

Katy Independent School District
West Memorial Junior High
2025-2026 Campus Improvement Plan



Vision

The procedures, programs and practices of WMJH reflect its commitment to helping all students learn at high levels.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile

West Memorial Junior High is a campus in Katy ISD and opened its doors in 1976. WMJH is projected to serve 935 students in grades 6-8 during the 2025-2026 school year.

Mission Statement: As an inclusive community, West Memorial Junior High will inspire lifelong learners who pursue a successful future in an evolving world. We will ensure the social, emotional, physical, and intellectual growth of each child through innovative and effective education and meaningful connections.

Vision Statement: The procedures, programs and practices of WMJH reflect its commitment to helping all students learn at high levels.

CNA Stakeholders and Role

Principal Todd Knobbe

Administrator Tiffany White

Administrator Vivian Muldune

Other School Leader Michele Dawkins

Other School Leader Evelyn Lopez

Other School Leader Richard Franco

Other School Leader Maureen Raffie

Other School Leader Alyssa Castorena

Other School Leader Nancy Payton

Teacher Yennifer Batista

Teacher Amanda Houston

Paraprofessional Casey Cobb

Paraprofessional Meriem Alzahrawi

Paraprofessional Dianne Corn
Specialized School Support Nurse Stefanie Ross
Specialized School Support Counselor Nathaniel Welch
Community Lydia Ortiz
Community Helen Helm
Community Dana Biersdorfer
Parent Kelly Stromek
Parent Susan Green

The WMJH Needs Assessment committee met for the first time on April 24, 2025 in the WMJH Large Group Instruction Meeting Room. Principal Knobbe shared information on federal Title I programming and its potential impacts on WMJH. TEA Strategic Priorities were reviewed and discussed. The mission and vision were reviewed and school celebrations including teacher retention, Top Ten Culture and Climate school, Fine and Visual Arts success stories, athletics district championships, and the counseling CREST award were discussed. The academic successes of the previous two years worth of STAAR data and the PLC Academy processes were shared. The next meeting date was set for Thursday, May 1st at the WMJH LGI.

Our 2nd meeting was held on May 1, 2025 in the WMJH LGI. The agenda was shared, introductions were made, attendees signed in, and the last meeting minutes were shared. The WMJH mission and vision were read and TEA strategic priorities were reviewed and discussed. Principal Todd Knobbe presented the following data--TAPR data, school behavioral data, school assessment data, and attendance information. Further discussions shared the WMJH campus demographics data, we reviewed academic successes and struggles. Behavioral data that included tardies as the #1 referral data and #2 noncompliance were reviewed. Additional district assessment data, student behavior data, attendance data were discussed. Small group discussions covering strengths and weaknesses of campus academic data for science, social studies, RLA, and math were shared with the whole group. The group reviewed potential problems such as truancy and classroom cognitive engagement, data trends showing a decrease in attendance this year, and math and reading interventions that are provided

The committee discussed some concerns including test scores below the district average, the TEA-focuses sub pop groups of Hispanic and African American scores being lower than the state average, some SPED sub-pop STAAR core content scores are lower than the state average, and a concern with tardies, truancy and beginning of class engagement. As our KAP/GT numbers grow, we are concerned with the level of rigor and KAP/GT differentiation.

A root cause analysis was completed where each group reviewed the 4-5 reasons for each problem statement. The next campus needs assessment meeting is scheduled for October.

Priority Problem Statement #1

West Memorial Junior High student scores in Grades 6-8 Reading, Math, Science and Social Studies were lower than the state average and specifically the sub-populations of Hispanic and African-American were below the state average in some core content areas.

Root Cause: Teachers need more professional development in differentiating instruction to meet the needs of the diverse learners at WMJH.

Some students may be a part of another sub-population category such as SPED or Economically Disadvantaged, some students are moving from other countries that do not have standardized testing, students have cultural and academic vocabulary barriers, some students may not understand the value of doing well on standardized tests and some students may not have a connection with their core content teacher.

Hispanic = 51% eco-dis & 40.3% SPED

Black/African American = 23.4% eco-dis & 19.3% SPED

Priority Problem Statement #2

West Memorial Junior High data showed a significant increase in tardies and truancy. Data shows many students are not arriving to class on time and a significant increase in students missing class time.

