

Katy Independent School District
McMeans Junior High
2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Vision

McMeans Junior High School, in partnership with parents and community, is uncompromisingly committed to intellectual growth, academic achievement, character and leadership development, and the well-being of each student so that he or she may find individual success and become a contributing citizen of the 21st century.

KATY ISD Motto

Inspiring Excellence: Learners into Leaders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student profiles:

- White: 45.1%
- Asian: 24.7%
- Hispanic: 18.8%
- African American: 7.0%
- American Indian: 0.1%
- Pacific Islander: 0.0%
- Two or more races: 4.3%
- Economically Disadvantaged: 24.8%
- English Learners: 11.5%
- Special Education: 9.7%
- Attendance Rate: 97.5%
- Mobility Rate: 9.9%

Demographics Strengths

A well-rounded and diverse group of students and teachers.

Student Learning

Student Learning Summary

School Report Card Data

2022 STAAR Scores

- Reading: 96%
- Math: 97%
- Algebra: 100%
- Social Studies: 94%
- Science: 97%

Student Learning Strengths

Each year McMeans students show a high level of learning through both state testing data and local testing data.

School Processes & Programs

School Processes & Programs Summary

Programs:

ESOL Sheltered Classes

Special Education Services

504 and RTI/MTSS Services

KAP Classes

Gifted and Talented Classes

School Processes & Programs Strengths

McMeans continues to improve each program yearly by including teachers, staff, and students in the development of the learning process being used.

Many programs are being implemented each year to further assist our growing students in their future. Some of these updates include:

- * Class sizes 22 academic and 32 KAP
- * Full-day strategic reading
- * Full day math lab
- * Added Science and Social Studies full day teaching units
- * Incorporating block ELA classes for a 90-minute class

- * Smaller special education classes
- *Incentives for teachers to be in their classrooms on a daily basis
- *Grade level Assistant Principals will have a deeper knowledge of their students and what their needs are
- *Character Strong
- *Implementing the Fundamental 5 book for teachers and focusing on critical writing
- *Watching students closer who are failing or are close to failing find strategies to help them improve
- *Mission McMeans - a morning tutoring program continuing on Tuesdays and Thursdays

Perceptions

Perceptions Summary

McMeans is committed to excellence, providing a rigorous academic curriculum to meet the needs of all students. Academic, Pre-AP, and Gifted classes are offered in each core curriculum area. Many elective classes, including beginning instruction as well as advanced performing groups in the band, choir, orchestra, theatre, and art, are offered to meet the diverse interests of McMeans students. A strong technology curriculum is offered, as well as family and consumer science classes, which focus on personal responsibility and leadership skills.

McMeans is also committed to providing students many opportunities, both academic and extracurricular, to help them become productive and responsible members of society. The school's athletic teams have achieved outstanding success, with seventh and eighth-grade students competing in volleyball, football, basketball, track, tennis, and soccer. Extracurricular activities also include Destination ImagiNation, Quizbowl?, Student Council, National Junior Honor Society, and No Place for Hate.

An active PTA and a well-developed volunteer program support the success of McMeans. More than 400 volunteers provide support in a wide variety of ways. Parents wishing to volunteer will be able to find an area where their skills are needed and appreciated.

Perceptions Strengths

Each year McMeans is given outstanding awards by the public for its high expectations of each and every person that walks through our doors.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-TESS data
- T-P ESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: McMeans JH Math teachers will use technology to create personalized experiences that contain buildable learning lessons specific to individual academic needs while continuing on-topic concepts and spiral review.







