

Katy Independent School District
Mcdonald Junior High
2023-2024 Improvement Plan

Mission Statement

T.H. McDonald Junior High is dedicated to supporting ALL students by providing equitable learning within a positive and safe environment to promote student growth and achievement and success within our community.

Vision

"Learn, Grow, Lead."

Value Statement

MDJH believes all students can learn, grow and become leaders.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Committee Members:

- Carrie Caruso, Campus Administrator; Principal
- Amanda Henley, Assistant Principal; Other School Leader
- Dr. Kristi Floyd, Assistant Principal; Other School Leader
- Karen Branch, Title 1 Coordinator; Other School Leader
- Amy Sager, Testing Facilitator; Other School Leader
- Leslie Dulock, Campus Instructional Coordinator; Other School Leader
- Kimberly Costello, 8th Grade Counselor; Other School Leader
- Christina Alvarado, Librarian, Other School Leader
- Rhaylynn Fisher, Science Instructional Coach; Teacher
- Kristin Bell, Social Studies Instructional Coach, Teacher
- Alyssa Zamarripa, Math Department Chair/Algebra Teacher/Athletics' Coach; Teacher
- Justine McNeely, Dyslexia Teacher; Teacher
- Adrian Lovings, 8th Grade RLA Teacher; Teacher
- Mandy Stutts, District Secondary Math Coordinator; Administrator
- Tiffany White, District Title I Coordinator; Administrator
- Gina Canty, ISS Paraprofessional; Paraprofessional
- Melissa Pettey, Principal's Administrative Assistant; Paraprofessional
- Carolina Richardson, Campus Financial Clerk; Paraprofessional
- Becky Weems, Community Member
- Phil Petty, Community Member
- Ruth Wilson, Parent
- Melissa Gasten, Parent

The CNA committee convened on Tuesday, April 11, 2023 at 9:00 a.m. in the LGI at T. H. McDonald Junior High School located in the Katy Independent

School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449.

The principal welcomed the CNA committee and preceded with a “get to know you” activity as an icebreaker; formal introductions were made after the activity. The principal explained the meaning of the campus having a Title 1 designation; elements of a Title 1 program (CNA, CIP and Evaluation); TEA’s four priorities for a Title 1 campus; and the stakeholders involved. The assistant principal and Title I coordinator led the group in the reading and discussion of the article *The Power of Collective Efficacy* by Jenni Donohoo, John Hattie, and Rachel Eells for all members to understand that collective efficacy is a shared belief that influences how educators feel, think, self-motivate, and behave and how fundamental it is to evaluate the effectiveness of practice on students’ progress and achievement.

During the next phase of the meeting, the discussion centered around celebrations at McDonald Junior High School – Music Department accomplishments; Athletics rankings and distinction earned in Post-Secondary Readiness; this led to a dialogue of distinction designation labels and comparison groups; followed by a conversation of current parent and family engagement events and future events for the school year 2023-2024. The principal shared the fine arts and athletics in the CNA discussion as it presented an important component for our students’ well rounded education.

The last portion of the meeting was devoted to reviewing and deciding what relevant data to review. Members reviewed data from these three areas: See full data list on page ____

- Demographic Data – attendance, enrollment, mobility, at-risk; sub-groups, and special programs;
- Student Achievement – TEA Report Card and Closing the Gaps; School Culture & Climate – discipline data; Staff Quality,
- Recruitment & Retention – staff information, attendance, and professional development. The principal answered questions pertaining to the data presented, addressed concerns, and gave the group time to have table discussions.

The next meeting date was set for Friday, May 5, 2023, from 9:00 a.m. – 3:00 p.m. to be held at T. H. McDonald Junior High School in the LGI. The meeting adjourned at 1:45 p.m.

Some members of the CNA committee convened on Friday, April 28, 2023 at 12:00 noon in the Cafe at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449

At the first CNA committee meeting held on April 11, 2023, we had one parent in attendance although several were invited via emails. In an effort to get additional parents on the CNA committee, we talked to the parent, who was assisting with Fun Food Friday at the campus, and she agreed to join the committee. The principal summarized the purpose of the committee and the role of parent members, what it means to be a Title 1 campus; the mission and vision of the campus; The parent who attended the meeting on April 11th, talked about some items that were discussed during the first meeting - data - and stated that she found the data regarding student discipline disconcerting; and the title I coordinator discussed the next meeting date -time, place and expectations.

The meeting adjourned at 12:25 p.m.

The CCNA committee convened on Friday, May 5, 2023 at 9:00 a.m. in the LGI at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449.

The Title I coordinator did the welcome and then proceeded with a “pulse check” activity as an icebreaker to determine the mood of the participants based on the work from April 11, 2023. Members shared with their table mates and then some shared with the whole group. The Title I coordinator reviewed the agenda for the day and the intended outcome for the meeting. A review of the Mission and Vision of the campus was done by members. The Norms were read, groups discussed each norm, all members agreed with the Norms, as written, and each person was asked to pick one norm that needed to be his/her focus for the day. The Minutes of the meeting from April 11, 2023 was distributed to each member to read, no corrections were made; a motion was made by a teacher to adopt the Minutes as distributed and a second was made; thus, the Minutes were approved as distributed. The principal reviewed the purpose of the campus having a Title 1 designation; elements of a Title 1 program (CNA, CIP and Evaluation); TEA’s four priorities for a Title 1 campus; and the stakeholders involved. This meeting was recorded and presented by the Science and Social Studies Instructional Coaches as a component of their principals’ certification program, with the approval of the principal.

