Katy Independent School District

Mcdonald Junior High

2024-2025 Campus Improvement Plan

Mission Statement

T.H. McDonald Junior High is committed to supporting ALL students with a positive and safe environment to promote learning, growth and success.

Vision

"Learn, Grow, Lead."

Value Statement

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

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Needs Assessment Overview

Needs Assessment Overview Summary

T. H. McDonald Junior High School is a middle school campus in Katy ISD that opened its doors in 1991. It is projected to serve 1,030 students in grades 6th – 8th during the 2024-2025 school year, which is a 0.6% increase from the previous year of 1,024.

List of Stakeholders and Roles	
Principal	Carrie Caruso
Other School Leader (Assistant Principal)	Amanda Henley
Other School Leader (Assistant Principal)	Kristi Floyd-Hargrove
Other School Leader (Assistant Principal)	Giovanni Serna
Other School Leader (Assistant Principal)	Mark Balser
Other School Leader (Title I Coordinator)	Karen Branch
Teacher	Brian Bannerman
Teacher	Stephanie Abarca
Paraprofessional	Kimberly Bradley
Paraprofessional	Melissa Pettey
Parent	Melissa Gaston
Parent	Tiffany Wilson
Parent	Ruthie Wilson
District Representative	Mandy Stutts
District Representative	Felicia Mensah
Community/Business	Becki Weems
Community/Business	Phillip Pettey
Other School Leader (Librarian)	Jessica Roberts
Other School Leader (Counselor)	Guenevere Cargill
Other School Leader (Instructional Coach)	Carli Smith
Other School Leader (Instructional Coordinator)	Leslie Dulock

List of Stakeholders and Roles	
Other School Leader (ESL Facilitator)	Myriah Reyna

T. H. McDonald Junior High School needs assessment process is described below.   The campus leadership team evaluated the 2023-2024 data. We reviewed the following data:
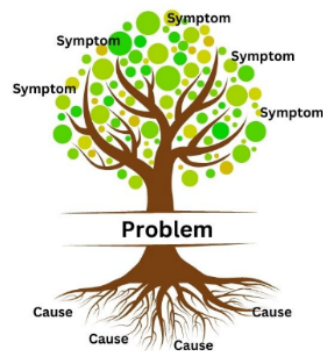
School Organization   **Demographics**

School Culture & Climate   **Student Achievement**

Staff Retention   **Discipline**

Technology   **Curriculum & Instruction**

Parent & Family Engagement   **Surveys/Parents, Students, Staff Interviews**

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 19, 2024, and again on April 12, 2024 to develop the CNA. The meetings were held in person in the LGI of T. H. McDonald Junior High School from 9:00 a.m. – 1:00 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025, and April 15, 2025 to review and revise the CIP, as needed.

At the first in-person meeting at 9:00 a.m. on March 19, 2024, in the LGI at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449, Title I Coordinator, Karen Branch, began the meeting with introductions. Attendees included: Carrie Caruso, Principal; Amanda Henley, 8th Grade Assistant Principal; Kristi Floyd-Hargrove, 6th Grade Assistant Principal; Mark Balser, 7th Grade Assistant Principal; Giovanni Serna, Student Support Administrator; Karen Branch, Title I Campus Coordinator; Mandy Stutts, District Secondary Math Coordinator; Felicia Mensah, District Instructional Specialist; Leslie Dulock, Instructional Coordinator; Kimberly Bradley, Financial Clerk; Melissa Pettey, Administrative Assistant; Carli Smith, Instructional Coach; Myriah Reyna, ESL Facilitator; Stephanie Abarca, Grade 8 Social Studies Teacher; Brian Bannerman, Grade 7 RLA Teacher; Guenevere Cargill, Lead Counselor; Jessica Roberts, Librarian; Ruth Wilson, Parent; Melissa Gaston, Parent; and Tiffany Wilson, Parent. Becki Weems, Community Member; and Phillip Pettey, Community Member were not present; however, an email was sent with a summary of the meeting and an invitation to provide input, and detailed notes attached. An icebreaker was conducted to help with relationship building. Stephanie Abarca reviewed the Mission and Vision statements of MDJH. Principal Caruso reviewed the TEA Strategic Priorities as shown.

She then gave an overview of Title I Program Requirements:

Members were divided into three groups: Group 1:   Amanda Henley, Brian Bannerman, Karen Branch, Melissa Pettey, Kimberly Bradley, Carli Smith, Kelli Houston.   Group 2: Stephanie Abarca, Felicia Mensah, Jessica Roberts, Melissa Gaston, Becki Weems. Group 3: Guenevere Cargill, Leslie Dulock, Myriah Reyna, Ruth Wilson, Kristi Floyd, Giovanni Serna.   Each group was given data to review and analyze and complete areas of need on a google slide deck https://tinyurl.com/2rf74nzf. Amanda Henley gave the groups 45 minutes to analyze their data and complete the slide deck; after the designated time, a presenter from each group shared the group's observations on areas of need.

After listening to each group's presentation, Amanda Henley instructed each member to write down what he/she felt were the top THREE areas of need regarding student achievement.   She asked that when thinking about the top three to use the guiding questions:

- Do we all agree that this is a problem?
- Is the problem identified supported by facts/data?
- Does the problem address student achievement?
- Do we all agree that this is a problem of focus?

 The index cards were separated into groups – Discipline; Technology; Culture & Climate; Staff Retention; Parent & Family Engagement; Curriculum & Instruction; Student Achievement.

Mrs. Caruso reminded the group that identifying the root cause helps answer the question of why the problem occurred in the first place. It seeks to identify the origin and primary cause of a problem so that we can determine what happened; determine why it happened and figure out what to do to reduce the likelihood that it will happen again.

