

Katy Independent School District
Memorial Parkway Junior High
2024-2025 Campus Improvement Plan



Mission Statement

It is the mission of Memorial Parkway Junior High to ensure high levels of learning for all students in a positive and respectful environment in which students will gain skills to be successful beyond the classroom.

Vision

To be a community of lifelong learners.

TALONS

Eagle Character Traits

Eagles are...

Trustworthy

Accepting

Leading

Optimistic

Noble

Scholarly

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Parkway Junior High opened its doors in the fall of 1982. This demographic information is from June 2023. The campus enrollment has remained steady from the end of the previous year. The student enrollment is 781 students, evenly split between grades 6-8. MPJH is an ethnically diverse campus with the following demographic data:

White: 41%

Asian: 8%

African American: 10.4%

Hispanic: 35%

Two or More: 5%

American Indian/Pacific Islander: 0.10%

The student mobility rate for MPJH is 11.4% and 42% of our students are considered At-Risk. Additionally 48% of MPJH students are classified as Economically Disadvantaged. Other subsets of our population are as follows: ESL: 16% LEP: 21% GT: 15% CTE: 24% SPED: 21%. The attendance rate for the 22-23 school year was 95.67%

Demographics Strengths

MPJH is the smallest junior high in Katy ISD which affords students the opportunity to participate in a variety of activities. Almost all students who tryout for a sport are able to participate, and the same is true for fine arts and other school groups.

Additionally, students are able to get to know each other well as each grade level is typically less than 275 students. The campus is becoming more diverse every year, and this diversity allows students to gain a better understanding of the cultures of others.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increased enrollment of students who qualify as at-risk and have high mobility rates. **Root Cause:** Increase in low income housing options in the eastern portion of our zone. Aging neighborhoods with high #s of rental properties. Increased number of immigrants entering the United States and moving into our area.

Problem Statement 2: Increased % of our students who qualify for special education services, from 18% to 21% over the past few years. **Root Cause:** environmental factors, cultural factors, increased emphasis on "Child Find."

Student Learning

Student Learning Summary

Our scores reflect emphasis on solid first-teach instruction. However, there are specific sub-populations that need to be targeted for more personalized learning in order to meet said growth targets, specifically in math. On the 2022 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

Reading

	Approaches	Meets	Masters
2024	91%	75%	49%
2023	87%	68%	42%
2022	71%	54%	38%

Math

	Approaches	Meets	Masters
2024	88%	67%	31%
2023	87%	66%	28%
2022	67%	39%	16%

Science (8th Only)

	Approaches	Meets	Masters
2024	82%	65%	34%
2023	86%	69%	39%
2022	76%	58%	40%

Social Studies (8th Only)

	Approaches	Meets	Masters
2024	80%	57%	39%
2023	75%	55%	34%
2022	66%	46%	33%

Student Learning Strengths

Overall academic achievement across all contents is increasing year over year, and at a faster pace than most other JH campuses in the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When looking at specific grade levels STAAR performance in math, 7th grade math saw a large (-9%) decrease in the % of students who passed.

Root Cause: Poor performance from the classroom teacher, Student behavior in 7th grade

Problem Statement 2 (Prioritized): 8th grade science scores are trending downward. **Root Cause:** staff turnover in the science department.

School Processes & Programs

School Processes & Programs Summary

At Memorial Parkway JH, we believe clearly defined expectations that push us all to grow and hold each other accountable are important for our overall success as a campus. Because of this, we have adopted **the Eagle Way**, a set of standards that govern how we act, how we plan, and how we teach.

Memorial Parkway JH has a rich history of retaining staff. Only a few teaching positions needed to be hired for 2023-24. We are able to recruit highly qualified staff for all positions, despite a teacher and labor force shortage across the country. Administrators and teachers participate in the hiring process through the Teacher Fair in March as well as campus-based interviews.

Memorial Parkway JH is a professional learning community. Staff work together in collaborative teams to live out our mission of ensuring high levels of learning for all students. Instructional Coaches are an essential component of our learning and collaborative teams. All staff are encouraged to be lifelong learners for the betterment of their students, their teammates, and themselves.

Administration handles discipline in a timely manner seeking both teacher and student input. TALONS character traits (Trustworthy, Accepting, Leaders, Optimistic, Noble, Scholarly) are taught to students through weekly character lessons, and a continued focus throughout the year. As part of our PBIS program, students receive points for exhibiting TALONS traits and can use points to receive rewards from the PBIS store. 8th Grade Day continues to be a great way to celebrate the accomplishments of our students as they finish their junior high years and head to high school.

School Processes & Programs Strengths

The Eagle Way acts as our compass and holds us accountable to doing the right work to maximize student learning outcomes.

Our campus collaborative teams plan using strategies and processes MPJH has adopted through our work in the PLC Academy to design quality first-teach instruction. The Fundamental Five (Power Zone, Framing the Lesson, Small Group Purposeful Talk, Critical Writing, and Recognize/Reinforce) continues to be what's considered "best practice" for teaching instruction to students for the first time.