The instructional coaches discussed root cause analysis – the process of discovering the underlying key causes of problems in order to identify appropriate solutions.

She discussed how the members would determine the root causes and the data that would be used. To streamline the discussions, she had each table to choose a Facilitator (a member of the Leadership Team), Scribe, Timekeeper, Includer, and Presenter. She then identified the data that each table received – Student Discipline Data, Demographics/Special Populations/Economically Disadvantaged Data, Culture and Climate Survey Data, State and Local Student Assessment Data and Student Feedback Data. She gave the groups 35 minutes to study the pieces of data, create a list of observations/concerns that they felt were areas of need as it related to student achievement.

Based on the data that was reviewed from the meeting on April 11th, 2023, these are the problems and the priorities for the next school year. The instructional coaches then led the groups through a discussion of the “5 Whys That Lead to Root Cause.” The members at their table groups analyzed the data identified. The members were informed that the root cause analysis work will be used to create the 2023-2024 Campus Improvement Plan (CIP) based on the three goals that were identified.

The groups agreed that the top root causes affecting student achievement are:

- Too much time spent on direct instruction/lecture.
- Lack of empathy/respect on campus.
- Attendance rates trending down.

A date and time for the first Title I meeting of the 2023-2024 school year was not determined. Appreciation for attendance and participation in the day's work was expressed and members were asked to complete a feedback form prior to leaving.

The meeting adjourned at 3:00 p.m.

Data Sources Used:

- District Goals
- Campus Goals
- Performance Objectives with summative review (prior year)
- Campus and District Improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Texas Academic Performance (TAPR) Data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability Data
- Local Accountability Systems (LAS) Data
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate
- Student Failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed inline interim assessments
- Grades that measure student performance based on the TEKS
- 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 group
- Economically disadvantaged/ Non-economically disadvantaged performance and participation data
- Special education/ non- special education population including discipline, progress, and participation data
- At-risk/ non at-risk population including discipline, progress, and participation data
- Section 504 data
- Homeless Data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug use data
- Student surveys and/or other feedback
- School Safety data
- Enrollment trends
- Professional learning communities (PLC) data
- Staff surveys and/or feedback
- Teacher/Student Ratio

- Campus Leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data
- Parent engagement rate
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

After the data was examined and a root cause analysis was performed, our campus has prioritized the following problems for to focus on for the 23-24 school year:

1. Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success
2. Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic,
3. Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%,

In order to address these three problem statements, MDJH has identified specific strategies. MDJH will address the attendance rate problem statement by conducting home visits and create and implement AIPs (attendance improvement plans). For the academic gaps, MDJH will foster efficacy of the assessment cycle where collaborative team use data protocols to design powerful instruction, this will foster a well-rounded student education for all students. In order to foster these relationships, MDJH will promote positive student relationships to support social and emotional learning through PBIS.

Demographics

Demographics Summary

A suburban junior high for over thirty years in Katy, Texas, T. H. McDonald Junior High (MDJH) serves families near the western side of the northeast quadrant of Katy Independent School District (Katy ISD). As of May of 2023, the current enrollment totals 1,052. The student population consists of approximately 52% Hispanic students, 28% African American students, 12% White students, 6% Asian students, 2% students that are of 2 or more races, and less than 1% of students who identify as American Indian/Alaskan Native. Of those students, 56% are At-Risk. MDJH consists of 76% economically disadvantaged students, 17% special education students, and 3.5% gifted and talented students, 21% ESL, and 28% Limited English proficiency. Our average attendance rate is currently 95%. Post COVID, our attendance rate have suffered. Currently, we have an attendance rate of 95%.

MDJH employs over 72 highly qualified teachers and 11 educational paraprofessionals, 5 campus administrators, 1 librarian, and 3 counselors. Of 72 teachers, 46% have less than 5 years of experience, 26% have 6-10 years of experience, and 19% have 11-20 years of experience. The number of students per teacher is 14:1.

During this past school year, we also transitioned from a PTO to a PTA. We currently have a low involvement but are working to increase membership and participation.

Demographics Strengths

MDJH has a diverse population of families that attend the school. With a variety of cultures and ethnic groups within the student and staff body, MDJH reflects the real world students will encounter once they transition to post-secondary endeavors. At MDJH, students receive a solid foundation in all academic areas including students within our special populations, such as those within our Special Education, ESL, and Gifted and Talented programs. Individually developed, students can expect a schedule that serves their interests through core classes and elective offerings. Additionally, due to an increase in enrollment, additional elective courses are being offered, including Leadworthy and Career Investigations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%. **Root Cause:** Disengagement of academics, parents and students have a mindset of devaluing in person learning. The availability of content online has given our community the false sense that online learning is equivalent to in-person learning. The level of student engagement in in-person learning has decreased in the years following COVID.

Student Learning

Student Learning Summary

McDonald JH STAAR Data

2022 overall Accountability rating **84 (B)**

- Reading All Students = 81% Approaches, 54% Meets, 32% Masters
- Math All Students = 68% Approaches, 26% Meets, 7% Masters
- Science All Students = 81% Approaches, 46% Meets, 23% Masters
- Social Studies All Students = 66% Approaches, 28% Meets, 15% Masters

When looking at the MDJH STAAR Performance Trend Comparison from the years 2018-2022 overall student performance is trending down, with the exception of Reading Language Arts.