Root Cause: WMJH teachers are in need of professional development and resources related to beginning of class cognitive engagement and classroom management.

Priority Problem Statement #3

WMJH KAP and GT students are not performing on state and local assessments as expected.

Root Cause: WMJH KAP and GT teachers are in need of additional professional development to build capacity in differentiating

lessons and elevating the rigor of classroom instruction and local assessments.

Three Areas of Focus for 2025-2026

1. WMJH will improve their Approaches, Meets, and Masters by 3% across all core contents in the 2025-2026 school year.
2. WMJH will decrease tardies by 10% by increasing the cognitive engagement in the beginning of class and we will decrease truancy by 10%.
3. WMJH will increase rigor on KAP/GT assessments and will increase differentiation in KAP/GT classrooms by providing three professional development sessions per marking period.

Demographics

Demographics Summary

West Memorial Junior High is the second-oldest junior high in Katy ISD and opened its doors in 1976. Students are given opportunities to excel in all programs from academics to fine arts, athletics, and extra-curricular activities.

Our student population is composed of diverse learners with differing needs. We offer a curriculum that is rigorous but flexible. Katy Advanced Placement, Gifted and Talented and regular academic classes are offered in the areas of Math, Algebra, Science, Language Arts, and History. Programs also available include English as a Second Language, Reading Elective, Deaf Education, Special Education Resource, Math Intervention and Co-Teaching classes. Electives include theatre arts, Spanish, art, career and technology education, home economics, band, choir, orchestra, and publications. Athletics include football, volleyball, basketball, track, tennis and soccer. Extra-curricular activities include Student Council, National Junior Honor Society, Robotics, Cheerleading, Speech and Debate, Pep Squad, Chess Club, and various other clubs and organizations.

Our students are served by a dedicated staff which includes classroom teachers, coaches, paraprofessionals, a classroom technology designer, a social worker, a school psychologist, a diagnostician, a speech therapist, counselors, secretaries, clerks, and administrators. Numerous parent volunteers, our PTA, and community assist in providing our students and staff with quality activities and supports.

Our Jaguars Achieve Greatness and Success by Respecting Order and Accepting Responsibility J.A.G.S. R.O.A.R. This is our vehicle for teaching school-wide expectations.

Demographics Strengths

Race Ethnicity	Number	Percentage
Hispanic	458	51%
White	181	20%
Black/African American	175	20%
Asian	31	3%
Two or More Races	60	6%
Am Indian/Alaskan Native	1	.1%
Native Hawaiian Pacific Islander	1	.1%

Our student program statistics are listed below.

Student Statistics	
Total Enrollment	897
At Risk	64%
Economically Disadvantaged	70%

Student Statistics	
Limited Language Proficient	30%
Special Education	23%
Career and Technology	20%
Gifted and Talented	4%
ESL	27%
Attendance Rate	95.32%

Our student population is very diverse and our students have diverse interests, backgrounds and experiences which contributes to the positive campus culture. Our staff members are supported through professional development including small group instruction, differentiating instruction for all learners, formative assessments, Character Strong curriculum, Restorative Practices, CHAMPS, technology training and content area specific professional development. Our staff is focused on growing to meet the needs of all learners. Our collaborative teams work together during collaborative meeting times (Collaborative Team Meetings) and the teams are supported by instructional coaches and administrator. Our CT's create engaging lessons, formative and summative assessments, and re-teach and re-test based on data collection. Each new teacher is supported by a mentor teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas.

Root Cause: The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.

Problem Statement 2: We have an increased need for student support to reach our Newcomer, Sheltered and Emerging Bilingual Students. We will serve approximately 300 Emerging Bilingual students.

Root Cause: District and community growth contributes to our changing demographics and an increased need for campus and staff professional development to meet the needs of our diverse learners.

