

Katy Independent School District
Stockdick Junior High
2019-2020 Campus Improvement Plan



Mission Statement

Stockdick Junior High, a community of leaders and learners, develops the whole individual through choice, challenge, and feedback. We leverage digital tools to create the future.

Vision

Leaders & Learners, Today & Tomorrow!

Cultural Declaration

Humanity

At SJH we support the development of the whole individual. We work purposefully to improve the academic, emotional, and social skills of every learner. Our community is characterized by engagement, mutual respect, and the celebration of diversity. Self-awareness of individual strengths and positive relationships lead us to a strong sense of well-being.

Learning

SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are celebrated as an important part of the learning process. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

Leadership

At SJH we believe that everyone is a leader. First and foremost, by acting with integrity, we lead ourselves. We invest in building the capacity of learners through the directteaching of leadership competencies. We provide everyone with opportunities to lead inside and outside of the classroom. We recognize that the highest level of leadership is shown when we are in service to others.

Collaboration

At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the establishment of clear expectations, transparency, and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

Digital Competence

The SJH learning community sees technology as a tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints. Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. School

Stockdick Junior High is a 6-8th grade campus in Katy ISD, located in Katy, Texas. SJH opened in August 2017 and became the 15th junior high campus in Katy ISD. The campus ended the 2017-18 school year with a total enrollment of 747 and ended 2018-19 with a total enrollment of 963. The rapid increase in enrollment will continue as SJH is located in the northwest quadrant of the district with growing subdivisions.

2. Race/Ethnicity (7 Groups)

Race	2017-18	2018-19
African American	15.5%	19.1%
Hispanic	49.2%	48.3%
White	25.0%	20.5%
American Indian	1.1%	0.5%
Asian	5.5%	5.8%
Pacific Islander	0.0%	0.5%
Two or More Races	3.6%	4.9%
No Information		0.1%
Total Students	715	943
	-data from TEA	-data from TEA June 2019 Summary Report

3. Student Groups (5 Groups)

Group	2017-18	2018-19
Economically Disadvantaged	43.5%	47.6%

Group	2017-18	2018-19
English Learner	10.1%	10.0%
Mobility Rate	0.0%	11.7%
Special Education	13.3%	14.2%
At-Risk	43.1%	40.5%
Total Students Reported	715	903
	-data from TEA	-data from TEA

4. Staff Data

Staff Information	2017-18		2018-19	
Total Staff	74.4	100.0%		
Professional Staff	62.6	84.2%		
Teachers	49.1	66.0%		
Professional Support	9.5	12.9%		
Campus Administration	4.0	5.4%	4.0	
Educational Aides	11.8	15.8%		
Librarians	1.0	n/a	1.0	n/a
Counselors	2.0	n/a	3.0	n/a

Teachers by Ethnicity and Sex	2017-18		2018-19	
African American	2.5	5.0%		
Hispanic	10.0	20.4%		
White	34.6	70.5%		
American Indian	1.0	2.0%		
Asian	0.0	0.0%		
Pacific Islander	0.0	0.0%		
Two or More Races	1.0	2.0%		
Males	10.4	21.2%		
Females	38.7	78.8%		

Teachers by Highest Degree Held	2017-18		2018-19	
No Degree	0.0	0.0%		
Bachelors	33.0	67.3%		
Masters	16.1	32.7%		
Doctorate	0.0	0.0%		

Teachers by Years of Experience	2017-18		2018-19	
Beginning Teachers	3.0	6.1%		
1-5 Years Experience	16.0	32.6%		
6-10 Years Experience	14.0	28.6%		
11-20 Years Experience	13.1	26.6%		
Over 20 Years Experience	3.0	6.1%		
Average Years Experience of Teachers	9.4			
Average Years Experience of Teachers with District	5.8			
-data from TEA				

5. Parent/Guardian/Community

The community that feeds into Stockdick Junior High continues to grow as the Elyson master-planned community located at Grand Parkway and FM 529 as well as other subdivisions within the Stockdick Junior High attendance boundary continue to expand with housing development. The community speaks a variety of languages that include English, Spanish, Vietnamese, Laotian, Albanian, Ibo/Igbo, Pilipino, Portuguese, and Yoruba (data from eSchool Plus).

The Stockdick JH PTSA formed in 2017 continues to grow and provides opportunities for the community to be involved in a partnership with SJH.

PTSA Membership	2017-18	2018-19
Parents	143	160
SJH Staff	75	80
Students	27	50
Community Members	19	19

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Out of a total of 953 students, 160 were represented by membership in the Parent-Student-Teacher Association. This is 17 percent representation. **Root Cause:** Parents were unaware of the positive impacts that the PTSA makes for stakeholders in our community. On-line systems to become a member were not consistently promoted.

Student Academic Achievement

Student Academic Achievement Summary

6. Student Outcomes and Performance

Math

Campus based assessment, district learning assessment and STAAR data is broken down individually in an addendum to the Needs Assessment. A cumulative snapshot is also included for each STAAR assessment (6th-8th grade and Algebra). The 7th grade data is focused only on the Academic students, as the pre-AP students took the 8th grade STAAR.

6th Grade

Below are the readiness and supporting TEKS that are identified as **strengths** in the cumulative data:

Readiness Learning Standards		
6.4G	generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money	70.42%
6.11A	graph points in all four quadrants using ordered pairs of rational numbers	68.30%
6.6C	represent a given situation using verbal descriptions, tables, graphs, and equations in the form $y = kx$ or $y = x + b$	67.42%

Supporting Learning Standards		
6.4C	give examples of ratios as multiplicative comparisons of two quantities describing the same attribute	83.74%
6.12B	use the graphical representation of numeric data to describe the center, spread, and shape of the data distribution	81.25%
6.4F	represent benchmark fractions and percents such as 1%, 10%, 25%, 33 1/3%, and multiples of these values using 10 by 10 grids, strip diagrams, number lines, and numbers	80.85%

Below are the readiness and supporting TEKS that are identified as **weaknesses** in the cumulative data:

Readiness Learning Standards		
6.12D	<i>summarize categorical data with numerical and graphical summaries, including the mode, the percent of values in each category (relative frequency table), and the percent bar graph, and use these summaries to describe the data distribution</i>	39.01%
6.4B	<i>apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates</i>	49.24%
6.8D	<i>determine solutions for problems involving the area of rectangles, parallelograms, trapezoids, and triangles and volume of right rectangular prisms where dimensions are positive rational numbers</i>	49.83%

Supporting Learning Standards		
6.8B	<i>model area formulas for parallelograms, trapezoids, and triangles by decomposing and rearranging parts of these shapes</i>	35.03%
6.4D	<i>give examples of rates as the comparison by division of two quantities having different attributes, including rates as quotients</i>	40.30%
6.8A	<i>extend previous knowledge of triangles and their properties to include the sum of angles of a triangle, the relationship between the lengths of sides and measures of angles in a triangle, and determining when three lengths form a triangle</i>	44.54%

7th Grade

Below are the readiness and supporting TEKS that are identified as **strengths** in the cumulative data:

Readiness Learning Standards		
7.12A	<i>compare two groups of numeric data using comparative dot plots or box plots by comparing their shapes, centers, and spreads</i>	71.40%
7.6H	<i>solve problems using qualitative and quantitative predictions and comparisons from simple experiments</i>	64.26%
7.5C	<i>solve mathematical and real-world problems involving similar shape and scale drawings</i>	63.84%

Supporting Learning Standards		
7.12C	<i>compare two populations based on data in random samples from these populations, including informal comparative inferences about differences between the two populations</i>	89.84%
7.12B	<i>use data from a random sample to make inferences about a population</i>	82.04%
7.6A	<i>represent sample spaces for simple and compound events using lists and tree diagrams</i>	79.89%

Below are the readiness and supporting TEKS that are identified as **weaknesses** in the cumulative data:

Readiness Learning Standards		
7.9C	<i>determine the area of composite figures containing combinations of rectangles, squares, parallelograms, trapezoids, triangles, semicircles, and quarter circles</i>	51.29%
7.4D	<i>solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems</i>	54.13%
7.6G	<i>solve problems using data represented in bar graphs, dot plots, and circle graphs, including part-to-whole and part-to-part comparisons and equivalents</i>	56.02%

Supporting Learning Standards		
7.13B	<i>identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget</i>	43.68%
7.10B	<i>represent solutions for one-variable, two-step equations and inequalities on number lines</i>	45.18%
7.5B	<i>describe π as the ratio of the circumference of a circle to its diameter</i>	45.61%

