

Katy Independent School District
Mayde Creek Junior High
2024-2025 Campus Improvement Plan



Mission Statement

Mission: Mayde Creek Junior High will ensure a learning environment which puts ALL students first, nurtures growth, and empowers students to positively impact the world around them.

Vision

Vision: In collaboration with students, staff, and the community, Mayde Creek Junior High will surpass current standards of excellence to ignite a legacy of lifelong learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Overview Mayde Creek Junior High 2023-24

School Profile

Mayde Creek Junior High is located in the suburbs of Houston, Texas and is part of the Katy Independent School District. Mayde Creek Junior High serves students in grades 6th through 8th grade. The demographic information reflected in developing the CNA is for the current school year. The total enrollment is almost 1,300 students. The campus demographics are 51.5 % Hispanics, 29.3% Black/African American, 8.4% White, 6.7 % Asian, 3.4% Two or More Races, 76.7% economically disadvantaged, 32.4% English Language Learners and 16.8% students receiving special education services. According to TEA in 2023, the campuses' total number of mobile students in 17.7%.

Mayde Creek Junior High school continues to place a high priority in employing a high-quality, talented staff. Per the 2022-2023 Campus TAPR report, the most updated report, 7.8% of our teachers have 20 years experience and 12.8% of them have 11-20 years experience. About 19.6% have 6-10 years experience. 38.6% of the teachers at Mayde Creek Junior High are white, 16.4% are Hispanic and 27.5% are African American.

Mayde Creek Junior High was be a Title I campus for the 2023-24 school year and will continue for the 2024-25 school year.

List of Stakeholders and Roles:

Group Members Name	Stakeholders Role
Kimberly Sommer	Parent or guardian representing the parent stakeholder group
Jorge Sanchez	Parent or guardian representing the parent stakeholder group
Brittney Neuendorff	Teacher representing the teacher stakeholder group
Shelly Taylor	Teacher representing the teacher stakeholder group
Christy Powers	Teacher representing the teacher stakeholder group

Group Members Name	Stakeholders Role
Marissa Salls	Teacher representing the teacher stakeholder group
Anastasia Dagostino	Teacher representing the teacher stakeholder group
Suni Rosales	Teacher representing the teacher stakeholder group
Bailey Simmons	Teacher representing the teacher stakeholder group
Janae Miles	Other school leaders, assistant principal
Jettie Brookins	Other school leaders, assistant principal
Irene Rogers	Campus Paraprofessional
Kathy Labombarb	Campus Paraprofessional
Kent Wilson	Community member representing the community stakeholder group
Hank Nguyen	Community member representing the community stakeholder group
Teri Rabe	District administrator
Tiffany White	District administrator
Taylor Kortlever	Other School Leader, Instructional Coordinator
Amanda Weaver, Building Principal	Building Principal, One facilitator or coordinator responsible for organizing and leading the CNA process

Comprehensive Needs Assessment Process

Documentation of the process includes meeting minutes, agenda, and sign in sheets. During our first meeting, located on campus in the **school's library at 5:30 pm, on March 19, 2024**, the Campus Improvement Plan team gathered to discuss parent concerns and needs, reviewed data from the Texas Academic Performance Report (TAPR) of the previous school year, and address teacher needs. Additionally, the team reviewed a Title I overview and discussed and reviewed the school/parent compact.

The second meeting was also held in person on campus in the **school's library at 5:30 pm and was held on May 14, 2024**. During this meeting we involved the CNA committee in reviewing data points listed, prioritized the information into strengths and problems from there they and created problem statements with root causes. The team then discussed the contents of the Campus Needs Assessment and Campus Improvement Plan. During this session, they provided feedback, raised any concerns, and suggested necessary revisions. The team worked to come to a shared agreement on main problems that represent the highest need and focus for our upcoming school year. The data sources utilized to develop the CNA include the TAPR report from the previous school year, parent surveys, teacher feedback, student performance data, community input, and input from district-level data analysis teams.

The sources of data used to develop the Campus Needs Assessment (CNA):

1. Texas Academic Performance Report (TAPR): This report provides valuable information on student performance, demographic data, attendance rates, graduation rates, and other relevant metrics from the previous school year.
2. Parent Surveys: Surveys administered to parents or guardians collected data on their concerns, needs, and perceptions of the campus.
3. Teacher Feedback: Input from teachers through surveys provided insights into their needs, challenges, and suggestions for improvement.
4. Student Performance Data: Academic records, test scores, and assessments helped identify areas of strengths and weaknesses for students.
5. Climate and Culture Surveys: Surveys that assessed the overall school climate, safety, and school well-being.
6. Special Programs and Services Data: Information on special education programs, English language learners, gifted and talented programs.
7. Classroom Observations: Observations of classrooms and instructional practices offered insights into the learning environment, teaching methods, and areas that may require additional support.
8. School Discipline Data: Reviewing discipline records, incidents, and behavior data helped identify patterns, trends, and areas for interventions related to school discipline and climate.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and create priority problem statements:

<p>Demographics:</p> <p>Mayde Creek Junior High employs high-quality, talented staff. We have a total of 135 full-time staff members which is comprised of 90 full-time teachers and instructional para-professionals, 5 administrators, 4 instructional coaches in each content area to support teachers, 4 counselors assigned to a specific grade level and student support, and 10 office personnel.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, or after school. 2. The campus focuses on developing the whole child with of Character Strong education. 3. We provide various community outreach programs such as; Curriculum Nights, Gator Express, Open house, MCJH award ceremonies, and STAAR support night. 4. For the 2021-2022 school year, our school received a B rating with distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps and, Postsecondary Readiness. 5. Many families move into our areas just for the school. Because our families place extreme value in the school, they are committed to student success. 6. Our attendance rate for the school year was similar to the district and state average. 	<p>Problem Statement</p> <p>73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.</p> <p>Root Cause</p> <p>Staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Student Learning:</p> <p>* Based on the data presented, in three content areas, in the At Approaches Grade Level or Above category, scored above the state percentage. RLA was at 82% while the state reported 76% in the approaches category. For math it was 81% compared to 75% for the state. Then for science, Mayde Creek scored an 80% for our students obtaining the approaches while the state reported 75%.</p> <p>* Scores were similar or above state averages for the Meets Grade Level and Masters Grade Level categories.</p> <p>* The three content areas highlighted above also saw at least a 2 percent increase in their Approaches scores compared to the 2021-22 TAPR Report.</p> <p>* The three content areas highlighted above also saw increased scores in our Economically Disadvantaged students. RLA saw a 2% increase, Math saw a 4% increase, while social studies has a 2% increase.</p>	<p>Problem Statement</p> <p>The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.</p> <p>Root Cause</p> <p>There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.</p>