Student Learning

Student Learning Summary

STAAR Data

6th RLA Approaches, Meets, Masters - decrease by 3%

7th RLA Approaches, Meets, Masters - decrease by 5%

8th RLA Approaches, Meets, Masters - increase by 2%

6th Math Approaches, Meets, Masters - decrease by 3%

7th Math Approaches, Meets, Masters - decrease by 7%

8th Math Approaches, Meets, Masters - decrease by 2%

District Assessment Data #2 Spring 2025

6th Math AMM decrease by 1%

7th Math AMM decrease by 7%

8th Math AMM increase by 2%

8th Science AMM decrease by 13%

8th Grade AMM increase by 1%

6th RLA AMM decrease by 7% (Implications Campus Based Writing Scores and Calibrating)

7th RLA AMM decrease by 16% (Implications Campus Based Writing Scores and Calibrating)

8th RLA AMM decrease by 2% (Implications Campus Based Writing Scores and Calibrating)

Student Learning Strengths

RLA Reading and Writing - STAAR 8th Masters increase by 9%

Algebra I - STAAR EOC Masters increase by 15%

Core Writing Practices - increase from 4 to 31 TELPAS students who exited. Strong writing scores contributed to this.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): West Memorial Junior High noticed a concern as our KAP and GT numbers grow, we are concerned with the level of rigor and KAP/GT differentiation.

Root Cause: The campus will increase professional development on differentiation and rigor and resources will be utilized to increase opportunities for improved planning for differentiation.

School Processes & Programs

School Processes & Programs Summary

West Memorial Junior High is a PLC Academy Campus and we will be in Year #2 during the 25-26 school year. This includes a guiding coalition group of 8-12 who lead the campus instructional decision making process. The guiding coalition sets expectations for collaborative team meetings, they set accountability deadlines for backwards design lesson planning, they establish the use of formative assessments common campus assessments, and reset expectations for a structured re-teach and re-test program.

Formative Assessments-WMJH will utilize Formative Assessments in our strategic planning to capture timely and relevant data to improve student achievement. The WMJH expectation is that collaborative teams will use at least 3 assessments from Formative per marking period.

Breakfast Club-timely and relevant professional development

Emerging Bilingual professional development

School Processes & Programs Strengths

West Memorial Junior High, celebrating year #50 in the 25-26 school year, excels in supporting the whole child. Many students participate in fine arts, visual arts, and the performing arts. Recently, Dance has been added as an elective. Our band, choir, orchestra, and theatre programs are highly successful and in the Spring of 2025 our Concert Band earned straight 1's at UIL Band.

During the 2025-2026 school year, boys' and girls' athletics combined to earn 12 district championships in 8th Grade Girls Soccer, 8A, 8C, 7A, 7B, 7C in Girls Basketball, in 8A and 8B Girls Volleyball Football 8A and 8B and in Boys Basketball 8B and 8C. Fine Arts, Athletics, Class sizes

We have strong programs in Robotics, Student Council, Speech and Debate, Pep Squad, Cheerleading, and in programs of Chess Club and Book Wars among many others.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): West Memorial Junior High has a goal to improve the cognitive engagement of students within the first ten minutes of class, to address the increasing number of tardies, and to address the increasing number of truancy and attendance issues.

Root Cause: The campus will increase professional development for teachers on the topic of cognitive engagement, the campus will increase resources to address the tardy, truancy, and attendance issues.

Problem Statement 2: Our daily Jaguar Time structure will be varied due to Senate Bill 1416 requirements.

Root Cause: Our social-emotional learning and re-teaching opportunities will be impacted by the Senate Bill 1416 requirements.

Perceptions

Perceptions Summary

Culture and Climate - Katy ISD Top Ten organization in campus culture and climate surveys from KISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: WMJH noticed a concern with limited parental involvement in some campus activities including PTA membership, volunteerism, and open houses.

Root Cause: Parents have limited availability due to work schedules.

Priority Problem Statements

Problem Statement 1: West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas.

Root Cause 1: The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.

Problem Statement 1 Areas: Demographics

Problem Statement 2: West Memorial Junior High noticed a concern as our KAP and GT numbers grow, we are concerned with the level of rigor and KAP/GT differentiation.

Root Cause 2: The campus will increase professional development on differentiation and rigor and resources will be utilized to increase opportunities for improved planning for differentiation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: West Memorial Junior High has a goal to improve the cognitive engagement of students within the first ten minutes of class, to address the increasing number of tardies, and to address the increasing number of truancy and attendance issues.

Root Cause 3: The campus will increase professional development for teachers on the topic of cognitive engagement, the campus will increase resources to address the tardy, truancy, and attendance issues.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals

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





Performance Objective 1: WMJH will reduce student tardies and truancy incidents by 10% through consistent monitoring, proactive interventions, and increased student accountability.