Sub-population growth has remained stagnant or dropped in Math, Science, and Social Studies, while there is growth in RLA. The two targeted sub pops continue to be African American and Hispanic students in both the areas of Reading and Math.

The effects of the pandemic are still present and this affected the absences (students and staff), as well as acquiring substitutes. Often, support teachers had to be pulled from intervention in order to cover a grade-level classroom. Additionally, student attendance has dropped about 5% however, our low SES has increased to over 76% and our mobility rate has increased to over 11% since COVID. Teacher retention has also been a challenge as teachers are moving for promotions, moving closer to home and other districts. With a state-wide teacher shortage, recruiting and retaining teachers since COVID has been challenging. MDJH has not been fully staffed for several years.

Formative state or locally tested grades:

The use of formative assessment has been a priority over the last school year in order to allow for teachers to see the importance of real time data in the classroom. Through the PLC Academy, our CTM's have used student formative assessments in order to drive instruction and targeted interventions for individual students. Real-time data have been used to tailor instruction to meet the needs of the individual students. Instructional coaches have been working with teachers in order to ensure that the formative assessment data is presented correctly to the

teachers and that the teachers understand how to use the data to drive instruction. For example, the 8th grade Science team uses their formative assessments to design individualized interventions for the students.

Through the use of MTSS (RTI), MDJH has identified students who are at-risk and developed behavior intervention plans in order to increase the amount of time that students are in the classroom. Through ESSR funds and now through Title I funds, MDJH has employed an Instructional Coordinator that focuses on the implementation of MTSS (RTI) for teachers in the classroom. The instructional coordinator supports teachers by attending weekly collaborative team meetings in order to assist teachers in developing instruction that will meet the needs of at-risk students.

After COVID, there was a sharp increase in behavioral needs from the students. Through the use of MTSS-B (RTI) strategies, teachers along with the Instructional Coordinator have decreased the amount of time that students are spent outside of the classroom for behavior. Outside of the classroom, MDJH updated the campus-wide PBIS matrix to help support student behavior in all aspects of the school community. We have found that having clear expectations, students understand their role and importance in the MDJH school community.

Additionally, the instructional coordinator facilitates non-ALC meetings in order to get “zone of uncertainty” students set up for success for the MDJH HB4545 Intervention weeks. These are two weeks over the summer that will allow for students to capture their intervention hours during the summer. The intervention weeks are designed around the Katy ISD provided reading and math curriculum. This will ensure that every student has the opportunity for a well-rounded education.

At-Risk Programs:

McDonald JH has multiple programs to address the needs of at-risk students. For general education students who are not successful on STAAR they are scheduled into a reading and/or math elective. In addition, teachers provide interventions during the school day for students not able to have the reading and math elective courses in their schedule. Students who are successfully dedicated to their fine arts programs, need support during the advisory period instead of the traditional reading and/or math elective. At McDonald JH a well-rounded education is crucial to the overall success of the whole child. We, at MDJH, tailor the intervention to meet the needs of individual students.

As a result of Covid, the use of Canvas has become widely used to support all students. Students who are absent due to illness, have access to their curriculum through Canvas. This allows teachers the ability to support, communicate, and keep students on track with their learning. Teachers also provide enrichment opportunities as well as tutorial materials on their Canvas pages.

MDJH provides tutorials to all students. All teachers are required to provide at least 2 offerings per week either before or after school. Transportation is provided by the campus for students who choose after school tutorials.

Student Learning Strengths

Student strengths can be found in the Reading Language Arts department. They are consistently growing in their overall data with the largest gains in 8th-grade in the meets and masters performance. All sub-pops have shown growth in "masters" RLA from 2019-2022. Students who were not successful on the STAAR assessments will also be placed in a content specific study hall, reading academic support class and a math lab as needed.

Academically, MDJH excels in providing high quality instruction through professional learning committees and collaborative team meetings. Common assessments are utilized to provide consistent and rigorous instruction across all contents. A variety of programs are provided to support and enrich students who are at-risk, special education, 504 and ESL. Comparison data of like campuses across the state and district indicates that MDJH is prioritizing student learning.

Behaviorally, MDJH implemented the use of MTSS-B (RTI) strategies that allowed for the campus to incorporate behavior implementation plans and training for the teachers. The instructional coordinator facilitated the training and plans in collaboration with MDJH administration. Teachers were provided real-time feedback on students that have behavioral concerns. Through the updating of the MDJH PBIS matrix, student voice was utilized in order to help provide a portrait of what it looks like to be well-rounded community member.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. **Root Cause:** Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction. Professional development. Leadership & decision-making processes. Communication. Organization & context, scheduling, support services, extra curricular/co curricular opportunities. Technology integration/plan. Other.

Our campus places a high priority on hiring dedicated teachers and staff and actively pursues candidates through the Katy ISD Job Board and through professional and personal connections. Every first-year teacher is strategically paired with a mentor who has a proven record of success. New hires attend two full days of district-level training in August, and MDJH provides one day of campus-based training led by members of the collaborative leadership team. These sessions cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information specific to the campus. Additionally, mentors provide ongoing support to new teachers through frequent check-ins, guided support, and monthly research-based tasks intended to help the new teacher grow. The administrative team intentionally guides new teachers with classroom management strategies and supports them through prescribed professional development on and off campus.