The overall accountability from 2022 was a B and the campus will strive to meet that expectation and ensure all students show growth this school year

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<p>School Processes and Programs:</p> <p>On our campus, we implement PBIS and CHAMPS. Through CHAMPS, expectations are taught throughout the entire campus including classrooms, hallways, cafeteria, and safety drills. Students earn PBIS points and are able to purchase items from the school store.</p> <p>Students are provided opportunities to participate in extra-curricular and co-curricular programs. Students have received numerous recognition's for their performance in band, choir, theatre, orchestra, and athletics.</p> <p>The MCJH staff have a strong congenial and collegial relationship. They are able to work together in grade level teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout our campus. The leadership team collaboratively created a walk-through tool to help impact students engagement and first teach instruction. This has helped align our best practices, incorporate high yielding strategies, and focus on engaged learning.</p>	<p>Problem Statement</p> <p>Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress.</p> <p>Root Cause</p> <p>Students demonstrated learning gaps and need accelerated instruction.</p>

Mayde Creek Junior High has the following strengths:

Teacher generated road maps that target specific instruction by TEK

Teacher created campus based assessments

Weekly and daily team planning (CTM)

Teachers attending outside district professional development

Teachers conducting learning walks to observe peers

After and before school tutoring

Providing differentiated instruction

Scheduled data meetings

Mayde Creek Junior High is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans.
3. A master calendar and schedule maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.

Building staff morale is recognized as a critical component in retaining high-quality staff here at MCJH. Each month staff members will receive an incentive that shows how much they are appreciated by the leadership team. Throughout the year, we will have events, such as Teacher Appreciation Week and 12 Days of Holiday Cheer, in which staff members receive tokens of appreciation.

<p>Demographics:</p> <p>Mayde Creek Junior High employs high-quality, talented staff. We have a total of 135 full-time staff members which is comprised of 90 full-time teachers and instructional para-professionals, 5 administrators, 4 instructional coaches in each content area to support teachers, 4 counselors assigned to a specific grade level and student support, and 10 office personnel.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, or after school. 2. The campus focuses on developing the whole child with of Character Strong education. 3. We provide various community outreach programs such as; Curriculum Nights, Gator Express, Open house, MCJH award ceremonies, and STAAR support night. 4. For the 2021-2022 school year, our school received a B rating with distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps and, Postsecondary Readiness. 5. Many families move into our areas just for the school. Because our families place extreme value in the school, they are committed to student success. 6. Our attendance rate for the school year was similar to the district and state average. 	<p>Problem Statement</p> <p>73.6% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.</p> <p>Root Cause</p> <p>Staff need additional resources and professional development to differentiate learning experiences for struggling students.</p>
<p>Perceptions:</p> <p>Increased parent and community engagement by providing multiple opportunities for parents and students to participate in activities at school including Meet the Teacher, Parent Orientation, KEYS Mentors, choral and instrumental music programs, Book Fairs, Sister School Programs, Student Council, Robotics Program and National Junior Honor Society.</p> <p>All classrooms, hallways, restrooms and common areas have posters with behavior expectations. The MCJH PBIS team will be making necessary adjustments to increase the success rate. Mayde Creek Junior High is working to implement MTSS-B strategies to support student behavior.</p> <p>Our Sunshine Committee and leadership team provide events, treats, and food throughout the year to appreciate our hard-working staff. These teams also accept nominations from staff for a member to be awarded the "Gator of the Week". Weekly communication goes out to the staff with events, dates. and reminders in the Weaver's Weekly.</p>	<p>Problem Statement</p> <p>Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.</p> <p>Root Cause</p> <p>There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.</p>

Priority Problem Statements and Root Causes

- Problem Statement: 76.3 % of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.
 - Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.
- Problem Statement: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.
 - Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of weakness and targeted growth for specific sub pops.
- Problem Statement: Students needed an increase in the rigor of instruction in order to meet their individual needs for their grade level content.
 - Root Cause: Students demonstrated learning gaps and need accelerated instruction.
- Problem Statement: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.
 - Root Cause: There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

4 Focus Areas for the 2024-25 School Year:

1. Student Achievement
2. Well-Being of Students
3. Staff culture
4. Family Engagement

Demographics

Demographics Summary

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Mayde Creek Junior High was be a Title I campus for the 2023-24 school year and will continue for the 2024-25 school year.

Mayde Creek's Junior High has increased attendance from 94.34% in the 2022-23 ADA Average to 94.90% in the 2023-24 ADA Average. This is a 0.56% increase in overall attendance. Students with disciplinary placements, according to the 2022-23 TAPR Report is at 2.7%.

Demographics Strengths

Mayde Creek Junior High employs high-quality, talented staff. We have a total of 135 full-time staff members which is comprised of 90 full-time teachers and instructional para-professionals, 5 administrators, 2 instructional coaches in each content area to support teachers, 4 counselors assigned to a specific grade level and student support, and 10 office personnel.

Strengths:

1. The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, or after school.
2. The campus focuses on developing the whole child with of Character Strong education.
3. We provide various community outreach programs such as; Curriculum Nights, Gator Express, Open house, MCJH award ceremonies, and STAAR support night.
4. For the 2021-2022 school year, our school received a B rating with distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps and, Postsecondary Readiness.
5. Many families move into our areas just for the school. Because our families place extreme value in the school, they are committed to student success.
6. Our attendance rate for the school year was similar to the district and state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show

academic growth in all core content areas. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Student Learning

Student Learning Summary

Our teachers regularly design and administer common based assessments, analyze resulting student performance data, and implement specific intervention/remediation based on this data.

Teacher differentiate content in all subject areas which includes reading, math, science, and social studies.

Additional interventions are offered to our students before and after school to meet their individual needs. Teachers create flexible small groups based on TEKS so that differentiated instruction and intervention can be provided.

Our Instructional Coaches support teachers through data analysis and through modeling effective first teach. Teachers also attend professional development throughout the year.

Below you will find the performance levels of all grades in the four content areas. Data was taken and reviewed from the 2022-23 TAPR report for Mayde Creek Junior High.