High Priority

Evaluation Data Sources: Katy ISD Discipline Dashboard

Campus wide tardy and truancy referrals will be collected and compared at each 6 week marking period.

Strategy 1 Details	Reviews			
<p>Strategy 1: WMJH will improve academic success for all students by reducing tardies and truancy by 10% by the end of the school year through weekly monitoring, timely parent communication, and increased cognitive engagement at the start of class. Teachers will participate in professional development focused on strategies to increase student engagement during the first five minutes of instruction.</p> <p>Strategy's Expected Result/Impact: Decrease tardies and truancy incidents by more than 10%</p> <p>Staff Responsible for Monitoring: Assistant Principals and Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplies for E-Hall Pass - 211 - Title I Part A - 211-11-6399-800-XXX-30-804-21124 - \$600, Professional Development - 211 - Title I Part A - \$600</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: WMJH Teachers will utilize PBIS Rewards store to incentivize students for being on time, WMJH Administrators will reward students weekly during lunch with raffles for students with zero tardies, and students will earn a No - Tardy party once per semester with zero tardies.</p> <p>Strategy's Expected Result/Impact: The expected impact is to reduce tardies by 10% per marking period.</p> <p>Staff Responsible for Monitoring: Administration and AP Secretaries</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: PBIS Rewards Subscription - 211 - Title I Part A - 211-11-6396-800-XXX-30-804-21124 - \$4,500</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WMJH will change its consequence for tardies 1st offense and will structure escalating consequences for repeat offenders.</p> <p>Strategy's Expected Result/Impact: Students will spend more time in class cognitively engaged.</p> <p>Staff Responsible for Monitoring: Grade level Assistant Principal</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: West Memorial Junior High has a goal to improve the cognitive engagement of students within the first ten minutes of class, to address the increasing number of tardies, and to address the increasing number of truancy and attendance issues. Root Cause: The campus will increase professional development for teachers on the topic of cognitive engagement, the campus will increase resources to address the tardy, truancy, and attendance issues.</p>

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

Performance Objective 2: Information on violence prevention and bullying information will be presented and provided to parents, students, and teachers.

Evaluation Data Sources: Campus discipline data


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


Performance Objective 1: WMJH will 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Physical Education Teachers</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Physical Education Teachers</p> <p>Title I: 2.52</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 2: The district will exceed state and national averages for all student groups in student achievement and progress.

Strategy 1 Details	Reviews			
Strategy 1: Inform teachers of the English Language Proficiency levels of the Emergent Bilingual students in their classrooms and utilize the ELPs in professional learning communities to plan for instruction.	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The percent of WMJH students in grades 6-8 who achieve Meets or Above in Reading will increase from the previous 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
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: WMJH will increase the combined Approaches, Meets, and Masters by 3% across each core content team for all students in grades 6-8.

High Priority

Evaluation Data Sources: Campus Based Assessments, District Assessments, STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: WMJH will increase the percentage of students achieving Approaches, Meets, and Masters on state assessments by 3%, with targeted support for students at risk of failing--particularly those in the Hispanic, African American, and Special Education subpopulations. To support this goal, teachers and administrators will engage in the Katy ISD PLC Academy Cohort 3, focusing on common formative assessments and using data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Ensuring learning for all students through the PLC Academy, Backwards Design, and Refining the WMJH Collaborative Team Process. Increase Approaches, Meets and Masters on state assessments by 3%.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches; Self Assessment from Collaborative Teams</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Subscription for Formative (PD for Teachers)- final amount pending - 211 - Title I Part A - 211-11-6396-800-XXX-30-804-21124 - \$1,500</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: WMJH will provide instructional materials and technology to core content teachers who will engage in our summative assessment data protocol three times per semester to assess individual, section, and grade level student achievement progress. All students' data, particularly African American and Hispanic students, will be measured and compared. General Ed, Academic Support Interventionist, ESL, SPED Teachers will address gaps accordingly by providing professional development and intervening with small group instruction.</p> <p>Strategy's Expected Result/Impact: Tracking student data for small group instruction, intervention for students not meeting standards, and extension for those students mastering.</p> <p>Campus Based Assessments x 2 per marking period. District Assessments 1-2 times per year. STAAR end of year assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators, Teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Academic Support Interventionist Teachers, Instructional Coordinator - 211 - Title I Part A - \$358,921, General Education Teacher - 199 - General Fund - \$320,000, Instructional Materials, technology - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WMJH core content teams will utilize Formative to create a minimum of two common formative assessments per marking period to track individual student achievement.</p> <p>Strategy's Expected Result/Impact: Monitor on-going student achievement.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Online Subscription - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: WMJH will provide instructional resources, technology and materials to students who are at-risk of not meeting the standard and they will be invited to after-school tutorial sessions, Jag Academy. Sessions are held twice a week and late bus services is provided. Sessions are held August through April.</p> <p>TELPAS student tutorials and Masters student tutorials will be established after school in January through March and students will be identified and invited to attend.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for at-risk students to master the content and increase student achievement on state assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coordinator, Instructional Coaches</p> <p>Title I: 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Payment for tutorials outside of contract time. - 211 - Title I Part A - 211-11-6117-800-XXX-30-804-21124 - \$2,000</p>	Formative			Summative
	Oct	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 802 663 850"> No Progress</div> <div data-bbox="764 802 982 850"> Accomplished</div> <div data-bbox="1083 802 1335 850"> Continue/Modify</div> <div data-bbox="1436 802 1629 850"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. Root Cause: The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.</p>