- Evaluation Data Sources:**
- 1) Students will complete five online customizable online lessons per grading period
 - 2) The Math Instructional Coach will prepare pathways based on current concepts and spiral reviews.
 - 3) To best track student growth, students will take three assessment throughout the course of the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Use an online program (district provided) that encourages scaffolding concepts 2) Identify student gaps through the online program and allow students to grow from their current level of understanding to their current grade level 3) Go beyond the classroom instruction time by allowing the use of the program at home, in Math Lab, during Bobcat Academy, as well as tutorials for HB 1416</p> <p>Strategy's Expected Result/Impact: 1) Students receive immediate feedback and lessons are adjusted to close learning gaps. 2) Teachers receive immediate feedback allowing instruction adjustment.</p> <p>Staff Responsible for Monitoring: 1) Math Teachers 2) Math Instructional Coach 3) Math Department Chair 4) Math Supervising Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Students will improve their body strength and cardio health by an average of 20% over the school year in PE class.







Evaluation Data Sources: Class Observation, Formative and Summative Assessments (FitnessGram)

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.) Establish benchmarks with students during the 1st week of physical activity for the year in the areas of: Push-Ups, Sit-Ups and the PACER or Mile Run. 2.) Track progress, monitor techniques and provide individual feedback weekly on ways the student can improve in each of the areas. 3.) Formative Assessments at the end of 2nd 6-week & 4th 6-week to evaluate whether techniques given for improvement are being done correctly. Summative Assessment - Fitness Gram testing in 6th 6-week to determine overall strength, fitness and cardio improvement.</p> <p>Strategy's Expected Result/Impact: Students will have a minimum of five minutes of cardio related activity, along with stretching, push ups and situps every day prior to beginning the unit work.</p> <p>Staff Responsible for Monitoring: 1.) Physical Education Teachers 2.) Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided multiple opportunities each week to increase cardiovascular endurance, body strength endurance, and flexibility through warm-up activities, games, competitions, and stations in physical education class.</p> <p>Strategy's Expected Result/Impact: Students will begin each day with a warm-up, then participate in moderate to vigorous activities at least 2 times per week as well as the timed mile run or PACER run weekly. 2 times a week students will participate in sport skill development that requires a variety of body movement and positions at various levels.</p> <p>Staff Responsible for Monitoring: 1.) Physical Education Teachers 2.) Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program

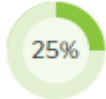




Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Attendance rate will increase from 97.5% to 98.5% during the current school year.






Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be rewarded for good attendance through programs such as perfect attendance pizza parties each six weeks. Add attendance piece each week during data meeting between counselors, Administration, and attendance clerk with follow up with parent communication to motivate students and parents to improve attendance.</p> <p>Strategy's Expected Result/Impact: Student Attendance Improvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Attendance Clerk, Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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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: All science teachers will create and implement at least one assessment per semester using critical writing components, such as CERs, and other assessment types so students can demonstrate mastery of scientific vocabulary and science concepts in a variety of ways on STAAR by achieving an Approaches Grade Level percentage of 95%.






Evaluation Data Sources: Evaluation will be conducted through writing activities, speed sheets, informal and formal assessments, and end of year summative assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: -Science teachers will volunteer 1 day per week on a rotating basis to help with Mission McMeans and review science concepts with struggling students</p> <p>-Teachers will implement research based instructional strategies to incorporate more writing activities in the classroom and improve performance on Science concepts</p> <p>-Students will receive formative and summative assessments that include TEIs throughout the year to monitor progress and allow students to demonstrate learning in a variety of ways.</p> <p>-Students will participate in speed sheet activities that implement spaced learning practices to increase retention of science materials and concepts</p> <p>Strategy's Expected Result/Impact: Increased science achievement on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: 1) Science Teachers 2) Science Instructional Coach 3) Science Department Chair 4) Science Supervising Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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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 2: McMeans Junior High ELA teachers will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content (testing and instructional) and tools for all students.