8th Grade

Below are the readiness and supporting TEKS that are identified as **strengths** in the cumulative data:

Readiness Learning Standards		
8.4B	<i>graph proportional relationships, interpreting the unit rate as the slope of the line that models the relationship</i>	74.14%
8.2D	<i>order a set of real numbers arising from mathematical and real-world contexts</i>	70.81%
8.5G	<i>identify functions using sets of ordered pairs, tables, mappings, and graphs</i>	69.44%

Supporting Learning Standards		
8.12A	<i>solve real-world problems comparing how interest rate and loan length affect the cost of credit</i>	84.41%
8.11A	<i>construct a scatterplot and describe the observed data to address questions of association such as linear, non-linear, and no association between bivariate data</i>	83.52%
8.5F	<i>distinguish between proportional and non-proportional situations using tables, graphs, and equations in the form $y = kx$ or $y = mx + b$, where $b \neq 0$</i>	83.09%

Below are the readiness and supporting TEKS that are identified as **weaknesses** in the cumulative data:

Readiness Learning Standards		
8.12D	<i>calculate and compare simple interest and compound interest earnings</i>	54.82%
8.4C	<i>use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems</i>	55.99%
8.8C	<i>model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants</i>	56.54%

Supporting Learning Standards		
8.5B	<i>represent linear non-proportional situations with tables, graphs, and equations in the form of $y = mx + b$, where $b \neq 0$</i>	57.99%

Supporting Learning Standards		
8.11B	<i>determine the mean absolute deviation and use this quantity as a measure of the average distance data are from the mean using a data set of no more than 10 data points</i>	52.26%
8.3A	<i>generalize that the ratio of corresponding sides of similar shapes are proportional, including a shape and its dilation</i>	54.07%

Algebra

Below are the readiness and supporting TEKS that are identified as **strengths** in the cumulative data:

Readiness Learning Standards		
A.9C	<i>write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</i>	88.51%
A.2I	<i>write systems of two linear equations given a table of values, a graph, and a verbal description</i>	86.68%
A.3D	<i>graph the solution set of linear inequalities in two variables on the coordinate plane</i>	86.42%

Supporting Learning Standards		
A.3F	<i>graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist</i>	92.08%
A.4B	<i>compare and contrast association and causation in real-world problems</i>	90.91%
A.10D	<i>rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property</i>	90.70%

Below are the readiness and supporting TEKS that are identified as **weaknesses** in the cumulative data:

Readiness Learning Standards		
A.5A	<i>Solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides</i>	65.21%
A.11B	<i>Simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents.</i>	67.82%
A.2A	<i>Determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations; both continuous and discrete; and represent domain and range using inequalities.</i>	68.44%

Supporting Learning Standards		
A.2F	<i>write the equation of a line that contains a given point and is perpendicular to a given line</i>	51.01%
A.12D	<i>write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms</i>	52.52%
A.3E	<i>determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $fa(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</i>	54.88%

Trend Analysis

- In all four assessed courses, there is a strength in graphing and statistics. To examine that further, these specific learning standards typically have a visual stimulus for the students to access while processing the content. (6.11A, 6.12B, 6.4A, 7.6A, 7.12A, 8.4B, 8.11A, A.3D, A.3F) In addition, learning standards that require students to identify multiple representations from a specific form is a strength. (6.4G, 6.4C, 8.5G, 8.5F, A.2I)
- In all four assessed courses, there is a weakness in solving equations and the prerequisite knowledge necessary to successfully solve equations. (6.4B, 7.10B ,8.8C, A.5I) In addition, the overarching understanding of proportionality is still a weakness for the department as a whole.

English/ Language Arts

6th Grade Reading

“ Campus Based Assessment Data

¨ District Learning Assessment Data

¨ STAAR Data

- 3% less % made any progress
- 3% more % approached
- 6% less % meets
- 3% less % masters

¨ Synthesis of TEKS Strengths ((1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 6.10D Logical connections

¨ Synthesis of TEKS Weaknesses (1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 6.6A summarize elements of plot
- 6.12B text features

7th Grade Reading

- Campus Based Assessment Data

¨ District Learning Assessment Data

¨ STAAR Data

- 7% more % made any progress
- 4% more % approached
- 6% more % meets
- 2% less % masters

¨ Synthesis of TEKS Strengths ((1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 7.2A determine meaning with affixes
- 7.13A interpret explicit and implicit messages

¨ Synthesis of TEKS Weaknesses (1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 7.6A influence of setting on plot
- 7.10C organizational patterns

7th Grade Writing

• Campus Based Assessment Data

• District Learning Assessment Data

• STAAR Data

- 1% more % approached
- 4% less % meets
- 4% more % masters

• Synthesis of TEKS Strengths ((1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 7.19A conventions

• Synthesis of TEKS Weaknesses (1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 7.17A multi paragraph essay

8th Grade

• Campus Based Assessment Data

• District Learning Assessment Data

• STAAR Data

- 4% more % made any progress
- 2% more % approached
- 7% more % meets
- 7% more % masters

• Synthesis of TEKS Strengths ((1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 8.13 reading and media literacy
- 8.2B context clues
- 8.6C inferences and conclusions about structure and text elements

“ Synthesis of TEKS Weaknesses (1-3 TEKS based on combined CBA, DLA, STAAR Data)

- 8.3 Comprehension of text

Trend Analysis

“ Summarize strengths identified across grade levels:

- African American increased % approaches Writing
- American Indian and Two or more increase % approaches Reading
- Hispanic and White increase % approaches Reading and Writing
- Economically Disadvantage and ESL increased % approaches Reading and Writing
- SPED and LEP increased % approaches Reading
- Economically Disadvantaged and ESL increased % approaches Reading and Writing
- SPED and LEP increased % approaches Reading
- American Indian increased 22% % meets Reading and Writing
- Hispanic increased % meets Reading and Writing
- Two or more increased % meets Writing
- Economically Disadvantaged, ESL, and CTE increased % meets Reading and Writing
- SPED and GT increased % meets Reading and Writing
- African American and Two or more increased % masters Writing STAAR
- American Indian and Asian increased % masters Reading STAAR
- Hispanic and White increased % masters Reading and Writing STAAR
- Economically Disadvantaged and SPED increased % masters Writing STAAR
- GT increased % masters Reading and Writing STAAR
- CTE increased % masters Reading STAAR

“ Summarize weaknesses identified across grade levels.

- By ethnicity; African America, American Indian, Asian, and two or more did NOT make any progress on reading STAAR.
- By groups; Economically Disadvantage, LEP, and ESL did NOT make any progress on reading STAAR.
- African American decreased % approaches Reading
- Asian decreased % approaches Reading and Writing
- Two or more decreased % approaches Writing
- SPED and LEP decreased % approaches Writing
- African American and Asian decreased % meets Reading and Writing
- Two or more decreased % meets Reading
- White decreased % meets Writing

- Economically Disadvantaged and ESL decreased % meets Writing
- LEP decreased % meets Reading and Writing
- African American and Two or more decreased % masters Reading STAAR
- American Indian and Asian decreased % masters Writing STAAR
- Hispanic and White decreased % masters Reading and Writing STAAR
- SPED, LEP, and ESL decreased % masters Reading STAAR

Science

Last year the science department's focus was giving students the opportunity to analyze data, formulate reasonable explanations, communicate valid conclusions supported by data, and predict trends. Strategies that would allow the students to practice in this skill included writing and analyzing about graphics and/or sets of data. These prompts can show up in the form of a pre assessment, immediately after an investigation, or as part of a summative assessment. Sixth grade science performed with 70% accuracy on DLA's, 7th grade performed with 61% accuracy, and 8th grade performed with 57% accuracy on the STAAR and 67% on the DLA. In the 2017-2018 school year, 8th grade students scored 68% on this standard (8.2E).