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Campus teachers follow the Katy ISD Unit Plans and Instructional Guidance and collaborate using the Professional Learning Community model to plan for instruction. For the 2022-2023 school year, the campus focus was the development of the Professional Learning Community model with Collaborative Teams that work together to identify and break down essential standards. Beta Teams were trained during a week-long professional development session where they developed a new campus vision, mission, campus agreements, and learned PLC structures and frameworks. Beta Teams were provided planning time throughout the school year to continue original work. In January, additional content teams were trained in the PLC process.

MDJH has focused on the Fundamental Five for the previous two years. The goal is to increase student engagement, and to support disciplinary leadership. There have been various opportunities for professional development in Fundamental Five.

The campus currently utilizes Positive Behavior Intervention and Supports (PBIS). This system reinforces desired behaviors. MDJH currently uses the Panther Path matrix. The Panther Path is currently being revised to LEAD.

Campus decisions are often a collaborative process by the Instructional Leadership Team which consists of admin, counselors, instructional coaches, and department chairperson. The campus will begin the process of training Collaborative Team Leads during the 2023-2024 school year to provide additional structure and increase teacher capacity.

The campus utilizes multiple platforms to engage with students, staff and community. Our admin team publishes an internal newsletter for staff

communication once a week, as well as a community newsletter via email to share with parents and guardians. Faculty meetings led by our administrative team are utilized for face-to-face communication, and at least once a week collaborative team meetings are held between teachers with instructional coaches to maintain communication between all parties and consistency between classrooms.

Our campus master schedule ensures that each collaborative team has a common planning period. Students have opportunities for extra-curricular and elective courses. Also, students in need of intervention may be enrolled in a math or reading elective to support their learning and gaps. Elective offerings include fine arts, athletics, technology applications, Leadworthy, and various other CTE courses. During the 2022-2023 school year, ESL Newcomer courses were added to the master schedule to accommodate student needs. Students are provided the opportunity to participate in the Katy Advanced Program in the four core contents.

Teachers provide a wide array of technology opportunities. During the 2022-2023, online assessments were implemented in the four core contents to align with the online state assessment. To support digital integration, teachers have access to a Chromebook cart of 30 devices in most core content areas. Teachers are provided opportunities to learn about new online applications with LMS based-courses and our CTD (campus technology designer).

School Processes & Programs Strengths

Our Collaborative Team planning process, including how we identify, breakdown, and support essential standards is leading the way in growing students and informing instruction. Also, Fundamental Five has improved teacher awareness of the power zone and critical writing.

Additionally, we are revamping our Positive Behavior matrix based upon teacher and student feedback in order to have a clear, campus-wide understanding of desired behaviors and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success. **Root Cause:** Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.

Perceptions

Perceptions Summary

MDJH is committed to providing a safe environment where students can become leaders and learners, today and tomorrow. Through the data that was collected throughout the year, via the Katy ISD Culture and Climate Survey; most employees have a positive outlook of the campus. This comes through job satisfaction, school management and a pulse of the cultural climate of the campus. School administrators regularly monitor the survey to gain insight and feedback about the school climate. In April 2023, a teacher focus group was created in order to revamp the current PBIS student matrix. This focus group met for five weeks and they were able to create a entirely new matrix to meet the current needs of the campus. A second focus group was created for the students, these were students that were selected by the teachers and staff that would be "leaders". This student-based focus group met and discussed incentives, created info-graphics for the matrix signage and took ownership of their student expectations.

In order to connect the environment to the learning, the campus is dedicated to allowing teachers to go to professional development that will enable them to foster relationships with not just the students but with the community. To ensure this, teachers will be trained in the virtues of Capturing Kids' Hearts, an experiential training program that prepares teachers in transformational processes focused on students' emotional well-being and campus culture. All teachers not trained within the previous 5 years received 2 full-days of training with expert coaches via a character-based curriculum.

Teachers are celebrated weekly through peer nomination (Pawsome Panther of the Month) and monthly awards (Golden Panther of the Month) that is nominated by members of the Administrative Team and instructional coaches. Additionally, teachers receive unannounced rewards, systematic shout-outs, and campus of-the-year awards. Similarly, students are recognized for desired behaviors as well as academic performance and growth through the Golden Panther.

Finally, in order to increase parent and community participation, the Golden Panther of the Month and Panther Post Cards will be sent out to the parents. This will allow for the campus to send out positive shout-outs to students. In May, 6th grade students were recognized as Golden Panthers. There was a ceremony where parents were invited to come to campus to watch their student get a certificate during the school day. Through this ceremony, we had the most parent involvement since pre-COVID.

Perceptions Strengths

- The MDHJ PTSA recruited parents who remained active throughout the school year.
- Fathers became active models on the campus through involvement in Watch Dog Dads.

MDJH will partner with area businesses to bridge the partnership with school and the community.

- Visibility of faculty, staff and administrators is constant during arrival and dismissal, passing periods and lunch.
- Students feel safe in the classrooms and within the school walls.

Invite parents to the campus during the school day to celebrate positive student successes more than once in the school year.

Priority Problem Statements

Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic.

Root Cause 1: Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success.

Root Cause 2: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%.

Root Cause 3: Disengagement of academics, parents and students have a mindset of devaluing in person learning. The availability of content online has given our community the false sense that online learning is equivalent to in-person learning. The level of student engagement in in-person learning has decreased in the years following COVID.