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: At least 80% of WMJH students will demonstrate cognitive engagement within the first ten minutes of class, as evidenced by active participation in tasks that require critical thinking, problem-solving, questioning, and making meaningful connections to prior knowledge.

Strategy 1 Details	Reviews			
<p>Strategy 1: WMJH Instructional Coaches and Administrators schedule and implement Learning Walks during the first ten minutes of class. Data will be collected on a common form to be shared and discussed.</p> <p>Strategy's Expected Result/Impact: Increase coaching conversations concerning cognitive engagement, critical thinking and problem solving.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WMJH Instructional Coaches will lead student surveys to collect data on students' perspective of classroom engagement during the core content lessons, grades 6-8, math, reading, science and social studies.</p> <p>Strategy's Expected Result/Impact: Instructional coaches will use the data to lead conversations and implement teacher change of instruction revolving around student input.</p> <p>Staff Responsible for Monitoring: Instructional coaches and administrators.</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics





Problem Statement 1: West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. **Root Cause:** The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.

School Processes & Programs

Problem Statement 1: West Memorial Junior High has a goal to improve the cognitive engagement of students within the first ten minutes of class, to address the increasing number of tardies, and to address the increasing number of truancy and attendance issues. **Root Cause:** The campus will increase professional development for teachers on the topic of cognitive engagement, the campus will increase resources to address the tardy, truancy, and attendance issues.

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 3: WMJH KAP and Gifted Talented students will increase performance in class and on standardized tests by 3% through increased differentiation in KAP/GT classrooms and by providing on-going, on-campus professional development three times per semester.

Strategy 1 Details	Reviews			
<p>Strategy 1: WMJH will increase KAP and GT students scoring Meets and Masters by 3% by prioritizing teacher professional development and instructional resources, using the GT facilitator's expertise and CTM meetings to ensure rigorous, well-rounded instruction for all.</p> <p>Strategy's Expected Result/Impact: Appropriate depth of knowledge on assessments to increase meets and masters by 3%</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Resources - 211 - Title I Part A - 211-13-6329-800-XXX-30-804-21124, Professional Development - 211 - Title I Part A</p>	Formative			Summative
	Oct	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: West Memorial Junior High noticed a concern as our KAP and GT numbers grow, we are concerned with the level of rigor and KAP/GT differentiation.</p> <p>Root Cause: The campus will increase professional development on differentiation and rigor and resources will be utilized to increase opportunities for improved planning for differentiation.</p>

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 4: WMJH Collaborative Teams will assess their own exams by participating in a DOK analysis for each test and by timing their own tests.

Evaluation Data Sources: Depth of Knowledge Analysis

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

Performance Objective 1: WMJH will increase our parental involvement and engage our parents and families with three family and community events including: Meet the Teacher Night, Mental Health Resource Fair, and Middle School Curriculum Night.