Amanda Henley distributed posters of The Fishbone Diagram which was used to better understand the contributing factors and causes of a problem. Team members were allotted 15 minutes to complete their poster – outlining the problem statement, causes and root cause(s). They were also instructed to code each cause as student based (S); adult based (A); in our control (I); and out of our control (O).

Mrs. Caruso ended the meeting stating that the campus leadership team will analyze the root cause analysis papers to create our 2024-2025 Campus Improvement Plan based on four priorities that were identified – curriculum and instruction; discipline; technology; and parent and family engagement:

Problem Statement 1: Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss valuable instructional time.

Root Cause: As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Problem Statement 2: With the increase in technology, teachers will face instructional challenges with blended learning.

Root Cause: Teachers have had limited experience on how to present a blended learning up to this point because Katy ISD has not had 1:1 technology ratio until now. Teachers need training to adapt content to engage students through technology.

Problem Statement 3: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.

Root Cause: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum, and instruction.

Problem Statement 4: Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.

Root Cause: Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

Mrs. Caruso thanked members for attending and putting forth their best efforts to ensure that our students have the opportunity to grow and achieve academic success. The meeting adjourned at 2:20 p.m.

Demographics

Demographics Summary

T. H. McDonald Junior High is a suburban junior high for thirty-three years, opening its doors in August 1991, in Katy, Texas. T. H. McDonald Junior High (MDJH) serves families near the western side of the northeast quadrant of Katy Independent School District (Katy ISD). As of May 2024, the current enrollment totals 1,024. The student population consists of approximately 52% Hispanic students, 28% African American students, 12% White students, 6% Asian students, 2% students that are of 2 or more races, and less than 1% of students who identify as American Indian/Alaskan Native. Of those students, 56% are At-Risk. MDJH consists of 76% economically disadvantaged students, 17% special education students, and 3.5% gifted and talented students, 21% ESL, and 28% Limited English proficiency. Our average attendance rate is currently 95%. Post COVID, our attendance rates have suffered. Currently, we have an attendance rate of 95%.

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

We now operate as a PTA; however, we currently have a low involvement rate, but are working to increase membership and participation.

Demographics Strengths

MDJH has a diverse population of families that attend the school. With a variety of cultures and ethnic groups within the student and staff body, MDJH reflects the real world students will encounter once they transition to post-secondary endeavors. At MDJH, students receive a solid foundation in all academic areas including students within our special populations, such as those within our Special Education, ESL, and Gifted and Talented programs. Individually developed, students can expect a schedule that serves their interests through core classes and elective offerings. Additionally, due to an increase in enrollment, additional elective courses were offered for the 2023-2024 school year, including Leadworthy and Career Investigations.

Student Learning

Student Learning Summary

McDonald JH STAAR Data

2024 Data:

- Reading 6th Grade = 72% Approaches, 54% Meets, 27% Masters

- Math 6th Grade = 66% Approaches, 32% Meets, 8% Masters
- Reading 7th Grade = 78% Approaches, 58% Meets, 30% Masters
- Math 7th Grade = 44% Approaches, 18% Meets, 0% Masters
- Reading 8th Grade = 78% Approaches, 57% Meets, 29% Masters
- Math 8th Grade = 65% Approaches, 30% Meets, 8% Masters
- Science All Students = 74% Approaches, 46% Meets, 15% Masters
- Social Studies All Students = 55% Approaches, 27% Meets, 12% Masters

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

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

The effects of the pandemic are still present and this affected the absences (students and staff), as well as acquiring substitutes. Often, support teachers had to be pulled from intervention in order to cover a grade-level classroom. Additionally, student attendance dropped about 2% however, our low SES has increased to over 76% and our mobility rate has increased to over 11% since COVID. Teacher retention has also been a challenge as teachers are moving for promotions, moving closer to home and other districts. With a state-wide teacher shortage, recruiting and retaining teachers since COVID has been challenging. MDJH has not been fully staffed for several years.

Formative state or locally tested grades:

The use of formative assessment has been a priority over the last school year in order to allow for teachers to see the importance of real time data in the classroom. Through the PLC Academy, our CTM's have used student formative assessments in order to drive instruction and targeted interventions for individual students. Real-time data have been used to tailor instruction to meet the needs of the individual students. Instructional coaches have been working with teachers in order to ensure that the formative assessment data is presented correctly to the teachers and that the teachers understand how to use the data to drive instruction. For example, the 8th grade Science team uses their formative assessments to design individualized interventions for the students.

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

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

At-Risk Programs:

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

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

Student Learning Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss valuable instructional time. **Root Cause:** As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Problem Statement 2 (Prioritized): With the increase in technology, teachers will face instructional challenges with blended learning. **Root Cause:** Teachers have had limited experience on how to present a blended learning up to this point because Katy ISD has not had 1:1 technology ratio until now. Teachers need training to adapt content to engage students through technology.

School Processes & Programs

School Processes & Programs Summary

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

Campus teachers follow the Katy ISD Unit Plans and Instructional Guidance and collaborate using the Professional Learning Community model to plan for instruction. For the 2023-2024 school year, the campus continued its focus on the development of the Professional Learning Community model with Collaborative Teams that work together to identify and break down essential standards. MDJH has focused on the Professional Learning Communities with Solution Tree the previous three years. Teams continued training throughout the school year where they continued their learning of PLC structures and frameworks. Teams were provided planning time throughout the school year to continue original work. The goal is to increase student engagement, and to support teacher planning and instruction. There have been various opportunities for professional development in the PLC process including full day planning for collaborative teams to effectively plan and create quality assessments.

The campus currently utilizes Positive Behavior Intervention and Supports (PBIS). This system reinforces desired behaviors. MDJH currently uses the PBIS matrix LEAD (Leadership, Empathy, Accountability and Discipline).Training and support provided through MTSS-B increased teacher knowledge and skills in the areas of classroom management, de escalation, and building positive relationships. In addition to PBIS, Character Strong is used weekly for social skills training for students.