	All Grades ELA/Reading	All Grades Mathematics	All Grades Science	All Grade Social Studies
At Approaches Grade Level or Above	82%	81%	80%	73%
At Meets Grade Level or Above	56%	42%	55%	45%
At Masters Grade Level	22%	14%	23%	20%

Student Learning Strengths

- * Based on the data presented, in three content areas, in the At Approaches Grade Level or Above category, scored above the state percentage. RLA was at 82% while the state reported 76% in the approaches category. For math it was 81% compared to 75% for the state. Then for science, Mayde Creek scored an 80% for our students obtaining the approaches while the state reported 75%.
- * Scores were similar or above state averages for the Meets Grade Level and Masters Grade Level categories.
- * The three content areas highlighted above also saw at least a 2 percent increase in their Approaches scores compared to the 2021-22 TAPR Report.
- * The three content areas highlighted above also saw increased scores in our Economically Disadvantaged students. RLA saw a 2% increase, Math saw a 4% increase, while social studies has a 2% increase.

The overall accountability from 2022 was a B and the campus will strive to meet that expectation and ensure all students show growth this school year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. **Root Cause:** There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities

are needed for students based on their areas of need as identified by data.

School Processes & Programs

School Processes & Programs Summary

At Mayde Creek Junior High we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments and Campus Based Assessments. All assessments and programs are used to assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a-glance calendars for each subject area and grade level. These align to the TEKS and STAAR assessments.

Parents, teachers, and students at Mayde Creek take pride in their school and the school's reputation of success. The perception of MCJH among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. MCJH focuses goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle, you will see adjustments made within our instruction, the context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As a part of the Katy ISD system, Mayde Creek Junior High is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Boards, Chrome Books, document cameras, and laptops/netbooks. Katy ISD will be facilitating students and Chromebooks being 1:1 in the 2024-25 school year. Additionally, there are 8 computers in the library that teachers and students use to search for books, create research projects, and for other educational projects.

The campus leadership team discussed and assessed some of the campuses processes and programs used at Mayde Creek Junior High. This coming year teachers will continue to participate in a professional working community and professional learning community. Mayde Creek participates at the district level in a PLC academy which aims to support teaching and the campus in overall planning and preparation of content. During the CTM time, teachers will work with instructional coaches and other teachers to create lessons that support rigorous student learning. During the CTM teachers, instructional coaches, and administrators will review upcoming lessons and pedagogy as well as analyze student work. Our campus will utilize district data reports and Lead4ward to support developing instruction that addresses student needs.

School Processes & Programs Strengths

On our campus, we implement PBIS and CHAMPS. Through CHAMPS, expectations are taught throughout the entire campus including classrooms, hallways, cafeteria, and safety drills. Students earn PBIS points and are able to purchase items from the school store.

Students are provided opportunities to participate in extra-curricular and co-curricular programs. Students have received numerous recognition's for their performance in band, choir, theatre, orchestra, and athletics.

The MCJH staff have a strong congenial and collegial relationship. They are able to work together in grade level teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout our campus. The leadership team collaboratively created a walk-through tool to help impact students engagement and first teach instruction. This has helped align our best practices, incorporate high yielding strategies, and focus on engaged learning.

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1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
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Building staff morale is recognized as a critical component in retaining high-quality staff here at MCJH. Each month staff members will receive an incentive that shows how much they are appreciated by the leadership team. Throughout the year, we will have events, such as Teacher Appreciation Week and 12 Days of Holiday Cheer, in which staff members receive tokens of appreciation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress. **Root Cause:** Teachers need opportunities for professional development to support student learning gaps and the need for high levels of learning in the classroom setting.

Perceptions

Perceptions Summary

At Mayde Creek Junior High we center every decision around our vision statement to cultivate future leaders. This has created a culture of excellence through collaboration and dedication in every aspect of education. We foster a learning environment that promotes growth and opportunity. New teachers and families come into our school with different previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning and character development. Our campus focuses on hiring teachers who want to make a difference. We have high expectations for our students and believe that students should be taught what is expected of them. We believe in developing the whole child inside and outside of the classroom. Our staff attends professional development to enhance their instruction and student learning in the classroom. We have an integrated curriculum that focuses on building student character and supporting student's social-emotional development.

Mayde Creek Junior High leadership team and staff work to create an environment where families feel they are entering a positive and productive school environment. We ensure open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone calls and emails. Informational documents and graded work are sent home. In addition, we offer several events and programs throughout the school year to encourage families to visit our school to celebrate the variety of cultures represented at MCJH.

Events designed for parents continue to be well-attended at MCJH. Many parents join us for the Back to School Bash, Parent Orientation, Book Fair Nights, and other family related events.

Our CAT team is composed of teachers, parents, community members, and other staff members. We meet multiple times per year to discuss the school budget, areas for growth, and share where we are making improvements. Parents are able to share any concerns they may have and make suggestions to be implemented at Mayde Creek Junior High.

Mayde Creek High School PALS come to Mayde Creek each week between September and May to meet with a special buddy whom they talk with. This is an opportunity for high school students to mentor students identified by the counselors as someone who might benefit from some extra one on one attention.

In May, students in all grade levels participate in Awards Ceremonies. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

One of the core beliefs at Mayde Creek Junior High is that all children can learn, and it is important that student and teacher mindsets support resiliency and grit, resulting in improved student performance. One of our non-negotiables is that students and staff treat each other with respect.

In our effort to improve student engagement, student behavior, and student performance, we continue to implement the PBIS program. Students use their points earned to make purchases at the the PBIS store and attend special events. In this way, all students receive reinforcement for meeting the behavioral expectations of their teachers.

Components of PBIS include:

1. A purpose and approach to discipline
2. A clear set of positive expectations and behavior
3. Procedures for teaching expected behavior
4. A continuum of procedures for encouraging and discouraging behavior.

Perceptions Strengths

Increased parent and community engagement by providing multiple opportunities for parents and students to participate in activities at school including Meet the Teacher, Parent Orientation, KEYS Mentors, choral and instrumental music programs, Book Fairs, Sister School Programs, Student Council, Robotics Program and National Junior Honor Society.

All classrooms, hallways, restrooms and common areas have posters with behavior expectations. The MCJH PBIS team will be making necessary adjustments to increase the success rate. Mayde Creek Junior High is working to implement MTSS-B strategies to support student behavior.

Our Sunshine Committee and leadership team provide events, treats, and food throughout the year to appreciate our hard-working staff. These teams also accept nominations from staff for a member to be awarded the "Gator of the Week". Weekly communication goes out to the staff with events, dates, and reminders in the Weaver's Weekly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

Priority Problem Statements

Problem Statement 1: 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show academic growth in all core content areas.

Root Cause 1: Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.

Root Cause 2: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress.

Root Cause 3: Teachers need opportunities for professional development to support student learning gaps and the need for high levels of learning in the classroom setting.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.

Root Cause 4: There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





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

Performance Objective 1: By the end of the academic year, increase the percentage of all students taking the Math, Reading, Science, Social Studies STAAR achieving the minimum expectation by 3% from the current baseline. Identified At Risk students will receive the appropriate intervention/remediation.

