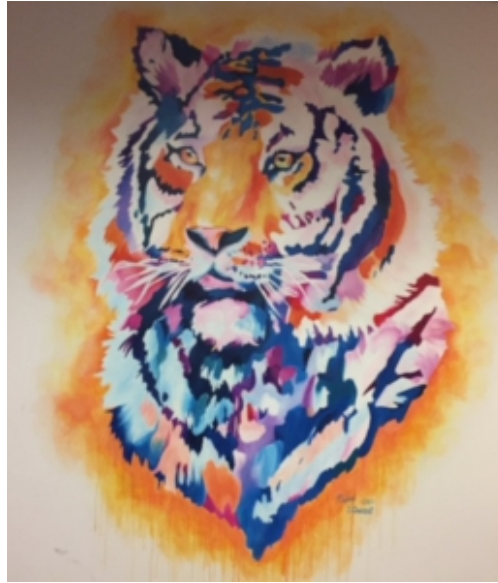


Katy Independent School District

Katy Junior High

2026-2027 Campus Improvement Plan



Mission Statement

Through consistent high expectations, effort and collaboration, Katy Junior High will educate and inspire life-long learners to be productive.

Vision

Katy Junior High, "A Tradition of Excellence!"

Value Statement

The Tiger Way: Do your best, always do the right thing, and treat others the way you want to be treated

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, our campus has demonstrated steady growth across all content areas and enrichment programs. Our goal is to continue to strive and utilize formative assessment to enhance our learning environments. Structures have been created and are continuously reflected on to ensure quality of instruction which enhances student outcomes.

Demographics

Demographics Summary

Katy Junior High is the oldest junior high in Katy ISD. We are located in the heart of the City of Katy and are supported by an active parent group.

Katy Junior High has a staff of approximately 134 total employees. We have 1 first-year teacher this year, and 9 new staff members have joined KJH from other campuses. Staff experience ranges from just a few years to over 30 years on the campus.

Our student population is diverse as demonstrated on the tables below. We are projected to have an enrollment of 1,245, but currently have 1,265 students enrolled. Our attendance rate was at 96.13%.

Race/Ethnicity		Number of Students	Percentage
Hispanic		559	42.94%
White		403	32.86%
Black/African American		144	12.35%
Asian		293	6.64%
2 or More		53	4.07%
Am Indian/Alaskan Native		3	.26%
Native Hawaiian		9	.78%

Total Enrollment	Percentage
At-Risk	45.45%
Economically Disadvantaged	47.45%
Limited Language Proficient	18.87%
Special Education	26.03%
GT	9.78%
ESL	16.88%

As evidenced above, we have a large percentage of student that participate in the special education program (26%). We have 2 life skills unit, and a RISE program, the majority of our special education students participate in the general education program with supports.

Demographics Strengths

Katy Junior High has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Our families value education we have many supportive parents and students who are committed to success. Parents and the community are involved with the campus.
2. The attendance rate at Katy Junior High remains strong. We have remained above 95% for the last 7 years.
3. Our mobility rate is lower than the district and state average. Our families remain in our community, even with affordable rental housing in our attendance zone.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We must continue to improve meeting the needs of each of our student groups. Specifically we must work to improve achievement for EBs, and SPED students.

Root Cause: Although historically, these sub-pops have performed below average on State Assessments, last year's results showed meeting standards on Reading and Math with the exception of ELs. We must continue working to bridge the gap through incorporating targeted instruction.

Problem Statement 2 (Prioritized): Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026.

Root Cause: Learning was impacted due to prior loss of instruction, and student absences.

Student Learning

Student Learning Summary

Katy Junior High earned an A rating for the 2nd year in a row, and earned all 7 distinctions. Each student group had a rise in achievement from the previous year's STAAR test.

2026 Accountability Rating Overall Summary
KATY J H (101914041) - KATY ISD - HARRIS COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		90	A	70%
STAAR Performance	61	90		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	0%
Academic Growth	78	88	B	
Relative Performance (Eco Dis: 46.9%)		90	A	✓
Closing the Gaps	75	91	A	30%

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

Academic Achievement in Reading Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% + Comparative Academic Growth

Postsecondary Readiness

Top 25% + Comparative Closing the Gaps

Student Learning Strengths

Katy Junior High has earned an "A" rating according to TEA's Accountability System, earning 5 of 7 possible distinctions. Over the past 4 years, the campus has seen remarkable growth in student achievement and a decrease in discipline incidents.

