Katy Independent School District

Jordan High School

2026-2027 Campus Improvement Plan



Mission Statement

To move every learner from potential to reality.

Vision

COMMUNITY

LIVING WITH AND FOR OTHERS.

RESILIENCE

FAILING FORWARD, RECOVERING, AND TRYING AGAIN.

COMMITMENT

FOLLOWING THROUGH ON PROMISES WE MAKE TO OTHERS AND OURSELVES.

The Warrior Way

Warriors are not born.

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

Warriors lead the way

Community

Warriors lead the way through living with and for others

By treating others with respect

By showing others compassion and kindness

By supporting one another

Commitment

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

By holding themselves accountable

By standing by their word

By dedicating themselves

Resilience

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

By striving to overcome challenges

By taking ownership of their actions

By making changes, not excuses

Warriors lead the way

Value Statement

WARRIOR PRINCIPLES

Relationships Matter

We believe relationships are the foundation of everything we do.

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

Direction Over Speed

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

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

Systems Over Goals

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

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

Give And Seek Clarity

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

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

Own Your Actions

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

Focus Question: Have you owned your actions today?

Leadership in Action

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

Focus Question: How have you shown leadership today?

Culture on Purpose

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jordan High School serves a diverse student population of 3,674 students. Analysis of race and program enrollment data reveals important trends that will guide campus improvement efforts.

Student Demographics (Race/Ethnicity)

The campus reflects a highly diverse enrollment:

- White: 30.6% (1,123 students)
- Asian: 29.1% (1,069 students)
- Hispanic: 24.4% (895 students)
- Black/African American: 12.0% (440 students)
- Two or More Races: 3.8% (138 students)
- American Indian/Alaskan Native: <1% (7 students)
- Native Hawaiian/Pacific Islander: <1% (2 students)

Student Program Enrollment

At-Risk Identification

- At-Risk: 32.8% (1,205 students)
- Not At-Risk: 67.2% (2,469 students)

Economic Disadvantage

- Economically Disadvantaged: 20.6% (756 students)
- Non-Economically Disadvantaged: 79.4% (2,918 students)

Special Programs

- Special Education: 11.0% (405 students)
- ESL: 6.7% (245 students)

- Limited English Proficiency: 6.9% (254 students)
- Gifted & Talented: 17.6% (647 students)

Demographics Strengths

Jordan High School: Diversity, Excellence, and Opportunity

At Jordan High School, our **diverse student body** is one of our greatest strengths. With students representing a wide range of backgrounds and cultures, we foster an inclusive environment where every individual is valued and empowered to succeed. This diversity enriches our school community, encouraging collaboration, empathy, and global awareness.

We are proud to celebrate **student success across multiple domains**:

- **Academics**: Our students consistently demonstrate high achievement through rigorous coursework, advanced placement opportunities, and strong performance on state assessments. Dedicated educators and support staff ensure that every student has the tools to thrive.
- **Athletics**: Jordan High boasts a competitive athletic program with teams that excel at district and state levels. Our student-athletes learn discipline, teamwork, and leadership—skills that serve them well beyond the field or court.
- **Fine Arts**: From award-winning performances in band, choir, and theater to stunning visual art exhibitions, our fine arts programs provide students with creative outlets to express themselves and develop their talents.

Beyond the classroom, students have access to a wide array of **extracurricular activities**. Whether it's academic clubs, service organizations, student government, or special interest groups, there are countless opportunities for students to get involved, build friendships, and develop leadership skills.

At Jordan High School, we believe that **every student has the potential to excel**—and we are committed to providing the environment, resources, and support to make that happen.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Jordan High School's diverse student population includes a high percentage of at-risk (37%), economically disadvantaged (16%), special education (10.0%), and English learner (~7%) students, creating a need for more consistent and targeted systems to ensure equitable access to instruction and support across all student groups.
Root Cause: Meeting one or more of the at-risk factors: Failed a state assessment (STAAR/EOC) Retained at any grade level Overage for grade level Attendance below 90% Placed in DAEP Expelled from school Pregnant or a parent Identified as homeless Currently or previously in foster care Previously dropped out of school At risk of not graduating Failed a core academic course (ELA, Math, Science, Social Studies

Student Learning

Student Learning Summary

What follows is an abbreviated list of student achievements at Jordan High School:

Academic Decathlon State Competition

Debate Top Ten State School (Texas Forensics Association)

Science Olympiad-Placed second in State

UIL One Act Play: Honorable Mention All-Star Cast, All-Star Cast and Outstanding Technician

Texas Thespian State Festival Officers, Superior Ratings and National Qualifiers

Color Guard Outstanding Awards and Recognition

UIL Choir Concert and Sight-Reading Sweepstakes Recipients and TMEA state honor choir.

