

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



Mission Statement

Memorial Parkway Junior High, in partnership with parents and the community, is committed to providing students with ongoing opportunities to foster curiosity, creativity, and an appreciation for lifelong learning, in a structured and supportive environment, through challenging and engaging instruction designed to support success beyond the classroom.

Vision

Be the legacy.

TALONS

Eagle Expectations

Eagles are...

Trustworthy

Accepting

Leading

Optimistic

Noble

Scholarly

Comprehensive Needs Assessment

Revised/Approved: July 12, 2018

Demographics

Demographics Summary

Memorial Parkway Junior High opened its doors in the fall of 1982. This demographic information is from August 2018. The campus enrollment has remained steady from the end of the previous year and is up slightly from our projected numbers. The student enrollment is 789, evenly split between grades 6-8. MPJH is an ethnically diverse campus with the following demographic data:

- White: 47.02%
- Asian: 8.87%
- African American: 9.51%
- Hispanic: 31.05%
- Two or More: 3.17%

The student mobility rate for MPJH is 9.0% and 33.8% of our students are considered At-Risk. Additionally, 41.4% of MPJH students are Economically Disadvantaged; this number is up 130% in the last 10 years as our campus demographics change. Other subsets of our population are as follows, including the % difference in the last 10 years (since 2008):

- ESL: 6.2% (15% increase)
- LEP: 46.3%
- GT: 10.4% (30% decrease)
- CTE: 20.7%
- SPED: 12.9% (60% increase)

Demographics Strengths

MPJH is a smaller junior high which affords students the opportunity to participate in a variety of activities. Almost all students who tryout for a sport are able to participate, and the same is true for fine arts and other school groups. Additionally, students are able to get to know each other well as the entire grade levels are less than 300 students.

Additionally, the diversity of our campus allows students to gain a better understanding of culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL, ED, and SPED populations are steadily increasing, and differentiation and awareness of differing needs in the classroom is lagging. **Root Cause:** Additional training and planning time is needed to address how to meet these growing needs.

Student Academic Achievement

Student Academic Achievement Summary

For the 2018 Accountability summary from the Texas Education Agency, Memorial Parkway Junior High received a Met Standard rating. In addition, MPJH earned all 7 distinctions (Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness, Top 25 Percent: Comparative Closing the Gaps). Only 10 schools in Katy ISD achieved this.

Our scores reflect emphasis on solid first-teach instruction. However, there are specific subpopulations that need to be targeted for more personalized learning in order to meet said targets. On the 2018 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- Reading - 88% (District 87%)
- Math - 89% (District 89%)
- Writing - 84% (District 85%)
- Science - 90% (District 88%)
- Social Studies - 83% (District 83%)

With regard to student progress, MPJH is higher than the district average for students who are showing expected or met progress (Algebra - 15%/11%, Reading - 46%/43%, Math - 54%/49%). However, we are slightly lower than the district average for students who have accelerated or exceeded progress (Algebra - 82%/86%, Reading - 24%/26%, Math - 11%/15%).

A closer look at demographic data:

	% at Approaches Grade Level or Above							
	African American	Hispanic	White	Asian	Two or More Races	Economically Disadvantage	Special Education	ESL
Reading	78%	83%	92%	91%	87%	82%	47%	60%
Math	77%	86%	92%	97%	91%	85%	62%	78%
Writing	63%	81%	88%	91%	91%	83%	48%	55%
Science	76%	88%	93%	94%	95%	86%	55%	87%
Social Studies	76%	80%	83%	94%	85%	76%	60%	60%

Reading and writing have the biggest discrepancies in the African American, Hispanic, and Economically Disadvantaged subgroups. Teachers will be participating in training regarding differentiation and personalized learning as well as a more structured first-teach in order to assess and close gaps for all students.

