

**Katy Independent School District**  
**Mayde Creek Junior High**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

In collaboration with students, parents and the community, Mayde Creek Junior High will provide each child with exceptional learning experiences to enhance individual abilities in order for students to become productive and responsible members of society.

# Vision

Mayde Creek Junior High pledges to put our students first in all campus decision making.

# Comprehensive Needs Assessment

Revised/Approved: August 07, 2018

## Demographics

### Demographics Summary

Mayde Creek Junior High is a 6-8 campus located in Houston, Texas. Katy is a growing suburb on the west side of Houston. The campus has a mixture of students who live in neighborhoods and apartment complexes. Although this improvement plan focuses on 2018-2019 school year, the demographic information comes from information available in May 2018. Student enrollment has been consistently around 1,140 students for the past five years.

The 14 % mobility rate for Mayde Creek Junior High is above the state rate of . Last year our attendance rate was 97% and we attribute this achievement to a strong partnership with parents and a focus on providing our students with engaging and quality instruction. Additionally we are 68% economically disadvantaged and are identified as at risk.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Special Education scores fall well below in comparison to general education scores

**Problem Statement 2:** High Mobility rate **Root Cause:** Largest amount of apartment complexes that feed into a school.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Mayde Creek Junior High provides students with an expectational learning environment that is rigorous and engaging.

All schools in Texas must meet standards set in the four state accountability areas. For the 2017-2018 school year, Mayde Creek Junior High met all four target areas:

Index 1- Student Achievement. MCJH Score 85%

Index 2- Student Progress. MCJH Score 44%

Index 3- Closing performance Gaps. MCJH Score 51%

Index 4- Post-Secondary Readiness. MCJH Score 56%

These scores resulted in Mayde Creek Junior High receiving a 2017 Texas Accountability Met Standard rating. The campus also earned all 7 Distinctions:

A deep analysis of the above scores by grade level and each student group reveals that all groups have shown positive growth when comparing the 2015- 2016 STAAR data.

### **Student Academic Achievement Strengths**

Mayde Creek Junior High has an incredible campus with students who work hard and are high achieving. The campus is proud of the many different student achievement strengths, including:

- **Earning six out of seven distinctions.**
- **Student passing rates on STAAR have continued to increase over the last 3 years**
- **Students have continued to show growth on the STAAR for the past 2 years**
- **Rigorous Katy ISD Curriculum**
- **Excellent co-curricular and extra-curricular activities that allow students to demonstrate their talents in and out of the classroom**

## Perceptions

### Perceptions Summary

Mayde Creek Junior High we center every decision around our Vision statement "students first". This has created a culture of excellence through collaboration and dedication in every aspect of education.

# 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
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

## 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, 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**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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**

- Community surveys and/or other feedback

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

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: July 24, 2017


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

**Performance Objective 1:** Improve instructional delivery through effective professional learning and intervention opportunities.


**Evaluation Data Source(s) 1:** Comparison of 2017 and 2018 data for Index 1-3 in TEA accountability rating for campus.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1. Professional development training for teachers that specifically targets differentiated instruction.	Administrators, Instructional Coaches, Teachers	Teacher observations, DLA and Common Assessment Data, STAAR Data				
2. Additional before school tutorials (Gator Academy and Gator Camp)	Funding Sources: 199 - State Comp Ed - 0.00, 199 - General Fund - 0.00					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



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

**Performance Objective 2:** Improve student achievement through innovative instructional strategies and structures.

**Evaluation Data Source(s) 2:** Comparison of 2017 and 2018 data for Index 1-3 in TEA accountability rating for campus.

**Summative Evaluation 2:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Incorporate varied instructional strategies for each core content area (e.g., pre-assessments, Book of Choice, Hands on activities, including labs and models.	Administration, instructional coaches, and teachers  Funding Sources: 199 - General Fund - 0.00	Forethought lesson plans, teacher observations, campus assessments, district learning assessments (DLA), and STAAR data.				

**Goal 2: 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:** Improve student achievement through allocation of Hold Harmless Funding.