We attribute the strides our campus is making to our campus vertical alignment, and highly engaging lessons which provide students with a variety of opportunities for student discourse across all content areas.

Problem Statements Identifying Student Learning Needs

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School Processes & Programs

School Processes & Programs Summary

The district provides the curriculum in a scope and sequence that is reviewed on a continual basis at the district level. Teachers are then able to plan engaging lessons which are tailored to their students needs with an emphasis on utilizing data from embedded formative assessments. Instructionally, teachers are provided the opportunity to meet weekly as a grade level/department team with their Instructional Coaches to determine best practices and an additional time for PLC. Full department meetings are held at minimum of one per 6 weeks to do the same type of planning previously mentioned. ICs work constantly with their departments to enhance instruction and achievement. Assessments are also planned during both grade level and department meetings, we have stressed the importance of being intentional with formative assessments and showing evidence of monitoring and adjusting lessons. CBAs are produced at each grade level per department with IC input and support to ensure a balance of knowledge and rigor to match the STAAR tests. The district produces KLAS to be given throughout the year. Ultimately, the STAAR test serves as the pinnacle of summative assessments which determine the quality of instruction and guide initial adjustments for future instruction.

*ICs and DCs will meet with Administration to determine the most productive IC/DC/Teacher relationship at KJH.

*AWARE training will be reinforced so that all assessments will be loaded and disaggregated.

*Formative assessments should be reflected in PLC meetings, lesson plans and in staff development.

*All faculty/staff members participate in Character Strong.

School Processes & Programs Strengths

Our annual performance on the STAAR tests has been rated at an "A" for the past two years, which is an increase over the course of the past 4 years. We teach essential objectives students must know for the STAAR test. Our CBAs are a combination of rigor and knowledge that lends to the success our students experience on them and the STAAR test. Our students out-performed the majority of students within our comparative group. In addition, our teachers use technology to their advantage and maximize the amount of hands-on learning possible.

Collaborative decision making is a practice at KJH. Teacher input is expected in order to make most decisions regarding what is best for students.

We have the resources to meet any technology needs our students have. We also have teachers who are able to train teachers as needed relative to support using technology. We have several resident experts who volunteer to train colleagues in the use of technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026.

Root Cause: Learning was impacted due to prior loss of instruction, and student absences.

Problem Statement 2 (Prioritized): We must continue to improve meeting the needs of each of our student groups. Specifically we must work to improve achievement for EBs, and SPED students.

Root Cause: Although historically, these sub-pops have performed below average on State Assessments, last year's results showed meeting standards on Reading and Math with the exception of ELs. We must continue working to bridge the gap through incorporating targeted instruction.

Perceptions

Perceptions Summary

Feedback gathered from 2024-2025 surveys indicated that both groups (parents and staff) expressed pride in their campus and explained that students have opportunities to excel and participate in a variety of activities. Staff members see their peers as family members and expressed pride in working at this campus.

Perceptions Strengths

The vast majority of our students are happy to be here, feel safe and feel good about their future!

Parent involvement is high as seen in PTA membership and support throughout the year.

1. We have a highly engaged PTA. Parents support 3 dances per year.
2. We have parent and community members serving on our CAT.
3. Parents are always engaged in all extra-curricular performances.
4. Multiple business partners contribute to the success of our academic programs.
5. KEYS Mentoring is a strong program here at school using non-parent community members.
6. The principal is able to solicit support from the community for funding and materials the school and PTA budgets cannot handle.
7. Our annual Veteran's Day celebration is an event that grows in magnitude each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026.

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Priority Problem Statements

Problem Statement 1: We must continue to improve meeting the needs of each of our student groups. Specifically we must work to improve achievement for EBs, and SPED students.

Root Cause 1: Although historically, these sub-pops have performed below average on State Assessments, last year's results showed meeting standards on Reading and Math with the exception of ELs. We must continue working to bridge the gap through incorporating targeted instruction.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026.