High Priority

Evaluation Data Sources: Campus Based Assessments
STAAR Data
Interim Data
DLA Data

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted intervention and remediation programs for at-risk students. Intervention and remediation includes before and after school tutorials as well as the implementation of summer learning. To meet the needs of students, utilize Title 1 Funds and State Compensatory Education funds to employ specialist who can work with a small group of at-risk students. Staff will be additionally hired to support tutorials and summer learning including teachers and paraprofessionals. Software and technology tools will also be employed to support intervention and remediation of all student groups. Strategy's Expected Result/Impact: Based upon the data meetings, teachers will adjust instruction and provide necessary supports. Interventions, including before and after school tutorials, as well as the implementation of summer learning programs, will be offered to students requiring additional support. In addition, there will be a focus on providing materials and supplies to enhance the learning experience. The goal is to see an improvement in STAAR scores by the end of the year. Staff Responsible for Monitoring: Administrators, Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - 211 - Title I Part A - \$388,556	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Enhance the effectiveness of classroom instruction through data-informed practices Strategy's Expected Result/Impact: Instruction will be guided and adjusted by data. Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MCJH will increase student achievement of all student groups by providing materials, including 1:1 technology integration, professional development for building administration, counselors, and teachers, and targeted intervention resources to ensure the mastery of reading, math, social studies, and science. Materials and resources will be provided for the academic school year, as well as supporting intervention times and summer learning. Strategy's Expected Result/Impact: Increased student STAAR scores. Staff Responsible for Monitoring: Admin Instructional Coaches Title I: 2.4, 2.6 Funding Sources: - 199- General Fund: ESL/BIL Special Allotment - \$2,500, - 211 - Title I Part A - \$80,000, - 211 - Title I Part A - \$10,000, - 211 - Title I Part A - \$2,459	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show academic growth in all core content areas. Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.
Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.


School Processes & Programs	
Problem Statement 1: Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress.	Root Cause: Teachers need opportunities for professional development to support student learning gaps and the need for high levels of learning in the classroom setting.


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


Performance Objective 2: By the end of the academic year, increase the percentage of economically disadvantaged and English Learner (EL) students scoring "meets" on the Reading, Math, Science, and Social Studies STAAR by 5% from the current baseline.


Evaluation Data Sources: STAAR scores
Campus Based Assessments
DLA Data

Strategy 1 Details		Reviews			
Strategy 1: Implement targeted support programs and instructional differentiation for individualized learning experiences for our economically disadvantaged students, our English Learner (EL) students and other special populations as identified by need. Strategy's Expected Result/Impact: There will be an increase in the number of students achieving Meets and above on the STAAR test. Staff Responsible for Monitoring: ELF Newcomer Teachers Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I Part A - \$8,000		Formative			Summative
		Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average. Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of need as identified by data.

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

Performance Objective 3: By the end of the academic year, to help create a well-rounded student support system, MCJH will establish a collaborative, flexible, safe, and respectful learning environment, as evidenced by positive feedback from students, staff, and stakeholders.

- High Priority**
- Evaluation Data Sources:** Feedback surveys will be conducted regularly to collect feedback from students, staff, and stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Promote campus safety meetings with students, staff, and families including the use of the Speak Up application and by conducting regular safety drills and reviewing emergency procedures for students and staff. Survey students annually and develop action plans based on the feedback received from K12 Insights; Safety Survey for Secondary Students: Mayde Creek Junior High. Strategy's Expected Result/Impact: Students will be informed and feel empowered to support campus safety. Staff Responsible for Monitoring: Safety Liaison Counselors Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students with opportunities to participate in UIL sponsored activities, offer advanced placement courses, and extra-curricular clubs to provide a well-rounded education. Materials and supplies can be purchased to help in the needs of our elective courses to support the well-rounded student. Strategy's Expected Result/Impact: Students will have the opportunity to participate in activities and events outside of typical academic classwork Title I: 2.5 Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show academic growth in all core content areas. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

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

Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Host events that encourage student movement and track students movement throughout the school year to encourage growth. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators Physical Education Teachers Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students need an increase in the rigor of instruction in order to meet their individual needs to demonstrate student progress. Root Cause: Teachers need opportunities for professional development to support student learning gaps and the need for high levels of learning in the classroom setting.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: By the end of the academic year, improve student character development and social-emotional learning at Mayde Creek Junior High, as evidenced by increase student self-awareness, empathy, and positive behavior.

High Priority

Evaluation Data Sources: Discipline Data
Mentor Program

Strategy 1 Details	Reviews			
Strategy 1: Implement and continue our PBIS & CHAMPS committee to support positive behavior reinforcement. Host events quarterly to celebrate positive behaviors and reward students. Software will be purchased to continue the PBIS program as well as materials and supplies purchased to allow for student behavior support and incentive. Strategy's Expected Result/Impact: Improvement in students positive behavior Staff Responsible for Monitoring: Administrators PBIS Committee Members ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 211 - Title I Part A - \$10,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a mentor program to provide additional guidance and support to students. Campus specific programs include the MTSS-B Check In/Check Out Program and the counselor program, Gator Guides. Strategy's Expected Result/Impact: Decreased number of behavior incidents, improvement in character development Staff Responsible for Monitoring: Behavioral Coordinator, Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show academic growth in all core content areas. **Root Cause:** Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Goal 2: 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: By the end of the academic year, decrease disciplinary incidents and improve overall student behavior at Mayde Creek Junior High as evidenced by a 3% reduction in disciplinary referrals.

Evaluation Data Sources: Discipline Data
Observations

Strategy 1 Details	Reviews			
Strategy 1: Analyze discipline data and identify areas of improvement by conducting observations to assess the effectiveness of behavior support strategies. Strategy's Expected Result/Impact: Improvement in student behavior incidents. Staff Responsible for Monitoring: Administration Behavioral Coordinator Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide information/activities to prevent bullying/cyber-bullying and encourage kind/appropriate behavior among all stakeholders. Strategy's Expected Result/Impact: Decrease bullying related discipile incidents. Staff Responsible for Monitoring: Counselors Administrators Title I: 2.5 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 76.7% of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk. These students need to show academic growth in all core content areas. Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.

Perceptions

Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By the end of the academic year, improve teacher retention at Mayde Creek Junior High by increasing satisfaction and sense of belonging, as evidenced by improvement in the Culture and Climate survey pillars. Campus goal would be to improve by .5 in 3 pillars.

