instructional programming. Values in the table above and summaries below are expressed as percentages.

Cardiff JH experienced a notable increase in student 2018 STAAR performance results in the following areas in comparison to 2017.

- 6th Reading, Meets Grade Level - +3
- 7th Reading, Meets Grade Level - +7
- 7th Reading, Masters Grade level - +11
- 7th Writing, Approaches Grade Level - +5
- 7th Writing, Meets Grade Level - +8
- 8th Math, Meets Grade Level - +13
- 8th Masters Grade Level - +3

Cardiff Junior High Received TEA Distinction Designation in 1 of 7 areas:

1. English Language Arts & Reading

School Processes & Programs

School Processes & Programs Summary

The campus adopted a Model of Quality Instruction in 2015 and it continues to utilize that as a guide for instructional planning and improvement. We continue to utilize the Professional Learning Community Model (PLC) to plan instruction and assessment and collaborate on ways to improve student performance. The master schedule is designed for content teams to have common planning periods in order to meet with Instructional Coaches to conduct rigorous instructional planning: unwrap the TEKS, complete an assessment blueprint, analyze common assessments for depth of knowledge, plan instructional calendars, plan daily lessons with engaging strategies that support Special Education and ESL learners, etc.

The administration of Cardiff JH is committed to identifying and hiring highly qualified teachers who are willing to grow in their profession and willing to contribute in positive, meaningful ways to student learning and campus culture. We experience some annual attrition due to retirements and transfers to other campuses in KISD, especially since KISD is a large, fast-growing district.

Cardiff JH is well staffed to address the needs of students, monitor and support learning and maintain a safe and secure learning environment. In order to clearly communicate roles and responsibilities of administration, as well as counselors and support staff, a responsibilities document is disseminated annually to the staff to promote efficient operation. Campus administration meets on a weekly basis to discuss effective organization and operation of the campus. The administrative team meets biweekly with the counseling team to discuss issues and events that relate to upcoming student activities, student recognitions, the social/emotional development of students, Response To Intervention (RTI), etc. Additionally, the Principal meets biweekly with Department Chairs and Instructional Coaches to discuss and plan for instructional improvement, school activities, relevant/immediate campus concerns and professional development.

Staff members are kept informed of upcoming events in a timely manner through the Campus Calendar on Outlook and the Principal's weekly communication, the Cardiff Carrier.

Cardiff JH is a technology rich campus; we have many technology tools available to students and teachers: three computer labs and a library lab equipped with desktops as well as laptop carts and iPad sets that can be checked out of the library. Additionally, each core department and the electives department has a set of 45+ iPads that they share within the department as needed. ELA classrooms are equipped with JustStands so that iPads can be used as projection devices. Core subject classrooms are equipped with an Apple TV device and a SmartBoard. Because the district allows students to use their own devices for instructional purposes, they are a great supplement to technology equipment provided by the campus. We have iPads and wifi hotspots available for students to checkout from the library if needed at home. Lastly, we have a Classroom Technology Designer assigned to our campus one day a week. She is able to support teachers learning and implementation of technology in the classroom.

For 2018 CJH was approved to receive technology funding for Devices2Go, Bridging the Digital Divide, and Campus Standard Change. We will use this funding to primarily purchase Chromebooks to be used in 7th Grade ELAR to increase reading & writing.

Due to the change in junior high school start times in KISD, we have revamped our teacher-directed tutorial plan. As a part of their morning duty teachers

will be expected to tutor students a minimum of two mornings per week.

Furthermore for 2018, we recieved additional funding as a campus with a high economincally disadvantage population (+75%). This fundign will be used to hire supplemental teachers to support students on a weekly basis. Funding will also be used to provide Saturday tutorial programs that focus on students who need to master the standards at a higher level.

School Processes & Programs Strengths

We continue to utilize common assessments CBAs (Campus-Bassed Assessments) in order to evaluate student attainment of the curriclum and to evaluate and adjust our instructional practices.

Overall, our staff is highly committed to providing the best instruction possible through systems that are in place -- Content PLCs (Professional Learning Communities), data analysis of student strengths and weakness and gaps in learning. Our staff is committed to our mission of ensuring that each child is growing academically and developing socially, emotionally and physically. We have several staff members who are "original" to the campus since it's opening in 2008. Our Instructional Coaches do an excellent job of training and developing teachers on an individual and team basis to continue improvements in student learning.