Evaluation Data Sources: 1) Students have at least 2 pieces of writing (typed) uploaded into Bulb or google folders throughout the year (at least 1 per semester). 2) Students will utilize the online textbook and class Chromebooks at least once per RLA unit. 3) Lesson plans will include instructional strategies that incorporate technology (ie...quill, bulb, Gimkit, Google drive) on a weekly basis. 4) Students will produce an electronic product, with a writing component.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Continue implementing the online portfolio program "Bulb" provided by Katy ISD for students' writing throughout the year. 2) Supplement instruction with NearPod, SMART applications, Padlet,, Quill, NewsELA, and other ELA-related programs. 3) Allow access and teach students how to responsibly use class Chromebooks, and/or desktop computers for research and be cognizant of their digital footprints. 4) Encourage students to create products electronically through given assignments.</p> <p>Strategy's Expected Result/Impact: 1) Students' writing products on the electronic portfolio "Bulb" and in their google drive will be available to their teachers and themselves in the following years to better track their own growth. 2) Students will be better prepared to interact directly with technology in order to track and advance their own learning, and they will be prepared for all online testing at the district and state level.</p> <p>Staff Responsible for Monitoring: 1) ELA Teachers 2) ELA Instructional Coach 3) ELA Department Chair 4) ELA Supervising Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: All levels of social studies teachers will create and implement at least three assessments per semester that contain critical writing components, such as CERs, so students can demonstrate mastery of social studies vocabulary and skills on STAAR by increasing our Approaches Grade Level percentage by 1 point (a 94%).






Evaluation Data Sources: Evaluation will be conducted through writing activities, benchmarks, formative and summative assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will integrate writing into all grade levels using strategies that further writing responses in formative and summative evaluations.</p> <p>Strategy's Expected Result/Impact: Increase in writing proficiency across subject and grade levels.</p> <p>Staff Responsible for Monitoring: 1) Social Studies Teachers 2) Social Studies Instructional Coach 3) Social Studies Department Chair 4) Social Studies Supervising Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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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: The teachers will develop course content that will help facilitate a good work/life balance to avoid burn-out.






Evaluation Data Sources: End of the year retention and contract signings

Strategy 1 Details	Reviews			
Strategy 1: Increased check-ups within the department to see that needs are met by administration. Strategy's Expected Result/Impact: Increased Retention across the Fine Arts Department Staff Responsible for Monitoring: The Fine Arts/Electives Department Head and Administration Team	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: The case managers will work together as a team to seek and share emotional support strategies and resources.






Evaluation Data Sources: The sped staff will collect resources and start to build an emotional wellbeing library.

Strategy 1 Details	Reviews			
<p>Strategy 1: The case managers will collaborate with supervisors, counselors, and other staff with knowledge of ways to support students in their emotional well being.</p> <p>Strategy's Expected Result/Impact: Provide students with meaningful resources to self advocate for their emotional wellbeing.</p> <p>Staff Responsible for Monitoring: All special education case managers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: McMeans Junior High Counseling Department will have pre-selected students participate in Counseling Groups which can help address the needs of our students such as coping skills, identifying feelings and triggers, anxiety, grief and/or relationship building. In addition, the counselors will form a Mental Health Alliance group on our campus to provide awareness and resources to students on a variety of mental health topics to help our school and community once every six weeks.

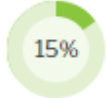




Evaluation Data Sources: Advisory lesson attendance, feedback from students, parents and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Lessons designed to help kids learn relationship skills, self and social awareness, emotional regulation and responsible decision making.</p> <p>Strategy's Expected Result/Impact: Students improved growth, resilience and inter/intra-personal skills with friends, families and peers.</p> <p>Staff Responsible for Monitoring: Counseling Team, Admin</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: McMeans Junior High Counseling Department will implement methods for violence and bullying prevention.

Evaluation Data Sources: Advisory lesson attendance, feedback from students, parents and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.</p> <p>Strategy's Expected Result/Impact: Students improve personal skills with friends, families and peers learning how to deal with bullying and violence prevention.</p> <p>Staff Responsible for Monitoring: Counseling Team, Admin</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 592 663 641">  No Progress </div> <div data-bbox="764 592 982 641">  Accomplished </div> <div data-bbox="1081 592 1333 641">  Continue/Modify </div> <div data-bbox="1434 592 1629 641">  Discontinue </div> </div>				