6th grade Student Outcomes and Performance Data

The following TEKS are areas of strength:

TEK		DLA data	CBA data
6.7A	Advantages/disadvantages of energy resources	91%	65%
6.5A	Elements verse compounds represented by chemical formulas	88%	82%
6.12C	Taxonomy levels (domains/kingdoms)	85%	65%

The following TEKS are areas in need of growth:

TEK		DLA data	CBA data
6.9A	Methods of thermal energy transfer	66%	72%

TEK		DLA data	CBA data
6.10 D	plate tectonics in the formation of geological events	47%	66%
6.10A	Compositional and mechanical layers of Earth	57%	64%

	6.6(A) [S]	6.6(B) [S]	6.8(A) [S]	6.8(C) [S]	6.8(D) [S]	6.9(C) [S]	6.11(B) [S]	6.12(D) [S]
STAAR	81.54%	61.23%	41.23%	33.85%	52%	75.08%	85.85%	54.77%
DLA	82	67	72	69	72	71?		76
CBA	78	71	68	68	79	73		70

Sixth grade science on both their DLA and CBA data did well representing elements and compounds through chemical formulas. I found it interesting that 6.12C on the CBA data was one of their lowest TEKS but when tested on the DLA was actually their 3rd highest standard. I would be interested to know what strategies they used to ultimately increase their score. A unit of focus for us this year will be our Earth unit. Data showed on both the DLA and CBA that 6.10A and 6.10D have room for improvement. Also, when looking through the CBA data I noticed there are some coding issues in Aware that may have had an impact on the data.

7th Grade Student Outcomes and Performance Data

The following TEKS are areas of strength:

TEK		DLA data	CBA data
7.9B	Characteristics of the solar system	89%	n/a
7.11A(S)	Dichotomous keys for identification	87%	82%
7.11C(S)	Natural Selection and selective breeding	83%	79%

The following TEKS are areas in need of growth:

TEK		DLA data	CBA data
7.10 B(S)	How biodiversity contributes to sustain an ecosystem	60%	74%
7.7B	Demonstrate/illustrate forces that affect motion in organisms	49%	77%
7.12C	Recognize levels of organization in plants in animals	54%	81%

	7.5(B) [S]	7.6(A) [S]	7.8(C) [S]	7.10(C) [S]	7.11(A) [S]	7.12(B) [S]	7.14(C) [S]
STAAR	89.85%	77.23%	64.92%	58.46%	72.92%	88%	89.23%
DLA	82	65?		65	87	71	72
CBA	79	63	65	82	82	72	80

7th grade data is that the lowest performing standards on the DLA did not match that of the CBA. In fact, the percentages from the CBA were relatively high. The campus did not test 7.9B but the district did.

8th grade Student Outcomes and Performance Data-

The 8th graders this year overall performed better on 4 standards tested on the STAAR test than did the current 7th graders.

6 th grade TEK	STAAR data
6.8A- Potential/Kinetic energy	41%
6.8C- calculating speed	33%
6.8D- motion graphs	52%

7 th grade TEK	STAAR data
7.10C- ecological succession	58%

Social Studies:

For the school year 2018-2019, a goal was set to improve the overall passing rate of the 8th Grade Social Studies STAAR by 5% from the previous year. This goal was achieved with the approaching rate increasing from 59% to 69%. Specific growth was particularly seen with both the ESL and LEP subpopulations, however, the SPED subpopulation showed little to no growth.

The department as a whole, 6th - 8th grade, chose to focus on developing the skill of Cause/Effect as the SLO for the 2018-2019 school year. The assessment of this skill was primarily done through student writing and test questions on common assessments. It was difficult to measure student growth in this skill with test questions as there are multiple levels to this TEK that may actually be tested. However, when writing was used consistently by a teacher to measure how well a student understood Cause & Effect, growth could be seen among students. The transferring of this skill from writing to test questions continues to be an area of concern.

Aware Data for TEK 29B (Cause/Effect):

DLA 1 – 56.33

DLA 2 – 63.25

Combined CBAs CBAs – 77.29

Student Academic Achievement Strengths

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In Social Studies, academic growth for SPED and ESL student populations has been minimal or stagnant as evidenced by CBA, DLA, and STAAR Data. **Root Cause:** Lack of emphasis in the PLC on the implementation of differentiated strategies, specifically for SPED and ESL students Lack of modeling of how differentiation looks in a 45 minute class period .

Problem Statement 2: As evidenced by the overall STAAR reading performance measure, the gain in percentage of economically disadvantaged students in Reading has been minimal (4% gain for approaches, 3% gain for meets and 0% gain for masters). Overall there was a total of 1% progress made for the

2019 STAAR Reading test. **Root Cause:** There is a gap in the strategies being used to support the students in the classroom who lack the schema and background knowledge.

Problem Statement 3: As evidenced by the overall STAAR reading performance measure, Fig 19D Inferencing percentage of correct responses decreased in 6th grade (-4%), in 7th grade increased (+3%), and in 8th grade decreased (-3%). **Root Cause:** There is a lack of understanding of the skill of inferring and being able to transfer it into their reading.

Problem Statement 4: In Math, the proportionality TEKS (6.4B - 49%, 7.4D - 54%, 8.4C - 56% , A.2D - 82.%) in the second STAAR reporting category display a vertical weakness in all grade level courses and Algebra as shown in the cumulative CBA, DLA, and STAAR data. **Root Cause:** The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. This reporting category is spread throughout the school year. Students find difficulty in connecting concepts.

Problem Statement 5: In Math, the expressions, equations, and relationship TEKS (6.10B - 48%, 7.10B - 45%, 8.8C - 57%, A.5A - 65%) in the second reporting category display a vertical weakness in all grade level courses and Algebra courses as shown in the cumulative CBA, DLA, and STAAR data. **Root Cause:** The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. Lack of focus on maintaining equality in instruction on equations.

Problem Statement 6: In Science, the departmental process skill focus for 2018-2019 was to analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. Data from the 8th grade Science STAAR decreased by 11 points, from 68% in 2018 to 57% in 2019. **Root Cause:** Regarding instruction, students were not provide enough opportunities to practice and become masterful at this process skill. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test. CBA Data to support intervention through the year was not reported consistently. Double TEKS coding in AWARE was not implemented consistently.

Problem Statement 7: In Science, disparities were noted in three specific STAAR tested content objectives related to grade-level CBAs vs. 8th Grade STAAR in 2018-2019. Specifically, these included: Calculate average speed using distance and time measurements (6th CBAs (68%) vs. 8th STAAR (33%); Observe, record, and describe the role of ecological succession (7th CBAs (79%) vs. 8th STAAR (58%); Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction (8th CBAs (73%) vs. 8th STAAR (46%). **Root Cause:** Instructional focus was not consistent in these areas. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test.

School Processes & Programs

School Processes & Programs Summary

10. Personnel - Policy and Procedures

A rigorous interview process is used at SJH to ensure the selection of highly effective and engaging staff members. Staff selection begins with the formation of a departmental team of teachers facilitated by an administrator. This team conducts resume reviews. From the resumes, a select group of candidates interview with the team. The focus of this interview relates to curriculum and instruction in the content area. This team selects the top candidate(s) to recommend for a second round interview. This process reflects the Culture of Collaboration by allowing decisions to be made by those who are affected by the decision. The second level interview occurs with the Principal and an Assistant Principal and is philosophical in nature to focus on the SJH Vision, Mission, and Cultural Declaration.

11. Professional Practices

SJH provides quality first-time instruction to our students across the entire student population. Our campus is committed to the professional learning community (PLC) concept. Core content teams are provided with a common planning period to support their PLC. Additionally, full planning days were provided to each team for long-range planning.

During 2018-2019 school year, our campus focus was on increasing staff proficiency in providing our learners meaningful choice, appropriate challenge, and quality feedback. Teachers professional goals targeted these three areas in an effort to personalize our student's learning. We also focused on data-driven instruction throughout the school year. Quality assessments creation was supported by our Instruction coaches to ensure valid data and appropriate rigor. The backwards design process allowed our teams to better determine the instructional rigor needed for success. A variety of data meetings were held regularly. This meetings involved PLCs, campus administrators, and a collaborative team from KISD central office.

A learning walk instrument was collaboratively developed by campus and district personnel. This tool was designed to improve quality first-time instruction by giving timely, specific feedback to our teachers. Beyond that, group data was collected to determine staff development needs for 2019-2020. Significant findings from the learning walk data includes:

- Teachers were in proximity to their students 72% of the time
- An appropriate learning objective was observed to be written 40% of the time
- Technology was employed in the wide majority of classes as a tool to substitute for traditional methods or augment instruction 82% of the time
- Off-task behavior for less than 75% of the class was observed during 3% of learning walks
- Students were observed thinking at high levels 65% of the time
- Language-rich engagement strategies varied in their use from 10 to 40 percent

- Think time was provided prior to students responding 43% of the time
- Conceptual checks for understanding were observed 68% of the time and procedural checks were done 36% of the time
- No evidence of differentiation was observed 50% of the time
- Differentiation by choice was marked at 30%, by challenge at 20%

Programs and Opportunities for Students

Gifted and Talented

For the 2018-19 School Year, 31 students completed the Spring GT testing process at SJH. During testing 2 students discontinued testing. Of the 29 remaining students, seven students have been identified in at least 1 area.

