Katy Independent School District

Jordan High School

2024-2025 Campus Improvement Plan

Mission Statement

To move every learner from potential to reality.

Vision

COMMUNITY

LIVING WITH AND FOR OTHERS.

RESILIENCE

FAILING FORWARD, RECOVERING, AND TRYING AGAIN.

COMMITMENT

FOLLOWING THROUGH ON PROMISES WE MAKE TO OTHERS AND OURSELVES.

The Warrior Way

Warriors are not born.

Warriors create themselves through trial and error, conquering their faults and honoring their values.

Warriors lead the way

Community

Warriors lead the way through living with and for others

By treating others with respect

By showing others compassion and kindness

By supporting one another

Commitment

Warriors lead the way by following through on promises we make to others and ourselves

By holding themselves accountable

By standing by their word

By dedicating themselves

Resilience

Warriors lead the way through failing forward, recovering, and trying again

By striving to overcome challenges

By taking ownership of their actions

By making changes, not excuses

Value Statement

WARRIOR PRINCIPLES

Relationships Matter

We believe relationships are the foundation of everything we do.

Focus Question: How have you invested in a positive relationship today?

Direction Over Speed

We believe in the value of clear and consistent focus over doing things too quickly.

Focus Question: How are you moving consistently in the direction you want to go today?

Systems Over Goals

We believe that systems for success must be present for goals to be achieved.

Focus Question: What systems are you using to make progress toward your goals today?

Give And Seek Clarity

We believe in the power of clear communication and purpose to grow people and the organization.

Focus Question: How have you given or sought clarity today?

Own Your Actions

We believe personal responsibility for one's actions is the foundation for personal growth and achievement in life.

Focus Question: Have you owned your actions today?

Leadership in Action

We believe that leadership is taking action. It is not a matter of place or title. Therefore, everyone is a leader when they take positive action.

Focus Question: How have you shown leadership today?

Culture on Purpose

We believe culture is what people continually and habitually do, and it must be intentionally built and supported by everyone in the school. All of our other principles are built around Culture on Purpose.

Focus Question: What have you done to build or support the culture of Jordan High School
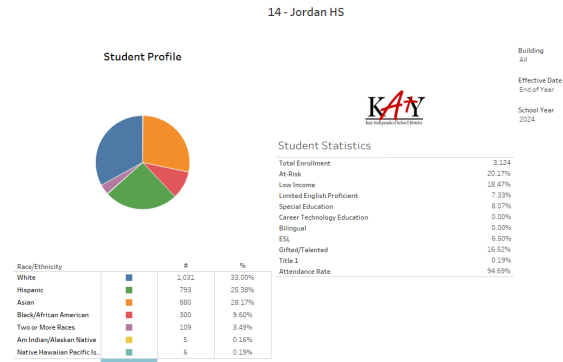
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Demographics

Demographics Summary

14 - Jordan HS

Building
All

Effective Date
End of Year

School Year
2024

Student Profile

Student Statistics

Total Enrollment	3,124
At-Risk	20.17%
Low Income	18.47%
Limited English Proficient	7.33%
Special Education	8.07%
Career Technology Education	0.00%
Bilingual	0.00%
ESL	6.50%
Gifted/Talented	16.52%
Title 1	0.19%
Attendance Rate	94.69%

Race/Ethnicity		#	%
White		1,031	33.00%
Hispanic		793	25.38%
Asian		880	28.17%
Black/African American		300	9.60%
Two or More Races		109	3.49%
Am Indian/Alaskan Native		5	0.16%
Native Hawaiian Pacific Is...		6	0.19%

Demographics Strengths

Our school boasts a diverse student population of 3,143 students with a variety of backgrounds, strengths, and experiences. Over a third of our student body identifies as Native Hawaiian or Pacific Islander, followed by two or more races (28%), Hispanic (25.23%), and African American (9.2%). This multicultural environment creates an enriched learning experience for all students, fostering tolerance and promoting an understanding of different perspectives. We are particularly proud of our relatively high number of students who are identified as Gifted and Talented (17.63%), which speaks to our commitment to recognizing and nurturing high potential in our student body. At the same time, we are aware of the challenges faced by our economically disadvantaged students (17.47%) and our Limited English Proficient students (7%). However, with a 100% attendance rate, it is clear that our students are committed to their education. We aim to build on these strengths while addressing the areas for improvement in our campus improvement plan. By focusing on inclusivity, academic rigor, and tailored support for those who need it, we strive to provide a high-quality education that meets the needs of each student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have at-risk students who may have more of a challenge in learning new material.   **Root Cause:** Meeting two or more of the at-risk factors.