Cardiff JH administration and staff communicate upcoming events well in advance in order to allow teaches time to plan adjustments to instruction.

Staff members have immediate access to events through the Campus Outlook Calender.

Events are well-planned and well-executed in order to maintain a safe, orderly, structured learning environment.

Between using Canvas as an interactive technolgy tool and other technology applications, we have a high leve of technology integration in the classroom.

Perceptions

Perceptions Summary

Parents and the community are kept informed of school activities through a variety of media, which include weekly eNews, a current website, teacher Canvas pages, School Messenger calls, marquee messages, flyers home, Coffee with the Principal and social media. The campus began implementation of Canvas in the spring of 2015 as a learning management tool and to replace TeacherWebs as the online communication tool teachers use to provide information about their classes to parents. Parents have access to some of the assignments and activities that students are doing in class through the ParentViewer of Canvas. Parents and community participate in school events, such as Colt Camp, Open House, WatchDog Dads, Bingo for Books, Fine Arts performances, athletic events, TimeSaver Tuesdays and student award ceremonies. Parents are routinely invited to have lunch with their students throughout the school year in order to maintain involvement with their child.

Overall, Cardiff Junior High maintains a positive and productive school climate for students and staff. Staff members are routinely recognized for their work and contributions to the campus and student learning through highlights in the Principal's weekly Cardiff Carrier newsletter, Staff Member of the Month, Colt Credits, acknowledgements in faculty meetings, in social media, year-end celebrations, etc. Student achievement, successes and accomplishments are recognized through A/B Honor Roll recognitions per six weeks, 6th Grade ROCK STARS, S.T.A.R.S Program, privileges at lunch for good conduct, incentives, end-of-year award ceremonies, etc. The campus Safe & Civil Schools Team, C3, conducts periodic surveys to evaluate the school's climate and plan interventions for areas of concern.

Along with other district secondary campuses, for 2018 CJH will fully implement the expectation that all students and staff wear an ID badge during the school day. All students will be issued a permanent ID at the beginning of the school year. Procedures will be put into place for students to obtain a temporary ID each morning for \$1 and they may purchase a replacement ID at any point in the school year for \$3.

Perceptions Strengths

Overall, our parents are very supportive when contacted by teachers. We generally experience a strong turnout at Colt Camp and/or Open House.

We continue to have support from the Copperfield-Bear Creek Rotary Club through the donation of 6 Kindles per year that are used for reading incentive awards.

We continue to have support from business partners, such as Chick-fil-A, Foresters Financial, Farmers Insurance and Brazos Valley School Credit Union, Serranos Taco, and Second Baptist Church. These business partners routinely provide staff discounts and special treats for teachers.

Our faculty demonstrates their support for PTA by achieving approximately 90% PTA annual membership. We have been awarded the Golden Apple award for the past two years.

Cardiff JH offers a variety of extracurricular activities, clubs and other events for students to participate and develop positive connections to school and peers. These activities include: athletics, Fine Arts, Art, Yearbook, Science Olympiad, National Junior Honor Society, Student Council, Colts as Mentors (CAMs), Math Club, Art Club, Reading Club, Bingo for Books, daily announcements, Million Word Stampede, History Club etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Energage Workplace Survey indicates a decrease over last year in the number of staff members who feel their manager cares about them. **Root Cause:** The workload has increased over the past few years in order to plan instruction at a deep, well-aligned level in order to demonstrate increases in student learning as measured by the state accountability system.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals



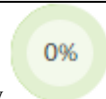

Revised/Approved: July 24, 2017

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

Performance Objective 1: All student groups in Domain III of the State Accountability System will meet or exceed the state target set for each group.