All State and Region Band Recognition

Orchestra UIL Concert and Sight-Reading Sweepstakes

JHS Symphony Orchestra invited to the National Orchestra Festival of American String Teachers Association Conference

75% of Band Solos/Ensembles earned Division 1 ranking at state

Wrestling State Champion • Swimming State Champion

Tennis Singles State Champions

State Gold medal Golf Champion-Girls

State and national winners in all CTSO programs

Academic:

Over 3,500 AP test administered to students.

An A rating from TEA for academic achievement

Student Learning Strengths

Jordan High School has an engaged and committed student body, as evidenced by the list of achievements in the first six year of operation. The students demonstrate a clear and

ongoing commitment to learning in academics, athletics and fine arts. The high percentage of students engaging in high level academic work, and academic competitions is evidence of a high level of student learning.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

What follows is a list of campus processes and programs:

Campus wide adoption of Microsoft 365

Use of MS Teams for campus communication

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

Shared decision making and agenda creating processes for campus leadership

Weekly communication to staff through SharePoint

Weekly communication to the community through Smore.

A full slate of academic/athletic/and fine arts co-curricular options

Many student clubs and organizations that are open to all students

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students achieve CCMR for the campus.
Root Cause: Some students do not engage in a qualifying activity to earn CCMR.

Perceptions

Perceptions Summary

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

Campus Values: Community, Commitment, and Resilience.

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

Perceptions Strengths

The campus is going into the seventh year since opening. There has been a great deal of student success in academics, academic competitions, athletics, and fine arts. The community perception of the school is that it is staffed with great teachers who care about student success, and that there are opportunities for all students to engage in an activity that is of interest to them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception that students need to take only AP courses in high school is a common perception in the boarder community.
Root Cause: Students and parents feel the only way to be competitive in the college application process is to take as many AP courses as possible in high school.

Priority Problem Statements

Problem Statement 1: Not all students achieve CCMR for the campus.

Root Cause 1: Some students do not engage in a qualifying activity to earn CCMR.

Problem Statement 1 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas Success Initiative (TSI) 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
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Classroom and school walkthrough data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Focus Group(s) data

Goals

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

Performance Objective 1: HB3: The percent of Jordan High School students who achieve the CCMR target will increase to 91% by July 2027.

HB3 Goal

Evaluation Data Sources: State accountability rating

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Review student progress on CCMR factors and identify CCMR progress opportunities to advise students accordingly during course selection. **Strategy's Expected Result/Impact:** Increased CCMR. **Staff Responsible for Monitoring:** Counselors, CTE Department Chair, CCF, Associate Principal **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Identify rising seniors who have not earned CCMR and enroll them in an online prep course for the TSIA. **Strategy's Expected Result/Impact:** Students will pass the TSIA at a higher rate. **Staff Responsible for Monitoring:** CCF				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Not all students achieve CCMR for the campus. **Root Cause**: Some students do not engage in a qualifying activity to earn CCMR.

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

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Increase the number of students participating in the campus Coordinated Health Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), character education, anti-bullying, diversity and conflict resolution. **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 Counselors/ Health Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: 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." **Strategy's Expected Result/Impact:** Better academic outcomes for ELL's **Staff Responsible for Monitoring:** ESL Facilitator				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB Specialist & Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: Use credit recovery as a tool to ensure that all students are able to graduate on cohort with their peers.

Evaluation Data Sources: Completion of KOLA credit recovery courses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use of KOLA as a credit recovery tool for students. **Strategy's Expected Result/Impact:** Increased graduation rate. **Staff Responsible for Monitoring:** Associate Principal, counselors, and KOLA Teachers **ESF Levers:** Lever 2: Strategic Staffing				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Weekly safety actions will be completed every week.