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

The campus utilizes multiple platforms to engage with students, staff and community. Our admin team publishes an internal newsletter for staff communication once a week, as well as a community newsletter via email to share with parents and guardians. Faculty meetings led by our administrative team are utilized for face-to-face communication, and at least once a week collaborative team meetings are held between teachers with instructional coaches to maintain communication between all parties and consistency between classrooms.

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

Teachers provide a wide array of technology opportunities. MDJH utilizes online assessments in the four core contents to align with the online state assessment. To support digital integration, teachers have access to a Chromebook cart of 30 devices in most core content areas. Teachers are provided opportunities to learn about new online applications with LMS based-courses and our CTD (campus technology designer). As the district transitions to 1:1 device, teachers will be given the opportunity to attend professional development to enhance their instructional strategies.

School Processes & Programs Strengths

McDonald Junior High is a mid-size middle school in the Katy Independent School District with just under 1,100 students. MDJH differs from most schools in our district in that it is classified as a Title 1 campus with high mobility and a large population of students with special needs and language supports. Like most schools with similar characteristics of a high at-risk enrollment, our challenge is to improve low state assessment scores and student attendance, while decreasing student behavior concerns, posing additional challenges that less at-risk campuses do not experience. The continuous improvement cycle of the PLC (Professional Learning Community) process appealed to our campus leadership because it would allow the campus to systematically respond to these varied challenges while supporting the professional learning needs of our staff. From the start, we agreed that it must be a whole-campus lifestyle change - and not something teachers and staff could "opt" out of. Campus leadership embraced this process because they believed it was the right work to timely, effectively, and efficiently improve student achievement and teacher capacity. With support from our district liaison, we began our journey as a PLC campus in June 2022. Campus leadership identified growth-minded teachers and staff from a variety of departments and teams to serve as the campus guiding coalition.

At McDonald Junior High, we believe in providing every student with the support they need to thrive academically. We are committed to creating systems that ensure targeted support for learning. In our first year of PLC at Work, our intervention plan was dependent on before and after school tutorials . We provided tutorial opportunities for all contents at a variety of times. In Year 2, we saw the need for a schoolwide intervention and extension plan, Panthers All Working for Success Time (P.A.W.S. Time) Through P.A.W.S. time, we address areas of need in Reading-Language Arts (RLA) and Math while fostering a culture of collaboration and excellence.

P.A.W.S. was designed with the clear purpose of pinpointing students in need of targeted intervention during the school day and ensuring they receive the necessary support, while providing extensions for those who have mastered the content. By addressing specific areas of need relating to essential standards in Math and RLA, P.A.W.S. Time enables us to support students in a targeted and efficient manner. Moreover, P.A.W.S. directly aligns with our PLC at Work goals and critical questions three and four, ensuring that we are meeting the needs of all learners.

P.A.W.S. operates on a structured three-week rotation system, with each rotation focusing on a specific essential standard in either Math or RLA. Three grade-level per content area teachers are designated to lead intervention sessions during P.A.W.S. Time. For teachers not leading P.A.W.S. Time lessons, engaging students in Character Strong or campus LEAD (the campus Positive Behavioral Interventions and Supports acronym for Leadership, Empathy, Accountability, and Discipline) lessons ensures that every other student receives meaningful social and emotional support and enrichment. Students, carefully selected based on data analysis, participate in P.A.W.S. Time or LEAD sessions. The rotation schedule ensures that all students receive targeted intervention or extension based on their individual needs, allowing for a personalized approach to learning. In January 2024, all staff participated in an on-boarding session for P.A.W.S. Time which included training on a specific intervention lesson plan (44), a model lesson (45-47), how to develop those lessons based on data from recent formative and summative assessments, and logistics including how to develop rosters and maintain attendance (48).

Through the P.A.W.S. Time initiative, McDonald Junior High reaffirms its commitment to student success and equity in education. By providing targeted intervention and extension opportunities within the school day, we empower every Panther to excel academically and thrive in a supportive learning environment. With P.A.W.S. Time, we are not just addressing academic needs; we are nurturing a community where every student feels valued and supported on their educational journey.

At the end of each three week rotation, teachers asked students to reflect on their learning and experience in P.A.W.S. Time. This enabled teachers to see what takeaways were of most significance, what lessons connected best with students, and what changes or additional learning was still needed. Also, collaborative teams reflected on subsequent student performance on essential standards that were addressed in P.A.W.S. Time to determine the value of lessons.

After twelve weeks of P.A.W.S. Time, instructional coaches and administrators collaboratively developed a reflection survey to glean insights into the effectiveness of our plan. The form was designed such that all stakeholders had the opportunity to share successes and areas of growth. The resulting data was shared at the following guiding coalition meeting where we discussed trends and news for the 24-25 school year. Many ideas were shared for improving P.A.W.S. Time. For example, the guiding coalition discussed how a week four could be added to each rotation to collect immediate feedback on the essential standard from students as well as add Science and Social Studies for next year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement. **Root Cause:** MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum and instruction.

Perceptions

Perceptions Summary

MDJH is committed to providing a safe environment where students can become leaders and learners, today and tomorrow. Through the data that was collected throughout the year, via the Katy ISD Culture and Climate Survey; most employees have a positive outlook of the campus. This comes through job satisfaction, school management and a pulse of the cultural climate of the campus. School administrators regularly monitor the survey to gain insight and feedback about the school climate. In April 2023, a teacher focus group was created in order to revamp the current PBIS student matrix. This focus group met for five weeks and they were able to create a entirely new matrix to meet the current needs of the campus for the 2023-2024 school year. A second focus group was created for the students, these were students that were selected by the teachers and staff that would be "leaders". This student-based focus group met and discussed incentives, created info-graphics for the matrix signage and took ownership of their student expectations.