Root Cause 2: Learning was impacted due to prior loss of instruction, and student absences.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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 End-of-Course 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By the end of the academic year, KJH will embed at least two formative assessments weekly in all core content classes and show evidence of those assessments in adjustments being made to instruction.

Evaluation Data Sources: Formative Assessments documented in Lesson Plans
 PLC Notes
 Learning walk data
 Walkthroughs and Observations

Strategy 1 Details	Reviews			
Strategy 1: Professional Development on formative assessments will be provided on BOY Professional Development Days and will be imbedded in team planning and PLC meetings. Strategy's Expected Result/Impact: An increase of teacher implementation of providing and utilizing formative assessments More focused instruction leading to higher scores Staff Responsible for Monitoring: Leadership Team Instructional Coaches Department Chairs	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By the end of the academic year, an increase in percentage scores of all students taking the Reading, Math, Science and Social Studies STAAR achievement will increase by 3% increasing our meets and master's percentage by the same 3%.

Evaluation Data Sources: STAAR Data
Interim Data
DLA Data
CBA Data

Strategy 1 Details	Reviews			
Strategy 1: KJH will increase student achievement of all student groups by providing materials, including 1:1 technology integration, professional development for building administration, counselors, and teachers, and targeted intervention resources to ensure the mastery of reading, math, social studies, and science. Materials and resources will be provided for the academic school year, as well as supporting testing (I.e. Interims & STAAR), intervention time though rotating ISP. Strategy's Expected Result/Impact: Increased student achievement as evidenced by multiple data measures Staff Responsible for Monitoring: Administration Instructional Coaches Department Chairs	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Data discussions will be held prior to and following all assessments to determine next instructional steps to provide remediation or extension for our students. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Administration Department Chairs Instructional Coaches Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. Strategy's Expected Result/Impact: Increased student results Staff Responsible for Monitoring: Teachers ESL Staff Admin	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We must continue to improve meeting the needs of each of our student groups. Specifically we must work to improve achievement for EBs, and SPED students. Root Cause: Although historically, these sub-pops have performed below average on State Assessments, last year's results showed meeting standards on Reading and Math with the exception of ELs. We must continue working to bridge the gap through incorporating targeted instruction.
Student Learning
Problem Statement 2: We must continue to improve meeting the needs of each of our student groups. Specifically we must work to improve achievement for EBs, and SPED students. Root Cause: Although historically, these sub-pops have performed below average on State Assessments, last year's results showed meeting standards on Reading and Math with the exception of ELs. We must continue working to bridge the gap through incorporating targeted instruction.
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Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: 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			
Strategy 1: 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. 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. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: All of our Reading Language Arts teachers are ESL certified and we are working to increase ESL certification within our other core content areas.

Evaluation Data Sources: Texas State Board of Educator Certification and Katy ISD ESL Certification Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Distribute information regarding ESL certification opportunities and track ESL certification of core content teachers. Strategy's Expected Result/Impact: Our content teachers will be equipped to meet the linguistic and academic needs of our EB learners Staff Responsible for Monitoring: Campus Admin and EB specialist	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: By the end of the academic year, KJH students will have increased self-awareness, empathy and positive behavior.

Evaluation Data Sources: - Navigate 360 reports

-Sentinel Portal

- Speak UP and P3

- Community Perceptions/Culture and Climate Survey/Student Safety Survey.

-Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: We will maintain and promote positive interactions within our learning community, by continuing to implement PBIS program with materials and supplies for student behavior support and incentives. Strategy's Expected Result/Impact: - Become well-rounded citizens -Decreased office referrals - Building community within the school to empower students outside school - Equip students with appropriate tools to problem-solve and interact appropriately. Staff Responsible for Monitoring: All faculty. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators, counselors, and school psychologist will meet monthly to discuss students that are experiencing behavioral and emotional challenges. Strategy's Expected Result/Impact: - Increased student support - Increased communication among staff - Decreased classroom disruptions. Staff Responsible for Monitoring: Administrators, counselors, school psychologist and social worker. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Our counselors will host at least 2 counseling group which are targeted to our students emotional needs. They will reach out to parents to obtain parental permission prior to hosting sessions. They will also provide bully prevention lessons and techniques for our students. Strategy's Expected Result/Impact: Increased students knowledge of strategies to implement such as self regulation, tools for grieving, ... Staff Responsible for Monitoring: Counselors Admin Team		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

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Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Our Leadership team will work closely with our EB specialist and ESL staff to strengthen partnerships within our community and with families to enhance supports for EB students.