Based on current building assignments we will have a total of 33 GT students next year:

9 GT students in 6th grade

9 GT students in 7th grade

15 GT students in 8th grade

STEAM

We have no active STEAM program or initiative on our campus, but we do offer courses in all STEAM areas.

CTE

We offer the following courses:

- Principles of Human Services: 73 enrolled
- Principles Applied to Manufacturing: 24 enrolled
- Principles of Applied Engineering: 58

Technology Integration and Available Technology

Classroom Technology

- Core Classrooms are equipped with a SMARTBoard LCD Screen and two color pens.

- Classrooms have a dedicated desktop for professional use by the teacher.
- Currently, teachers can checkout up to 5 Chromebooks and a Hovercam Document camera from the library to use for the year. (This number may increase with recently delivered technology)
- Teachers can check out a Chromebook Cart from the library stocked with 30 Chromebooks for a maximum of two consecutive days. Our library currently have 3 of these carts (one currently unassembled)

Campus Technology

- Students, Staff, and the Community have access to a public wifi while on campus.
- Students, Staff, and the Community may use this wifi on school or personal devices.
- The library has approximately 350 chromebooks available for checkout. Students are able to checkout these items with a filled out district form.
- The library has 5 professional laptops available for teacher checkout.

Communal Technology

- Students and Staff have access to multiple learning spaces equipped with technology on campus (learning stairs, communal learning cafe on each floor)
- Students and Staff have access to two computer labs. (approx 30 desktops in each lab)
- Students, Staff, and the Community have access to a mini-computer lab in the library. There are 15 desktops available to assist in self directed need/interest.
- A Large Group Instruction room is available for campus and community use equipped with an overhead projector, microphone/audio system, and SMART Board LCD Screen.

Data from BryteBytes

Teacher and Student Responses as per BryteBytes Survey (Beginning, Emerging, Proficient, Advanced, Exemplary)

	Teachers	Students
Classroom Technology 4Cs (Communication, Collaboration, Critical Thinking, Creativity)	Emerging	Proficient
Digital Citizenship	Proficient	Proficient

	Teachers	Students
Assessment	Proficient	Proficient
Assistive Technology	Advanced	Advanced
Access at School	Exemplary	Advanced
Access at Home	Exemplary	Exemplary
Technology Skills	Exemplary	Advanced
Technology Environment	Proficient	Proficient

Athletics Participation

	2017-2018	2018-2019	Change
7th Boys	51	56	+9.8%
7th Girls	43	37	-13.9%
8th Boys	48	59	+22.9%
8th Girls	46	37	-19.6%

ESL

We offer ESL support for students who qualify.

Out of 103 students that completed TELPAS testing at SJH, 2 students met criteria needed to exit the ESL program.

Over half of 6th and 7th grade ESL students failed reading STAAR

Half of the 8th grade ESL students failed reading STAAR.

Half of the 8th grade reading STAAR failures also failed the second administration of reading STAAR.

The other half of the 8th grade failures passed to the “Approaches” level.

Half of the 7th grade ESL students failed math STAAR.

3 seventh grade ESL students took 8th grade level Math STAAR. (Counted under 8th math. All three scored at the “meets” level.)

One 8th grader took 9th grade level Math STAAR

Over half of the 8th grade ESL students failed social studies STAAR

Fine Arts

		2018-19	2019-20	Retention
Choir	6 th Boys	17	18	
	6 th Girls	35	40	
	7 th /8 th	25	25	
	Boys			
	7 th /8 th Girls	50	50	
Orchestra			80	6 th – 94% 7 th – 100% 8 th – 95%
Theatre			141	95
Band			240	95%

Art

Accomplishments 2018-2019:

3rd Place Katy Rice Festival, 8th Grade Student

State Medal winner in the TAEA March Youth Art Month “State Capitol Show,” 8th Grade Student

Top 30 finalist for the Bayou City Art Festival exhibit, 8th Grade Student

Houston Livestock Show & Rodeo, Junior High Quick Draw Reserve Champion, 8th Grade Student

Katy ISD Houston Rodeo Art Contest: 3 Blue Ribbons (1 Blue Ribbon receiving Gold Seal of Excellence, Top 10 Katy ISD Finalist), 8 Red Ribbons

Katy ISD Spring Art Show: 1 Judges Choice, 4 Blue Ribbons, 3 Red Ribbons

20 Art pieces scored with a Superior Rating at TAEA Jr VASE, 1 Platinum Medal, top 10% of the HS Art 1 division

Houston Dog Show, Dr. Mari Jon Filla Student Art Contest: TBD, waiting for results

Band

Varsity Sweepstakes at UIL Concert and Sightreading evaluation

Non Varsity Sweepstakes at UIL Concert and Sightreading evaluation

Solo and Ensemble Ratings - 130 superior ratings, 7 excellent ratings

Superior and Outstanding in Class at the SoundWaves Festival

Outstanding Award at the Music Across Texas Beginning Band Festival

5 All Region Band Members

Wind Ensemble - Region Honor Band Winner, Placed 5th at the Area Honor Band Level

Choir

There will be 2 classes of girls this year due to growth. This will allow a better opportunity for the program to meet students at their current skill level and develop them better. There will be a Varsity Treble and a Non Varsity Treble Choir.

Awards:

15 Division 1 ratings on solos at the Katy ISD solo and ensemble contest

3 Division 1 ratings on Small Ensembles at the KISD S/E

And increase from 9- 20 students auditioning at the TMEA Region Choir Auditions. With 3 advancing to make the honor choir.

First Division for the 6th Grade Treble and the 6th Grade Boys at the KISD 6th Grade Choir Festival.

Best in Class for the 6th Grade boys at the KISD 6th Grade Choir Festival.

Both Groups also received Superior Ratings at the Music Across Texas Festival.

Superior Rating in Concert for the Tenor Bass Choir at UIL. This is the first Superior rating for this group at UIL.

Superior Rating in Concert and Sight Reading for the Varsity Treble choir at UIL, resulting in a Sweepstakes. This is the 2nd Sweepstakes for this group, but the first at the Varsity Level.

The Varsity Treble Choir also received not only a Superior Rating, but Best in Class at the Schlitterbahn Soundwaves Festival.

ORCHESTRA

Awards:

- All 7th and 8th grade students performed in an ensemble for our Solo & Ensemble Contest
- 36 students received Superior rating for their ensemble performance
- 8 students received a Superior rating for both their ensemble and solo performance
- 25 FYO students participated in the FYO Solo contest and received Superior ratings
- FYO received a Superior rating at the iT'Z festival
- Philharmonic received an Excellent on stage and a Superior in sight reading at UIL
- Symphony received Superiors both on stage and sight reading at UIL
- SJH combined orchestra received Superiors at Schlitterbahn Sound Waves Festival

Theater

Awards:

Renaissance Festival - 2nd Place Duet Scene

Morton Ranch Middle School Theatre Tournament - 3rd Place Lip Sync, 4th Place Poetry Interpretation

Talent Show: 1st and 3rd place winners are shared students between Theater and Choir

JH Katy One Act Play Festival - Best Technician, HM All Star Cast, All Star Cast, Best Actress, Best Actor, Best Crew, Best Show

13. Procedures

Master Schedule

At Stockdick Jr. High our schedule is made up of eight 45-minute periods. We have an advisory/enrichment period during 7th period every day and all students have a 30 minute lunch. Each 6th and 7th grade student has 5 core content classes, one PE class, one advisory class and one elective class. All 8th

grade students have 4 core content classes, one PE classes, one advisory class and two elective classes. Students have a 5 minute transition period to travel between class periods. In our second year of being open, our enrollment increased rapidly, averaging a new student every 1.9 days, which caused a significant variation in class size throughout the year. Class sizes range from as small as 15 students to as a big as 35 students. Grade-level content teams have common planning periods.