Problem Statement 3 Areas: Demographics

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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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
- 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
- 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 19, 2023


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



Performance Objective 1: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.


High Priority

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Through the use of high quality instruction and intervention/tutorials, integrated technology, instructional resources, and teacher professional development, teachers will close the academic achievement gaps by 2% for all students.</p> <p>Strategy's Expected Result/Impact: Data protocols, formative assessments, and CTM collaboration, action plans will be developed during every lesson cycle (3 weeks) for targeted improved interventions after all assessments.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal, Title 1 coordinator, Campus testing coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials and resources - 211 - Title I Part A - \$1,000, Title I Personnel - 211 - Title I Part A - \$184,553, Professional Development for teachers and staff - 211 - Title I Part A - \$18,500, Instructional technology - 211 - Title I Part A - \$30,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted student groups will take ownership of their learning and increase overall assessment scores by 5% through the use of small group instruction.</p> <p>Strategy's Expected Result/Impact: Students from special programs will have high quality instruction to meet all student needs. Teachers will engage in professional development, and given time to create high quality small group instruction for student populations.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: professional development for teachers in assessment building and planning - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student needs for differentiated and individualized interventions.</p> <p>Staff Responsible for Monitoring: Admin, counselors, ESL staff</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Increase in emergent bilingual student achievement and classroom engagement</p> <p>Staff Responsible for Monitoring: Admin, ESL staff, Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 215 - Title I Part D</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. Root Cause: Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.</p>
School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success. Root Cause: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.</p>


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





Performance Objective 2: MDJH will be conducting home visits and create and implement AIPs (attendance improvement plans)

High Priority

Evaluation Data Sources: attendance data, tardy data, AIPs, and ADA reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: To decrease excessive absences, students will receive home visits and have personalized attendance improvement plans to improve attendance rates by 1%.</p> <p>Strategy's Expected Result/Impact: Increased student accountability for attendance, promote positive teacher-student relationships, and teachers will create high engagement lessons for all students</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Off Contract pay for teachers and staff (payroll) - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:






Demographics
<p>Problem Statement 1: Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%. Root Cause: Disengagement of academics, parents and students have a mindset of devaluing in person learning. The availability of content online has given our community the false sense that online learning is equivalent to in-person learning. The level of student engagement in in-person learning has decreased in the years following COVID.</p>

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

Summative Evaluation: Some progress made toward meeting Objective


Strategy 1 Details	Reviews			
<p>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.</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: Administration, PE teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 4: Hire and retain highly qualified RLA teachers with ESL certification.

Evaluation Data Sources: ESL Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement for ESL students. Compliance with state requirements for high qualified teachers in RLA.</p> <p>Staff Responsible for Monitoring: Admin, ESL staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development - 211 - Title I Part A - \$18,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. Root Cause: Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.</p>






Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: MDJH will communicate and model effective PLC processes campus-wide.

High Priority

Evaluation Data Sources: Implementation Plan of PLC Academy, Collaborative Team agendas, Guiding Coalition team meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: African American and Hispanic students will close achievement gaps by 2% through the use of targeted interventions.</p> <p>Strategy's Expected Result/Impact: Allowing teachers the time to unpack TEKS throughout the school year, will give teachers more understanding of the material and allow for the creation of formative assessments.</p> <p>Staff Responsible for Monitoring: Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Extra duty pay - 211 - Title I Part A - \$7,000, Substitute pay for teacher planning - 211 - Title I Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success.</p> <p>Root Cause: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.</p>


Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.


Performance Objective 2: MDJH will foster efficacy of the assessment cycle where collaborative teams use data protocols to design purposeful instruction.


High Priority


Evaluation Data Sources: Campus assessment calendar, professional development calendar, district protocols


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers who primarily serve special populations (including but not limited to at-risk, LEP, Special Education, African American, economically disadvantaged students through monitoring of common assessments will plan interventions/tutorials in order for these students to increase their academic performance in all tested content areas on STAAR by at least 2%.</p> <p>Strategy's Expected Result/Impact: Interim improvement on common assessments, (District & Campus) and Benchmarks, STAAR Scores, CTM notes, walkthroughs</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional development in assessment building - 211 - Title I Part A - \$18,500, Interventions/Tutorials (extra duty pay) - 211 - Title I Part A - \$7,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. Root Cause: Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.</p>


Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.





Performance Objective 3: MDJH will analyze common formative assessment data to identify intervention opportunities for individual students.

High Priority

Evaluation Data Sources: Data reviews, common formative assessments, student work exemplars, CTM agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Student achievement on district learning assessments will increase by 2% through the use of intervention plans for who were not successful on their Reading and Math STAAR.</p> <p>Strategy's Expected Result/Impact: Interventions will have more purpose and will result in higher student assessment scores including CBAs, DLAs, STAAR scores and local assessments.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional materials, printing, and supplies - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. Root Cause: Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.</p>


Goal 3: 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: MDJH will optimize student learning through the promoting positive school community for all students.