Student Academic Achievement Strengths

As a campus we achieved all 7 distinctions from the Texas Education Agency. Gains were made this past year in writing and science, which were areas targeted for improvement. Science Strengths include: An increase from 50% to 86% for LEP students % Approaches, an increase from 13% to 36% for LEP students % Masters, overall 8th grade increase from 88% to 91% for % Approaches. Algebra scores have increased in the master's category from 2017-2018 from 72% to 91%. Meets also increased from 98% to 100%. Scores between all subgroups remain consistent with little to no discrepancies. Economically disadvantaged data from last year shows an 18% point increase. Social Studies Strengths include: An increase from 39% "Approaches" for Special Education Students on the 8th Grade Social Studies STAAR test to 58% "Approaches", an increase from 38% "Approaches" for LEP Students on the 8th Grade Social Studies STAAR test to 64% "Approaches", an increase from 0% "Masters" for LEP Students on the 8th Grade Social Studies STAAR test to 21% "Masters", an increase from 0% "Masters" for ESL Students on the 8th Grade Social Studies STAAR test to 15% "Masters". With 7th grade reading, although our African American group had the lowest scored percentage, they are second only to our Two or More Races population with regard to net growth over the three-year period. Additionally, they are the only sub pop in this grouping that did not show any regression over the 3-year span. They have shown progress with each new measure. Also, the percentages for economically disadvantaged have increased steadily here.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. **Root Cause:** Differentiation between academic, Pre-AP, and GT has not been varied in instruction.

Problem Statement 2: ESL and Special Education percentages are significantly below campus averages. **Root Cause:** Depth of knowledge is being presented at a level for struggling students, while students that have mastered "first teach" are not being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Memorial Parkway JH has a rich history of retaining staff. Staff are supported through PLCs as well as professional learning endeavors to continue growth. Administration handles discipline in a timely manner seeking both teacher and student input. MPJH has implemented more choice in learning objectives as well. Rec Day is also a means of positively reinforcing both students and staff. As part of our PBIS program, Rec Day helps to reinforce attendance, behavior, and attention to assignments for class. It also works on team building and promoting a positive culture on campus. Before and after school duties have also been removed from teachers so that tutorials and planning can take place at those times. Administrators and teachers participate in the hiring process through the Teacher Fair in April as well as campus based interviews.

School Processes & Programs Strengths

Instructional coaches lead teams of teachers through the professional learning and PLC process to design quality first-teach instruction. Learning walks have been implemented as part of the PLC process as a means of focusing on specific strategies teachers are looking to hone in their classroom. While we are the smallest secondary campus in the district, MPJH staff are still afforded the same professional development opportunities as those on larger campuses. Professional learning remains a top priority. The usage of technology has increased on the campus over the past few years with the addition of devices, professional development, and personnel on campus. With the redesign of the building, collaboration spaces with differing technological devices have been added to encourage its use to supplement instruction. Teachers continue to meet on sacred planning days to discuss curriculum, assessment, and instruction. Teachers have shifted over the past year into disaggregating tests to make assessment more meaningful.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Classroom disciplinary infractions were the highest area of concern last year. **Root Cause:** Respect for others as well as the classroom teacher may need to be examined to build a positive culture.

Perceptions

Perceptions Summary

The PTSA of Memorial Parkway JH provides tremendous support of the work being done on campus. They are involved in various activities throughout the school year. Veterans Day, International Day, dances, and teacher treats are just a few of the ways they are involved. WatchDogs are also on campus throughout the year to assist our campus and encourage fathers and father-figures to engage with our campus.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student voice in campus activities is not as strong. **Root Cause:** Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

Problem Statement 2: Volunteerism and parent involvement has decreased over previous years. **Root Cause:** Perceived lack of interest in having parents on campus. Lack of variety of activities for parents to participate in.

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
- Critical Success Factor(s) 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

- Parent surveys and/or other feedback
- Parent Involvement 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

Revised/Approved: July 24, 2017

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

Performance Objective 1: Student growth will increase in all areas by 10%.