Professional Learning Communities

Professional Learning Communities (PLCs) are organized by grade-level content teams, content instructional coach, and supervising administrator. PLCs are held in Math, ELA, Science, and Social Studies weekly and in Fine Arts twice per month.

Tutorials and Homework Hall

Tutorials are held at least once per week for each content from 7:50 AM - 8:25 AM and as requested during Advisory. Homework Hall is held Monday through Thursday from 7:50 AM - 8:25 AM. tutorials and homework hall are assigned by classroom teachers for make-up work or instructional intervention. Teachers register students for tutorials and homework hall through a Google Form. The following entries were recorded for the 2018-19 School Year:

	All Contents	Math	ELA	Science	Social Studies	No Content Reported
Total Number of Entries	1386	615	244	154	354	18
6th Grade	995	465	185	125	212	8
7th Grade	175	64	57	20	27	7
8th Grade	215	86	2	9	115	3

Social/Emotional Learning

At Stockdick Jr. High our social/emotional learning is facilitated through our advisory classes with the use of the Character Strong SEL Curriculum. Every Wednesday, students and staff participate in a Character lesson with their advisory class. This program has lessons tailored to suit each grade level and its goal is to build the social and emotional capacity of our students as well as help build and foster relationships between students and their advisors. 93% of our staff members completed the Character Strong lesson each week and 36% of our staff members shared they have noticed a positive change with our students since starting the Character Strong Lessons. 50% of our staff members stated that their level engagement in their advisory class increased since starting Character Strong Lessons.

Counseling Office

During the 2018-2019 school year the counselors and school psychologist saw roughly 1200 students, which averaged to 6.8 students a day. 38% of those students were in the 6th grade counselor's office, 28% were in the 7th grade counselor's office, 26% were in the 8th grade counselor's office and 8% were in

the LSSP's office. 57% of the students who came to the counselor's office came because a pass was sent to them which means they requested to see a counselor. 17% of the students who came to the counselor's office were there to talk about a problem at school, 16% came to talk about something personal and 10% came to talk about their schedule. The counseling team primarily focuses on individual counseling and group counseling. During the 2018-2019 school year the counselors ran groups focusing on anxiety, study skills and social skills.

Crisis Prevention

All counselors are trained to assess students with suicidal ideation and they are all working to become Level 2 Trauma Certified. In the 2018-2019 school year the counselors filled out 45 Critical Incident Reports (CIR). A CIR is filled out when a student comes into the counselor's office because they are dealing with a crisis, whether it be suicidal ideation, self-harm or if they are in danger.

School Processes & Programs Strengths

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Strategies for the English Learner has not been effectively implemented and planned for in all content areas. **Root Cause:** It is not an integrated part of the teaching and learning process. The focus on EL strategies began mid-year.

Problem Statement 2: SJH Students identified as gifted that made A's or B's in a Pre-AP/GT course, scored in the 69th percentile or lower on the Math, Reading, and/or Science IOWA Test on 41 out of 76 tests (54%). **Root Cause:** Classroom instruction lacks differentiation for the unique needs of gifted learners.

Perceptions

Perceptions Summary

7. Student Engagement

Behavior and Actions Taken

During the 2018-2019 school year at Stockdick Junior High the attendance rate was.....

The campus student population ended at 955 which was a increase of approximately 690 students from the previous year. 2 grade level assistant principals

were responsible for assigning consequences. The campus grand total of referrals for the 2018-2019 school year was 1051. 308 of the referrals were for 6th grade students. 278 of the referrals were for 7th grade students and 542 of the referrals were for 8th grade students. 286 of the incidents were categorized as 2.5 which is creating a disruption/disturbance. 173 of the incidents were categorized as 2.18 which is non-compliant with directives. 131 of the incidents were categorized as violating dress code. 96 of the incidents were categorized as 2.21 which is physical contact/creating a disturbance. There were 3 documented Restorative Circles. The remaining infractions were less than 35 reports each. Action counts showed detention as the highest action with 489 counts. ISS reported in with 140 action counts. Parent call or conference with behavior conferences reported in at 90 action counts. There were 64 ISS action counts, 7 OSS action counts and 8 DAEP action counts. The remaining actions taken were less than 35 counts each.

The break down for discipline is as follows.

- 640 Economically Disadvantage
- 595 At Risk Indicator
- 206 Special Ed Indicator
- 199 LEP Indicator
- 100 ESL Program Type Code
- 24 Gifted Talented Indicator
- 13 Homeless Status Code
- 12 Title I Part A Indicator

The location for the discipline referrals for the 2018-2019 school year are indicated below.

- 390 Classroom
- 285 Hallway
- 266 No Value
- 26 Cafeteria
- 25 Bus
- 14 Gymnasium

- 8 Restroom
- 7 Stairwell
- 6 Library
- 5 AB Classroom

The race and gender description for the discipline referrals for the 2018-2019 school year are indicated below.

- 4 American Indian/Alaskan Native
- 19 Asian
- 338 Black/African American
- 512 Hispanic
- 101 Two or More Races
- 154 White

Dropout Rate

Attendance Report

8. Staff Engagement

Peer Mentoring and Staff Retention

Stockdick implemented a mentoring program for new teachers and teachers who are new to SJH/KISD. Mentors and mentees met once a semester.

90% of the teachers returned from the 2017-2018 school year to the 2018-2019 school year. The turnover rate for the 2017-2018 school year was 13%. There was a slight decrease of .2% for the turnover rate for the 2018-2019 school year.

Safety

The campus implemented at least 1 safety drills per month to promote safety and establish effective procedures.

Staff Involvement

Campus decisions were initiated during Instructional Leadership Team meetings. Members of the ILT shared information with their departments and would report staff approval from their department to the ILT. The Campus Advisory Team consisted of staff members as well as parents. This team collaborated as a team to support the campus goals.

Campus Surveys

A Parent and Community Survey was conducted by K12 Insight in the fall of last school year. This survey indicated:

- The top three identified parent/community engagement activities that were identified were volunteer opportunities, parent-teacher conferences, and campus-based tutoring programs
- The top three preferred communication methods included digital distributions lists (email, Remind 101, etc), newsletters, and active PTSA outreach
- 70% of parents indicated that they would like to have their ideas sought after and information about how they can get engaged in the campus
- The biggest factor that interferes with parents and community engaging actively at our campus was work conflicts. 73% of respondents indicated that this was an issue.
- The most valuable engagement activities included Meet the Teacher Night, PTSA meetings, parent-teacher conferencing, and sporting events
- The least valuable engagement activities included parent workshops and class celebrations
- The most effective communication for engagement activities were identified as email and social media
- When parents and community members were asked if they wanting to learn more about volunteering opportunities, 55% indicated that they would

A campus-developed parent survey was distributed in the spring to gather perceptions related to our cultural development. The following letters will represent cumulative responses, frequently/often (+), neutral (N), and rarely/never (-) This survey indicated:

- Opportunities for students to improve academically, emotionally, and socially (+) 73% (N) 20% (-) 7%
- Student well-being at school (+) 76% (N) 11% (-) 13%
- Student choice in classrooms (+) 80% (N) 11% (-) 9%
- Appropriate challenge in classrooms (+) 78% (N) 16% (-) 6%
- Feedback for growth (+) 71% (N) 13% (-) 16%
- Opportunities for student leadership (+) 49% (N) 40% (-) 11%
- Student service opportunities (+) 67% (N) 24% (-) 9%
- Collaboration opportunities (+) 80% (N) 11% (-) 9%
- Appropriate digital citizenship (+) 67% (N) 27% (-) 6%
- Student learning outside of the school day through digital means (+) 49% (N) 33% (-) 18%

The climate survey was distributed to the KISD staff by OrgHealth. Although the majority of metrics on this survey are designed to gather information about district perceptions, one area addresses campus leadership. This survey indicates:

When asked if their manager cares about their concerns, SJH staff responded favorably overall. The specific average was 4.3 on a 5.5 scale. This was

at the full district average.

- When asked if their manager helps them to grow, SJH staff responded favorably overall. The specific average was 4.3 on a 5.5 scale. This was 3 percent below the full district average.
- When asked if their manager makes it easier to do their job well, SJH staff responded favorably overall. The specific average was 4.4 on a 5.5 scale. This was 4 percent below the full district average.

9. Parent/Guardian Engagement

Through community, parent, student and staff membership our PTSA goal for 2018-2019 was met and exceeded. We finished the school year with 34% of our students having membership representation.