High Priority

Evaluation Data Sources: Office referrals, discipline data, attendance and tardy data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Student referrals will decrease by 10% from last school year through the use of MTSS-B strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will receive training in how to de-escalate disruptions in the classroom resulting in increase student learning time in the classroom. This will be done through high quality professional development, creation of high student engaging lessons and integration of technology</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional development for teachers - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Student tardies will decrease by 5% from previous school year for all students.</p> <p>Strategy's Expected Result/Impact: Through effective and engaging instruction, students will reduce their class avoidance and hallway time and increase their tutorial time.</p> <p>Staff Responsible for Monitoring: Principal and assistant principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Detention and homework hall staff pay as well as transportation for a tutorial bus 4 days a week - 211 - Title I Part A</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success.</p> <p>Root Cause: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.</p>


Goal 4: Katy ISD will actively support the emotional well-being of all learners.

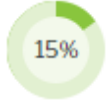
Performance Objective 1: MDJH will foster positive student relationships to support social and emotional learning through PBIS, social skills training, and Leadworthy curriculum.

High Priority

Evaluation Data Sources: Discipline data, office referrals, classroom observations, attendance data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Well-rounded students will promote and uphold MDJH student behavior expectations reducing office referrals by 10% from previous school year by teachers training and implementing PBIS LEAD strategies.</p> <p>Strategy's Expected Result/Impact: Reducing the number of office referrals, promoting professional development to increase teacher knowledge on how to promote social and emotional learning.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional development for teachers - 211 - Title I Part A - \$18,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Though the use of social skills instruction, at-risk students will have targeted strategies to decrease the number of repeat office referral offenders by 5%.</p> <p>Strategy's Expected Result/Impact: Leadworthy instruction, Capturing Kids Hearts Training for teachers, professional development in MTSS-B</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Professional development - 211 - Title I Part A - \$18,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success.</p> <p>Root Cause: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.</p>







Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: MDJH will actively promote positive safe learning environment through anti-bullying and anti-violence initiatives.

High Priority

Evaluation Data Sources: Redcution of BHIP incidents, reduction of fights, assaults

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be encouraged and trained by admin, counselors and teachers on utilizing the SPEAK Up app to prevent bullying situations.</p> <p>Strategy's Expected Result/Impact: Increase in valid SPEAK Up tips.</p> <p>Staff Responsible for Monitoring: Admin, Counselors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Reading materials and general supplies - 211 - Title I Part A - \$26,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized through monthly celebrations for "doing the right" thing, and following the LEAD expectations.</p> <p>Strategy's Expected Result/Impact: Reduction of negative behaviors and increase of postive behaviors.</p> <p>Staff Responsible for Monitoring: Admin, teachers, counselors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: General supplies for student recognition - 211 - Title I Part A - \$25,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs
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<p>Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success.</p>


<p>Root Cause: Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.</p>
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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: Increase parental involvement in the academic areas, as well as, extra-curricular.

Evaluation Data Sources: Surveys, Event participation attendance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide 1 or more parent engagement activities specific to the parents of students in special programs, such as, emergent bilingual (EB) students, at-risk, 504, and special education students.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in their students academic progress. Improved student attendance as a result of parent's awareness in the importance of regular attendance on their student's academic success.</p> <p>Staff Responsible for Monitoring: administration, ESL Lead, SPED Lead</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Materials and resources - 215 - Title I Part D - \$3,206, Food for parents - 215 - Title I Part D - \$2,000, Extra duty pay - 211 - Title I Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 1 or more parent engagement event focused on student literacy.</p> <p>Strategy's Expected Result/Impact: Increase of student's achievement in the areas of reading and writing.</p> <p>Staff Responsible for Monitoring: Admin, RLA Instructional Coach and RLA Department Chair</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty pay - 215 - Title I Part D - \$3,000, Food and supplies for event - 215 - Title I Part D - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Support students and parents with the transition from 5th grade to 6th grade and 8th to 9th grade.</p> <p>Strategy's Expected Result/Impact: Support the social and emotional needs of students and parents during big transitions. They will feel more prepared, less stressed, and have a better understanding of the requirements of the level change.</p> <p>Staff Responsible for Monitoring: Admin, Counselors, teachers</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Extra Duty pay - 211 - Title I Part A - \$7,000, Printing of materials for parents - 215 - Title I Part D - \$2,206</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%. Root Cause: Disengagement of academics, parents and students have a mindset of devaluing in person learning. The availability of content online has given our community the false sense that online learning is equivalent to in-person learning. The level of student engagement in in-person learning has decreased in the years following COVID.</p>

Student Learning

Problem Statement 1: Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic. **Root Cause:** Diverse populations, low economic status and instability in the home environment require an understanding of the needs of various learners while implementing a school-wide set of values and expectations. Low rates of experienced teacher retention negatively impacts teaching and learning for our neediest students as these teachers tend to join schools that have better academic progress.

School Processes & Programs

Problem Statement 1: Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success. **Root Cause:** Resources have not been effectively applied to meet the diverse social and emotional needs of all students and address campus culture and climate.