Strategy 1 Details	Reviews			
<p>Strategy 1: WMJH staff will solicit community resources to host a Mental Health Fair during a time of year and week to increase attendance. Presenters will be available to review services, provide strategies and resources to parents. Counselors will distribute and connect parents with agencies.</p> <p>Strategy's Expected Result/Impact: Expected Result is 75+ parent attendance, 10 mental health and community providers to provide instruction, tips and tools for handling behaviors, mental health challenges and access to resources</p> <p>Staff Responsible for Monitoring: WMJH counselors, Title 1 Coordinator, Principal, Social Worker.</p> <p>Title I: 2.531</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Feb	Apr	June
	Review cells are empty			



Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. Root Cause: The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.</p>

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

School Profile

West Memorial Junior High is a campus in Katy ISD and opened its doors in 1976. WMJH is projected to serve 935 students in grades 6-8 during the 2025-2026 school year.

Mission Statement: As an inclusive community, West Memorial Junior High will inspire lifelong learners who pursue a successful future in an evolving world. We will ensure the social, emotional, physical, and intellectual growth of each child through innovative and effective education and meaningful connections.

Vision Statement: The procedures, programs and practices of WMJH reflect its commitment to helping all students learn at high levels.

CNA Stakeholders and Role

Principal Todd Knobbe

Administrator Tiffany White

Administrator Vivian Muldune

Other School Leader Michele Dawkins

Other School Leader Evelyn Lopez

Other School Leader Richard Franco

Other School Leader Maureen Raftie

Other School Leader Alyssa Castorena

Other School Leader Nancy Payton

Teacher Yennifer Batista

Teacher Amanda Houston

Paraprofessional Casey Cobb

Paraprofessional Meriem Alzahrawi

Paraprofessional Dianne Corn
Specialized School Support Nurse Stefanie Ross
Specialized School Support Counselor Nathaniel Welch
Community Lydia Ortiz
Community Helen Helm
Community Dana Biersdorfer
Parent Kelly Stromek
Parent Susan Green

The WMJH Needs Assessment committee met for the first time on April 24, 2025 in the WMJH Large Group Instruction Meeting Room. Principal Knobbe shared information on federal Title I programming and its potential impacts on WMJH. TEA Strategic Priorities were reviewed and discussed. The mission and vision were reviewed and school celebrations including teacher retention, Top Ten Culture and Climate school, Fine and Visual Arts success stories, athletics district championships, and the counseling CREST award were discussed. The academic successes of the previous two years worth of STAAR data and the PLC Academy processes were shared. The next meeting date was set for Thursday, May 1st at the WMJH LGI.

Our 2nd meeting was held on May 1, 2025 in the WMJH LGI. The agenda was shared, introductions were made, attendees signed in, and the last meeting minutes were shared. The WMJH mission and vision were read and TEA strategic priorities were reviewed and discussed. Principal Todd Knobbe presented the following data--TAPR data, school behavioral data, school assessment data, and attendance information. Further discussions shared the WMJH campus demographics data, we reviewed academic successes and struggles. Behavioral data that included tardies as the #1 referral data and #2 noncompliance were reviewed. Additional district assessment data, student behavior data, attendance data were discussed. Small group discussions covering strengths and weaknesses of campus academic data for science, social studies, RLA, and math were shared with the whole group. The group reviewed potential problems such as truancy and classroom cognitive engagement, data trends showing a decrease in attendance this year, and math and reading interventions that are provided

The committee discussed some concerns including test scores below the district average, the TEA-focuses sub pop groups of Hispanic and African American scores being lower than the state average, some SPED sub-pop STAAR core content scores are lower than the state average, and a concern with tardies, truancy and beginning of class engagement. As our KAP/GT numbers grow, we are concerned with the level of rigor and KAP/GT differentiation.

A root cause analysis was completed where each group reviewed the 4-5 reasons for each problem statement. The next campus needs assessment meeting is scheduled for October.

Priority Problem Statement #1

West Memorial Junior High student scores in Grades 6-8 Reading, Math, Science and Social Studies were lower than the state average and specifically the sub-populations of Hispanic and African-American were below the state average in some core content areas.

Root Cause: Teachers need more professional development in differentiating instruction to meet the needs of the diverse learners at WMJH.

Some students may be a part of another sub-population category such as SPED or Economically Disadvantaged, some students are moving from other countries that do not have standardized testing, students have cultural and academic vocabulary barriers, some students may not understand the value of doing well on standardized tests and some students may not have a connection with their core content teacher.