Perceptions Strengths

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline infractions reported from the classroom (360 reports) and the hallway (285 reports) were the top two locations of reported infractions for the 2018-2019 school year. **Root Cause:** Lack of adult visibility in the hallways during transitions Class sizes increased throughout the year. Lack of consistent focus on professional development for classroom management.

Problem Statement 2: The majority of discipline infractions occurred in the fourth and sixth marking periods for the 2018-2019 school year. **Root Cause:** Behavior expectation meetings were not held in January after December break. The PBIS was not implemented with fidelity in all grade levels and among all teachers.

Priority Problem Statements

Problem Statement 1: Out of a total of 953 students, 160 were represented by membership in the Parent-Student-Teacher Association. This is 17 percent representation.

Root Cause 1: Parents were unaware of the positive impacts that the PTSA makes for stakeholders in our community. On-line systems to become a member were not consistently promoted.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In Social Studies, academic growth for SPED and ESL student populations has been minimal or stagnant as evidenced by CBA, DLA, and STAAR Data.

Root Cause 2: Lack of emphasis in the PLC on the implementation of differentiated strategies, specifically for SPED and ESL students Lack of modeling of how differentiation looks in a 45 minute class period .

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: As evidenced by the overall STAAR reading performance measure, the gain in percentage of economically disadvantaged students in Reading has been minimal (4% gain for approaches, 3% gain for meets and 0% gain for masters). Overall there was a total of 1% progress made for the 2019 STAAR Reading test.

Root Cause 3: There is a gap in the strategies being used to support the students in the classroom who lack the schema and background knowledge.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: As evidenced by the overall STAAR reading performance measure, Fig 19D Inferencing percentage of correct responses decreased in 6th grade (-4%), in 7th grade increased (+3%), and in 8th grade decreased (-3%).

Root Cause 4: There is a lack of understanding of the skill of inferring and being able to transfer it into their reading.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: In Math, the proportionality TEKS (6.4B - 49%, 7.4D - 54%, 8.4C - 56% , A.2D - 82.%) in the second STAAR reporting category display a vertical weakness in all grade level courses and Algebra as shown in the cumulative CBA, DLA, and STAAR data.

Root Cause 5: The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. This reporting category is spread throughout the school year. Students find difficulty in connecting concepts.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: In Math, the expressions, equations, and relationship TEKS (6.10B - 48%, 7.10B - 45%, 8.8C - 57%, A.5A - 65%) in the second reporting category display a vertical weakness in all grade level courses and Algebra courses as shown in the cumulative CBA, DLA, and STAAR data.

Root Cause 6: The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. Lack of focus on maintaining equality in instruction on equations.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: In Science, the departmental process skill focus for 2018-2019 was to analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. Data from the 8th grade Science STAAR decreased by 11 points, from 68% in 2018 to 57% in 2019.

Root Cause 7: Regarding instruction, students were not provide enough opportunities to practice and become masterful at this process skill. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test. CBA Data to support intervention through the year was not reported consistently. Double TEKS coding in AWARE was not implemented consistently.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: In Science, disparities were noted in three specific STAAR tested content objectives related to grade-level CBAs vs. 8th Grade STAAR in 2018-2019. Specifically, these included: Calculate average speed using distance and time measurements (6th CBAs (68%) vs. 8th STAAR (33%); Observe, record, and describe the role of ecological succession (7th CBAs (79%) vs. 8th STAAR (58%); Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction (8th CBAs (73%) vs. 8th STAAR (46%).

Root Cause 8: Instructional focus was not consistent in these areas. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Strategies for the English Learner has not been effectively implemented and planned for in all content areas.

Root Cause 9: It is not an integrated part of the teaching and learning process. The focus on EL strategies began mid-year.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: SJH Students identified as gifted that made A's or B's in a Pre-AP/GT course, scored in the 69th percentile or lower on the Math, Reading, and/or Science IOWA Test on 41 out of 76 tests (54%).

Root Cause 10: Classroom instruction lacks differentiation for the unique needs of gifted learners.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Discipline infractions reported from the classroom (360 reports) and the hallway (285 reports) were the top two locations of reported infractions for the 2018-2019 school year.

Root Cause 11: Lack of adult visibility in the hallways during transitions Class sizes increased throughout the year. Lack of consistent focus on professional development for classroom management.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: The majority of discipline infractions occurred in the fourth and sixth marking periods for the 2018-2019 school year.

Root Cause 12: Behavior expectation meetings were not held in January after December break. The PBIS was not implemented with fidelity in all grade levels and among all teachers.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

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

Performance Objective 1: By May 21, 2020, the percentage of students receiving Special Education or English Learner (Currently-served and Monitored) supports who approach grade level on 8th Grade Social Studies STAAR will increase by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Through the use of Tiered Lessons, which incorporate Leveled Text, the classroom teacher will implement differentiated instruction to students when new concepts are introduced. Planning and developing Tiered lessons will occur collaboratively in weekly PLC's, and will be modeled by the IC when further understanding is needed. Administration and IC will provide feedback by viewing lesson plans and observing the classroom strategy during Learning Walks to insure the strategy is being utilized for instruction. Growth will be measured utilizing data from DLA's and CBA's throughout the 2019-2020 school year.	Nakesha Smith	By implementing Tiered Lessons, with the use of Leveled Text, the various learning styles and abilities of all students will be met so that students can achieve success in comprehension of new content and concepts as related to Social Studies curriculum. A 5% growth will be seen from previous year DLA's and CBA's on given TEKS throughout the 2019-2020 school year.				
Problem Statements: Student Academic Achievement 1						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: In Social Studies, academic growth for SPED and ESL student populations has been minimal or stagnant as evidenced by CBA, DLA, and STAAR Data. **Root Cause 1:** Lack of emphasis in the PLC on the implementation of differentiated strategies, specifically for SPED and ESL students Lack of modeling of how differentiation looks in a 45 minute class period .

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

Performance Objective 2: By May 21, 2020, Language-rich Classroom strategies will be observed in Learning Walks in at least 50% of classroom visits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Through the "7 Steps to a Language-Rich Interactive Classroom" book study, classroom teachers will read, discuss, and implement steps into lessons while lesson planning during PLC time, grade level/content planning days, or any time they will meet to plan for learning. Admin. and IC's will follow-through on implementation of strategies by checking teacher lesson plans and observations during Learning Walks.	Bethany Cobb	By implementing strategies from the "7 Steps to a Language-Rich Interactive Classroom" book study, students will develop their language acquisition through their listening, speaking, reading and writing in English. Developing their language through these areas will increase their comprehension and performance on classwork, assessments, STAAR, and TELPAS. Language Rich classroom strategies will be observed in at least 50% of classroom visits.				

Problem Statements: School Processes & Programs 1

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Strategies for the English Learner has not been effectively implemented and planned for in all content areas. Root Cause 1: It is not an integrated part of the teaching and learning process. The focus on EL strategies began mid-year.

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

Performance Objective 3: By May, 2020, the percentage of economically disadvantaged students that approach grade level on the Reading STAAR will increase by 3%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Through "read-alouds", the teacher will model questioning strategies for recognizing when comprehension is breaking down and knowing when misunderstandings are caused as well as researching strategies for building missing schema. Students will practice these questioning and researching strategies during independent work in self-selected novels. Teachers will also model the use of graphic organizers which the learner will use to help process his/her thinking.	Barb Miller	By learning how to build schema/background, learners text comprehension will be more complex and increase their ability to be successful with major reading skills that include inferring, summarizing, and integrating plot elements. These increased skills will create more literate learners. A 3% growth will be seen for economically disadvantaged students that approach grade level on STAAR. https://drive.google.com/drive/folders/0ADjPNIgkIOHcUk9PVA?ths=true				
Problem Statements: Student Academic Achievement 2						
						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 2: As evidenced by the overall STAAR reading performance measure, the gain in percentage of economically disadvantaged students in Reading has been minimal (4% gain for approaches, 3% gain for meets and 0% gain for masters). Overall there was a total of 1% progress made for the 2019 STAAR Reading test. Root Cause 2: There is a gap in the strategies being used to support the students in the classroom who lack the schema and background knowledge.