High Priority

Evaluation Data Sources: Staffing Reports from the 2023-24 school year compared to the 2024-25 Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Administration will conduct teacher walkthroughs and give positive feedback. Social events will be planned monthly. Staff will participate in team building activities to learn about other's strengths. Instructional coaches will work with teachers and address their professional needs with professional development and materials. Staff appreciation will be given at least once a month. Strategy's Expected Result/Impact: Increase teachers feeling connected to each other and supported by administration. Deeper understanding of other staff members strengths. Staff Responsible for Monitoring: Department Chairs Administration/IC Teams	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MCJH, along with the district, provides a new teacher mentor program. New teachers meet with their mentor teachers once a month. Mentor teachers invite them into classrooms to observe their instruction and interactions with students. They collaborate with their mentor teacher about campus procedures, best practices, and other relevant information. Strategy's Expected Result/Impact: Increase new teacher retention. Staff Responsible for Monitoring: Mentor teachers Administration	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Mayde Creek Junior High will promote an increase in overall attendance of parent and community events by 5% through offering a variety of activities/events that support student learning and improved communication with stakeholders via smore, social media and campus website.

Evaluation Data Sources: Increased community events, volunteer hours and surveys will be collected throughout the school year to determine the effectiveness of Mayde Creek Junior High/PTSA efforts.

Strategy 1 Details	Reviews			
Strategy 1: Promote family and community involvement by hosting academic nights and training sessions at a variety of times to assist parents with learning in their homes, distributing the parental involvement policy and parent school compact. Strategy's Expected Result/Impact: Increased attendance and parental involvement Staff Responsible for Monitoring: Title I Teachers Administrators Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I Part A - \$6,314	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a CAT Team with parents, community members, and staff to allocate Title I funds that address campus identified needs, revise the parental involvement policy and provide input on staff development. Strategy's Expected Result/Impact: Increase attendance at CAT meetings. Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: MCJH will assist parents with transitioning their students from 5th to 6th Grade and 8th to 9th grade by holding family nights to explain course selection and opportunities available. MCJH/MCHS staff will plan visits to the Elementary and Junior High as well. Strategy's Expected Result/Impact: 6th Grade students will be placed in the appropriate courses and our 8th/9th Grade students will have their 4 year plan set up for success. Staff Responsible for Monitoring: Counselors and Admin	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events. **Root Cause:** There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement targeted intervention and remediation programs for at-risk students. Intervention and remediation includes before and after school tutorials as well as the implementation of summer learning. To meet the needs of students, utilize Title 1 Funds and State Compensatory Education funds to employ specialist who can work with a small group of at-risk students. Staff will be additionally hired to support tutorials and summer learning including teachers and paraprofessionals. Software and technology tools will also be employed to support intervention and remediation of all student groups.
1	1	2	Enhance the effectiveness of classroom instruction through data-informed practices

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement targeted intervention and remediation programs for at-risk students. Intervention and remediation includes before and after school tutorials as well as the implementation of summer learning. To meet the needs of students, utilize Title 1 Funds and State Compensatory Education funds to employ specialist who can work with a small group of at-risk students. Staff will be additionally hired to support tutorials and summer learning including teachers and paraprofessionals. Software and technology tools will also be employed to support intervention and remediation of all student groups.
1	2	1	Implement targeted support programs and instructional differentiation for individualized learning experiences for our economically disadvantaged students, our English Learner (EL) students and other special populations as identified by need.

Title I

1.1: Comprehensive Needs Assessment

Below is a detailed description of the process used for developing the Campus Needs Assessment (CNA).

During our first meeting, located on campus in the school's library at 5:30 pm, on March 19, 2024, the Campus Improvement Plan team gathered to discuss parent concerns and needs, reviewed data from the Texas Academic Performance Report (TAPR) of the previous school year, and address teacher needs. Additionally, the team reviewed a Title I overview and discussed and reviewed the school/parent compact. The second meeting was also held in person on campus at 5:30 pm and was held on May 14, 2024. During this meeting we involved the CNA committee in reviewing data points, and created problem statements with root causes. We then discussed the contents of the Campus Needs Assessment and Campus Improvement Plan. During this session, they provided feedback, raised any concerns, and suggested necessary revisions. The data sources utilized to develop the CNA include the TAPR report from the previous school year, parent surveys, teacher feedback, student performance data, community input, and input from district-level data analysis teams.

Mayde Creek Junior High is located in the suburbs of Houston, Texas and is part of the Katy Independent School District. Mayde Creek Junior High serves students in grades 6th through 8th grade. The demographic information reflected in developing the CNA is for the current school year. The total enrollment is almost 1,300 students. The campus demographics are 52.3% Hispanics, 25.5% Black/African American, 10.1% White, 7.2% Asian, 4.4% Two or More Races, 73.6% economically disadvantaged, 26.4% English Language Learners and 15.3% students receiving special education services. According to TEA in 2023, the campuses' mobility rate is 153.8% which is higher than the majority of campuses in Katy ISD.

Mayde Creek Junior High school continues to place a high priority in employing a high-quality, talented staff. Per the 2022-2023 Campus TAPR report, the most updated report, 7.8% of our teachers have 20 years experience and 12.8% of them have 11-20 years experience. About 22.2% have 6-10 years experience. 38.6% of the teachers at Mayde Creek Junior High are white, 16.4% are Hispanic and 27.5% are African American.

Mayde Creek Junior High was be a Title I campus for the 2023-24 school year and will continue for the 2024-25 school year.

Mayde Creek Junior High employs high-quality, talented staff. We have a total of 135 full-time staff members which is comprised of 90 full-time teachers and instructional para-professionals, 5 administrators, 2 instructional coaches in each content area to support teachers, 4 counselors assigned to a specific grade level and student support, and 10 office personnel.

Strengths:

1. The campus provides support for all students based upon their need being intervention or enrichment through tutorials before, or after school.
2. The campus focuses on developing the whole child with of Character Strong education.
3. We provide various community outreach programs such as; Curriculum Nights, Gator Express, Open house, MCJH award ceremonies, and STAAR support night.
4. For the 2021-2022 school year, our school received a B rating with distinctions in Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps and, Postsecondary Readiness.

5. Many families move into our areas just for the school. Because our families place extreme value in the school, they are committed to student success.
6. Our attendance rate for the school year was similar to the district and state average.

Our teachers regularly design and administer common based assessments, analyze resulting student performance data, and implement specific intervention/remediation based on this data.

Teacher differentiate content in all subject areas which includes reading, math, science, and social studies.

Additional interventions are offered to our students before and after school to meet their individual needs. Teachers create flexible small groups based on TEKS so that differentiated instruction and intervention can be provided.

Our Instructional Coaches support teachers through data analysis and through modeling effective first teach. Teachers also attend professional development throughout the year.