Evaluation Data Sources: Documentation of the conversation by meeting minutes, and documented safety practice drills.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Weekly review of safety drills and practices by the administrative team. **Strategy's Expected Result/Impact:** Increased compliance and awareness of safety expectations, and practices by everyone on the campus.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Weekly review of completed task in administrative meeting and documented in the State of Texas Sentinel system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Doors will be checked daily to ensure doors are closed and in good working order. **Strategy's Expected Result/Impact:** Operational door that are closed and secured.				

No Progress | 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: We will increase the campus growth score for ELA 1, ELA II, an Algebra by 2%-3%.

High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Assignment of a dedicated administrator to work closely with tested PLC groups. **Strategy's Expected Result/Impact:** Greater compliance in planning and assessment design by tested teams. **Staff Responsible for Monitoring:** Tested teams and assigned administrator.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Complete data meetings after each major assessment to identify patterns where students may need reteaching and re-assessment. **Strategy's Expected Result/Impact:** Increased teacher awareness of student performance and gaps in learning. **Staff Responsible for Monitoring:** Academic AP, IC group, ELA, and Algebra Teachers.				

No Progress 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: All teams complete grading period calendars as well as PLC minutes on a per grading period, and per meeting basis.

Evaluation Data Sources: Documented calendars and meeting minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Grading period reviews of PLC minutes and calendars. **Strategy's Expected Result/Impact:** Greater consistency in planning processes on content teams. **Staff Responsible for Monitoring:** Academic AP and IC Group				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Teacher technology usage reports, classroom observation data, and student technology surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Recognize teachers who demonstrate a high level of instructional technology use through their Canvas platform. **Strategy's Expected Result/Impact:** Greater student engagement **Staff Responsible for Monitoring:** Instructional technology and Administration.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2: ALL ELA teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide necessary opportunities for teachers to complete their ESL certification within the first year on the campus. **Strategy's Expected Result/Impact:** Obtain ESL certification **Staff Responsible for Monitoring:** Associate Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Develop and implement group counseling on a as-needed basis.

Evaluation Data Sources: Counseling department documented group counseling services provided.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Communicate opportunities to students to engage and opt into groups. **Strategy's Expected Result/Impact:** Greater student participation in counseling groups. **Staff Responsible for Monitoring:** Counseling staff. **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Implement the campus wide SEL program.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Administrators and counselors will review SEL topics for the upcoming week to be able to reinforce topics with student during the week. **Strategy's Expected Result/Impact:** Relationship building and character reinforcement with students most often interacting with administrators and counselors. **Staff Responsible for Monitoring:** Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: 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: The District will identify existing parent, family and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

Evaluation Data Sources: Recording the campus family engagement programs during the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide 1 or more family engagement activities specific to the parents of emergent bilingual (EB) students. **Strategy's Expected Result/Impact:** Greater community building, and community buy-in to the mission of the school. **Staff Responsible for Monitoring:** Administration.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Hold several open house events for students and parents to meet staff. Some examples are: New Warrior orientation, Back to School Night, Meet the Coach Night, KAP Parent night, course selection nights. Junior college information night. **Strategy's Expected Result/Impact:** Greater information sharing and community building throughout the school year. **Staff Responsible for Monitoring:** School and athletic administration.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Katy Independent School District

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

Jordan HS: Goals

CCMR

	2024	2025	2026	2027	2028	2029
Scaled Score	92	92	91			
Actual	90%	90%	89%			
State Rate	76%	82%	87%			
Met State Rate	Yes	Yes	Yes			
Internal Goal	-	90%	91%	91%	92%	92%
Met Internal Goal	-	Yes	No			

Jordan HS: Targets

CCMR

	# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB/EL	% EB/EL
Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
2024 Actual	51	86%	159	89%	191	87%	1	100%	121	96%	-	-	27	81%	31	77%	94	80%	84	88%
2025 Actual	55	89%	182	85%	229	90%	1	100%	166	96%	1	100%	33	76%	44	89%	121	79%	147	90%
2026 Target														**86%**				**89%**		
2026 Actual	83	75%	221	84%	235	91%	-	-	197	97%	-	-	21	76%	49	86%	151	77%	201	87%
Met Target														N				N		
2027 Target		**85%**												**86%**						

August 2026

Data provided by TEA Accountability Report (2026 Final CCMR Student Listing)

Prepared by the Department of Research, Assessment, and Accountability