Hispanic = 51% eco-dis & 40.3% SPED

Black/African American = 23.4% eco-dis & 19.3% SPED

Priority Problem Statement #2

West Memorial Junior High data showed a significant increase in tardies and truancy. Data shows many students are not arriving to class on time and a significant increase in students missing class time.

Root Cause: WMJH teachers are in need of professional development and resources related to beginning of class cognitive engagement and classroom management.

Priority Problem Statement #3

WMJH KAP and GT students are not performing on state and local assessments as expected.

Root Cause: WMJH KAP and GT teachers are in need of additional professional development to build capacity in differentiating

lessons and elevating the rigor of classroom instruction and local assessments.

Three Areas of Focus for 2025-2026

1. WMJH will improve their Approaches, Meets, and Masters by 3% across all core contents in the 2025-2026 school year.
2. WMJH will decrease tardies by 10% by increasing the cognitive engagement in the beginning of class and we will decrease truancy by 10%.
3. WMJH will increase rigor on KAP/GT assessments and will increase differentiation in KAP/GT classrooms by providing three professional development sessions per marking period.

1.2: Location for Evidence of Multiple Meetings Held

The WMJH Needs Assessment committee met for the first time on April 24, 2025 in the WMJH Large Group Instruction Meeting Room. Principal Knobbe shared information on federal Title I programming and it's potential impacts on WMJH. TEA Strategic Priorities were reviewed and discussed. The mission and vision were reviewed and school celebrations including teacher retention, Top Ten Culture and Climate school, Fine and Visual Arts success stories, athletics district championships, and the counseling CREST award were discussed. The academic successes of the previous two years worth of STAAR data and the PLC Academy processes were shared. The next meeting date was set for Thursday, May 1st at the WMJH LGI.

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A root cause analysis was completed where each group reviewed the 4-5 reasons for each problem statement. The next campus needs assessment meeting is scheduled for October.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Committee met on June 11 at 8:00 at the ESC to develop the CIP and then an email was sent out to stakeholders who were not in attendance to allow for input. The CIP be reviewed and/or revised throughout the school.

2.2: Stakeholders 1114(b)(2)

CIP Stakeholders and Role

Principal Todd Knobbe

Administrator Tiffany White

Administrator Vivian Muldune

Other School Leader Michele Dawkins

Other School Leader Evelyn Lopez

Other School Leader Richard Franco

Other School Leader Maureen Raffie

Other School Leader Alyssa Castorena

Other School Leader Nancy Payton

Teacher Yennifer Batista

Teacher Amanda Houston

Paraprofessional Casey Cobb

Paraprofessional Meriem Alzahrawi

Paraprofessional Dianne Corn

Specialized School Support Nurse Stefanie Ross

Specialized School Support Counselor Nathaniel Welch

Community Lydia Ortiz

Community Helen Helm

Community Dana Biersdorfer
Parent Kelly Stromek
Parent Susan Green

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be located in the front office in a PDF format as well as on the campus website and a translated version will also be made available upon request. A Spanish version will also be located in the front office in a PDF format.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

WMJH confirms that any strategy in which Title I Funds are allocated to Title I Elements will also be tied to that strategy.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

WMJH confirms that notes are in the Formative Reviews or at least semiannually for program effectiveness. Confirm notes for annual evaluation of Schoolwide program plan are in the Summative Review.

Confirm documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process. Confirm

Schoolwide program evaluation is included in the CNA process for next year.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	General Education Teacher		\$320,000.00
Sub-Total					\$320,000.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$600.00
1	1	1	Supplies for E-Hall Pass	211-11-6399-800-XXX-30-804-21124	\$600.00
1	1	2	PBIS Rewards Subscription	211-11-6396-800-XXX-30-804-21124	\$4,500.00
3	1	1	Subscription for Formative (PD for Teachers)- final amount pending	211-11-6396-800-XXX-30-804-21124	\$1,500.00
3	1	2	Academic Support Interventionist Teachers, Instructional Coordinator		\$358,921.00
3	1	2	Instructional Materials, technology		\$0.00
3	1	3	Online Subscription		\$1,000.00
3	1	4	Payment for tutorials outside of contract time.	211-11-6117-800-XXX-30-804-21124	\$2,000.00
3	3	1	Professional Development		\$0.00
3	3	1	Resources	211-13-6329-800-XXX-30-804-21124	\$0.00
4	1	1			\$1,000.00
Sub-Total					\$370,121.00