Below you will find the performance levels of all grades in the four content areas. Data was taken and reviewed from the 2022-23 TAPR report for Mayde Creek Junior High.

	All Grades ELA/Reading	All Grades Mathematics	All Grades Science	All Grade Social Studies
At Approaches Grade Level or Above	82%	81%	80%	73%
At Meets Grade Level or Above	56%	42%	55%	45%
At Masters Grade Level	22%	14%	23%	20%

* Based on the data presented, in three content areas, in the At Approaches Grade Level or Above category, scored above the state percentage. RLA was at 82% while the state reported 76% in the approaches category. For math it was 81% compared to 75% for the state. Then for science, Mayde Creek scored an 80% for our students obtaining the approaches while the state reported 75%.

* Scores were similar or above state averages for the Meets Grade Level and Masters Grade Level categories.

* The three content areas highlighted above also saw at least a 2 percent increase in their Approaches scores compared to the 2021-22 TAPR Report.

* The three content areas highlighted above also saw increased scores in our Economically Disadvantaged students. RLA saw a 2% increase, Math saw a 4% increase, while social studies has a 2% increase.

The overall predicted accountability from 2022 was a B and the campus will strive to meet that expectation and ensure all students show growth this school year

At Mayde Creek Junior High we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: District Learning Assessments and Campus Based Assessments. All assessments and programs are used to assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a-glance calendars for each subject area and grade level. These align to the TEKS and STAAR assessments.

Parents, teachers, and students at Mayde Creek take pride in their school and the school's reputation of success. The perception of MCJH among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. MCJH focuses goes far beyond just STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle, you will see adjustments made within our instruction, the context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

As a part of the Katy ISD system, Mayde Creek Junior High is truly fortunate in that the school has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Boards, Chrome Books, document cameras, and laptops/netbooks. Katy ISD will be facilitating students and Chromebooks being 1:1 in the 2024-25 school year. Additionally, there are 8 computers in the library that teachers and students use to search for books, create research projects, and for other educational projects.

The campus leadership team discussed and assessed some of the campuses processes and programs used at Mayde Creek Junior High. This coming year teachers will continue to participate in a professional working community and professional learning community. Mayde Creek participates at the district level in a PLC academy which aims to support teaching and the campus in overall planning and preparation of content. During the CTM time, teachers will work with instructional coaches and other teachers to create lessons that support rigorous student learning. During the CTM teachers, instructional coaches, and administrators will review upcoming lessons and pedagogy as well as analyze student work. Our campus will utilize district data reports and Lead4ward to support developing instruction that addresses student needs.

On our campus, we implement PBIS and CHAMPS. Through CHAMPS, expectations are taught throughout the entire campus including classrooms, hallways, cafeteria, and safety drills. Students earn PBIS points and are able to purchase items from the school store.

Students are provided opportunities to participate in extra-curricular and co-curricular programs. Students have received numerous recognition's for their performance in band, choir, theatre, orchestra, and athletics.

The MCJH staff have a strong congenial and collegial relationship. They are able to work together in grade level teams to align curriculum and ensure everyone has a clear understanding of the expectations and goals. Classroom teachers have conducted learning walks throughout our campus. The leadership team collaboratively created a walk-through tool to help impact students engagement and first teach instruction. This has helped align our best practices, incorporate high yielding strategies, and focus on engaged learning.

Mayde Creek Junior High has the following strengths:

Teacher generated road maps that target specific instruction by TEK

Teacher created campus based assessments

Weekly and daily team planning (CTM)

Teachers attending outside district professional development

Teachers conducting learning walks to observe peers

After and before school tutoring

Providing differentiated instruction

Scheduled data meetings

Mayde Creek Junior High is also proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans.
3. A master calendar and schedule maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.

Building staff morale is recognized as a critical component in retaining high-quality staff here at MCJH. Each month staff members will receive an incentive that shows how much they are appreciated by the leadership team. Throughout the year, we will have events, such as Teacher Appreciation Week and 12 Days of Holiday Cheer, in which staff members receive tokens of appreciation.

At Mayde Creek Junior High we center every decision around our vision statement to cultivate future leaders. This has created a culture of excellence through collaboration and dedication in every aspect of education. We foster a learning environment that promotes growth and opportunity. New teachers and families come into our school with different previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning and character development. Our campus focuses on hiring teachers who want to make a difference. We have high expectations for our students and believe that students should be taught what is expected of them. We believe in developing the whole child inside and outside of the classroom. Our staff attends professional development to enhance their instruction and student learning in the classroom. We have an integrated curriculum that focuses on building student character and supporting student's social-emotional development.

Mayde Creek Junior High leadership team and staff work to create an environment where families feel they are entering a positive and productive school environment. We ensure open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone calls and emails. Informational documents and graded work are sent home. In addition, we offer several events and programs throughout the school year to encourage families to visit our school to celebrate the variety of cultures represented at MCJH.

Events designed for parents continue to be well-attended at MCJH. Many parents join us for the Back to School Bash, Parent Orientation, Book Fair Nights, and other family related events.

Our CAT team is composed of teachers, parents, community members, and other staff members. We meet multiple times per year to discuss the school budget, areas for growth, and share where we are making improvements. Parents are able to share any concerns they may have and make suggestions to be implemented at Mayde Creek Junior High.

Mayde Creek High School PALS come to Mayde Creek each week between September and May to meet with a special buddy whom they talk with. This is an opportunity for high school students to mentor students identified by the counselors as someone who might benefit from some extra one on one attention.

In May, students in all grade levels participate in Awards Ceremonies. Parents are invited to applaud as students are recognized for their achievements and accomplishments.

One of the core beliefs at Mayde Creek Junior High is that all children can learn, and it is important that student and teacher mindsets support resiliency and grit, resulting in improved student performance. One of our non-negotiables is that students and staff treat each other with respect.

In our effort to improve student engagement, student behavior, and student performance, we continue to implement the PBIS program. Students use their points earned to make purchases at the the PBIS store and attend special events. In this way, all students receive reinforcement for meeting the behavioral expectations of their teachers.

Components of PBIS include:

- 1. A purpose and approach to discipline
- 2. A clear set of positive expectations and behavior
- 3. Procedures for teaching expected behavior
- 4. A continuum of procedures for encouraging and discouraging behavior.

Increased parent and community engagement by providing multiple opportunities for parents and students to participate in activities at school including Meet the Teacher, Parent Orientation, KEYS Mentors, choral and instrumental music programs, Book Fairs, Sister School Programs, Student Council, Robotics Program and National Junior Honor Society.

All classrooms, hallways, restrooms and common areas have posters with behavior expectations. The MCJH PBIS team will be making necessary adjustments to increase the success rate. Mayde Creek Junior High is working to implement MTSS-B strategies to support student behavior.