**Evaluation Data Source(s) 1:** Comparison of 2017 and 2018 data for Index 1-3 in TEA accountability rating for campus.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize Hold Harmless Funds. funds to improve student achievement by providing: 1. Supplemental technical tools to enhance digital instruction. 2. Supplemental instructional resources, including materials, tutors, posters created from our campus poster maker, etc. to engage at-risk students. 3. After-school tutorial program, including supplemental pay, materials and transportation. 4. Student management system to increase learning. 5. Provide materials to maintain and enhance test security. 6. Provide material/equipment to enhance safety/student management. 7. Provide professional learning opportunities for teacher to enhance their instructional skills/resources	Principal, Instructional Support Team, Teachers, Supplemental Staff,	Campus Needs Assessment, Assessment Data, Surveys Assessment Data, Surveys, Professional Development Hours, Certification Documents				
Funding Sources: 199 - State Comp Ed - 45000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>						


**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:** MCJH will continue to allocate resources that assist with the development and implementation of online learning that is safe and accessible for all learners.


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

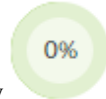
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All teachers will utilize Canvas as an online classroom where they will post their syllabus, classroom assignments (homework, reviews, etc...), and various other resources that encourage online collaboration and more immediate feedback.	Principal Assistant Principal Instructional Coaches					
2) Additional devices (iPads, Chromebooks) will be purchased for distribution and use in classrooms and at home by students.	Principal Assistant Principal Librarian					




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.**

**Performance Objective 1:** MCJH will provide new teacher professional learning/mentoring to increase retention.

**Evaluation Data Source(s) 1:** Calculation of the percentage of retained, non-promoted staff.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) MCJH provides a new teacher mentor program. New teachers meet with their mentor teachers once a week. Mentor teachers invite them into their classroom to observe their instruction and interactions with students. They collaborate with their mentor teacher about campus procedures, best practices, and other relevant information.	Mentor teachers and Principal					
2) MCJH provides new teachers with specialized professional development to support new teachers.	ICs and Principal					
Problem Statements: Staff Quality, Recruitment, and Retention I						
						

**Performance Objective 1 Problem Statements:**

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Locating quality candidates <b>Root Cause 1:</b> Fewer college graduates in the teaching field

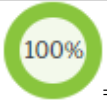
**Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.**

**Performance Objective 1:** Students, parents, staff, and community members are provided with a variety of opportunities for collaborative involvement which supports student success.


**Evaluation Data Source(s) 1:** Increased participation at community events.  
Increased number of volunteers and volunteer hours.

**Summative Evaluation 1:**

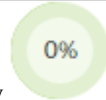
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Communicate campus events and programs to students, parents, staff, and community as well as opportunities for collaborative involvement.  1. Utilize multiple platforms for communication including social media accounts, eNews, callouts, remind 101 accounts, teacher newsletters, marquee, etc. 2. Ensure communication is available in English and Spanish 3. Empower the PTA to collaborate and participate in campus events. 4. Encourage participation for district outreach events such as Legacy Parent Academy.	Teachers and Staff Assistant Principals Principal	Increased collaboration with parents, students, and community.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 6: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** MCJH will provide additional support for disengaged learners.


**Evaluation Data Source(s) 1:** Student and staff surveys showing increase in emotional well-being of all learners.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Campus-wide mentoring program where all MCJH staff members mentor a chosen student throughout the school year on a weekly basis.</p>	1) Administrators and counselors	1) Students will be monitored on a weekly basis while forging relationships with a staff member to help meet the students' social/emotional needs.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) 2) Mayde Men - Mentoring of young males with behavior issues by male teachers during advisory . Students will be given opportunities to learn life skills such as tying a tie and an appropriate handshake as well as opportunity for mentors to share life experiences with the students.</p>	Principal, mentor teachers	2) Young male students will learn life skills and will have male role models in their lives to help support their emotional well-being.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# State Compensatory

## Personnel for Mayde Creek Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Faye Zaranti	7th grade Math Teacher	Math lab	
Gabby Ramirez	7th grade Math Teacher	Math Block	
John Onezine	6th grade Math Teacher	Math Lab	
Kaylyn Court	7th grade Math Teacher	Math Block	
Kristin Roslaes	6th Grade Math Teacher	Math Block	
Leslie Mathis	8th grade Math Teacher	Math Block/Math Lab	
Lynn Horlecia	Strategic Reading Teacher	Strategic Reading	
Shared Units	Academic Support	State Compensatory Ed	6