Evaluation Data Source(s) 1: Disaggregated DLA and STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Targeted advisories with early intervention beginning 2nd six weeks and occurring at least 3x a week,		ICs	Gaps in learning are addressed early				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 Funding Sources: 192 - Special Project - 1000.00						
Critical Success Factors CSF 1 CSF 2 CSF 4	2.4, 2.5	ICs Admin	The number of students who achieve masters will improve.				
2) Through the use of preassessments given through Canvas or other digital means, differentiated lessons will be used to extend the learning for those already at a mastery level at least 1x in all core subject areas.	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 Funding Sources: 192 - Special Project - 5000.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL, ED, and SPED populations are steadily increasing, and differentiation and awareness of differing needs in the classroom is lagging. Root Cause 1: Additional training and planning time is needed to address how to meet these growing needs.
Student Academic Achievement

Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. **Root Cause 1:** Differentiation between academic, Pre-AP, and GT has not been varied in instruction.

Problem Statement 2: ESL and Special Education percentages are significantly below campus averages. **Root Cause 2:** Depth of knowledge is being presented at a level for struggling students, while students that have mastered “first teach” are not being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

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: Performance gaps between demographic groups will decrease to less than 5% from the campus average.

Evaluation Data Source(s) 1: CBAs
DLAs
STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 7 1) Teachers will attend statewide or national conferences in their content area to identify and implement strategies to work with diverse learners, especially at-risk and economically disadvantaged students.	2.4, 2.6	Instructional Coaches Administration	Teachers feel more confident to meet the needs of students in their classes. Instructional strategies are implemented that are designed to help all students be successful.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: 192 - Special Project - 5755.00						
Critical Success Factors CSF 1 CSF 7 2) Campus-wide professional learning with an outside professional related to meeting the needs of English Language Learners.	2.4, 2.6	Principal	SIOP and sheltered strategies become part of the planning and instruction in all classrooms.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: 192 - Special Project - 5000.00						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL, ED, and SPED populations are steadily increasing, and differentiation and awareness of differing needs in the classroom is lagging. Root Cause 1: Additional training and planning time is needed to address how to meet these growing needs.
Student Academic Achievement

Problem Statement 2: ESL and Special Education percentages are significantly below campus averages. **Root Cause 2:** Depth of knowledge is being presented at a level for struggling students, while students that have mastered “first teach” are not being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: In PLCs and followed up in the classroom, 70% of teachers will utilize information gleaned from The Fundamental Five to plan for and deliver high quality instruction after the development of an aligned, rigorous assessment.

Evaluation Data Source(s) 1: PLC agendas
 Backwards assessment design
 Learning walks/observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Weekly PLC meetings with ICs to develop assessments and then plan for instruction. Planning days with ICs to plan for intervention and to collaborate on how to meet the needs of students failing multiple core subjects.</p>		ICs Admin	Because instruction is aligned to an existing assessment, teachers will be able to deliver quality instruction and students will be able to be better prepared for assessment.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 Funding Sources: 192 - Special Project - 4971.00</p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EL, ED, and SPED populations are steadily increasing, and differentiation and awareness of differing needs in the classroom is lagging. Root Cause 1: Additional training and planning time is needed to address how to meet these growing needs.
Student Academic Achievement
Problem Statement 1: Masters Grade Level percentages continue to lag behind district averages. Root Cause 1: Differentiation between academic, Pre-AP, and GT has not been varied in instruction.
Problem Statement 2: ESL and Special Education percentages are significantly below campus averages. Root Cause 2: Depth of knowledge is being presented at a level for struggling students, while students that have mastered “first teach” are not being provide additional instruction at their readiness level. Also, allowing the students to apply concepts in a meaningful manner are not being implemented with fidelity.





Goal 4: 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: Parents and community member participation will increase 5% with ongoing opportunities to be involved on campus through PTSA and Campus-wide events.