Evaluation Data Source(s) 1: 2019 State Accountability Report

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) On-going, teacher-directed, after-school tutorials available to ALL students.	Student Support Administrator	Increase content retention and relearning by early intervention and support.				
Critical Success Factors CSF 4 2) Provide STAAR Saturday tutorials to students based on a review of data from common assessments and DLAs for lowest mastered TEKS. Provide tutorials in both the fall and spring semester.	Student Support Administrator	Increase mastery of content standards for identified students, especially SPED & ESL.				
	Funding Sources: 199 - State Comp Ed - 31000.00					
Critical Success Factors CSF 3 3) Teachers will include in lesson plans how they will assess mastery of standards on a daily basis and will include steps for how they will reteach content to students who do not show mastery.	Administrator for each core content when reviewing weekly lesson plans.	Increase learning of all student groups by providing immediate and timely intervention.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: For Reading STAAR at all three grade levels (6-8), increase level of mastery at all three STAAR performance levels (Approaches, Meets, & Masters) by 3%.

Evaluation Data Source(s) 2: Comparison of 2019 and 2018 Reading STAAR results for all three grade levels, 6-8.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Teachers will increase their understanding and use of formative assessment by attending professional development on formative assessments delivered by the Instructional Coach or recommended by IC/Administrator.</p>	Instructional Coach	Increase teachers' ability to assess levels of content mastery making it easier for them to identify students needing targeted support/tutorials.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Instructional Coach will create monitor groups in AWARE for all Reading teachers to closely track student progress.</p>	ELA Instructional Coach	Teachers will increase instructional support to students in target groups who show a need to master standards at high levels.				
<p>Critical Success Factors CSF 7</p> <p>3) During team lesson planning, Reading teachers will indicate in their lesson plans how they will check for student mastery of standards and how they will be intentional about providing additional reteach for students who need to master standards at higher levels.</p>	ELA Instructional Coach	Increased levels of students scoring at the Meets & Masters level on CBA.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will deliver powerful "first-teach" lessons that include the following: daily multiple checkpoints for understanding, instructional adjustments, meaningful connections, immediate/relevant feedback, and modeling.</p>	Assistant Principal for ELAR Department	Increase learning on a daily basis to reduce the number of students needing targeted support.				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Improve the success rate of Special Education students on STAAR Assessments.

Evaluation Data Source(s) 3: Demonstrate an increase in the number of Special Education achieving Approaches Grade Level and/or demonstrating 1 year's growth when comparing 2017 STAAR results to 2016.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Utilize ongoing student data reports to measure growth in learning and make adequate adjustments to instruction.</p>	Classroom teachers	Ongoing awareness of students level of mastery of the content; immediate adjustments to instruction based on learning needs; increase content mastery of SPED & ESL students.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Weekly instructional planning meetings between the general education teacher and the Special Education Coteacher to be facilitated by an Instructional Coach.</p>	Regular Ed Teacher with SPED students and their SPED Coteacher.	Increase collaborative planning specifically with SPED students in mind; intentional planning of instructional strategies and supports for SPED learners.				
<p>Critical Success Factors CSF 4</p> <p>3) Provide targeted support to SPED students during ELT (Extended Learning Time) who are not demonstrating success in the classroom.</p>	Assistant Principal for SPED Department	Increased success rate of SPED students on Common Assessments; increased passing rate of SPED students per six weeks.				
<p>Critical Success Factors CSF 4</p> <p>4) Provide Saturday tutorials for SPED students in the areas of Reading, Math, Writing & Social Studies.</p>	Student Support Administrator	Increased success rate of SPED students on Common Assessments; increased passing rate of SPED students per six weeks; increased number of SPED students Meeting Standard and/or demonstrating 1 year's growth on STAAR.				
Funding Sources: 192 - Special Project - 0.00						

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

Performance Objective 4: For Math STAAR at all grade levels, increase results of all three performance levels (Approaches, Meets, Masters) by 10%.

Evaluation Data Source(s) 4: 2019 Math STAAR scores of all three performance levels compared to 2018 scores.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Designated teachers attend professional development on effective classroom management.</p>	Assistant Principal for Math Department	Reduction in classroom distractions and increase time on task.				
<p>Critical Success Factors CSF 1</p> <p>2) Utilize Growth Mindset concepts with students.</p>	Instructional Coach	Increase student confidence, resiliency, and perseverance in learning math.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will deliver powerful first-teach lessons that include a mid-lesson check for understanding in every daily lesson</p>	Math Instructional Coach	Daily assess students understanding of the math skill being taught and immediate intervention for students who do not demonstrate mastery.				
<p>Critical Success Factors CSF 2</p> <p>4) Math Instructional Coach will set up monitor groups in AWARE for all math teachers to closely track student progress.</p>	Math Instructional Coach	Early intervention for students not demonstrating mastery of standards.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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

Performance Objective 5: For Science STAAR, increase results of all three performance levels (Approaches, Meets, Masters) by 10%.