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

Staff are celebrated monthly through peer nomination (Employee of the month). Three categories of staff employee of the month included, teacher, paraprofessional, and other professional staff. Additionally, teachers receive unannounced rewards, systematic shout-outs, and campus of-the-year awards.

Similarly, students are recognized for desired behaviors as well as academic performance and growth through the TOP CAT award at each semester. Two awards ceremonies have been created, one in the fall and another in the spring to recognize students for perfect attendance, positive behavior, and zero tardies. This new award has been well received by parents and students, therefore, campus administration and counseling staff will continue to promote it.

Finally, in order to increase parent and community participation, the addition of community events, helped to bring awareness to their students' learning progress. A variety of community events were provided:

- 5th Grade Transition Night – January 23, 2024
- Raising Resilient Kids – February 6, 2024
- HAC and Canvas Training for Parents – August 31, 2023
- STEM Family Night – March 26, 2024

- Book Fiesta – April 26, 2024
- Annual Title I Fall Meeting – November 7, 2023, and November 8, 2023
- Dessert with Principal – September 28, 2023

Perceptions Strengths

1. MDJH PTSA recruited parent volunteers who remained active throughout the school year. There was an increase in parent involvement from the previous school year.
2. Staff and faculty remain visible and available to parents and students during arrival and dismissal.
3. Creation of Fall Awards ceremony in 23-24 school year was positively received by parents and students. This event will continue as a result of the impact gained from the event.
4. Students feel safe and supported in classrooms and within the school walls.
5. Teachers are provided regular ongoing professional development in the PLC (Professional Learning Community) processes to support their planning and instructional goals.
6. Staff and faculty were provided additional training throughout the school year for supporting challenging student behavior and classroom management.
7. Students began to uitlize Community Circles for conflict resolution. This initiative as successful and students request circles regularly to work through their conflicts with peers.
8. All campus announcements to parents and families are provided in both English and Spanish.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.   **Root Cause:** Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

Priority Problem Statements

Problem Statement 1: Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss valuable instructional time.

Root Cause 1: As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: With the increase in technology, teachers will face instructional challenges with blended learning.

Root Cause 2: Teachers have had limited experience on how to present a blended learning up to this point because Katy ISD has not had 1:1 technology ratio until now. Teachers need training to adapt content to engage students through technology.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.

Root Cause 3: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum and instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.

Root Cause 4: Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Performance Objective 1: The percent of students, including special programs, scoring at the Meets or Masters Grade Level on STAAR will increase by 10%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Targeted student groups will take ownership of their learning and increase their overall STAAR scores by 10% through the use of best-practices resources, professional development for teachers and incorporating technology.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: All students will have high quality instruction to meet all student needs. Teachers will engage in professional development, and given time to create high quality instruction. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Highly Qualified Personnel - 211 - Title I Part A - $310,845, Materials and Resources - 211 - Title I Part A - $1,195, Professional Development for Teachers - 211 - Title I Part A - $2,000, Instructional Technology - 211 - Title I Part A - $4,000, Interventions/Tutorials (Extra Duty Pay) - 211 - Title I Part A - $8,000, Bus Transportation for After School Tutorials Monday - Thursday - 211 - Title I Part A - $7,500				

Strategy 2 Details	Reviews			
Strategy 2: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased awareness of student needs for differentiated and individualized interventions.
    Staff Responsible for Monitoring: Admin, Counselors, ESL staff
 	
    Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning
 	
    Problem Statements: School Processes & Programs 1
    Funding Sources: Professional Development for Teachers - 211 - Title I Part A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in emergent bilingual student achievement and classroom engagement.
    Staff Responsible for Monitoring: Admin, ESL staff, Instructional Coaches
 	
    Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
 	
    Problem Statements: School Processes & Programs 1
    Funding Sources: Professional Development - 211 - Title I Part A - $2,000				

Strategy 4 Details	Reviews			
Strategy 4: Align instruction with the district curriculum and increase use of research based instructional strategies and methodologies that support ALL students through resources and materials, including support of teachers in Fine Arts, through professional development, and students with resources and materials to increase students' performance levels and distinctions.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase 10 percentage points of student academic mastery from previous school year in all STAAR tested areas. Students in Fine Arts will increase performance levels at the district level and receive more distinctions over the previous school year leading to self-confidence that will impact academic achievement.

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Teachers

Title I:
2.4
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Funding Sources: Materials, Resources, Supplies - 211 - Title I Part A - $1,000, Professional Development - 211 - Title I Part A - $2,000, Technology - 211 - Title I Part A - $3,000

Strategy 5 Details	Reviews			
Strategy 5: MDJH will use use the data in our Data Meetings to drive instruction to improve low SE's in order to increase the academic achievement for all students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Academic increase in campus and district assessments and the STAAR assessment.

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Teachers

Title I:
2.4, 2.6

Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - $1,000

Strategy 6 Details	Reviews			
Strategy 6: To meet the needs of ALL students, Title I funds and State Compensatory Education funds will be utilized to provide tutorials, enrichment, and interventions before and after school, and on designated Saturdays throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will use data results to identify students who are in need of targeted instruction to help the students close achievement gaps and increase growth on State standards. **Staff Responsible for Monitoring:** Administrators, Instructional Coordinator, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutorials/Interventions/Enrichment - 211 - Title I Part A - $2,000	N/A			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.   **Root Cause**: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum and instruction.