Evaluation Data Source(s) 1: Fun Food Frenzy

- WatchDogs
- Family Movie Nights
- Coffee with the Principal
- Dances

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) WatchDOGS will be kicked off with the help of the PTSA with more ways for father figures to become involved.</p>	3.2	Abbott	Fathers will be more engaged with the campus				
Problem Statements: Perceptions 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent survey sent to all families and students to garner feedback on campus processes and ways to better serve our community.</p>		Principal	Gaps in meeting the needs of families can be addressed. Programs and processes can be evaluated by a variety of stakeholders.				
Problem Statements: Perceptions 1, 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Create and host a parent technology night to review how to use the HAC, Canvas, and other campus sites.</p> <p>Create/organize a series of videos helping parents navigate various technology resources on our MPJH website.</p>	3.2	Administration ICs	Parents will feel better equipped to assist their students at home with technology and can stay abreast of what is happening at school better.				
Problem Statements: Perceptions 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Student voice in campus activities is not as strong. Root Cause 1: Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.
Problem Statement 2: Volunteerism and parent involvement has decreased over previous years. Root Cause 2: Perceived lack of interest in having parents on campus. Lack of variety of activities for parents to participate in.

Goal 4: 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: In order to ensure that student needs are being met, systematic feedback will be received from students throughout the year.

Evaluation Data Source(s) 2: Student feedback/survey
Leadership Council

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 3 CSF 6 1) Create a student leadership circle that provides insight into student needs and concerns and feedback on campus plans. This group will meet monthly with the principal.	2.6	Principal	Students feel empowered and campus spirit increases				
Problem Statements: Perceptions 1							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: Student voice in campus activities is not as strong. Root Cause 1: Organizational structures of student activities do not lend themselves to campus-wide participation. Students who are not involved in a group may not have representation with campus decisions.

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

Performance Objective 1: The recidivism rate of students in ISS will decrease along with the total number of days students were removed from class by 25%, and students will seek positive ways to interact with one another.

Evaluation Data Source(s) 1: ISS and discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Counselors will work with all students in ISS during 8th period daily. Students will complete WOOP goal sheets upon arriving in ISS, and counselors will work with individuals or small groups to address behavior and the well-being of students.</p>	2.6	Counselors APs	Students will begin to regulate their behavior and seek proactive ways to deal with situations.				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 6</p> <p>2) Campus-wide implementation of the year one track of Character Strong each Monday.</p>	2.5	Administration	Students will interact positively with staff and other students which will reduce the number of discipline incidents on campus. Additionally, the climate and spirit of the campus will improve.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Classroom disciplinary infractions were the highest area of concern last year. Root Cause 1: Respect for others as well as the classroom teacher may need to be examined to build a positive culture.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Targeted advisories with early intervention beginning 2nd six weeks and occurring at least 3x a week,

State Compensatory

Personnel for Memorial Parkway Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Units	Academic Support	State Compensatory Ed	2

Campus Advisory Team

Committee Role	Name	Position
Administrator	Emily Craig	Principal
Classroom Teacher	Roy Alvarez	CTE Teacher
Classroom Teacher	Donna Chronister	CTE Teacher
Community Representative	Robyn Hrivnatz	Community Member
Classroom Teacher	Heather Mills	ELA Teacher
Non-classroom Professional	Melanie Beisert	Instructional Coach
Classroom Teacher	Suzanne Kujawa	PASS Teacher
Parent	Cherie Sheffer	Parent
Parent	Dorota Witney	Parent
Classroom Teacher	Jeffrey Flores	Math Teacher
Non-classroom Professional	Jenny Legler	Instructional Coach
Parent	Suzi Byrd	Parent
Parent	Shahab Athari	Parent
Parent	Warren Benton	Parent
District-level Professional	Nicole Zwahr	District Rep
Classroom Teacher	Miriam Udo	ELA Teacher

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials for Students		\$1,000.00
1	1	2	Technology		\$5,000.00
2	1	1	Professional Learning		\$5,000.00
2	1	1	Room & Board for CAST		\$755.00
2	1	2	Speaker/PD		\$5,000.00
3	1	1	Substitutes for planning for targeted instruction & RTI Collaboratives for students failing 2+ core subjects		\$3,000.00
3	1	1	Additional supplies to meet the visual needs of EL students (anchor charts)		\$1,971.00
Sub-Total					\$21,726.00
Grand Total					\$21,726.00