Our Sunshine Committee and leadership team provide events, treats, and food throughout the year to appreciate our hard-working staff. These teams also accept nominations from staff for a member to be awarded the "Gator of the Week". Weekly communication goes out to the staff with events, dates. and reminders in the Weaver's Weekly.

2.1: Campus Improvement Plan developed with appropriate stakeholders

On May 14, 2024. During this meeting we involved the CNA committee in reviewing data points, and created problem statements with root causes. We then discussed the contents of the Campus Needs Assessment and Campus Improvement Plan. During this session, they provided feedback, raised any concerns, and suggested necessary revisions.

The team members needed to develop the Campus Needs Assessment (CNA) and Campus Improvement Plan included:

Group Members Name	Stakeholders Role
Kimberly Sommer	Parent or guardian representing the parent stakeholder group

Group Members Name	Stakeholders Role
Jorge Sanchez	Parent or guardian representing the parent stakeholder group
Brittney Neuendorff	Teacher representing the teacher stakeholder group
Shelly Taylor	Teacher representing the teacher stakeholder group
Christy Powers	Teacher representing the teacher stakeholder group
Marissa Salls	Teacher representing the teacher stakeholder group
Anastasia Dagostino	Teacher representing the teacher stakeholder group
Suni Rosales	Teacher representing the teacher stakeholder group
Bailey Simmons	Teacher representing the teacher stakeholder group
Janae Miles	Other school leaders
Jettie Brookins	Other school leaders
Irene Rogers	Campus Paraprofessional
Kathy Labombarb	Campus Paraprofessional
Kent Wilson	Community member representing the community stakeholder group
Hank Nguyen	Community member representing the community stakeholder group
Teri Rabe	District administrator
Tiffany White	District administrator
Taylor Kortlever	Instructional Coordinator, One facilitator or coordinator responsible for organizing and leading the CNA process
Amanda Weaver, Building Principal	Building Principal, One facilitator or coordinator responsible for organizing and leading the CNA process

The sources of data used to develop the Campus Needs Assessment (CNA):

1. Texas Academic Performance Report (TAPR): This report provides valuable information on student performance, demographic data, attendance rates, graduation rates, and other relevant metrics from the previous school year.
2. Parent Surveys: Surveys administered to parents or guardians collected data on their concerns, needs, and perceptions of the campus.
3. Teacher Feedback: Input from teachers through surveys provided insights into their needs, challenges, and suggestions for improvement.

4. Student Performance Data: Academic records, test scores, and assessments helped identify areas of strengths and weaknesses for students.
5. Climate and Culture Surveys: Surveys that assessed the overall school climate, safety, and school well-being.
6. Special Programs and Services Data: Information on special education programs, English language learners, gifted and talented programs.
7. Classroom Observations: Observations of classrooms and instructional practices offered insights into the learning environment, teaching methods, and areas that may require additional support.
8. School Discipline Data: Reviewing discipline records, incidents, and behavior data helped identify patterns, trends, and areas for interventions related to school discipline and climate.

Below is a list of prioritized problem statements developed by the team:

- Problem Statement: 76.3 % of Mayde Creek Junior Highs' student population are economically disadvantaged and considered At-Risk.
- Root Cause: Staff need additional resources and professional development to differentiate learning experiences for struggling students.

- Problem Statement: The number of students scoring at "Approaches", "Meets" and "Masters" in reading, math, science and social studies are below the district average.
- Root Cause: There is a need to increase personalized learning experiences including real world applications. Small group instruction and additional learning opportunities are needed for students based on their areas of weakness and targeted growth for specific sub pops.

- Problem Statement: Students needed an increase in the rigor of instruction in order to meet their individual needs for their grade level content.
- Root Cause: Students demonstrated learning gaps and need accelerated instruction.

- Problem Statement: Although our parental involvement is increasing, 100% of parents are not able to attend family and community engagement events.
- Root Cause: There is a need to increase parent communication in a variety of media regarding family and community engagement opportunities. Families need to receive training on how they can be an active part of the school.

2.2: Regular monitoring and revision

Based on our goals, we plan to regularly monitor and revise.

Monthly: Conduct brief check-ins to review attendance and participation rates for family and community engagement events, assess the effectiveness of communication strategies, and gather feedback from parents.

Quarterly: Conduct more comprehensive reviews to evaluate progress towards increasing parental involvement, analyzing the impact of training workshops, and assessing any changes in parent perceptions and engagement levels.

Annually: Conduct a comprehensive year-end assessment to evaluate the overall effectiveness of initiatives aimed at enhancing parental involvement and communication. This assessment should include a review of attendance data, feedback from stakeholders, and an analysis of outcomes related to student success and community engagement.

Methods of Monitoring:

Attendance Tracking: Keep detailed records of attendance at family and community engagement events to monitor participation rates over time. This can be done electronically through event registration systems or manually through sign-in sheets.

Surveys and Feedback: Administer regular surveys to parents to gather feedback on the effectiveness of communication channels, the relevance of event descriptions, and the impact of parent training workshops. Analyze survey responses to identify areas for improvement and address any concerns raised by parents.

Data Analysis: Analyze quantitative data, such as attendance records, survey responses, and academic performance metrics, to assess progress towards goals related to parental involvement and student success. Compare current data to baseline measures to track changes over time and identify trends.

Observations and Interviews: Conduct periodic observations of family and community engagement events to assess the level of parent participation and engagement. Additionally, conduct interviews or focus groups with parents to gather qualitative insights into their experiences and perceptions of school communication and involvement opportunities.

Stakeholder Meetings: Hold regular meetings with stakeholders, including parents, teachers, administrators, and community members, to discuss progress towards goals, share updates on initiatives, and solicit input for improvement. These meetings provide an opportunity for collaborative problem-solving and alignment of efforts towards common objectives.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available on our campus website, at the campus library as well as the front office. The district provides another copy translated in Spanish and it can be translated into another language per request at any time.

2.4: Opportunities for all children to meet State standards

At MCJH, we are committed to providing comprehensive support to ensure all students meet state standards. We offer before and after school tutorials, as well as targeted STAAR tutorials, to provide additional instructional time and personalized assistance. During the spring, we implement an intervention period where students are grouped based on their TEKS (Texas Essential Knowledge and Skills) performance and specific learning needs, allowing for focused and effective support. Our teachers meticulously analyze data from Campus-Based Assessments (CBAs) and District-Level Assessments (DLAs) to tailor their instruction, identify students requiring additional support, and address individual learning needs. We also emphasize differentiated instruction and small group teaching, ensuring that each student receives the attention and resources necessary to succeed. Special consideration is given to students with IEPs (Individualized Education Programs) and 504 plans, ensuring that their unique requirements are met. Through these strategies, we strive to create an inclusive and supportive learning environment that promotes academic achievement for all students.