Title I

1.1: Comprehensive Needs Assessment

Committee Members:

- Carrie Caruso, Campus Administrator; Principal
- Amanda Henley, Assistant Principal; Other School Leader
- Dr. Kristi Floyd, Assistant Principal; Other School Leader
- Karen Branch, Title 1 Coordinator; Other School Leader
- Amy Sager, Testing Facilitator; Other School Leader
- Leslie Dulock, Campus Instructional Coordinator; Other School Leader
- Kimberly Costello, 8th Grade Counselor; Other School Leader
- Christina Alvarado, Librarian, Other School Leader
- Rhaylynn Fisher, Science Instructional Coach; Teacher
- Kristin Bell, Social Studies Instructional Coach, Teacher
- Alyssa Zamarripa, Math Department Chair/Algebra Teacher/Athletics' Coach; Teacher
- Justine McNeely, Dyslexia Teacher; Teacher
- Adrian Lovings, 8th Grade RLA Teacher; Teacher
- Mandy Stutts, District Secondary Math Coordinator; Administrator
- Tiffany White, District Title I Coordinator; Administrator
- Gina Canty, ISS Paraprofessional; Paraprofessional
- Melissa Pettey, Principal's Administrative Assistant; Paraprofessional
- Carolina Richardson, Campus Financial Clerk; Paraprofessional
- Becky Weems, Community Member
- Phil Petty, Community Member
- Ruth Wilson, Parent
- Melissa Gasten, Parent

The CNA committee convened on Tuesday, April 11, 2023 at 9:00 a.m. in the LGI at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449.

The principal welcomed the CNA committee and preceded with a “get to know you” activity as an icebreaker; formal introductions were made after the activity. The principal explained the meaning of the campus having a Title 1 designation; elements of a Title 1 program (CNA, CIP and Evaluation); TEA's four priorities for a

Title 1 campus; and the stakeholders involved. The assistant principal and Title I coordinator led the group in the reading and discussion of the article *The Power of Collective Efficacy* by Jenni Donohoo, John Hattie, and Rachel Eells for all members to understand that collective efficacy is a shared belief that influences how educators feel, think, self-motivate, and behave and how fundamental it is to evaluate the effectiveness of practice on students' progress and achievement.

During the next phase of the meeting, the discussion centered around celebrations at McDonald Junior High School – Music Department accomplishments; Athletics rankings and distinction earned in Post-Secondary Readiness; this led to a dialogue of distinction designation labels and comparison groups; followed by a conversation of current parent and family engagement events and future events for the school year 2023-2024. The principal shared the fine arts and athletics in the CNA discussion as it presented an important component for our students' well rounded education.

The last portion of the meeting was devoted to reviewing and deciding what relevant data to review. Members reviewed data from these three areas: See full data list on page ____

- Demographic Data – attendance, enrollment, mobility, at-risk; sub-groups, and special programs;
- Student Achievement – TEA Report Card and Closing the Gaps; School Culture & Climate – discipline data; Staff Quality,
- Recruitment & Retention – staff information, attendance, and professional development. The principal answered questions pertaining to the data presented, addressed concerns, and gave the group time to have table discussions.

The next meeting date was set for Friday, May 5, 2023, from 9:00 a.m. – 3:00 p.m. to be held at T. H. McDonald Junior High School in the LGI. The meeting adjourned at 1:45 p.m.

Some members of the CNA committee convened on Friday, April 28, 2023 at 12:00 noon in the Cafe at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449

At the first CNA committee meeting held on April 11, 2023, we had one parent in attendance although several were invited via emails. In an effort to get additional parents on the CNA committee, we talked to the parent, who was assisting with Fun Food Friday at the campus, and she agreed to join the committee. The principal summarized the purpose of the committee and the role of parent members, what it means to be a Title 1 campus; the mission and vision of the campus; The parent who attended the meeting on April 11th, talked about some items that were discussed during the first meeting - data - and stated that she found the data regarding student discipline disconcerting; and the title I coordinator discussed the next meeting date -time, place and expectations.

The meeting adjourned at 12:25 p.m.

The CCNA committee convened on Friday, May 5, 2023 at 9:00 a.m. in the LGI at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449.

The Title I coordinator did the welcome and then proceeded with a “pulse check” activity as an icebreaker to determine the mood of the participants based on the work from April 11, 2023. Members shared with their table mates and then some shared with the whole group. The Title I coordinator reviewed the agenda for the day and the intended outcome for the meeting. A review of the Mission and Vision of the campus was done by members. The Norms were read, groups discussed each norm, all members agreed with the Norms, as written, and each person was asked to pick one norm that needed to be his/her focus for the day. The Minutes of the meeting from April 11, 2023 was distributed to each member to read, no corrections were made; a motion was made by a teacher to adopt the Minutes as distributed and a second was made; thus, the Minutes were approved as distributed. The principal reviewed the purpose of the campus having a Title 1 designation; elements of a Title 1 program (CNA, CIP and Evaluation); TEA’s four priorities for a Title 1 campus; and the stakeholders involved. This meeting was recorded and presented by the Science and Social Studies Instructional Coaches as a component of their principals’ certification program, with the approval of the principal.

The instructional coaches discussed root cause analysis – the process of discovering the underlying key causes of problems in order to identify appropriate solutions.

She discussed how the members would determine the root causes and the data that would be used. To streamline the discussions, she had each table to choose a Facilitator (a member of the Leadership Team), Scribe, Timekeeper, Includer, and Presenter. She then identified the data that each table received – Student Discipline Data, Demographics/Special Populations/Economically Disadvantaged Data, Culture and Climate Survey Data, State and Local Student Assessment Data and Student Feedback Data. She gave the groups 35 minutes to study the pieces of data, create a list of observations/concerns that they felt were areas of need as it related to student achievement.

Based on the data that was reviewed from the meeting on April 11th, 2023, these are the problems and the priorities for the next school year. The instructional coaches then led the groups through a discussion of the “5 Whys That Lead to Root Cause.” The members at their table groups analyzed the data identified. The members were informed that the root cause analysis work will be used to create the 2023-2024 Campus Improvement Plan (CIP) based on the three goals that were identified.