# Campus Admin Team

Committee Role	Name	Position
Administrator	David Paz	
Administrator	Jessica Hale	



## Campus Action Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Sarah Lindsay	PE/Athletics Representative - Year 2
Classroom Teacher	Amanda Alcazar	Science Representative - Year 2
Classroom Teacher	Autumn Long-Thomas	ELA Representative - Year 2
Classroom Teacher	Ian Mitchell	Social Studies Representative - Year 2
Classroom Teacher	Kaylyn Court	Math Representative - Year 1
District-level Professional	Jennifer Munoz	District Representative - Year 2
Non-classroom Professional	Paula Kingsley	Instructional Coach - Year 2
Non-classroom Professional	Darcie Bane	Testing Coordinator - Year 2
Classroom Teacher	Veronica Rendon-Majmudar	Fine Arts Representative - Year 1

# Campus Funding Summary

<b>199 - State Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources needed for Training		\$0.00
2	1	1			\$45,000.00
<b>Sub-Total</b>					\$45,000.00
<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources needed for Training		\$0.00
1	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$45,000.00

# Addendums

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

### MAYDE CREEK J H (101914043) - KATY ISD

### Accountability Rating

**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>

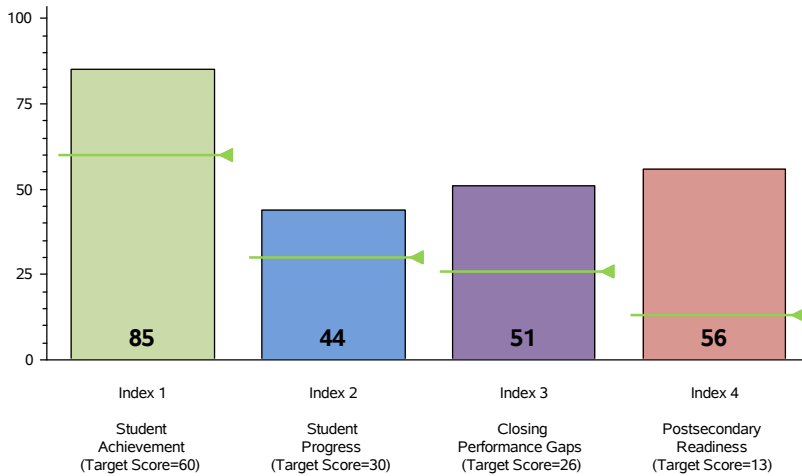
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

### Distinction Designation



Academic Achievement in ELA/Reading	<b>DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>DISTINCTION EARNED</b>
Academic Achievement in Science	<b>DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>DISTINCTION EARNED</b>
Top 25 Percent Student Progress	<b>DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>DISTINCTION EARNED</b>
Postsecondary Readiness	<b>DISTINCTION EARNED</b>

### Performance Index Report



### Campus Demographics

Campus Type	Middle School
Campus Size	1,135 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	63.7
Percent English Language Learners	11.5
Mobility Rate	14.0
Percent Served by Special Education	10.7
Percent Enrolled in an Early College High School Program	0.0

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,751	3,233	85
2 - Student Progress	711	1,600	44
3 - Closing Performance Gaps	1,519	3,000	51
4 - Postsecondary Readiness			
STAAR Score	55.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		56

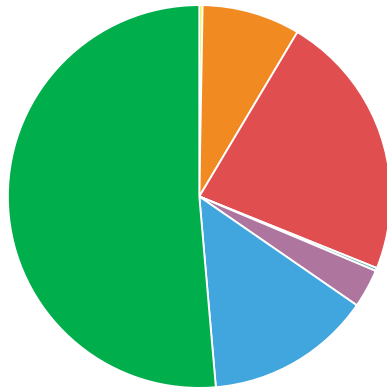
### System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	37 out of 42 = 88%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>55 out of 60 = 92%</b>

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

# 43 - Mayde Creek Junior High

Student Profile



Student Statistics

Total Enrollment	1,135
At-Risk	47.67%
Low Income	64.05%
Limited English Proficient	11.37%
Special Education	10.75%
Career Technology Educat..	30.22%
Bilingual	0.00%
ESL	11.01%
Gifted/Talented	5.73%
Title I	0.79%
Attendance Rate	96.41%

Race/Ethnicity	#	%
White	159	14.01%
Hispanic	583	51.37%
Asian	94	8.28%
Black/African American	256	22.56%
Two or More Races	37	3.26%
Am Indian/Alaskan Native	3	0.26%
Native Hawaiian Pacific Islander	3	0.26%

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