Evaluation Data Source(s) 5: 2019 Math STAAR scores of all three performance levels compared to 2018 scores.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Use ELT period to provide additional tutoring to students who have not mastered the standards for each unit.</p>	Science Instructional Coach	Increase the number of students demonstrating standards at higher levels.				
<p>2) Closely track student data for evidence of growth and progress.</p>	ELA Instructional Coach	Ongoing awareness of students level of mastery of the content; immediate adjustments to instruction based on learning needs; increase content mastery of students.				
<p>Critical Success Factors CSF 2</p> <p>3) Regular data meetings with teachers teams to review student performance by TEK.</p>	Science Instructional Coach	Assist teachers with knowing which students to target for additional support in teacher-directed tutorials or Saturday tutorials.				
<p>Critical Success Factors CSF 2</p> <p>4) Increase the use of checking for understanding on a daily basis to increase students' mastery of the standards.</p>	Science Instructional Coach	Teachers will have daily data to determine which students need additional support to master standards.				


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


Performance Objective 6: Increase the Meet Grade Level performance on the 8th Grade Social Studies STAAR by 6%.


Evaluation Data Source(s) 6: 2019 STAAR Social Studies results as compared to 2018.


Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will include in their lesson planning process intentional, daily checks for understanding and intentional, purposes plans to help students who do not show mastery of the standards.</p>	Social Studies Instructional Coach	Increase mastery on a daily/weekly basis in order to reduce the number of students requiring Saturday tutorials.				
<p>Critical Success Factors CSF 1</p> <p>2) Social Studies teachers will increase the amount of writing assignments that students will complete with a goal of 1 assignment per week.</p>	Instructional Coach	Increase students fluency with critical thinking and written expression of ideas.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 7: Provide better understanding of the social and emotional needs of gifted students through professional development and specialized GT student advisories.


Evaluation Data Source(s) 7:

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) GT Facilitator will provide GT awareness training and recognition of GT characteristics in students by working with a designated teacher for a GT Advisory for each grade level.	GT Facilitator	Early recognition of potential GT students in order to meet their unique learning needs.				
2) Deliver lessons through designated GT Advisories that address the unique characteristics of GT students through newly designed lessons.	GT Facilitator	Increase time for GT students to interact with each other, have unique learning experiences and develop a sense of community with other GT learners.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

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

Performance Objective 1: Increase students' motivation to exhibit positive school/social behaviors.

Evaluation Data Source(s) 1: Complete record of recognition/reward/engagement activities administered throughout the year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) The counselors and Ad Team will brainstorm a list of ways to recognize and reinforce positive school/social behaviors throughout the school year.	Counselors	Increased positive school affect.				
2) Develop a schedule in which student groups will take part in celebrating staff appreciations (CAMs, NJHS, Student Council, No Place For Hate).	Counselors	Increased student in contributing to a positive school climate.				
<p>Critical Success Factors CSF 6</p> 3) Educate students on how to use the new TipLine reporting app for incidents of bullying/harassment.	Assistant Principal for each grade level.	Speed intervention time to resolve incidents of bullying/harassment.				
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Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.


Performance Objective 1: Utilize Chromebooks to increase 7th Grade STAAR Writing scores by 5% for each performance level (Approaches, Meets, & Masters).


Evaluation Data Source(s) 1: 2019 STAAR 7th Grade Writing results compared to 2018.