Evaluation Data Sources: Parent/family participation data, survey feedback, informational flyers

Strategy 1 Details	Reviews			
Strategy 1: We will continue to utilize multiple forms of communication to advertise campus events and district events including the Title III: Family STEAM Night, to provide families of EB students with the knowledge, resources, and opportunities needed to support achievement, belonging, and overall success. Strategy's Expected Result/Impact: Increased family participation and stronger school partnerships will provide the families of EB students with the knowledge, resources, and opportunities needed to support achievement, belonging, and overall success. Staff Responsible for Monitoring: Admin, Counselors, EB specialist, ESL staff Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026. Root Cause: Learning was impacted due to prior loss of instruction, and student absences.
Student Learning
Problem Statement 1: Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026. Root Cause: Learning was impacted due to prior loss of instruction, and student absences.
School Processes & Programs
Problem Statement 1: Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026. Root Cause: Learning was impacted due to prior loss of instruction, and student absences.

Perceptions

Problem Statement 1: Many of our students will continue to come to the 2026-2027 school year with learning loss due to instructional gaps. We must also maintain providing enrichment for all students, in addition to providing timely intervention for those who did not demonstrate mastery on the STAAR test in 2026. **Root Cause:** Learning was impacted due to prior loss of instruction, and student absences.

State Compensatory

Budget for Katy Junior High

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Katy Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	4

Plan Notes

Science Department

1)Progress will be made in all core curricular subjects and in all demographic sub-pops

Science is using Friday ISP for TEKS specific tutorials. Data determined which students would be tutored for each supporting TEKS.

Each grade level is meeting 2 days per week with Instructional Coach: one day to discuss lesson plans and vertically aligning science content; the other day is used for training or disaggregating data from campus based assessments or DLAs curriculum or strategy pd.

Tutors were hired and given a schedule to follow within the school day. All grade levels are addressed with an emphasis on 8th grade retesters and 6th grade ESL and LEP students

8th grade LEP and ESL students are pulled during ISP with support from the ESL co-teacher.

6th graders who failed the Science 5th grade STAAR will be tutored on Fridays during ISP using the Legends of Learning curriculum.

Student learning objective training (PD) was offered at the beginning of the school year to encourage the use of analysis and testing rigor.

3)Semester all day planning sessions are used to calendar TEKS with unit plan expectations and 5E lesson cycle in a collaborative manner.

5) Training for Asking Better Questions and supporting student response was given in August. Classrooms expectations now display What to Say instead of I Don't know to support emergent language learners or anyone with classroom anxiety.

6) Strategies:

Legends of Learning request for class rosters per district online textbook coordinator

Student groups identified and assigned tutorial playlists

Student groups identified and pulled for tutorials and intervention on Fridays based on percentage of teks mastered. (One group is 'meets expectations', the second group is 'masters expectations')

Math

Two teachers provide TEK specific tutorials on Wednesdays and Thursdays to STAAR failures using data from previous year's STAAR test, CBA's, and DLA.

Three teachers provide TEK specific tutorials on Wednesdays and Thursdays during the second semester to eighth grade students who passed the seventh grade STAAR by three or fewer questions to ensure their continued academic success. TEKS are chosen based on current year CBA data for these students.

Tutors hired 2-3 days per week to serve struggling math students in all three grade levels. ELL and LEP students were targeted in seventh and eighth grades, retesters in sixth.

Each prep in each grade level meets with Instructional Coach 2 days per week: one day to discuss lesson planning in the 5E format and one day for professional development or data discussions.

ELA

Tutor hired 5 days a week to give support to struggling reading students in 6th and 7th grade.

Students receive targeted in-school academic support during ISP.

