

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



Mission Statement

Relationships. Innovation. Excellence.

Vision

Be the Legacy!

Comprehensive Needs Assessment

Revised/Approved: July 31, 2018

Student Academic Achievement

Student Academic Achievement Summary

Student success at TJH is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first teach. We seek to provide quality instruction. However, when students require additional instruction, we provide many different targeted interventions to ensure student success. We have Math Lab classes and Strategic reading as well as targeted advisories. We provide systemic and student interventions. For our ESL & Special Education services we implement a co-teach model. An additional intervention that we provide is tutorials before/after school as well as a reteach/retest process. During Advisory, staff is able to provide reteaching or extension as appropriate.

School Processes & Programs

School Processes & Programs Summary

Weekly time reserved for planning is held weekly. Each team develops norms, road maps, posts essential learnings, administers common assessments and discusses data to determine additional learning support. Faculty meetings are held monthly. Instructional leadership team meetings are held monthly. We maintain a focus on uninterrupted instructional time. Instructional Coaches meet with teams during collaborative learning & planning. RTI and 504 meetings are held with teachers to discuss and track student progress throughout the year.

Staff members receive a weekly bulletin each Friday highlighting the upcoming events and reminders.

Faculty, Department meeting minutes are sent electronically to fellow team members and administrators.

Staff members are frequently recognized for their hard work in weekly bulletins.

We are encouraging staff members to pursue their ESL certification.

Staff members receive a yearly one sheet calendar with events, meetings, due dates, schedules, etc. Organizational climate is focused on with treats/events for all staff members.

Perceptions

Perceptions Summary

At TJH, we build relationships so that we work together on any issues that arise on our campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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:

All students will pass or meet the growth indicator of the STAAR Reading, Math, Writing, Social Studies and Science portions of the STAAR test. Tays Junior High will implement strategies to increase student performance.

Evaluation Data Source(s) 1: STAAR Assessment Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Professional learning communities will create their own T-TESS goals that will address student growth.	Teachers Administrators ICs	SMART goals that are given to the Administrative team				
2) Offer professional development to teachers that will directly help with student achievement	Teachers Administrators DC IC	Attending professional development sessions, ICs providing professional development for their content area.				
Funding Sources: 199 - General Fund - 0.00						
3) Data analysis through PLCs and individual student data analysis and student goal setting.	Teachers Administrators ICs, DC,	DLA reports and metrics STAAR reports Distinction Designation data Collaborative Learning discussions				
4) Provide tutorials with all teachers before/after school and during advisory	Teachers	Tutorial schedule displayed for parents and students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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: Tays Junior High will implement strategies that will close the academic performance gaps between student sub-populations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Create intervention strategies for struggling students and purposeful interventions for those who are in danger of failing both state assessments and classes.	Teachers ICs Administrators Student Support teachers	Strategic Reading Math Lab Advisory interventions				

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

Performance Objective 1: Tays Junior High will implement strategies to improve quality instructional planning, delivery and responsiveness.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


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

Performance Objective 1: TJH effectively and efficiently allocates resources that support campus initiatives, programs, and professional learning opportunities.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff development budget and school business/staff development sub days will be used for teacher training and planning.	Principal	Attendance at conferences and PD sessions				
2) We will celebrate each member of the staff for their role in the operation in the school.	Principal Administrators	Staff Appreciation Days				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Identify and implement increased opportunities to share information and gather input from parents and community members which result in an increase in opportunities over 2018-19

Evaluation Data Source(s) 1: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 1:

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

Performance Objective 2: Increase the number of volunteer hours by 4% during 2018-19.

Evaluation Data Source(s) 2: PIE data on volunteer hours as compared with last year's data

Summative Evaluation 2:

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

Performance Objective 3: Increase strategies to engage the community as an audience for student performances and events

Evaluation Data Source(s) 3: Analysis of community attendance and advertising strategies for student performances and events

Summative Evaluation 3:

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

Performance Objective 4: Family engagement will be promoted through various opportunities and strong school communication.

Evaluation Data Source(s) 4: Attendance at events and feedback from the stakeholders via survey

Summative Evaluation 4:

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


the entire community.

Performance Objective 5: The campus will communicate and invite parents and the community to participate in school wide activities.


Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Conduct parent information sessions	Principal	Campus PTSA general meeting				
2) Provide opportunities for families to attend school events.	Principal	When parents are involved in the school, they are active in their child's education.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Tays Junior high staff members will maintain a schoolwide discipline plan (PBIS) and a positive climate and culture to promote a safe and quality environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Campus staff will implement and use components of PBIS in creating a safe and orderly work environment	Safety Liaison PBIS committee Administrators Teachers	Reduction in discipline referrals Positive student referrals				

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

Performance Objective 2: TJH will create gifted and talented advisory classes to design and implement targeted interventions for students.

Evaluation Data Source(s) 2: Feedback from teachers and students of these advisories.

Summative Evaluation 2:

State Compensatory

Personnel for Tays Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shared Unit	Academic Support	State Comp Ed	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kris Mitzner	Principal
Classroom Teacher	Stephen Bennett	Concepts of Engineering Teacher
Classroom Teacher	Jessica Rowan	ESL Teacher
Community Representative	Jayne Gates	
Community Representative	Debra Slaughter	
Administrator	Christopher McClanahan	Assistant Principal
District-level Professional	Kristi Archer	CTE
Parent	Angela Ambers-Henderson	
Parent	Jennifer Dunn	
Parent	Harshada Jashwant	
Classroom Teacher	Elizabeth Walls	7/8 ELA
Classroom Teacher	Emily Levert	7th Math
Classroom Teacher	Jennifer Tang	6th Grade Math
Parent	Shane Brummett	

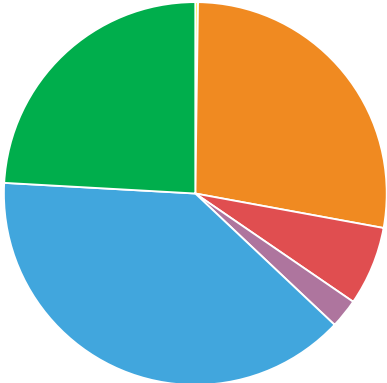
Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
				Sub-Total	\$0.00
				Grand Total	\$0.00

Addendums

54 - Tays Junior High

Student Profile



Student Statistics

Total Enrollment	1,377
At-Risk	16.12%
Low Income	5.74%
Limited English Proficient	5.30%
Special Education	7.12%
Career Technology Educat..	23.67%
Bilingual	0.00%
ESL	4.72%
Gifted/Talented	17.94%
Title I	0.00%
Attendance Rate	97.28%

Race/Ethnicity	#	%
White	535	38.85%
Hispanic	332	24.11%
Asian	381	27.67%
Black/African American	92	6.68%
Two or More Races	34	2.47%
Am Indian/Alaskan Native	3	0.22%

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

**Texas Education
Agency**

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2018 Accountability Ratings Overall Summary

TAYS J H (101914054) - KATY ISD

	Component Score	Scaled Score	Rating
Overall		95	Met Standard
Student Achievement		95	Met Standard
STAAR Performance	78	95	
College, Career and Military Readiness Graduation Rate			
School Progress		86	Met Standard
Academic Growth	77	86	Met Standard
Relative Performance (Eco Dis: 6.0%)	78	83	Met Standard
Closing the Gaps	94	94	Met Standard

Distinction Designations

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