Student Learning

Student Learning Summary

• Academic Decathlon State Competition • Debate Top Ten State School (Texas Forensics Association) • Science Olympiad-Placed Third in State • UIL One Act Play: Honorable Mention All-Star Cast, All-Star Cast and Outstanding Technician • Texas Thespian State Festival Officers, Superior Ratings and National Qualifiers • Color Guard Outstanding Awards and Recognition • UIL Choir Concert and Sight-Reading Sweepstakes Recipients • All State and Region Band Recognition • Orchestra UIL Concert and Sight-Reading Sweepstakes • JHS Symphony Orchestra invited to the National Orchestra Festival of American String Teachers Association Conference • 75% of Band Solos/Ensembles earned Division 1 ranking at state • Wrestling State Champion • Swimming State Champion • Top Boy's Soccer Program in the Region • Tennis Singles State Champions

Student Learning Strengths

Jordan High School has an engaged and committed student body, as evidenced by the list of achievements in the first three year of operation. The students demonstrate a clear and ongoing commitment to learning in academics, athletics and fine arts. The high percentage of students engaging in high level academic work, and academic competitions is evidence of a high level of student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus will implement a 1:1 device program this year. **Root Cause:** Devices are being provided for 1:1 implementation.

School Processes & Programs

School Processes & Programs Summary

What follows is a list of campus processes and programs:

Campus wide adoption of Microsoft 365

Use of MS Teams for campus communication

Use of MS Teams for data collection of 504 and SPED students

Shared decision making and agenda creating processes for campus leadership

Weekly communication to staff through SharePoint

Weekly communication to the community

A full slate of academic/athletic/and fine arts cocurricular options

66 student clubs and organizations that are open to all students

School Processes & Programs Strengths

There are a variety of options for students to engage with other students who have common interest in an activity. In addition, the campus has excellent communications infrastructure that facilitates the operation of the campus.

Perceptions

Perceptions Summary

Jordan High School is located 40 miles west of downtown Houston. Jordan HS is Katy ISD's ninth high school. Jordan opened in August of 2020. The diverse student population is predominantly middle class. Jordan High School faculty and staff are committed to creating a positive atmosphere that empowers students to develop strong character, achieve excellence, serve the community, and become life-long learners. Parents, community members and business partners play a pivotal role in accomplishing our mission.

Campus Values: Community, Commitment, and Resilience.

Campus Purpose Statement: To move every learning from potential to reality.

Perceptions Strengths

The campus is going into the fifth year since opening. This year will be the first year that the graduating class has completed all four years at Jordan High School. There has been a great deal of student success in academics, academic competitions, athletics, and fine arts. The community perception of the school is that it is staffed with great teachers who care about student success, and that there are opportunities for all students to engage in an activity that is of interest to them.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Increase the number of students participating in the campus Coordinated Health Program

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Jordan High School students who achieve the CCMR target will increase to 90% by July 2025.

HB3 Goal

Evaluation Data Sources: State accountability rating

Goal 2: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Weekly safety practices review by the administrative team.

    Evaluation Data Sources: Documentation of the conversation by meeting minutes.

Goal 2: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 2: Daily internal and external door checks completed by security and administration.

    Evaluation Data Sources: Weekly review of completed task in administrative meeting.

Goal 3: 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: We will increase the percentage of students demonstrating academic growth in Algebra I, English I, and English II by 5% by the end of the year.

Goal 3: 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 2: All teams complete grading period calendars as well as PLC minutes on a per grading period, and per meeting basis.

    Evaluation Data Sources: Documented calendars and meeting minutes

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: We will implement 1:1 with a focus on increasing student engagement and academic outcomes.

    Evaluation Data Sources: Campus wide T-TESS goal for all teachers.

Goal 5: 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: Develop and implement group counseling on a as-needed basis.

 Evaluation Data Sources: Counseling department

Goal 5: 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: Implement the campus wide SEL program.

    Evaluation Data Sources: Observation of lessons by administration, as well as the district survey for student saftey administered in the Spring semester.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Provide information on violence prevention and strategies for intervention on campus.

Evaluation Data Sources: Observed completion of information sharing and reporting systems

Strategy 1 Details			Reviews	
Strategy 1: Use of the speak-up app for student to report possible violent situations for intervention.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have an outlet for report potentially violent behavior.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative and counseling team.				
Strategy 2 Details			Reviews	
Strategy 2: Student body training or reporting concerns of potential violence through the Speak up app.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have an outlet for report potentially violent behavior. Thereby reducing occurrences based on intervention.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative and counseling team.				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Addendums

The percent of **Jordan High School** students who achieve the CCMR target will increase from **90%** to **92%** by July 2029.

Jordan HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	92					
		Actual Component	90%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	90%	91%	91%	92%	92%
		Met Component Goal	-					

Jordan HS Targets	CCMR		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	51	86%	159	89%	191	87%	1	100%	121	96%			27	81%	31	77%	94	80%	84	88%
		2025 Target																87%		90%		