The groups agreed that the top root causes affecting student achievement are:

- Too much time spent on direct instruction/lecture.
- Lack of empathy/respect on campus.
- Attendance rates trending down.

A date and time for the first Title I meeting of the 2023-2024 school year was not determined. Appreciation for attendance and participation in the day’s work was expressed and members were asked to complete a feedback form prior to leaving.

The meeting adjourned at 3:00 p.m.

Data Sources Used:

- District Goals
- Campus Goals
- Performance Objectives with summative review (prior year)
- Campus and District Improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Texas Academic Performance (TAPR) Data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability Data
- Local Accountability Systems (LAS) Data
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate
- Student Failure and/or retention rates
- Local diagnostic reading assessment data
- State-developed inline interim assessments
- Grades that measure student performance based on the TEKS
- 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 group
- Economically disadvantaged/ Non-economically disadvantaged performance and participation data
- Special education/ non- special education population including discipline, progress, and participation data
- At-risk/ non at-risk population including discipline, progress, and participation data
- Section 504 data
- Homeless Data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug use data
- Student surveys and/or other feedback
- School Safety data
- Enrollment trends
- Professional learning communities (PLC) data
- Staff surveys and/or feedback
- Teacher/Student Ratio
- Campus Leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

- T-P ESS data
- Parent engagement rate
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

After the data was examined and a root cause analysis was performed, our campus has prioritized the following problems for to focus on for the 23-24 school year:

1. Processes and programs need to continue to promote positive school culture and climate and meet the needs of all students to achieve academic success
2. Academic gaps exist and not all demographic populations have achieved their full potential academically or behaviorally post pandemic,
3. Daily attendance has dropped during COVID and has not recovered to its pre-COVID rate of 97%,

In order to address these three problem statements, MDJH has identified specific strategies. MDJH will address the attendance rate problem statement by conducting home visits and create and implement AIPs (attendance improvement plans). For the academic gaps, MDJH will foster efficacy of the assessment cycle where collaborative team use data protocols to design powerful instruction, this will foster a well-rounded student education for all students. In order to foster these relationships, MDJH will promote positive student relationships to support social and emotional learning through PBIS.

2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Carrie Caruso	Principal
Administrator	Amanda Henley	Assistant Principal
Non-classroom Professional	Karen Branch	Instructional Coordinator - Title 1
Non-classroom Professional	Leslie Dulock	Instructional Coordinator
Paraprofessional	Gina Canty	Paraprofessional - ISS
Classroom Teacher	Adrian Lovings	Leadworthy Teacher
Classroom Teacher	Justine McNeely	Dyslexia teacher
District-level Professional	Mandy Stutts	JH Math District Coordinator
Classroom Teacher	Alyssa Zamarripa	Math Department Chair
Non-classroom Professional	Kimberley Costello	Counselor
Non-classroom Professional	Christina Alvarado	Librarian
Paraprofessional	Carolina Richardson	Financial Clerk
Non-classroom Professional	Kristin Bell	Social Studies Instructional Coach
Non-classroom Professional	Amy Sager	Campus Testing Coordinator
Non-classroom Professional	Rhaylyn Fisher	Science Instructional Coach
Administrator	Kristi Floyd	Assistant Principal
Community Representative	Becki Weems	Community Member
Parent	Ruthie Wilson	Parent
Paraprofessional	Melissa Pettey	Principal Secretary
Parent	Melissa Gaston	parent

Parent Family Engagement Committee

Committee Role	Name	Position
Administrator	Carrie Caruso	Principal
Non-classroom Professional	Karen Branch	Title 1 Coordinator

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and resources		\$1,000.00
1	1	1	Professional Development for teachers and staff		\$18,500.00
1	1	1	Title I Personnel		\$184,553.00
1	1	1	Instructional technology		\$30,000.00
1	1	2	professional development for teachers in assessment building and planning		\$0.00
1	2	1	Off Contract pay for teachers and staff (payroll)		\$0.00
1	4	1	Professional Development		\$18,500.00
2	1	1	Extra duty pay		\$7,000.00
2	1	1	Substitute pay for teacher planning		\$3,000.00
2	2	1	Professional development in assessment building		\$18,500.00
2	2	1	Interventions/Tutorials (extra duty pay)		\$7,000.00
2	3	1	Instructional materials, printing, and supplies		\$0.00
3	1	1	Professional development for teachers		\$0.00
3	1	2	Detention and homework hall staff pay as well as transportation for a tutorial bus 4 days a week		\$0.00
4	1	1	Professional development for teachers		\$18,500.00
4	1	2	Professional development		\$18,500.00
4	2	1	Reading materials and general supplies		\$26,000.00
4	2	2	General supplies for student recognition		\$25,000.00
5	1	1	Extra duty pay		\$3,000.00
5	1	3	Extra Duty pay		\$7,000.00
Sub-Total					\$386,053.00
215 - Title I Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
5	1	1	Food for parents		\$2,000.00
5	1	1	Materials and resources		\$3,206.00
5	1	2	Food and supplies for event		\$4,000.00

215 - Title I Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Extra Duty pay		\$3,000.00
5	1	3	Printing of materials for parents		\$2,206.00
Sub-Total					\$14,412.00