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide training to 7th Grade teachers for ways to use Chromebooks to increase Writing.	Classroom Technology Designer	Increase teachers' knowledge of how to use Chromebooks in Writing instruction.				
2) Meet with 7th Grade parents to review guidelines for students use of Chromebooks and how they as parents can support student learning.	Assistant Principal for ELAR Department.	Increased parental awareness, partnership, and support for Chromebook usage at home.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 2: Reduce campus printing & paper usage by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Ask PLC Teams to brainstorm ways in which they can reduce their paper/copy consumption by 10%.	PLC Teams, Financial Clerk	10% reduction in budget expenditures for paper/printing at the end of the year.				
Funding Sources: 199 - General Fund - 0.00						


Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Focusing on one of the critical questions of a PLC, "How will we know that students have learned what we intended for them to learn?" CJH core content teams will increase their use of formative assessment to increase learning.


Evaluation Data Source(s) 1: Increase in STAAR scores for all three performance levels across all grade levels.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Teachers will increase their expertise with formative assessment through professional development delivered by Instructional Coaches at the beginning of the year and at strategic points during the year.</p>	Instructional Coaches	Increase teachers' awareness of which students have not mastered content standards on a daily/weekly basis.				
<p>2) Teachers will include in their daily lesson plans how they will assess for mastery of the objective and what they will do for students who do not demonstrate mastery.</p>	Administrator for core department	Narrow the window for students to receive intervention in order to master the standards.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 5: 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: Increase business partnerships.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Develop and maintain a partnership with 4-5 local businesses that are willing to support and celebrate the successes of our staff and students.	Partners in Education Liaison	Increase support of our teachers and school by including resources provided by local business partners.				
						


Goal 5: 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: Increase Watchdog Dad program participation.


Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Survey staff for likely dads to participate; personally invite dads to participate; host pizza parties to provide orientation about the program; publicly celebrate dad participation	Assistant Principal assigned as program coordinator	Increase the parental presence in our school, especially male/father presence.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: 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 3: Increase involvement in PTA


Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Promote 100% staff participation; use electronic communication to encourage parent involvement; encourage parent involvement at evening events - Colt Camp, Open House, Fine Arts concerts, Coffee with the Principal, etc.	Principal	Increase parent and staff participation in an organization that promotes success of all children.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Instructional Coach will create monitor groups in AWARE for all Reading teachers to closely track student progress.
1	5	2	Closely track student data for evidence of growth and progress.

State Compensatory

Personnel for Cardiff Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barber, Stacy	7th Grade Math Block	STAAR Intervention	
Guevara, Zandra	8th Grade Reading Block	STAAR Intervention	
Mannion, Deidra	7th Grade Reading Block	STAAR Intervention	
Otte, Melissa	8th Grade Math Block	STAAR Intervention	
Schwartz, Jenna	6th Grade Math Block	STAAR Intervention	
Sutherland, Justin	6th Grade Reading Block	STAAR Intervention	
Various	Academic Support	State Comp Ed	5

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Bryan Rounds	Principal
Non-classroom Professional	Zandra Guevara	Counselor
Classroom Teacher	Laura Garcia	Teachers
Classroom Teacher	Jonathan Mears	Teacher
Classroom Teacher	Lucretia Bluiett	Teacher
District-level Professional	Tiffany Momberger	District Staff
Parent	Helen Valero	Parent
Parent	Kimberly Glancy	Parent
Parent	Elaine Werner	Parent
Business Representative	Kyle Beezley	Business Representative
Parent	Judy Paul	Parent

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Approximately 27 teachers; snacks for students; supplies & printing		\$31,000.00
Sub-Total					\$31,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$31,000.00

Addendums

TEXAS EDUCATION AGENCY 2017 Accountability Summary

CARDIFF J H (101914051) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation



Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

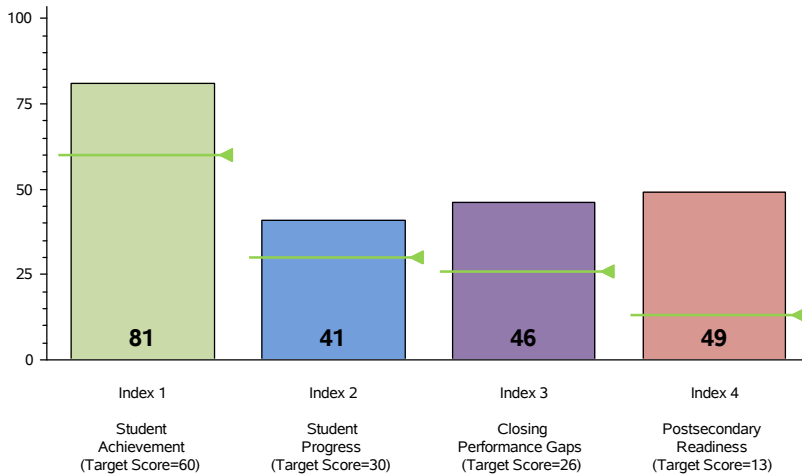
Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,022	2,507	81
2 - Student Progress	657	1,600	41
3 - Closing Performance Gaps	1,386	3,000	46
4 - Postsecondary Readiness			
STAAR Score	49.4		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		49