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

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

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: To decrease excessive absences, students will receive personalized attendance improvement plans to improve attendance rates by 1%.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student accountability for attendance, promote positive teacher-student relationships, and teachers will create high engagement lessons for all students. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Resources, Materials, Supplies - 211 - Title I Part A - $1,000					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.   **Root Cause**: Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
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				

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The guiding coalition team will train Team Leads on creating Common Formative Assessments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Each core content area will create, implement and analyze Common Formative Assessments at least twice per six weeks. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Department Chairs Team Leads **Title I:** 2.4 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Resources, Materials, Supplies - 211 - Title I Part A - $1,000	**Oct**	**Jan**	**Apr**	**June**

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: PLC team will utilize the DDI model to make informed decisions on remediation and/or enrichment	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student assessment scores including CBAs, DLAs, STAAR scores and local assessments.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal, Collaborative Teams (Reading, Math & 8th grade Science & Social Studies) **Title I:** 2.4, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Resources and Materials - 211 - Title I Part A - $500, Substitutes for Collaborative Team Meetings - 211 - Title I Part A - $1,500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.   **Root Cause**: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum and instruction.

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: MDJH will provide safe technology integrated lessons in all classes.

Evaluation Data Sources: Increase usage of high-quality enriched educational technology platforms.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have an opportunity to participate in 3 out of 5 "Integrating Technology into the Curriculum" Lunch & Learns.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: The integration of technology into the lesson will increase student engagement which will enhance their academic experience. **Staff Responsible for Monitoring:** Administrators Instructional Coaches CTD (campus Technology Designer - **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Professional Development - 211 - Title I Part A - $1,000, Materials, Resources - 211 - Title I Part A - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: With the increase in technology, teachers will face instructional challenges with blended learning.   **Root Cause**: Teachers have had limited experience on how to present a blended learning up to this point because Katy ISD has not had 1:1 technology ratio until now. Teachers need training to adapt content to engage students through technology.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Hire and retain highly qualified teachers.

High Priority

Evaluation Data Sources: 100% staffed with highly qualified teachers by the end of the 2024 - 2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction and student achievement for ESL students. Compliance with state requirements for highly qualified teachers in RLA. **Staff Responsible for Monitoring:** Admin, ESL staff **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development for Teachers - 211 - Title I Part A - $2,000, Materials and Resources - 211 - Title I Part A - $1,000	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Recruit new teachers by attending college career days/job fairs and attending Katy ISD job fair.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hire highly-qualified teachers in core areas that will positively impact student achievement. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing	**Oct**	**Jan**	**Apr**	**June**
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Support and retain teachers through professional development - district, Region IV, campus PD, and other PD offerings; pairing teachers new to the campus with a buddy mentor; and ensuring that teachers new to the field are being mentored in compliance with district policy.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers receiving appropriate professional development, having a buddy or mentor will have a source along with their team to collaborate with thereby feeling welcome to the campus/profession and reducing stress levels and increasing teachers' professional longevity. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Funding Sources:** Professional Development - 211 - Title I Part A - $5,000, Resources - 211 - Title I Part A - $1,000	N/A			

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.   **Root Cause**: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum and instruction.

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: MDJH will optimize student learning through the promoting of positive school community for all students.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Student referrals will decrease by 10% from last school year through the use of MTSS-B strategies in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Principal and Assistant Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I Part A - $4,000	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Student tardies will decrease by 5% from previous school year for all students through the PBIS reward system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Through effective and engaging instruction, students will reduce their class avoidance and hallway time and increase their classroom instructional time.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and assistant principal **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 **Funding Sources:** Detention and Homework Hall Staff Pay - 211 - Title I Part A - $13,000, Professional Development for Teachers - 211 - Title I Part A - $2,000				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss valuable instructional time. **Root Cause**: As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Goal 6: 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: MDJH will foster positive student relationships to support social and emotional learning through PBIS, social skills training, and Leadworthy curriculum to create well-rounded students.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Well-rounded students will promote and uphold MDJH student behavior expectations reducing office referrals by 10% from previous school year by teachers training and implementing PBIS LEAD strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Resources, Materials, Supplies - 211 - Title I Part A - $2,500, Professional Development - 211 - Title I Part A - $1,500				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss valuable instructional time.   **Root Cause**: As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Goal 6: 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: MDJH will actively promote positive safe learning envirnoment through anti-bullying and anti-violence intitiatives.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Students will be encouraged and trained by admin, counselors and teachers on utilizing the SPEAK Up app to prevent bullying situations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in valid SPEAK Up tips. **Staff Responsible for Monitoring:** Admin, Counselors **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Reading materials and general supplies - 211 - Title I Part A - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 7: 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: Increase parental inolvement in the academic areas, as well as, extra-curricular.

    Evaluation Data Sources: Surveys, Event participation attendance

Strategy 1 Details	Reviews			
Strategy 1: Provide parent engagement activities specific to the parents of students in special programs, such as, emergent bilingual (EB) students, at-risk, 504, and special education students. Events will be posted on the school website, the vestibule of the school, printed in the school newsletter, and flyers sent via Blackboard.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased parent involvement in their students academic progress. Improved student attendance as a result of parent's awareness in the importance of regular attendance on their student's academic success.
    Staff Responsible for Monitoring: Administration, ESL Lead, SPED Lead
 	
    Title I:
4.2
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: Materials and resources - 211 - Title I Part A - $2,000, Snacks and supplies for events - 211 - Title I Part A - $3,000, Extra duty pay - 211 - Title I Part A - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Support students and parents with the transition from 5th grade to 6th grade and 8th to 9th grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support the social and emotional needs of students and parents during big transitions. They will feel more prepared, less stressed, and have a better understanding of the requirements of the level change.	**Oct**	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: Admin, Counselors, teachers
 	
    Title I:
4.1, 4.2
 - ESF Levers:
Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: Printing of materials for events - 211 - Title I Part A - $870, Extra duty pay - 211 - Title I Part A - $4,000				