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

Performance Objective 4: By May 21, 2020, the percentage of all students who show mastery of SE 5F - Inferring, on the Reading STAAR will increase by 3%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Through read alouds, the teacher will model inferring through questioning strategies and connections between the text and the real world. The teacher will also model the use of thought organizers to show learners how to process their thinking. Learners will practice the modeled skills using mentor texts provided by the teacher. Then learners will apply the skills to their self-selected independent text.	Barb Miller	By increasing the learners ability to infer, their ability to make connections to the text will increase which will deepen their level of comprehension. When the level of comprehension is deepened, other reading skills are increased such as summary, understanding of plot elements, affect of setting on plot and characters' beliefs. An increase in these skills raises the literacy level of our learners. A 3% increase on STAAR for SE 5F - Inferring, will be achieved. https://drive.google.com/drive/folders/0ADjPNlgkIOHcUk9PVA?ths=true				
Problem Statements: Student Academic Achievement 3						
						

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 3: As evidenced by the overall STAAR reading performance measure, Fig 19D Inferencing percentage of correct responses decreased in 6th grade (-4%), in 7th grade increased (+3%), and in 8th grade decreased (-3%). Root Cause 3: There is a lack of understanding of the skill of inferring and being able to transfer it into their reading.

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

Performance Objective 5: By May 21, 2020, the percentage of students who show mastery of Math TEKS 6.4(B) - apply qualitative and quantitative reasoning to solve prediction and comparison of real-world problems involving ratios and rates, 7.4(D) - solve problems involving ratios, rates, and percents, including multi-step problems involving percent increase and percent decrease, and financial literacy problems, 8.4(C) - use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems or A.2(D) - write and solve equations involving direct variation, will increase by 5% on cumulative CBA, DLA, and STAAR data.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) The Math Department PLC focus of increasing mastery on proportionality TEKS by 5% will incorporate the use of concrete models to build students' proportional reasoning by:</p> <ul style="list-style-type: none"> * Designing learning that will require students to progress through the CRA model. * Discussing how the students will learn the material progressing through the CRA model during PLC time. * Measuring student progress with exit tickets containing a content frame every six weeks * Spiraling TEKS throughout the school year in instruction and on CBAs. Following each CBA, grade level PLCs will review assessment data to determine appropriate interventions. * Focusing on vertical alignment to assist in streamlining teaching methods across grade levels. <p>We will achieve this by encouraging flexible thinking in lessons, providing ample time for student discourse, increase implementation of tasks, vertical conversations monthly during department meetings, and intentionally plan learning walks during instruction of specific TEKS.</p>	Leslie Dulock	By focusing on proportionality TEKS, students will have a clear understanding of how to use qualitative and quantitative reasoning skills to solve ratios, rates, and percent problems; how to determine the rate of change from multiple representations; and how to solve equations using direct variation.				
<p>Problem Statements: Student Academic Achievement 4</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June

Performance Objective 5 Problem Statements:

Student Academic Achievement
<p>Problem Statement 4: In Math, the proportionality TEKS (6.4B - 49%, 7.4D - 54%, 8.4C - 56% , A.2D - 82.%) in the second STAAR reporting category display a vertical weakness in all grade level courses and Algebra as shown in the cumulative CBA, DLA, and STAAR data. Root Cause 4: The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. This reporting category is spread throughout the school year. Students find difficulty in connecting concepts.</p>

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

Performance Objective 6: By May 21, 2020, the percentage of students who show mastery of TEKS 6.10(B) - determine if given values make one variable, one step equations or inequalities true, 7.10(B),- represent solutions to one variable, one step equations and inequalities on number lines, 8.8(C) - model and solve one variable equations with variables on both sides of the equal sign that represent mathematical and real world problems using rational number coefficients and constants and A.5(A) - solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides, will increase by 5% on cumulative CBA, DLA, and STAAR data.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) The Math Department PLC focus of increasing mastery on proportionality TEKS by 5% will incorporate the use of concrete models to build students' proportional reasoning by:</p> <ul style="list-style-type: none"> * Designing learning that will require students to progress through the CRA model. * Discussing how the students will learn the material progressing through the CRA model during PLC time. * Measuring student progress with exit tickets containing a content frame every six weeks * Spiraling TEKS throughout the school year in instruction and on CBAs. Following each CBA, grade level PLCs will review assessment data to determine appropriate interventions. * Focusing on vertical alignment to assist in streamlining teaching methods across grade levels. <p>We will achieve this by encouraging flexible thinking in lessons, providing ample time for student discourse, increase implementation of tasks, vertical conversations monthly during department meetings, and intentionally plan learning walks during instruction of specific TEKS.</p>	Leslie Dulock	By focusing on expression and equation TEKS, our students will have a clear understanding of how to determine if given values make equations and inequalities true; represent solutions to one step, one variable equations; model and solve one variable equations with variables on both sides; and how to solve linear equations in one variable using the distributive property.				
<p>Problem Statements: Student Academic Achievement 5</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June

Performance Objective 6 Problem Statements:

Student Academic Achievement
<p>Problem Statement 5: In Math, the expressions, equations, and relationship TEKS (6.10B - 48%, 7.10B - 45%, 8.8C - 57%, A.5A - 65%) in the second reporting category display a vertical weakness in all grade level courses and Algebra courses as shown in the cumulative CBA, DLA, and STAAR data. Root Cause 5: The Concrete-Representation-Abstract Model is not planned for with fidelity and/or abandoned too quickly. Lack of focus on maintaining equality in instruction on equations.</p>

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

Performance Objective 7: In Science, by May 21, 2020, the percentage of 8th grade students who show mastery of Science TEKS 8.2(E) - Analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends, on the Science STAAR will increase by 10%.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) 1.)The Science Department PLC will focus on the processing skills of analyzing data for reasonable explanations, communicating valid conclusions supported by data, and predicting future trends.</p> <p>Collaboratively, the PLC will develop a pair of proficiency scales that scaffold learning along a continuum. These scales will allow teachers to determine where students are in relation to the objective and track growth. Teachers will identify a specific class that they will track using the scales. Growth related to this process skill will be documented three times throughout the year.</p> <p>2) Professional Learning - Professional development will be provided for teachers to support their deep understanding of the process skill focus, best instructional strategies, and aligned assessment.</p> <p>3) Once per unit, students will be presented a STAAR-formatted problem to work through in all contents related to the targeted process skill.</p> <p>4) CBAs will be dual coded to include process skills. Following each CBA, grade level PLCs will review assessment data and plan intervention which includes our process skill focus.</p>	Nikki Kram	By increasing students skills in analyzing data, formulating explanations and communicating valid conclusions supported by the data, our students will become more scientifically literate.				
<p>Problem Statements: Student Academic Achievement 6</p>						
<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>						

Performance Objective 7 Problem Statements:

Student Academic Achievement

Problem Statement 6: In Science, the departmental process skill focus for 2018-2019 was to analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. Data from the 8th grade Science STAAR decreased by 11 points, from 68% in 2018 to 57% in 2019. **Root Cause 6:** Regarding instruction, students were not provide enough opportunities to practice and become masterful at this process skill. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test. CBA Data to support intervention through the year was not reported consistently. Double TEKS coding in AWARE was not implemented consistently.

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

Performance Objective 8: In Science, by May 21,2020, cumulative CBA data will reflect mastery for 70% of students, or higher, for the following grade level TEKS: 6.8(C) - Calculate average speed using distance and time measurements, 7.10(C) - Observe, record, and describe the role of ecological succession, and 8.6(C) - Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Sixth grade science will scaffold speed concepts throughout the year. 2) Seventh grade science will scaffold speed and ecological concepts throughout the year. 3) Eighth grade science will scaffold speed, ecological succession, and Newton's Laws of motion throughout the year. 4) A succession bed will be established in September of 2019. The ecological succession within the bed will be documented weekly with pictures and by monthly visits of all 7th and 8th grade science classes.	Nikki Kram	By focusing on these content-based standards, our students will have a clear understanding of speed, succession, and motion concepts.				
Problem Statements: Student Academic Achievement 7						

Performance Objective 8 Problem Statements:

Student Academic Achievement
<p>Problem Statement 7: In Science, disparities were noted in three specific STAAR tested content objectives related to grade-level CBAs vs. 8th Grade STAAR in 2018-2019. Specifically, these included: Calculate average speed using distance and time measurements (6th CBAs (68%) vs. 8th STAAR (33%); Observe, record, and describe the role of ecological succession (7th CBAs (79%) vs. 8th STAAR (58%); Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction (8th CBAs (73%) vs. 8th STAAR (46%). Root Cause 7: Instructional focus was not consistent in these areas. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test.</p>