Each content/grade level team meets with the Instructional Coach 2 times per week: one day for lesson planning and one day for data discussions and/or professional development

2)The LEP sub-pop scores will remain at or above AYP guidelines.

Use of Talk Read,Talk Write training and strategies for content language acquisition was encouraged and planned for. Weekly planning templates address what the supplemental aids for the students will be and what scaffolding will be necessary for our anchor charts and our verbal and written responses.

Video taping to reflect on accountable conversations and student collaboration during class is encouraged. Random Questioning strategies as suggested and modeled from Seidlitz are the baseline expectation.

Specific tutorials during ISP with the ESL coteacher have been scheduled each week. Tutors also pull targeted Lep or monitor students during the day.

Accountable conversations PD offered to department.

Math

Tutors target ELL and LEP students during their 2-3 days in math classes each week.

ELA

Seidlitz strategies were reviewed in the fall semester in weeking PLC meetings with grade level content teams.

3) SPED student membership percentages will decrease while SPED student achievement scores will increase.

we need to reassess the of this one...because there is some confusion

Math

Eighth grade math SPED coteacher pulls SPED students during ISP on Mondays-Thursday to reteach concepts covered in class.

ELA

ELA coteachers available for SPED student support in ISP Monday-Thursday.

Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Kudos to Kindness

Above and Beyond Teacher Recognition

Conscious Classroom Management Book study and strategies to improve the pacing and interaction of daily classroom activities.

Videotaping to focus on adapting instruction to support a positive learning

Notes from 1/21/19 Department CIP Reviews

Social Studies:

No changes are needed at this time per the SS Dept. Sign-in uploaded.

ELA:

Goal 3: Mentor Teacher needed for New and New to KJH Teachers (New teacher only ones required)

Solicit more community KEYS Mentors

Solicit more Watch Dog Dads

Math:

Goal 1: Performance

6th Math has targeted bubble students from Approaches, Meets and Masters during ISP tutoring in groups to increase STAAR growth.

7th Math has identified struggling students utilizing Imagine Math as an incentive program to increase STAAR scores.

8th Math is targeting TEKS during ISP to close gaps with in-school tutor. Evaluation data will be the CBA.

Goal 3:

More Team-building activities to get to know one another beyond our departments.

Goal 5:

No changes needed.

Science:

Goal 1: Performance

Legends of Learning games have been incorporated in 6-8 Science classes- on-line, TEKS aligned Science Game Vendor. It is a supplement to the Science curriculum provided by the district. Legends of Learning games are highly engaging, vocabulary terms embedded into the games benefitting our ELL and SPED students as well as others. They may also support differentiation with advanced learners. Additionally, this resource can be used to support those 6th grade students who were unsuccessful on the 5th Grade Science STAAR test. Students will access Legends of Learning through MyKatyCloud. The district will have access to this resource for the spring semester, as well as for the 2019-2020 school year.

Science is using Friday ISP for TEKS specific tutorials. Data determined which students would be tutored for each supporting TEKS.

Each grade level is meeting 2 days per week with Instructional Coach: one day to discuss lesson plans and vertically aligning science content; the other day is used for training or disaggregating data from campus based assessments or DLAs curriculum or strategy pd.

Tutors were hired and given a schedule to follow within the school day. All grade levels are addressed with an emphasis on 8th grade retesters and 6th grade ESL and LEP students

8th grade LEP and ESL students are pulled during ISP with support from the ESL co-teacher.

6th graders who failed the Science 5th grade STAAR will be tutored on Fridays during ISP using the Legends of Learning curriculum.

Student learning objective training (PD) was offered at the beginning of the school year to encourage the use of analysis and testing rigor.

3)Semester all day planning sessions are used to calendar TEKS with unit plan expectations and 5E lesson cycle in a collaborative manner.

5) Training for Asking Better Questions and supporting student response was given in August. Classrooms expectations now display What to Say instead of I Don't know to support emeergent language learners or anyone with classroom anxiety.

Weekly PLC meetings are held per department and grade and led by department IC's to discuss lessons, objectives to be covered, strategies and assessment of covered area. Assessment results are also discussed

Weekly discussions with grade level teams and coteachers discuss accommodations and reflection of lesson effectiveness and any changes that need to be made.