2.5: Increased learning time and well-rounded education

1. Targeted Intervention and Remediation Programs:

- Offer before and after school tutorials to provide additional support to students who are struggling to meet state standards.
- Implement lab intervention courses during the school day to address specific areas of weakness identified through data analysis.
- Utilize Title I Funds and State Compensatory Education funds to employ specialists who can work with small groups of at-risk students, providing targeted instruction and support.

2. Data-Informed Instruction:

- Enhance the effectiveness of classroom instruction through data-informed practices. Teachers should regularly analyze assessment data to identify areas of strength and weakness among students.
- Adjust instruction based on data analysis to meet the individual needs of students, providing differentiated learning experiences and personalized support.

3. Small Group Teaching and Personalized Learning:

- Incorporate small group teaching strategies to facilitate personalized learning experiences. Provide opportunities for students to receive targeted instruction in smaller groups based on their specific learning needs and areas of weakness.
- Implement engaging lessons that integrate real-world applications to make learning relevant and meaningful for students. Incorporate hands-on activities, project-based learning, and interactive experiences to promote active engagement and deeper understanding of content.

4. Summer Learning Programs:

- Offer summer learning programs as part of targeted intervention and remediation efforts. These programs provide additional opportunities for students to strengthen their academic skills and address learning gaps over the summer break.

5. Professional Development for Teachers:

- Provide professional development opportunities for teachers to enhance their instructional practices and effectively support students in meeting state standards.
- Offer training on strategies for differentiated instruction, small group teaching, data analysis, and effective use of instructional technology to meet the diverse needs of students.

6. Regular Monitoring and Support:

- Establish a system for regular monitoring of student progress towards meeting state standards. Use formative assessments, progress monitoring tools, and data analysis to track student growth and identify areas requiring additional support.

- Provide ongoing support and feedback to teachers to ensure they have the resources and guidance needed to effectively implement intervention strategies and support student learning on campus.

7. Before and After School Tutorials:

- Offer before and after school tutorials as part of targeted intervention and remediation efforts. These sessions provide additional opportunities for students to receive focused support outside of regular class time.
- During before and after school tutorials, students can work with teachers in small groups or one-on-one settings to receive personalized instruction tailored to their specific learning needs.
- Before and after school tutorials allow for extended learning opportunities beyond the constraints of the regular school day, providing students with the time and support needed to master challenging concepts and skills.
- These tutorials also offer flexibility for students who may have extracurricular commitments or other obligations during the school day, ensuring that all students have access to additional academic support when needed.

2.6: Address needs of all students, particularly at-risk

Description of Interventions Provided to At-Risk Students

At Mayde Creek Junior High, we work to support at-risk students by closely monitoring their academic progress and providing targeted interventions to enhance their opportunities for academic success. We align with Texas state requirements and Katy ISD's guidelines to ensure our students receive the necessary instructional support, counseling, and psychological services.

Our approach includes the following personalized strategies:

- **Monitoring Progress:** We carefully track the academic performance of students under 26 who meet one of the 14 at-risk indicators, ensuring they receive the support they need.
- **Targeted Interventions:** Our Response to Intervention (RTI) process helps us address the unique needs of at-risk students, providing additional academic and behavioral support to those who need it most.

- Before and After School Tutorials

- Summer Learning Programs

- **Collaborative Support:** Our staff collaborates closely with counselors, support specialists, and other relevant personnel to create a comprehensive support network for at-risk students.
- **Preventative Measures:** We engage in proactive measures to prevent dropouts, including one-on-one counseling and specialized academic support.

3.1: Annually evaluate the schoolwide plan

At MCJH, we conduct an annual evaluation of our school-wide plan through a comprehensive and collaborative approach. We regularly review our Campus Improvement Plan (CIP) by convening as a leadership team to discuss and provide quarterly evidence of our progress and support of the CIP. At the end of each year, we hold a thorough review meeting to assess the plan, making necessary adjustments based on the school's needs and evidence of improvement or areas requiring further attention. Additionally, our Campus Advisory Team (CAT) meets quarterly to discuss the campus budget, the CIP, and any areas of concern, while also gathering input on emerging needs. We prioritize staff and community feedback by conducting surveys, ensuring that we consider all perspectives and needs. This continuous cycle of review, feedback, and adjustment allows us to refine our school-wide plan annually, promoting an effective and responsive educational environment.

4.1: Develop and distribute Parent and Family Engagement Policy

At Mayde Creek Junior High, we engage stakeholders in the development of our Parent and Family Engagement (PFE) Policy through a continuous process of collaboration and communication. An advisory committee, comprising parents, community members, teachers, and administrators, meets regularly to draft, update, and refine the PFE Policy, ensuring it aligns with the diverse needs of our school community. We maintain ongoing communication with stakeholders via progress reports, newsletters, parent conferences, and digital platforms like eNews and Remind. This ensures that parents are well-informed and involved in their child's education. Additionally, we host multiple annual meetings to provide overviews of the Title I program, distribute the PFE Policy, and gather valuable feedback. Through surveys and questionnaires, we actively seek input from staff and the community to continually improve our practices. This collaborative approach ensures that our PFE Policy is effective, inclusive, and responsive to the needs of all stakeholders.

4.2: Offer flexible number of parent involvement meetings

At Mayde Creek Junior High, we prioritize flexible parent involvement by offering a variety of meetings and events throughout the school year. We host multiple annual Title I meetings at different times to accommodate parents' schedules, providing an overview of the Title I program and opportunities for involvement. Our events include a Back to School Bash, Meet the Teacher night, PTA meetings, STAAR support nights, 6th Grade Orientation night, a campus carnival, and subject-focused nights. These events are designed to foster open communication and active participation. Additionally, we maintain ongoing communication through progress reports, parent conferences, phone calls, and digital platforms like eNews and Remind, ensuring that parents stay informed and engaged in their child's education. This flexible and inclusive approach helps us build a strong school-community partnership, supporting student success.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$388,556.00
1	1	3			\$10,000.00
1	1	3			\$80,000.00
1	1	3			\$2,459.00
1	2	1			\$8,000.00
1	3	2			\$2,000.00
1	4	1			\$3,000.00
2	1	1			\$10,000.00
2	1	2			\$3,000.00
4	1	1			\$6,314.00
Sub-Total					\$513,329.00
199- General Fund: ESL/BIL Special Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,500.00
Sub-Total					\$2,500.00