Campus Demographics

Campus Type	Middle School
Campus Size	912 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	65.9
Percent English Language Learners	22.7
Mobility Rate	14.5
Percent Served by Special Education	12.5
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

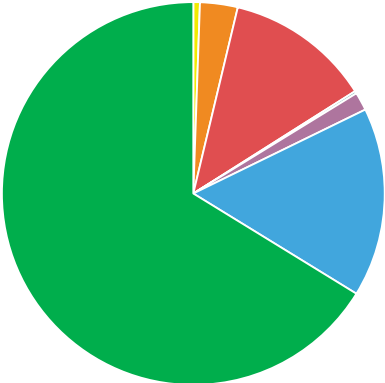
Number and Percentage of Indicators Met

Performance Rates	32 out of 37 = 86%
Participation Rates	16 out of 16 = 100%
Graduation Rates	N/A
Total	48 out of 53 = 91%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

51 - Cardiff Junior High

Student Profile



Student Statistics

Total Enrollment	912
At-Risk	57.46%
Low Income	66.34%
Limited English Proficient	22.70%
Special Education	12.50%
Career Technology Educat..	27.08%
Bilingual	0.00%
ESL	22.26%
Gifted/Talented	5.15%
Title I	0.55%
Attendance Rate	96.24%

Race/Ethnicity	#	%
White	146	16.01%
Hispanic	604	66.23%
Asian	29	3.18%
Black/African American	112	12.28%
Two or More Races	14	1.54%
Am Indian/Alaskan Native	5	0.55%
Native Hawaiian Pacific Islander	2	0.22%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

TEXAS EDUCATION AGENCY 2017 Accountability Summary

CARDIFF J H (101914051) - KATY ISD

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Academic Achievement in Science

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Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

DISTINCTION EARNED

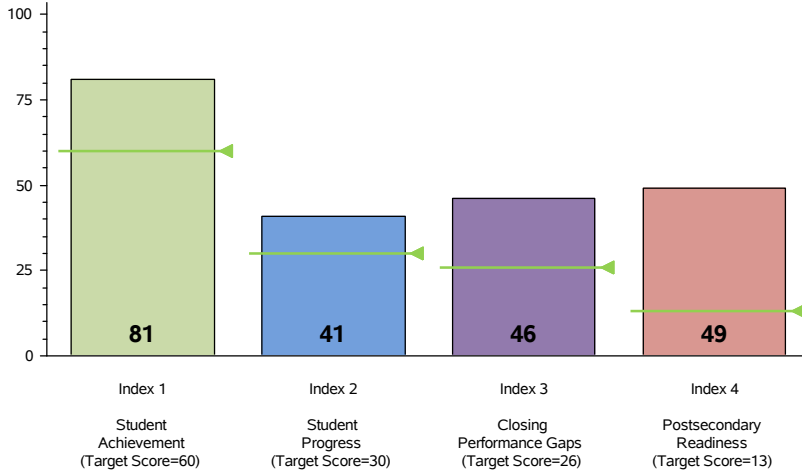
Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Performance Index Report



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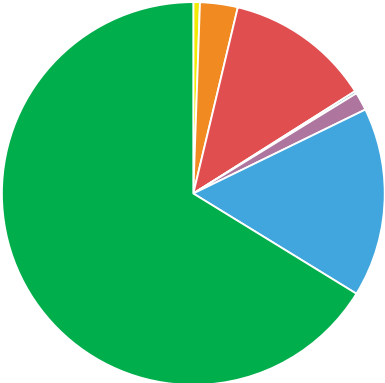
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