While we are the smallest secondary campus in the district, MPJH staff are still afforded the same professional development opportunities as those on larger campuses. Professional learning remains a top priority. The usage of technology continues to be a huge focus with the transition to being a 1:1 school. Teachers continue to meet on sacred planning days (Tuesdays) to discuss curriculum, assessment, and instruction.

Character education continues to be a focus, with character lessons taking place during advisory on Friday.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher capacity has declined over the past few years in the areas of planning and preparing for instruction. **Root Cause:** Content specific IC's took over roles and responsibilities that were traditionally handled by teachers. (team leaders, team planning leads, test creation, data analysis, etc)

Perceptions

Perceptions Summary

The PTSA of Memorial Parkway JH provides tremendous support of the work being done on campus. They are involved in various activities throughout the school year. Veterans Day, International Day, dances, and teacher treats are just a few of the ways they are involved.

Perceptions Strengths

Memorial Parkway JH offers multiple ways for students, parents, and staff to be involved in the educational process. Staff believes that the school is the hub of the community and, therefore, develops experiences conducive to support that belief. All MPJH staff are members of the MPJH PTSA. The PTSA offers a wide range of activities throughout the year from dances to providing meals, professional development, and supplies to staff, in addition to student programs and campus needs. PTSA executive board is already working to build ways to increase their participation and outreach for our campus. Students are encouraged to participate in multiple activities offered from fine arts to athletics to yearbook publishing to high school credit offerings. MPJH also hosts a Veterans Day program annually where community members and parents are invited to participate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Economically disadvantaged families feel a disconnect with the campus and do not trust campus administration to have the best interests of their students in mind. **Root Cause:** National political climate, decline in the overall trust in Americas foundational institutions and values.

Problem Statement 2: Our PTSA and overall volunteer base is lacking male representation. **Root Cause:** Families roles and dynamics, Dads who work during the day

Priority Problem Statements

Problem Statement 1: When looking at specific grade levels STAAR performance in math, 7th grade math saw a large (-9%) decrease in the % of students who passed.

Root Cause 1: Poor performance from the classroom teacher, Student behavior in 7th grade

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 8th grade science scores are trending downward.

Root Cause 2: staff turnover in the science department.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher capacity has declined over the past few years in the areas of planning and preparing for instruction.

Root Cause 3: Content specific IC's took over roles and responsibilities that were traditionally handled by teachers. (team leaders, team planning leads, test creation, data analysis, etc)

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation







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: 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. 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	Formative			Summative
	Oct	Jan	Apr	June
				
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators \ Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: During the 24-25 school year, MPJH will develop a campus decision making committee with the purposes of reviewing discipline data and addressing the campuses most common discipline issues.

Evaluation Data Sources: Campus calendar, Eagle discipline committee meeting agenda and minutes, Student discipline data

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principal's will select committee members that represent all content areas and grade levels. Meetings will be scheduled in advance for the 1st and 4th Wednesday of every grading period, for a total of 12 meetings during the school year. Strategy's Expected Result/Impact: Consistent implementation of the district discipline management plan, Staff education of district and campus student discipline policies and procedures, Staff morale Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: By the end of the 24-25 school year, all teachers will be able to build common assessments and pull data reports in Aware.






Evaluation Data Sources: Eduphoria professional development logs, collaborative team meetings, observation, data meetings

Strategy 1 Details	Reviews			
Strategy 1: All teachers participate in the Canvas e-course in Aware, or attend Aware training hosted by campus instructional coaches. Strategy's Expected Result/Impact: 100% of staff members are proficient in test creation and data analysis using AWARE. Staff Responsible for Monitoring: Principal and Instructional Coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
	<div><div></div>50%</div>			
<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 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: By the end of the 24-25 school year, all students will make at least one year's worth of growth in math and reading, based on 2025 STAAR assessment results.

Evaluation Data Sources: CBA data, DLA data, STAAR data






Strategy 1 Details	Reviews			
Strategy 1: Conduct data meetings at the beginning and mid-point of the school year with each collaborative team. Strategy's Expected Result/Impact: Teacher's are able to identify struggling students and TEKS that students struggle with. Staff Responsible for Monitoring: Principal and Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: 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.

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

Performance Objective 1: During the 24-25 school year, MPJH will rank in the top 20% of all Katy ISD campuses based on the Pulse Culture & Climate survey results.

Evaluation Data Sources: Pulse Culture & Climate survey results

Strategy 1 Details	Reviews			
Strategy 1: Communicate about survey through email, the Eagle staff newsletter, and at the beginning of in person meetings to increase the percentage of staff who participate. Hold open labs for staff who are unable to log in. Strategy's Expected Result/Impact: More staff participation in the culture and climate survey Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Goal 8: 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.

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