Strategy 3 Details	Reviews			

Strategy 3: Advertise and provide Title III Flyers for: Parent Engagement - Enhancing Educational Support for EB Students; Family Engagement - Empowering Families through helpful resources; Community Engagement - Fostering Statewide Community Connections with EB Families	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Parents/Guardians, families and the community will have ways to connect and support the learning of EB students through various resources. **Staff Responsible for Monitoring:** Administrators, ED Facilitators, Counselors **Title I:** 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Resources, Materials, Supplies - 211 - Title I Part A - $1,000				

Strategy 4 Details	Reviews			

Strategy 4: Distribute Title 1 parent information during campus-wide activities, including annual Title I meetings held in the fall and spring at different dates and times.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: During Open House, Title I meetings, and Student Group Performances, parents will receive Title 1 informational flyers, School-Parent Compact Agreement, and Parent and Family Engagement Policy. **Staff Responsible for Monitoring:** Administrators Instructional Coordinator **Title I:** 4.1 **Problem Statements:** Perceptions 1 **Funding Sources:** Resources, Materials, Supplies - 211 - Title I Part A - $1,000, Snacks, beverages and childcare services. - 211 - Title I Part A - $1,500, Translation Services for Spanish-speaking parents, including conversations and documents. - 211 - Title I Part A - $1,000				

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.   **Root Cause**: Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

Title I

1.1: Comprehensive Needs Assessment

The stakeholders involved in the CNA were:

Carrie Caruso, Principal; Kristi Floyd-Hargrove, Assistant Principal; Giovanni Serna, Assistant Principal; Mark Balser, Assistant Principal; Amanda Henley, Assistant Principal; Brian Bannerman, RLA Teacher; Stephanie Abarca, Social Studies Teacher; Kimberly Bradley, Financial Clerk (Paraprofessional); Melissa Pettey, Campus Administrative Assistant (Paraprofessional); Melissa Gaston, Parent; Tiffany Wilson, Parent; Ruthie Wilson, Parent; Mandy Stutts, District Representative; Felicia Mensah, District Representative; Becki Weems, Community Member; Phillip Pettey, Community Member; and Other School Leaders to include Karen Branch, Title I Coordinator; Guenevere Cargill, Counselor; Leslie Dulock, Instructional Coordinator; Jessica Roberts, Librarian; Carli Smith, Science Instructional Coach; and Myriah Reyna, ESL Facilitator.
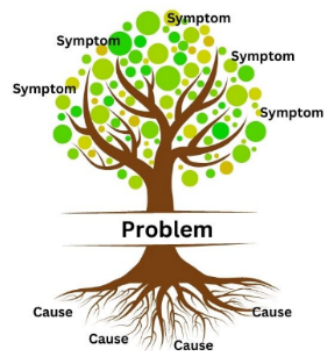
T. H. McDonald Junior High School needs assessment process is described below.   The campus leadership team evaluated the 2023-2024 data. We reviewed the following data:

School Organization	**Demographics**
School Culture & Climate	**Student Achievement**
Staff Retention	**Discipline**
Technology	**Curriculum & Instruction**
Parent & Family Engagement	**Surveys/Parents, Students, Staff Interviews**

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on March 19, 2024, and again on April 12, 2024 to develop the CNA. The meetings were held in person in the LGI of T. H. McDonald Junior High School from 9:00 a.m. – 1:00 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025, and April 15, 2025 to review and revise the CIP, as needed.

At the first in-person meeting at 9:00 a.m. on March 19, 2024, in the LGI at T. H. McDonald Junior High School located in the Katy Independent School District at 3635 Lakes of Bridgewater Drive, Katy, TX 77449, Title I Coordinator, Karen Branch, began the meeting with introductions. Attendees included: Carrie Caruso, Principal; Amanda Henley, 8th Grade Assistant Principal; Kristi Floyd-Hargrove, 6th Grade Assistant Principal; Mark Balser, 7th Grade Assistant Principal; Giovanni Serna, Student Support Administrator; Karen Branch, Title I Campus Coordinator; Mandy Stutts, District Secondary Math Coordinator; Felicia Mensah, District Instructional Specialist; Leslie Dulock, Instructional Coordinator; Kimberly Bradley, Financial Clerk; Melissa Pettey, Administrative Assistant; Carli Smith, Instructional Coach; Myriah Reyna, ESL Facilitator; Stephanie Abarca, Grade 8 Social Studies Teacher; Brian Bannerman, Grade 7 RLA Teacher; Guenevere Cargill, Lead Counselor; Jessica Roberts, Librarian; Ruth Wilson, Parent; Melissa Gaston, Parent; and Tiffany Wilson, Parent. Becki Weems, Community Member; and Phillip Pettey, Community Member were not present; however, an email was sent with a summary of the meeting and an invitation to provide input, and detailed notes attached. An icebreaker was conducted to help with relationship building. Stephanie Abarca reviewed the Mission and Vision statements of MDJH. Principal Caruso reviewed the TEA Strategic Priorities as shown.

Members were divided into three groups: Group 1:   Amanda Henley, Brian Bannerman, Karen Branch, Melissa Pettey, Kimberly Bradley, Carli Smith, Kelli Houston.   Group 2: Stephanie Abarca, Felicia Mensah, Jessica Roberts, Melissa Gaston, Becki Weems. Group 3: Guenevere Cargill, Leslie Dulock, Myriah Reyna, Ruth Wilson, Kristi Floyd, Giovanni Serna.   Each group was given data to review and analyze and complete areas of need on a google slide deck https://tinyurl.com/2rf74nzf. Amanda Henley gave the groups 45 minutes to analyze their data and complete the slide deck; after the designated time, a presenter from each group shared the group's observations on areas of need.

After listening to each group's presentation, Amanda Henley instructed each member to write down what he/she felt were the top THREE areas of need regarding student achievement.   She asked that when thinking about the top three to use the guiding questions:

- Do we all agree that this is a problem?
- Is the problem identified supported by facts/data?
- Does the problem address student achievement?
- Do we all agree that this is a problem of focus?

 The index cards were separated into groups – Discipline; Technology; Culture & Climate; Staff Retention; Parent & Family Engagement; Curriculum & Instruction; Student Achievement.

Mrs. Caruso reminded the group that identifying the root cause helps answer the question of why the problem occurred in the first place. It seeks to identify the origin and primary cause of a problem so that we can determine what happened; determine why it happened and figure out what to do to reduce the likelihood that it will happen again.

Amanda Henley distributed posters of The Fishbone Diagram which was used to better understand the contributing factors and causes of a problem. Team members were allotted 15 minutes to complete their poster – outlining the problem statement, causes and root cause(s). They were also instructed to code each cause as student based (S); adult based (A); in our control (I); and out of our control (O).

Mrs. Caruso ended the meeting stating that the campus leadership team will analyze the root cause analysis papers to create our 2024-2025 Campus Improvement Plan based on four priorities that were identified – curriculum and instruction; discipline; technology; and parent and family engagement:

Problem Statement 1: Teachers and staff lack the necessary classroom management strategies to reduce classroom disruptions causing students to miss

valuable instructional time.

Root Cause: As a result of a nationwide teacher shortage, many of the teachers are entering the profession with less experience in classroom management and student behavior support. Teachers need additional training in social and emotional learning to minimize classroom disruptions.

Problem Statement 2: With the increase in technology, teachers will face instructional challenges with blended learning.

Root Cause: Teachers have had limited experience on how to present a blended learning up to this point because Katy ISD has not had 1:1 technology ratio until now. Teachers need training to adapt content to engage students through technology.

Problem Statement 3: Teachers lack skills to effectively and routinely plan and utilize research-based strategies to maximize student learning and engagement to increase student achievement.

Root Cause: MDJH has many first-year teachers, as well as alternative certified teachers who need additional training in planning, curriculum, and instruction.

Problem Statement 4: Parents are involved in our campus in a limited way, for their students' extracurricular activities, but are not actively engaged in the academic progress of their child.

Root Cause: Parents have limited time and understanding to devote to the academic needs of their students and rather focus more on their extracurricular events instead.

Mrs. Caruso thanked members for attending and putting forth their best efforts to ensure that our students have the opportunity to grow and achieve academic success. The meeting adjourned at 2:20 p.m.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) was developed with the following stakeholders: Carrie Caruso, Principal; Kristi Floyd-Hargrove, Assistant Principal; Amanda Henley, Assistant Principal; Giovanni Serna, Assistant Principal; Mark Balser, Assistant Principal; Karen Branch, Title I Coordinator; Leslie Dulock, Instructional Coordinator; Kristin Bell, Instructional Coach; Guenevere Cargill, Counselor; Kimberley Costello, Counselor; Ruben Espinosa, Counselor; Ruthie Wilson, Parent; Melissa Gaston, Parent; Myra Lopez, Teacher; Mathew Phillips, Teacher; Sonam Nayyar, Teacher; and Jessica Roberts, Librarian.

The CIP is the foundation for campus activities, guiding instructional program implementation, professional development, staffing, and budget. The plan is developed by identifying gaps that need to be addressed, using identified data, and the root causes of problems via the CNA committee; establishing measurable goals and success criteria; developing targeted strategies for improvement; involving parents and community members in the process; tracking progress and outcomes to ensure that the plan is working; and planning for cycles of continuous improvement.

2.2: Regular monitoring and revision

The effectiveness of the plan will be evaluated and feedback invited on dates to be determined. Formative review will occur during April 2025; and the summative review in June

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

The Campus Improvement Plan will be posted on the campus website in English and Spanish. In addition, the PFE policy and School Parent Compact agreement will be posted on the campus website in both English and Spanish.

2.4: Opportunities for all children to meet State standards

MDJH provides tutorials to all students. All teachers are required to provide at least two offerings per week, either before or after school. Academically, MDJH excels in providing high-quality instruction through professional learning committees and collaborative team meetings. Common assessments are utilized to provide consistent and rigorous instruction across all contents. A variety of programs are provided to support and enrich students who are at-risk, special education, 504, and ESL. Also, MDJH uses P.A.W.S. Time to capture students in need of targeted intervention during the school day to address areas of need in Math and RLA this time also addresses PLC Question 3 regarding how we respond when students are not learning. For general education students who are not successful on STAAR they are scheduled into a Reading or Math intervention class. The use of Canvas has become widely used to support all students. Students who are absent due to illness, have access to their curriculum through Canvas. This allows teachers the ability to support, communicate, and keep students on track with their learning. Teachers also provide enrichment opportunities as well as tutorial materials on their Canvas pages.

2.5: Increased learning time and well-rounded education

MDJH uses P.A.W.S. Time to capture students in need of targeted intervention during the school day to address areas of need in Math and RLA; this time also addresses PLC Question 3 regarding how we respond when students are not learning. In addition, MDJH provides tutorials to all students. All teachers are required to provide at least two offerings per week, either before or after school. Academically, MDJH excels in providing high-quality instruction through professional learning committees and collaborative team meetings. Common assessments are utilized to provide consistent and rigorous instruction across all contents. A variety of programs are provided to support and enrich students who are at-risk, special education, 504, and ESL.

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

MDJH uses a multi-tiered systems of support (MTSS) or tiers of support. Tier 1 - universal supports - all students are taught the school-wide expectations and the skills associated with the behavior expectations. Tier 2 - targeted supports - some students are provided more instruction and opportunities for practicing behavior skills in addition to Tier 1 supports; Tier 2 supports are provided to groups of students with similar needs. Tier 3 - individualized supports - supports students who are not responding to Tier 1 and Tier 2 supports. Tier 3 strategies are highly individualized approaches and involve team approach to design interventions unique to the student; Tier 3 supports frequently include a functional behavior assessment and behavior intervention plan for the student. MDJH uses P.A.W.S. Time to capture students in need of targeted intervention during the school day to address areas of need in Math and RLA this time also addresses PLC Question 3 regarding how we respond when students are not learning. In addition, MDJH provides tutorials to all students. All teachers are required to provide at least two offerings per week, either before or after school.   Academically, MDJH excels in providing high-quality instruction through professional learning committees and collaborative team meetings. Common assessments are utilized to provide consistent and rigorous instruction across all contents. A variety of programs are provided to support and enrich students who are at-risk, special education, 504, and ESL.

3.1: Annually evaluate the schoolwide plan

T. H. McDonald Junior High will work with the Campus Advisory Team (CAT) to evaluate the effectiveness of the parent/guardian involvement program. Surveys, family and staff questionnaires, assessment data, and other resources will be used to determine needs and develop revised strategies for student success.   The Title I personnel will meet with other Title I colleagues across the district for suggestions on improving our program and parent/guardian involvement. Revisions to the PFE Policy will be made and communicated to staff and parents/guardians.

In addition, assessment data will be used to determine program effectiveness. Data will be compiled to determine modifications, successes, and improvements for continued student achievement. Student performance and program initiatives will be communicated to parents/guardians. The effectiveness of the plan will be evaluated and feedback invited at the following dates: formative reviews occurring during October 2024, January 2025; April 2025; and the summative in June 2025.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents/Guardians, teachers, administrators and other school leaders reviewed and revised the 2023-2024 Parent and Family Engagement Policy of MDJH. The members that participated represent the diversity of the student population and one parent participating also served on the CNA committee, the CAT and will serve as PTA president for 2024-2025. The PFE Policy will continue focusing on encouraging and supporting parental involvement at MDJH. The PFE Policy will continually be evaluated and updated/revised to address the goals and needs of all stakeholders. The members will convene at a time and place convenient to all participants. The PFE Policy is posted on the campus website, in English and Spanish; available for pickup in the vestibule of the campus; counselors' office; front office; and the Title I office.

4.2: Offer flexible number of parent involvement meetings

T. H. McDonald Junior High will conduct multiple annual Title I meetings at the beginning and throughout the school year for all parents/guardians as a form of orientation to the Title I program. At that meeting, the Title I program will be described, the PFE Policy will be distributed and opportunities for parent/guardian participation will be explained. Parent/Guardian volunteers will be recruited to serve on the Campus Advisory Team (CAT).

A minimum of two additional campus meetings will be held throughout the year. These meetings will provide parents/guardians the opportunity to learn about MDJH and to participate in their child's education. In April or May of each year, Katy Independent School District will hold a public Title I meeting to evaluate and share information about the Title I program. Parents/Guardians will be invited to this meeting by each campus and notice of this meeting will be distributed via social media, school newsletter (Panther Post), district and school websites.

Additionally, the evaluation of the Title I program will be conducted through a family questionnaire distributed at the end of each school year. These questionnaires will be reviewed at that time to determine suggested areas of improvement.

Parents/Guardians are encouraged to be involved in their child's education and are encouraged to offer suggestions as all stakeholders work together to ensure that all children succeed at MDJH. To achieve this goal, MDJH will offer activities/trainings to build the capacity of parents and community members, such as, HAC and Canvas training; 5th Grade Transition Night; 8th Grade Transition; STEM Family Night; Curriculum Night; Book Fair.

Campus Funding Summary

			211 - Title I Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Highly Qualified Personnel		$310,845.00
2	1	1	Bus Transportation for After School Tutorials Monday - Thursday		$7,500.00
2	1	1	Instructional Technology		$4,000.00
2	1	1	Materials and Resources		$1,195.00
2	1	1	Professional Development for Teachers		$2,000.00
2	1	1	Interventions/Tutorials (Extra Duty Pay)		$8,000.00
2	1	2	Professional Development for Teachers		$1,000.00
2	1	3	Professional Development		$2,000.00
2	1	4	Materials, Resources, Supplies		$1,000.00
2	1	4	Professional Development		$2,000.00
2	1	4	Technology		$3,000.00
2	1	5	Resources, Materials, Supplies		$1,000.00
2	1	6	Tutorials/Interventions/Enrichment		$2,000.00
2	2	1	Resources, Materials, Supplies		$1,000.00
3	1	1	Resources, Materials, Supplies		$1,000.00
3	2	1	Resources and Materials		$500.00
3	2	1	Substitutes for Collaborative Team Meetings		$1,500.00
4	1	1	Professional Development		$1,000.00
4	1	1	Materials, Resources		$1,000.00
5	1	1	Professional Development for Teachers		$2,000.00
5	1	1	Materials and Resources		$1,000.00
5	1	3	Resources		$1,000.00
5	1	3	Professional Development		$5,000.00
5	2	1	Professional Development		$4,000.00
5	2	2	Professional Development for Teachers		$2,000.00
5	2	2	Detention and Homework Hall Staff Pay		$13,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Professional Development		$1,500.00
6	1	1	Resources, Materials, Supplies		$2,500.00
6	2	1	Reading materials and general supplies		$2,000.00
7	1	1	Materials and resources		$2,000.00
7	1	1	Extra duty pay		$3,000.00
7	1	1	Snacks and supplies for events		$3,000.00
7	1	2	Printing of materials for events		$870.00
7	1	2	Extra duty pay		$4,000.00
7	1	3	Resources, Materials, Supplies		$1,000.00
7	1	4	Translation Services for Spanish-speaking parents, including conversations and documents.		$1,000.00
7	1	4	Snacks, beverages and childcare services.		$1,500.00
7	1	4	Resources, Materials, Supplies		$1,000.00
				Sub-Total	$402,910.00