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

Performance Objective 9: In Science, by May 21, 2020, the percentage of 8th grade students who reflect mastery of Science TEKS 6.8(C) - calculate average speed using distance and time measurements, 7.10(C) - observe, record, and describe the role of ecological succession such as in a micro-habitat of a garden with weeds, and 8.6(C) - investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction on the Science STAAR will increase by 10%.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) Eighth grade science will scaffold speed, ecological succession, and Newton's Laws of motion throughout the year. 2) A succession bed will be established in September of 2019. The ecological succession within the bed will be documented weekly with pictures and by monthly visits of all 7th and 8th grade science classes.	Nikki Kram	By focusing on these content-based standards, our students will have a clear understanding of speed, succession, and motion concepts.				
Problem Statements: Student Academic Achievement 7						

Performance Objective 9 Problem Statements:

Student Academic Achievement
<p>Problem Statement 7: In Science, disparities were noted in three specific STAAR tested content objectives related to grade-level CBAs vs. 8th Grade STAAR in 2018-2019. Specifically, these included: Calculate average speed using distance and time measurements (6th CBAs (68%) vs. 8th STAAR (33%); Observe, record, and describe the role of ecological succession (7th CBAs (79%) vs. 8th STAAR (58%); Investigate and describe applications of Newton's law of inertia, law of force and acceleration, and law of action-reaction (8th CBAs (73%) vs. 8th STAAR (46%). Root Cause 7: Instructional focus was not consistent in these areas. The instructional rigor and assessment on DLAs and CBAs did not align with the STAAR test.</p>

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

Performance Objective 10: By May 21, 2020, the percentage of IOWA Tests administered to SJH students identified at Giftend and Talented that score at or above the 70th percentile will increase by 10%.

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) 1) GT Facilitator will provide resources and training to pre-AP teachers on differentiation for gifted learners in order to ensure GT students and potential GT students are being challenged in the classroom.</p> <p>2) GT Facilitator will provide specific trait characteristics of gifted learners to allow teachers to better identify nominees.</p> <p>3) GT Facilitator will review STAAR and Duke TIP data to identify candidates for spring screening.</p> <p>4) School staff will support the social and emotional needs of gifted learners by addressing these needs through direct instruction, advisory curriculum, and through professional development.</p>	Danielle Sanchez	By providing differentiation for gifted students enrolled in pre-AP classes, we will ensure the needs of gifted learners are met. When students are challenged by the campus' most rigorous coursework, we will be able to more accurately nominate potential GT students for screening as indicated by a marked increase in average IOWA scores.				
<p>Problem Statements: School Processes & Programs 2</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 10 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: SJH Students identified as gifted that made A's or B's in a Pre-AP/GT course, scored in the 69th percentile or lower on the Math, Reading, and/or Science IOWA Test on 41 out of 76 tests (54%). Root Cause 2: Classroom instruction lacks differentiation for the unique needs of gifted learners.</p>

Goal 2: 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: By May 21, 2020, 25% of our families will be represented by membership in the PTSA or active participation in other campus parent organizations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) On a monthly basis, membership data will be reviewed with the expectation that specific action steps will be taken to increase membership. 2) No less than two campus-wide events will be held in the fall that will include a table for parent memberships hosted by the PTSA Membership Chair. These include, but are not limited to, Open House and Read and Feed.	Mark McCord	By being more inclusive of our parents, we will build a community that supports student success socially, emotionally, and academically.				
Problem Statements: Demographics 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Out of a total of 953 students, 160 were represented by membership in the Parent-Student-Teacher Association. This is 17 percent representation. Root Cause 1: Parents were unaware of the positive impacts that the PTSA makes for stakeholders in our community. On-line systems to become a member were not consistently promoted.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By May 21, 2020, the total number of classroom disruptions reported will decrease by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will implement a classroom management system that is clearly defined and approved by the teacher's supervising appraiser. Teach and regularly review classroom expectations, as well as, review the SABER Standard each grading period with each class. Incorporate a SABER Standard Day during each semester of instruction.	Kara Lowery	Classroom disruptions will decrease, creating a classroom environment more conducive to student learning and supporting other performance objectives.				
Problem Statements: Perceptions 1						
						

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Discipline infractions reported from the classroom (360 reports) and the hallway (285 reports) were the top two locations of reported infractions for the 2018-2019 school year. Root Cause 1: Lack of adult visibility in the hallways during transitions Class sizes increased throughout the year. Lack of consistent focus on professional development for classroom management.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: By May 21, 2020 the PBIS reward system usage will increase 10% as evidenced by total awarded points per capita.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) Assistant Principals will conduct SABER Standard Sessions with each grade of students each semester during Advisory.</p> <p>Teachers will increase PBIS point distribution using the PBIS Rewards APP, verbally reinforce positive student behavior, and address student-specific behaviors to increase students' appropriate response to redirection.</p> <p>Review PBIS Data during grade level meetings.</p>	Kara Lowery	The PBIS reward system will be implemented more equitably, therefore providing a stronger level of positive support for students to create an learning environment that is supportive of the needs of each student.				
<p>Problem Statements: Perceptions 2</p>						

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: The majority of discipline infractions occurred in the fourth and sixth marking periods for the 2018-2019 school year. Root Cause 2: Behavior expectation meetings were not held in January after December break. The PBIS was not implemented with fidelity in all grade levels and among all teachers.</p>

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: By May 21, 2020 the PBIS reward system disparity in usage between grade levels will decrease to within a 2% deferential.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>1) Assistant Principals will conduct SABER Standard Sessions with each grade of students each semester during Advisory.</p> <p>Teachers will increase PBIS point distribution using the PBIS Rewards APP, verbally reinforce positive student behavior, and address student-specific behaviors to increase students' appropriate response to redirection.</p> <p>Review PBIS Data during grade level meetings.</p>	Kara Lowery	The PBIS reward system will be implemented more equitably, therefore providing a stronger level of positive support for students to create an learning environment that is supportive of the needs of each student.				
<p>Problem Statements: Perceptions 2</p>						

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: The majority of discipline infractions occurred in the fourth and sixth marking periods for the 2018-2019 school year. Root Cause 2: Behavior expectation meetings were not held in January after December break. The PBIS was not implemented with fidelity in all grade levels and among all teachers.</p>

Campus Advisory Team

Committee Role	Name	Position
Classroom Teacher	Sara Proodian	Choir Director
Administrator	Mark McCord	Principal
Administrator	Christopher Bailey	Assistant Principal for Student Support
Administrator	Karla Beek	Assistant Principal
Non-classroom Professional	Taylor Brunet	Testing Facilitator
District-level Professional	Sherita Wilson-Rodgers	Coordinator of Accountability and School Improvement
Classroom Teacher	Bethany Cobb	English Language Teacher
Classroom Teacher	Patricia Cuellar	8th Grade Social Studies Teacher
Non-classroom Professional	Leslie Dulock	Math Instructional Coach
Classroom Teacher	Wendy Faith	7th Grade Language Arts Teacher
Non-classroom Professional	Sean Heller	Librarian
Paraprofessional	Gay Jones	Campus Secretary
Classroom Teacher	Alisha Kreck	7th Grade Science Teacher
Community Representative	Rosanne Lopez	Community Member
Non-classroom Professional	Barb Miller	Language Arts Instructional Coach
Non-classroom Professional	Nakesha Smith	Social Studies Instructional Coach
Classroom Teacher	Randy Woodring	Campus Athletic Coordinator
Non-classroom Professional	Lauren Merriman	Counselor
Business Representative	Wendy Stanley	Business Partner
Administrator	Regina Bartels	Administrator
Administrator	Tracy Walt	Administrator
Classroom Teacher	Ashley Stringfellow	Special Education Department Chair

Committee Role	Name	Position
Classroom Teacher	Jenna Swantner	Math Department Chair
Parent	Paul Sellers	Parent
Parent	Martha Sellers	Parent
Parent	Autumn Christiansen	Parent
Parent	Sharon Graf	Parent
Parent	Jenny Wainwright	Parent
Parent	Kristin Searcy	Parent
Parent	Erica Thompson	Parent
Parent	Jeanne Zamora	Parent
Parent	Shyra Songer	Parent
Parent	Angela Newkirk	Parent

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
STOCKDICK J H (101914055) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		81	B
STAAR Performance	50	81	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	67	72	C
Relative Performance (Eco Dis: 47.6%)	50	80	B
Closing the Gaps	54	76	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned