

Katy Independent School District

Mcdonald Junior High

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

"Learn, Grow, Lead."

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

T. H. McDonald Junior High School is a middle school campus in Katy ISD that opened its doors in 1991. It is projected to serve 975 students in grades 6th – 8th during the 2026-2027 school year, which is a 0.6% decrease from the previous year of 1,024.

List of Stakeholders and Roles	
Principal	Kelli McWashington
Other School Leader (Assistant Principal)	Kristi Floyd-Hargrove
Other School Leader (Instructional Coach)	Lauren Hartman
Other School Leader (Instructional Coach)	Ashley Walker
Other School Leader (Title I Coordinator)	Karen Branch
Teacher	Chandler Sennett
Specialized School Support Personnel	Justine McNeely
Paraprofessional	Ashley Lowe
Paraprofessional	Jessica Chanaba
Teacher	Jessica Thomas
Community Member	Phil Pettey
Parent	Becki Weems
District Administrator	Alisha Anderson
District Administrator	Felicia Mensah
Community/Business	Chris Nunez
Community/Business	Jerome Curtis
Specialized School Support Personnel	Rannisha Edwards
Other School Leader (Librarian)	Shatonya Watts
Parent	Marie Culpit

T. H. McDonald Junior High School needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data:

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

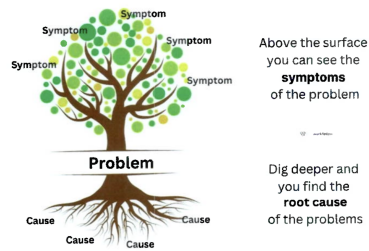
Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on April 5, 2026, and again on May 5, 2026 to develop the CNA. The meetings were held in person in the LGI of T. H. McDonald Junior High School from 9:00 a.m. – 1:00 p.m. on both dates. We plan to meet again on September 14, 2026, January 18, 2027, and April 16, 2027 to review and revise the CIP, as needed.

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The CNA committee convened on Tuesday, May 5, 2026, at 9:30 a.m. in the LGI at T. H. McDonald Junior High School, located in the Katy Independent School District, at 3635 Lakes of Bridgewater Drive, Katy, TX 77449. At CNA Meeting #2 held on May 5, 2026, the following people were in attendance: Dr. Kelli McWashington, Principal; Dr. Kristi Floyd, Assistant Principal/Other School Leader; Karen Branch, Title I Campus Coordinator/Other School Leader; Lauren Hartman, Instructional Coach/Other School Leader; Shatonya Watts, Librarian/Specialized Instructional School Support Personnel; Justine McNeely, Teacher; Amani Elnaggar, SPED Teacher; Chandler Sennette, Teacher; Jessica Chanaba, ESL In-Class Support Paraprofessional; Ashley Lowe, In-Class Support Paraprofessional; Rannisha Edwards, Diagnostician/Specialized Instructional School Support Personnel; Alicia Anderson, District Representative; and Ashley Walker, Instructional Coach/Other School Leader. Absent members included: Chris Nunez, Parent; C. Denise Cupit, Parent/PTA President; Jerome Curtis, Community Member; and Becki Weems, Community Member. An email, with meeting details and a request for questions or concerns and/or comments, will be sent to absent members within ten school days of the meeting date. Dr. Kristi Floyd started the meeting with a welcome to attendees and an outline of the agenda and expected outcomes. A card sort activity regarding the information shared from

CNA meeting #1 was completed by members and answers were discussed by Dr. McWashington. The Mission Statement was read: "MDJH is committed to providing ALL students with a positive and safe environment to promote learning, growth, and success." This was followed by the Vision Statement: "Learn. Grow. Lead." Karen Branch read the minutes from CNA Meeting #1, a motion was made to approve the minutes as read and the motion was seconded.

Dr. Floyd explained the meaning, importance and purpose of root causes using the diagram shown below. The purpose of identifying root causes is to inform strategic planning, resource allocation, and program development. By understanding the root causes, we can develop targeted interventions that address the real needs of the campus. She also indicated that a comprehensive needs assessment that identifies root causes provides a more accurate and effective basis for planning and helps us to move beyond reactive measures and implement proactive solutions that address the underlying causes of a problem.



Committee members were divided into groups to review and analyze data: Demographics; Student Achievement; School Culture & Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction & Assessment; Parent, Family and Community Engagement; School Context & Organization; and Technology.

Group 1 Dr. Kristi Floyd Chris Nunez Keren Branch Chandler Sennette	Group 2 Alicia Anderson Ashley Lowe Shatonya Watts C. Denise Cupit
Group 3 Ashley Walker Jessica Chanaba Becki Weems Rannisha Edwards	Group 4 Lauren Harlman Justine McNeely Jerome Curtis Amani Elmaggar

The groups were given 45 minutes to review and discuss the data and determine their top THREE areas of need.

Student Achievement - Group 3 OK, so based on the STAAR performance data Math was a focus area. In the areas of Meets and Masters, we are a little bit lower than compared to other junior high schools and if we compare or go by grade level to grade level it's consistent in grades 6, 7, and 8 and in

Algebra I. Data based on the CBA have increased and made their goal for the most part in those three levels. We still have some areas that we need to focus on like our sub pops and white population is still one of those concerns. Something that we consistently see in math too is our SPED pop is an area of concern this is based on the data in Math and Reading going from Meets to Masters and showing that growth there has been growth in all the areas according to the STAAR from last year, but not exactly meeting that progress level from last year's STAAR.

School Culture, and Climate

OK, so we're going to start with the positive. Teachers feel respected and they feel that they have a positive impact on their students' education and they value their work; the only area that was really trending negatively throughout all the surveys was that they don't really feel they are recognized day-to-day, but everything else is if it went low, it's going back up.

Staff Quality, Recruitment and Retention - Group 1

We noticed from the data that McDonald Junior High exceeds the district and the state in the area of longevity of assistant principals. We are above average there; however, where we fall down is the longevity of our teachers - 41% of our staff members are five years or below with experience, and when it comes to the male staff members on this campus we are above district - we are at 29% and the district is at 21% and the state is at 25% so we

need to do more to employ male staff members. It would be nice to have more male staff members here on our campus and we think the staff needs to be more reflective of our student population right now our staff is at 17% Hispanic whereas our student population exceeds 50% Hispanic, we're below the district and state average when it comes to our Hispanic staff members; we are at 48% with our white staff members which is below district and state which I guess that should be the case since our need is in our Hispanic population. We have a very diverse population here at McDonald Junior High our African staff members come in at 27% which I think is along the lines of our African-American population. We think more needs to be done to help our teachers stay a little bit longer than five years; we talked about the support teachers received, feels like that the mentoring program is not effective. Teachers should have some buy-in about the structure of their meetings and the time allotted to meet is not convenient because it's either before school or after school when other commitments are taking place. The Lunch & Learn needs to be more enticing; the campus PD is very effective because of the choice boards that you're given and teachers can attend the trainings that they feel that they need, and the district should offer more ongoing PD in classroom management and dealing with the behaviors from having such diverse kids in a classroom. Our absentee rate is about 13% for the year, which is not too high, but the national average lies about 6%. It's about double that in the state average is about 6.8 to 7% while the district average remains at about 4 to 5%. It's a lot of absences and so you know when teachers are out that means instruction is being missed especially if there aren't any quality subs in the classroom. We counted 17 teachers that have exceeded their 10-day per year allotment, and that's not including five that were out on FMLA.

Curriculum, Instruction and Assessment - Group 4

Going through those probing questions, we noticed that though we have made some very great strides in things regarding our assessment techniques and tracking things, etc., that we still have a drop in the number of students at the Meets level, and we feel that some of that might be supported through or contributing to limited classroom differentiation, limited intervention techniques and limited cognitive engagement.

School Context and Organization - Group 1

Dr. Floyd indicated that as far as classes and schedules are concerned that teachers are assigned according to their qualifications; they try not to put too many SPED students of a certain level with one teacher, and they provide support for those teachers, and when it comes to looking at what evaluations that the teacher should use to assess students that is the PLC along with their IC that helps them in addition to the grade-level administrator, and we felt like that the perceptions of the students, parents and community about our campus has improved over previous years. We feel like the communication between school and parents is significantly better and the participation of parents and community members at most events has increased. Paraprofessional and support staff are assigned to classes as needed and students are organized in the building in a way that ensure that they can get to class within the four minute time span and also trying to separate the upperclassmen from our little sixth graders and making sure that all the area hotspots are being monitored by staff members between classes.

Technology

We have student Chromebooks, with additional cameras, screen projectors, and staff laptops. The campus login has a simple enough password for easy access to Wi-Fi that's commonly used by students. The technology proficiency of staff and students in general would be like a basic novice level so definitely some support with more intermediate technology skills would be sufficient, knowing when to do little things like turn the computer off and back on and power wash and things like that, we haven't really done an official technology survey, but I would say that staff seem to think that the classroom chargers were particularly helpful when it came to testing maybe some of the issues that we could possibly address would be overall campus issues - things that go on with the student passwords, and some sometimes some of the glitches with campus; we have a weekly professional development that is offered by our CD which offers support with Canvas, and new staff is required to take and pass a module on technology programs for students as well as the use of technology for staff as far as some barriers that could potentially prevent effective use of technology. Students are still getting used to being responsible for keeping up with their device but just making sure they are remembering to bring their Chromebook, especially on testing days and trying to lower the amount of help desk tickets due to Chromebook damage which includes cracked screens and broken parts of the Chromebook. Technology is commonly used in all content areas except physical education to my knowledge, many teachers use Canvas to house many of their assignments and other major classwork. Students can keep their campus issued Chromebook on and off campus, they are also able to keep the devices throughout the summer if they are students of Katy ISD, so this allows parents to provide adequate support with the assignments that are offered

digitally. Staff members receive cyber security training, and we also have an information technology department who manages all cyber security for all KISD devices.

Demographics - Group 4

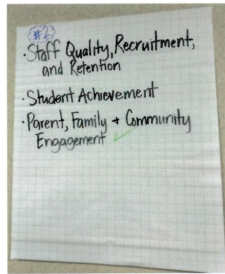
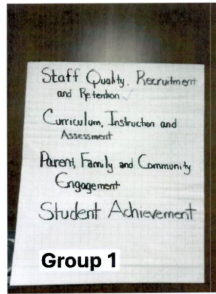
We are, as a campus, over-represented in SPED and under-represented in G/T compared to district and state percentages. That's it in a nutshell.

Parent, Family and Community Engagement - Group 2

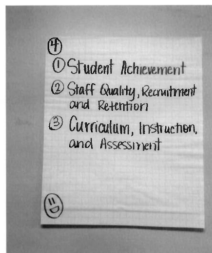
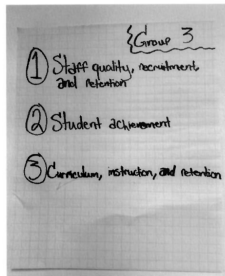
Processes and programs need to continue to continually increase parent, family, and community participation and engagement. It seems that participation is high at sporting events, but not in academics. With a high Hispanic population, parents may not understand the communication between school and home or how to access the information pertaining to academics. Dr. McWashington intervened and stated that from a survey from the previous year, parents asked for tech training regarding Canvas and HAC, it was offered and only a couple of parents attended. Karen Branch stated that on the day it was offered, it was stormy weather that impacted attendance. Dr. McWashington also stated that Curriculum Night had a significant increase in attendance because students presented projects - explaining what, how, why - and parents will attend to see/hear their students; and serving dinner helped with the increase in attendance. Ashley Walker stated that it is not always an issue of lack of interest in attending events, but sometimes parents prioritize where they need to be, for instance, as a single mom, her focus is on the needs of her youngest child because her older children are more independent and will keep her informed of what's happening in school and any questions or concerns can usually be taken care of with a quick phone call or email. And sometimes, parents cannot attend or participate in events because they are working multiple jobs. Dr. McWashington stated that parents have to go home and prepare dinner or have younger children to tend to so that can be an obstacle.

Lunch 12:15 p.m. - 1:15 p.m.

After group discussions, each group posted what they considered to be the top priorities for the campus for the 2025-2026 school year.



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After whole-room discussions and votes, it was determined that the areas of focus for the upcoming school year would be: (1) Staff, Quality, Recruitment & Retention; (2) Student Achievement; (3) Curriculum, Instruction & Assessment; and (4) Parent, Family & Community Engagement.

Dr. Floyd stated that in education, a good problem statement clearly identifies a specific issue or gap in knowledge or practice within an educational context. It should be concise, specific, and evidence-based, highlighting the significance of the problem and its potential impact. She showed an example of problem statements and root causes from the CIP of the current school year. She instructed each table to create a list of contributing factors for the group's area of need and to use the five whys that lead to root cause: (1) why is this happening; (2) adult behavior; (3) student behavior; (4) in our control; and (5) out of our control. After 30 minutes of collaboration, groups displayed their problem statement and root cause and a gallery walk ensued.

After the gallery walk, discussions were held about each group's problem statement and root cause. After discussions, the wording of the problem statements and root causes were agreed upon as follows:

Problem Statement 1

Students demonstrate a consistent discrepancy in performance between short-cycle, campus-based assessments (CBAs) and cumulative assessments such as KLAs and semester exams. There is still a portion of students who are not meeting passing standards on assessments.

Root Cause

Inconsistent student outcomes are driven by a combination of limited high-quality first instruction, gaps in classroom management, and inconsistent campus-wide intervention expectations, which impact the effectiveness of teaching and learning. These challenges are compounded by staff retention issues, limited time for planning, and insufficient training in district curriculum, differentiation, scaffolding, and formative assessment practices. As a result, student cognitive engagement is reduced, interventions are not consistently targeted or effective, and limited resources further hinder the campus's ability to meet diverse student needs.

Problem Statement 2

High rate of novice teachers, (0 - 5 years' experience), contribute to lower student achievement.

Root Cause

Novice teachers need further support meeting the unique needs of students, (e.g., GT, ESL, SPED, students from diverse backgrounds and populations), through professional development (district, Region 4, or other approved vendors of PD), book studies, mentoring programs, and relevant resources and materials.

Problem Statement 3

Due to the widening gap of achievement and its effect on multiple demographic populations, students need more focus, resources, time and opportunities to reach their full potential, both academically and behaviorally.

Root Cause

With the ongoing increase of our special education population and meeting the needs of ALL learners, providing resources and materials, relevant professional development for teachers, consistent interventions, meaningful instruction and developing purposeful relationships with students is pertinent to promote student achievement.

Problem Statement 4

Processes and programs need to promote continuous growth of parent, family and community engagement to improve lines of communication and participation in academic and school-wide events.

Root Cause

A large population of family's primary language is not English which contributes communication gaps. Parents are sometimes unable to attend events due to working multiple jobs, transportation issues, or younger kids at home. Parents are not always aware of how to access academic information (so academic concerns are not addressed). Dr. Floyd asked if there were any questions, comments, or concerns. There were none. She reminded members that on Thursday, May 14, 2026, the CIP Plan Meeting/CAT Meeting #4 will be held in the library from 4:30 p.m. - 5:30 p.m. and that an email invite will be sent to all members. Dr. McWashington stated that during this meeting, performance objectives and strategies will be formulated to align with the problem statements that were created during the meeting today.

The meeting adjourned at 3:00 p.m.

Demographics

Demographics Summary

T. H. McDonald Junior High (MDJH), located in Katy, Texas, has proudly served the community since its opening in August 1991. Situated in the northeast quadrant of Katy Independent School District (Katy ISD), MDJH continues its commitment to providing high-quality education in a safe, inclusive, and academically rigorous environment.

As of May 2026, MDJH serves approximately 974 students and reflects a diverse demographic population:

- 52% Hispanic
- 28% African American
- 12% White
- 6% Asian
- 2% Two or more races
- <1% American Indian/Alaskan Native

Key student service indicators include:

- 76% Economically Disadvantaged
- 56% Identified as At-Risk
- 21% Receiving ESL Services
- 28% Classified as Limited English Proficient
- 17% Receiving Special Education Services
- 3.5% Identified as Gifted and Talented

The campus maintains an average attendance rate of 95.3%, showing steady improvement following pandemic-related challenges. Attendance remains a campus-wide priority to support academic success and student engagement.

MDJH is supported by a committed team of educators and staff, including:

- 63 Certified Teachers
- 11 Educational Paraprofessionals
- 5 Campus Administrators
- 3 School Counselors

- 1 Campus Librarian

Teacher experience across the campus includes:

- 45% with 0–5 years of experience
- 27% with 6–10 years
- 19% with 11–20 years

This results in a student-to-teacher ratio of 20:1, allowing for focused, individualized instruction and stronger teacher-student connections.

MDJH currently operates under a Parent Teacher Association (PTA) model. While parent involvement is presently limited, the campus is actively working to strengthen family-school partnerships through increased engagement efforts and outreach initiatives.

Demographics Strengths

McDonald Junior High is proud to serve a diverse community of students and families, representing a wide range of cultures, backgrounds, and ethnicities. This rich diversity is reflected not only in the student body but also among our dedicated staff, creating a learning environment that mirrors the real-world experiences students will encounter in their post-secondary journeys.

At MDJH, all students receive a strong academic foundation across core content areas. The campus is committed to meeting the needs of every learner, including those served through Special Education, English as a Second Language (ESL), and Gifted and Talented (GT) programs. Instructional plans are thoughtfully developed to support both academic growth and personal interests.

Each student is provided with an individualized class schedule that balances rigorous core instruction with a broad selection of elective courses, ensuring access to a well-rounded and engaging educational experience tailored to student goals and aspirations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement.

Root Cause: Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.

Student Learning

Student Learning Summary

McDonald JH STAAR Data

2026 Data:

- Reading 6th Grade = 64% Approaches, 53% Meets, 27% Masters
- Math 6th Grade = 66% Approaches, 23% Meets, 7% Masters
- Reading 7th Grade = 780% Approaches, 61% Meets, 38% Masters
- Math 7th Grade = 41% Approaches, 17% Meets, 2% Masters
- Reading 8th Grade = 85% Approaches, 58% Meets, 29% Masters
- Math 8th Grade = 65% Approaches, 30% Meets, 8% Masters
- Science All Students = 74% Approaches, 46% Meets, 15% Masters
- Social Studies All Students = 55% Approaches, 27% Meets, 12% Masters

Academic Performance Trends

From 2023 to 2026, overall STAAR performance at McDonald Junior High has shown a downward trend, with the notable exception of continued growth in Reading Language Arts (RLA). While RLA demonstrates steady improvement, particularly in Meets and Masters performance levels, Math, Science, and Social Studies have experienced stagnation or declines, especially within identified subpopulations.

The African American and Hispanic student groups remain our two most targeted subpopulations in both Reading and Math, and their performance data continues to guide instructional planning and intervention efforts.

Campus & Instructional Challenges

The gap in academic success continue to impact our campus in several key areas:

- Student Attendance: Decreased by approximately 1%, impacting instructional continuity.
- Low SES Population: Increased to over 77%, reflecting greater need for wraparound academic and behavioral supports.
- Mobility Rate: Has risen to over 12%, contributing to academic disruption for both students and teachers.
- Staffing & Retention: Teacher retention has been a significant challenge due to relocation, promotions, and moves to other districts. Like many across the state, MDJH has faced ongoing struggles with teacher shortages and staffing stability, and has not been fully staffed for several years.

- Substitute Shortages: Difficulty in securing substitute coverage has further strained instructional capacity and planning time for teachers.

Instructional Practices and Use of Data

To address academic challenges, MDJH has prioritized the use of formative assessments as a critical instructional tool. Through participation in the PLC Academy, collaborative teams (CTMs) have leveraged real-time student data to guide targeted instruction and provide individualized interventions.

Instructional coaches work alongside teachers to ensure accurate analysis and meaningful use of data, including support on how to incorporate findings into lesson design. For example, the 8th-grade Science team effectively uses formative assessments to create customized intervention plans based on student needs and progress.

Behavioral Interventions and MTSS Framework

In response to the increased behavioral needs, MDJH has implemented a robust Multi-Tiered Systems of Support for Behavior (MTSS-B). This system includes:

- Behavior intervention plans designed to reduce time students spend out of the classroom.
- Weekly support from the Instructional Coordinator, funded through ESSER and now Title I, to help teachers develop proactive behavior strategies and effective Tier 1 instruction.
- Teacher training and real-time feedback to address ongoing student needs.

The updated campus-wide PBIS matrix reinforces consistent behavioral expectations across all settings. Students played a key role in revising the matrix, helping to define what it means to be a respectful, responsible, and engaged member of the MDJH community.

Support for At-Risk Students

MDJH offers a variety of academic support programs tailored to the needs of at-risk students. Key components include:

- Reading and Math Elective Courses: Students who were unsuccessful on STAAR are placed into content-specific support classes.
- In-Schedule Interventions: For students unable to enroll in a support elective, intervention is embedded during the school day.
- Fine Arts-Integrated Support: Students deeply engaged in Fine Arts who require academic help receive targeted intervention during the advisory period, preserving their elective choices while still addressing academic gaps.

MDJH remains committed to supporting the whole child, ensuring that academic, behavioral, and enrichment needs are met through thoughtful, individualized approaches.

Tutorial Support

All students at MDJH have access to before- and after-school tutorials. Every teacher provides at least two tutorial offerings per week, ensuring students receive the additional help needed to close gaps and master content.

Student Learning Strengths

At McDonald Junior High, student strengths are most notably reflected in the Reading Language Arts (RLA) department, which has demonstrated consistent growth in overall performance data. The most significant gains have been observed in 8th-grade Meets and Masters levels, with all student subpopulations showing measurable improvement in Masters-level performance from 2023 to 2026. To further support students who did not meet STAAR expectations, MDJH offers a multi-tiered support structure that includes content-specific study halls, a reading academic support class, and math lab placements as needed.

Academically, MDJH is committed to delivering high-quality instruction through a strong foundation of Professional Learning Communities (PLCs) and collaborative team meetings.

The use of common assessments across departments ensures instructional alignment, consistency, and rigor. The campus provides a range of targeted support and enrichment programs to meet the diverse needs of students, including those served by Special Education, 504, ESL, and at-risk programs. In comparison to similar campuses across the district and state, MDJH continues to stand out for its intentional focus on student achievement and growth.

Behaviorally, MDJH has successfully implemented MTSS-B (Multi-Tiered Systems of Support for Behavior) strategies to strengthen classroom management and student behavior interventions. The instructional coordinator, in partnership with campus administration, led professional development and supported the creation of individualized behavior implementation plans. Teachers received real-time feedback and tools to better address behavioral concerns and foster a positive learning environment. The updated PBIS matrix was developed with student voice at the center, highlighting the campus's dedication to developing well-rounded, respectful, and community-minded students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others.

Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

Problem Statement 2: A portion of students experience academic, social-emotional, behavioral, and basic-needs barriers that interfere with their ability to engage fully in instruction and demonstrate academic growth. These barriers contribute to disengagement, incomplete work, lower assessment performance, and reduced readiness for success in school.

Root Cause: The campus does not yet have a fully coordinated and consistently implemented system for identifying students' academic and nonacademic needs and providing timely, individualized support. Staff need additional training, resources, intervention options, and progress-monitoring systems to address barriers affecting students' academic readiness, motivation, sense of belonging, & connection to school.

School Processes & Programs

School Processes & Programs Summary

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

Campus teachers follow the Katy ISD Unit Plans and Instructional Guidance and collaborate using the Professional Learning Community model to plan for instruction. For the 2025-2026 school year, the campus continued its focus on the development of the Professional Learning Community model with Collaborative Teams that work together to identify and break down essential standards. MDJH has focused on the Professional Learning Communities with Solution Tree the previous three years. Teams continued training throughout the school year where they continued their learning of PLC structures and frameworks. Teams were provided planning time throughout the school year to continue original work. The goal is to increase student engagement, and to support teacher planning and instruction. There have been various opportunities for professional development in the PLC process including full day planning for collaborative teams to effectively plan and create quality assessments.

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

Campus decisions are often a collaborative process by the Instructional Leadership Team which consists of admin, counselors, instructional coaches, and department chairperson. The campus started the process of training Collaborative Team Leads during the 2025-2026 school year to provide additional structure and increase teacher capacity.

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

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

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

School Processes & Programs Strengths

McDonald Junior High is a mid-size middle school in the Katy Independent School District with just under 975 students. MDJH differs from most schools in our district in that it is classified as a Title 1 campus with high mobility and a large population of students with special needs and language supports. Like most schools with similar characteristics of a high at-risk enrollment, our challenge is to improve low state assessment scores and student attendance, while decreasing student behavior concerns, posing additional challenges that less at-risk campuses do not experience. The continuous improvement cycle of the PLC (Professional Learning Community) process appealed to our campus leadership because it would allow the campus to systematically respond to these varied challenges while supporting the professional learning needs of our staff. From the start, we agreed that it must be a whole-campus lifestyle change - and not something teachers and staff could “opt” out of. Campus leadership embraced this process because they believed it was the right work to timely, effectively, and efficiently improve student achievement and teacher capacity. With support from our district liaison, we began our journey as a PLC campus in June 2022. Campus leadership identified growth-minded teachers and staff from a variety of departments and teams to serve as the campus guiding coalition.

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning.

Root Cause: Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Perceptions

Perceptions Summary

McDonald Junior High is deeply committed to fostering a safe, inclusive, and supportive environment where students are empowered to grow as leaders and learners—both today and in the future. Guided by feedback from the Katy ISD Culture and Climate Survey, the campus continues to reflect on and respond to staff insights related to job satisfaction, leadership, and the overall school climate. Survey results indicate that most employees maintain a positive outlook on campus culture, which is attributed to strong school management, collaborative relationships, and a shared commitment to student success.

To strengthen this culture, MDJH implemented a number of proactive initiatives during the 2025–2026 school year:

- A teacher focus group was formed to revise and modernize the existing PBIS student matrix. Over a five-week period, educators collaborated to develop an entirely new set of behavioral expectations aligned with current student needs and campus values.
- In parallel, a student leadership focus group—comprised of students nominated by teachers and staff—was established to give students voice in shaping campus culture. These student leaders contributed to the creation of incentive structures, developed infographic signage for the new matrix, and took ownership of promoting positive student behaviors.

MDJH also believes that a strong learning environment is deeply connected to professional growth. Teachers are encouraged and supported to attend professional development that enhances their ability to build relationships not only with students, but also with families and the broader school community.

To recognize and celebrate excellence, the campus has developed systems that honor both staff and student achievements:

- Staff members are recognized monthly through a peer-nominated Employee of the Month program, with awards in three categories: teacher, paraprofessional, and other professional staff. Additionally, staff receive unannounced rewards, campus-wide shout-outs, and annual awards for outstanding contributions.
- Students are celebrated through the Student of the Month Award, which acknowledges academic achievement, growth, and exemplary behavior each six weeks. In addition, fall and spring award ceremonies recognize students for accomplishments such as perfect attendance, positive behavior, and zero tardies. These events have been well received by both parents and students and will continue to be a valued part of the school culture moving forward.

MDJH remains committed to nurturing a positive, connected, and high-performing culture where every student and staff member feels seen, valued, and supported.

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

- 5th Grade Transition Night
- HAC and Canvas Training for Parents
- Curriculum Family Night
- Book Fiesta
- Annual Title I Fall Meetings
- Student Recognition/Parent Engagement

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home.

Root Cause: Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

Priority Problem Statements

Problem Statement 1: Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement.

Root Cause 1: Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others.

Root Cause 2: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning.

Root Cause 3: Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home.

Root Cause 4: Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: McDonald Junior High School (MDJH) will increase the percentage of all students, including those in Special Education, 504, ESL, and other special programs, achieving Meets or Masters Grade Level on the STAAR assessment by 10% by May 2026, as measured by state accountability data. Teachers will use best practices and latest research-based strategies, provide a positive and collaborative class environment, and use relevant resources (books, intervention materials, manipulatives, etc.) to increase student engagement and thereby increase student achievement. Teachers will also be provided opportunities to increase their ability to provide engaging lessons and manage positive classroom environments and diverse student populations through attending relevant professional development provided by the district, Region 4, and other approved providers of trainings.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize data-driven flexible grouping to provide targeted instruction during designated intervention blocks (PAWS time & Academic Support Classes). Strategy's Expected Result/Impact: Students will receive personalized, focused support on gaps in learning, leading to increased mastery of grade-level content and improved STAAR performance. Staff Responsible for Monitoring: Administrators Instructional Coach Teachers Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: Highly Qualified Personnel - 211 - Title I Part A - \$390,345, Materials and Resources - 211 - Title I Part A - \$600, Interventions/Tutorials (Extra Duty Pay) - 211 - Title I Part A - \$7,000, Professional Development - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Offer monthly job-embedded PD sessions and coaching focused on differentiation, scaffolding strategies, use of manipulatives and other resources, and culturally responsive practices for supporting diverse learners in the general education setting. Strategy's Expected Result/Impact: Teachers will demonstrate increased proficiency in planning and delivering instruction that meets the needs of all learners, particularly those in special programs. Staff Responsible for Monitoring: Administrators Instructional Coaches ESL Lead SPED Lead Title I: 2.51, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resource Materials - 211 - Title I Part A - \$500, Professional Development - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct structured biweekly PLC/data meetings to review student performance, adjust instruction, and implement reteach/enrichment cycles. Strategy's Expected Result/Impact: Increased accountability and immediate instructional adjustments will improve student outcomes and close achievement gaps. Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$328, Professional Development - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: To meet the needs of ALL students, Title I funds and State Compensatory Education funds will be utilized to provide tutorials, enrichment, and interventions before, during, after school, and on designated Saturdays throughout the school year. Strategy's Expected Result/Impact: Teachers will use data results to identify students who are in need of targeted instruction to help the students close achievement gaps and increase growth on State standards. Staff Responsible for Monitoring: Administrators, Instructional Coordinator, Instructional Coaches Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Tutorials/Interventions/Enrichment - 211 - Title I Part A - \$1,400	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Strengthen ELAR literacy instruction through the consistent use of TEKS-aligned, research-based reading and writing strategies, including interactive notebooks and other instructional resources that provide students with an organized system to process, record, apply, and revisit learning. ELAR collaborative teams will align notebook use, literacy tasks, and instructional resources to district curriculum, essential standards, and assessed student expectations to promote consistency across grade levels and classrooms. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, retention, and application of grade-level reading and writing skills through consistent, aligned literacy practices. Improved alignment between curriculum, daily instruction, student learning tasks, and assessments will contribute to increased student performance on campus, district, and state assessments. Staff Responsible for Monitoring: Administrators Instructional Coordinator Instructional Coaches ELAR Department Chair ELAR Collaborative Team Leads ELAR Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: ELAR Instructional Materials- Warehouse Order - 211 - Title I Part A - \$1,450.80		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement. Root Cause: Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.
Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

School Processes & Programs

Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. **Root Cause:** Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

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

Performance Objective 2: McDonald Junior High School (MDJH) will increase student attendance rates by 2% and reduce chronic absenteeism among identified students through the creation, implementation, and monitoring of Attendance Improvement Plans (AIPs), targeted parent communication, and data-informed interventions.

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Identify and monitor all students, particularly At-Risk Students, using Attendance Data Dashboards and establish a system for weekly monitoring of student attendance using real-time dashboards and threshold alerts to flag students approaching chronic absenteeism (10% or more days missed). Strategy's Expected Result/Impact: Increased student accountability for attendance, promote positive teacher-student relationships, and increase in academic mastery. Staff Responsible for Monitoring: Administrators Instructional Coordinator Teachers Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Collaborate with students, parents, and support teams to create Attendance Improvement Plans that include goals, barriers, supports, and accountability check-ins for students identified as chronically absent. Strategy's Expected Result/Impact: Personalized supports and clear expectations will lead to improved attendance for at-risk students and improved engagement. Staff Responsible for Monitoring: Administrators Instructional Coordinator Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Launch a proactive communication plan that includes automated attendance calls, personalized letters, and scheduled parent conferences to address attendance patterns and stress the importance of regular school attendance. Strategy's Expected Result/Impact: Increased parent awareness and collaboration will support more consistent student attendance and reduce excused/unexcused absences. Staff Responsible for Monitoring: Administrators Instructional Coordinator Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Recognize and reinforce Positive Attendance Habits by implementing a tiered attendance incentive program that includes classroom recognition, school-wide shout-outs, and quarterly recognition for students meeting or exceeding attendance benchmarks. Strategy's Expected Result/Impact: Positive reinforcement will motivate students to attend regularly and contribute to a campus culture of consistent attendance. Staff Responsible for Monitoring: Administrators Instructional Coordinator Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement. Root Cause: Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.
School Processes & Programs
Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. Root Cause: Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: 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 Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

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

Performance Objective 4: During the 2026-2027 school year, MDJH will strengthen implementation of district-approved language programs by providing differentiated instructional support, aligning classroom practices with program expectations, and monitoring implementation to support measurable language and academic growth for emergent bilingual students.

Evaluation Data Sources: Classroom walkthrough/observation data; student work; EB student academic data; TELPAS data; district assessments; program implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs and instructional reviews throughout the school year to monitor fidelity to district-approved language program models and the consistent implementation of differentiated linguistic and academic supports for emergent bilingual students. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to district-approved language program models and more consistent use of appropriate linguistic supports, resulting in increased EB student engagement, access to grade-level content, language development, and academic progress. Staff Responsible for Monitoring: EB Specialist/ESL Lead, Administrators, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

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

Performance Objective 5: By June 2027, emergent bilingual students will demonstrate measurable growth in English language proficiency and academic performance through consistent implementation of the ELPS, targeted differentiated instruction, and progress monitoring across content areas.

Evaluation Data Sources: TELPAS results; TELPAS proficiency-level descriptors; STAAR results; district assessments; classroom assessments; student work; walkthrough data.

Strategy 1 Details		Reviews			
Strategy 1: Use EB student language proficiency data, TELPAS performance, academic assessment data, and classroom evidence to identify individual language and academic needs and plan targeted, differentiated, grade-level instruction incorporating appropriate ELPS and second-language-acquisition supports. Strategy's Expected Result/Impact: Emergent bilingual students will demonstrate measurable growth in English language proficiency and academic performance, as evidenced by TELPAS, STAAR, district assessments, and classroom performance. Staff Responsible for Monitoring: EB Specialist/ESL Lead, Administrators, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement. Root Cause: Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.

Student Learning

Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. **Root Cause:** Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

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

Performance Objective 6: By May 2027, McDonald Junior High will increase student achievement in mathematics across grades 6-8, including Algebra I, with an emphasis on increasing the percentage of students achieving Meets and Masters Grade Level and reducing achievement gaps among economically disadvantaged students, emergent bilingual students, students receiving special education services, and other identified student groups. Progress will be measured through STAAR, district and campus assessments, common formative assessments, and intervention progress-monitoring data.

Evaluation Data Sources: STAAR Math data; district and campus assessment data; common formative assessments; PLC data; intervention and progress-monitoring data.

Strategy 1 Details	Reviews			
Strategy 1: Provide and implement TEKS-aligned, research-based mathematics instructional resources, supplemental materials, manipulatives, intervention resources, digital instructional tools, consumable materials, and other mathematics learning supports that strengthen Tier 1 instruction and provide differentiated opportunities for reteaching, intervention, practice, enrichment, and acceleration. Resources will be selected and utilized based on identified student needs and assessment data and may support classroom instruction, Math Academic Support classes, PAWS intervention/extension, tutorials, small-group instruction, and other targeted mathematics learning opportunities. Strategy's Expected Result/Impact: Students will have increased access to rigorous, differentiated, and standards-aligned mathematics learning experiences that address unfinished learning, strengthen conceptual understanding and procedural fluency, and provide targeted intervention and enrichment. Increased access to appropriate instructional resources will support improved mathematics performance at the Approaches, Meets, and Masters Grade Level standards and help reduce achievement gaps among identified student groups. Staff Responsible for Monitoring: Administrators; Instructional Coordinators/Coaches; Math Department Chair; Math Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 1: Student absenteeism, chronic absenteeism, and tardiness reduce students' access to high-quality instruction and intervention, resulting in lost instructional time, unfinished learning, course-performance concerns, and increased risk of lower STAAR achievement. **Root Cause:** Campus systems for identifying attendance concerns, communicating with families, determining individual barriers, and providing tiered attendance interventions have not been implemented consistently. Some students and families also experience transportation, health, family, motivational, or other barriers that require more individualized outreach, education, resources, and support.

Student Learning

Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. **Root Cause:** Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

Goal 2: 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: McDonald Junior High School (MDJH) will strengthen assessment practices across all core content areas by ensuring 100% of teachers utilize formative and summative assessment data to inform planning, guide instruction, and support targeted interventions, resulting in measurable student growth and increased performance on district and state assessments.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Embed formative assessments and data reflection into weekly PLC practices by integrating routine use of low-stakes, TEKS-aligned formative assessments (e.g., exit tickets, quick checks, student self-assessments) into weekly PLC agendas. Teachers will reflect on results to adjust lesson plans, provide reteach opportunities, and enrich instruction. Strategy's Expected Result/Impact: Real-time instructional adjustments based on student understanding will lead to improved mastery of content and reduce learning gaps before summative assessments. Staff Responsible for Monitoring: Administrators Instructional Coaches Department Chairs Team Leads Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$500, Professional Development - 211 - Title I Part A - \$1,000				

Strategy 2 Details		Reviews			
Strategy 2: Implement Common Assessments and campus-level Data Talks by developing and administering common assessments across grade-level content teams at key checkpoints in the instructional calendar. Facilitate data talks after each administration to identify trends, target interventions, and inform tiered instructional responses. Strategy's Expected Result/Impact: Consistency in assessment and collaborative analysis will improve instructional alignment, increase accountability, and support continuous academic improvement. Staff Responsible for Monitoring: Administrators Instructional Coaches Department Chairs Team Leads Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps
School Processes & Programs
Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. Root Cause: Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Goal 2: 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: McDonald Junior High School (MDJH) will foster efficacy of the assessment cycle where collaborative teams use data protocols to design purposeful instruction.

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

Strategy 1 Details		Reviews			
Strategy 1: Implement High-Yield formative assessment and feedback practices by integrating frequent formative assessments (exit tickets, quick checks, mini-quizzes) with a feedback loop that identifies misconceptions and guides next steps in instruction. Ensure assessments are aligned to STAAR rigor. Strategy's Expected Result/Impact: Increase in student assessment scores including CBAs, DLAs, STAAR scores and local assessments. Staff Responsible for Monitoring: Administrators Instructional Coaches Department Chairs Team Leads Title I: 2.51, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resources and Materials - 211 - Title I Part A - \$500, Substitutes for Collaborative Team Meetings - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. **Root Cause:** Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

School Processes & Programs

Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. **Root Cause:** Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Goal 3: 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: McDonald Junior High School (MDJH) will ensure that 100% of classrooms implement safe, technology-integrated instructional practices that enhance student engagement, support digital citizenship, and align with curriculum standards, fostering a secure and innovative learning environment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Offer monthly, job-embedded professional development and coaching focused on integrating district-approved digital tools, interactive platforms (e.g., Canvas, EdPuzzle, Nearpod), and best practices for maintaining digital safety and responsible technology use in the classroom. Strategy's Expected Result/Impact: Teachers will demonstrate increased confidence and skill in embedding technology into lessons safely and effectively, resulting in enhanced student engagement and reduced instances of misuse or digital misconduct. Staff Responsible for Monitoring: Administrators Instructional Coaches CTD (campus Technology Designer Title I: 2.51, 2.53 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I Part A - \$500, Materials, Resources - 211 - Title I Part A - \$500				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. **Root Cause:** Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: McDonald Junior High School will increase teacher retention by 10% by fostering a supportive professional culture through mentorship, recognition, and ongoing professional growth opportunities.

High Priority

Evaluation Data Sources: Analyze year-over-year teacher retention rates with campus vacancy tracker and tracking progress toward the 10% improvement goal.

Strategy 1 Details		Reviews			
Strategy 1: Establish a New Teacher & Staff Mentorship Program while pairing each new teacher or staff member with a trained campus mentor who meets with them bi-weekly for support, collaboration, and guidance throughout the school year; and provide teachers with opportunities to attend professional development to enhance their knowledge of best practices, latest research and strategies to increase student engagement and how to provide a safe and positive learning environment. Strategy's Expected Result/Impact: Improved sense of belonging, quicker acclimation to campus expectations, and increased staff retention. Staff Responsible for Monitoring: Administrators Department Heads Teachers Team Lead Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Professional Development for Teachers - 211 - Title I Part A - \$500, Materials and Resources - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Recruit new teachers by attending college career days/job fairs and attending Katy ISD job fair. Strategy's Expected Result/Impact: Hire highly-qualified teachers in core areas that will positively impact student achievement. Staff Responsible for Monitoring: Administrators - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Professional Development - 211 - Title I Part A - \$1,500		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Provide Campus-Based PD based on staff needs by offering differentiated, meaningful professional learning opportunities based on teacher surveys, instructional walkthrough trends, and team feedback. Strategy's Expected Result/Impact: Teachers feel supported in their professional growth, leading to increased job satisfaction and instructional quality. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I Part A - \$1,000, Resources - 211 - Title I Part A - \$1,500		Formative			Summative
		Oct	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Implement a Campus-Wide Staff Recognition system (e.g., Panther Shoutouts, Staff of the Month, Surprise & Delight & Staff of the Week) to celebrate instructional excellence, collaboration, and commitment. Strategy's Expected Result/Impact: Increased morale, professional pride, and a stronger connection to the school community. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Ongoing professional development for teachers and other school leaders to meet the needs of our diverse populations, such as special education, ESL, and EB. Strategy's Expected Result/Impact: Increase professional capacity for staff to better serve and meet the needs of ALL students. Staff Responsible for Monitoring: Administrators Instructional Coaches, Instructional Coordinators Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Professional Development - 211 - Title I Part A - 211 - \$3,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. Strategy's Expected Result/Impact: Improved instruction and student achievement for ESL students. Compliance with state requirements for highly qualified teachers in RLA. Staff Responsible for Monitoring: Administrators ESL Teachers TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. **Root Cause:** Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

School Processes & Programs

Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. **Root Cause:** Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Perceptions

Problem Statement 1: Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home. **Root Cause:** Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: McDonald Junior High School will optimize student learning through the promoting of positive school community for all students.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Student referrals will decrease by 10% from last school year through the use of MTSS-B strategies in the classroom. Strategy's Expected Result/Impact: Principal and Assistant Principal - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Professional Development - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Student tardies will decrease by 5% from previous school year for all students through the PBIS reward system. Strategy's Expected Result/Impact: Through effective and engaging instruction, students will reduce their class avoidance and hallway time and increase their classroom instructional time. Staff Responsible for Monitoring: Principal and assistant principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Detention and Homework Hall Staff Pay - 211 - Title I Part A - \$5,000, Professional Development for Teachers - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Through professional development, book studies, and other resources, administrators and other school leaders will stay current on the latest research and development in leadership strategies, student support, curriculum and development, facilitating student learning, and providing a safe and positive learning environment. Strategy's Expected Result/Impact: Students will be more engaged in class; less off-task behaviors and higher performance on assessments - local, campus and state. Teachers will be able to focus more on the learning and differentiated instruction as opposed to disruptions in the classroom. Staff Responsible for Monitoring: Administrators, Other School Leaders Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Professional Development - 211 - Title I Part A - \$1,500, Resources - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: McDonald Junior High School will strengthen teacher quality and instructional capacity by ensuring 100% of instructional staff engages in targeted observation and feedback cycles aligned with their T-TESS goals and campus instructional priorities.

Evaluation Data Sources: A documented audit within the Sibme platform or campus tracking system confirming that each teacher has participated in at least one coaching cycle or PD aligned to their T-TESS goals.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular Instructional Coaching Cycles utilizing instructional coaches and administrators to engage teachers in observation-feedback cycles focused on instructional rigor, classroom management, and student engagement. Strategy's Expected Result/Impact: Improved instructional practices and alignment to T-TESS goals. Staff Responsible for Monitoring: Administrators Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Facilitate Peer-Led Instructional Rounds opportunities for teachers to observe colleagues, share best practices, and reflect on effective instructional strategies within their content teams. Strategy's Expected Result/Impact: A culture of continuous learning and instructional excellence supported through peer collaboration. Staff Responsible for Monitoring: Administrators Instructional Coaches Department Heads TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 4: All MDJH literacy/RLA teachers will obtain ESL certification within one year of their hire date, with certification status monitored throughout the 2026-2027 school year through the Katy ISD ESL Certification Dashboard and SBEC certification records.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard; SBEC certification records.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers throughout the school year and provide targeted communication and support to ensure completion of ESL certification requirements within one year of hire. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of hire, increasing campus instructional capacity and ensuring teachers are appropriately certified and equipped to address the linguistic and academic needs of emergent bilingual students. Staff Responsible for Monitoring: Administrators, EB Specialist/ESL Lead TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps

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: By June 2027, MDJH will strengthen student behavior, accountability, and engagement through consistent implementation of a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework, resulting in at least a 10% reduction in office discipline referrals and classroom disruptions compared to the 2025-2026 school year, as measured by campus discipline and PBIS data.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: MDJH will implement a campus-wide Positive Behavioral Interventions and Supports (PBIS) program, including a digital PBIS management system, to explicitly teach and reinforce campus behavior expectations, recognize positive student behaviors, monitor behavioral trends, and provide targeted interventions so that students have access to a well-rounded education while demonstrating behavioral, organizational, or self-management needs. Strategy's Expected Result/Impact: Consistent implementation of PBIS will increase positive student behaviors and engagement, strengthen student accountability, reduce classroom disruptions and office discipline referrals by at least 10% from the previous school year, and increase instructional time. Staff Responsible for Monitoring: Administrators, Instructional Coordinator, Counselors, PBIS/Behavior Team Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$500, Professional Development - 211 - Title I Part A - \$500, PBIS Program Software - 211 - Title I Part A - \$2,813.70	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. **Root Cause:** Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning

Perceptions

Problem Statement 1: Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home. **Root Cause:** Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

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: McDonald Junior High School (MDJH) will cultivate a safe, inclusive, and respectful learning environment by implementing campus-wide anti-bullying and anti-violence initiatives and increasing student awareness and reporting --resulting in a measurable decrease in bullying-related incidents and an increase in students' sense of safety as reported in campus climate surveys.

High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Students will be encouraged and trained by admin, counselors and teachers on utilizing the SPEAK Up app to prevent bullying situations. Strategy's Expected Result/Impact: Increase in valid SPEAK Up tips. Staff Responsible for Monitoring: Administration Counselors Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Reading materials and general supplies - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home. Root Cause: Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

Goal 6: 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: McDonald Junior High School (MDJH) will increase parental involvement in both academic and extracurricular activities by providing meaningful opportunities for engagement, communication, and partnership--resulting in improved parent participation rates, enhanced student support, and strengthened school-home connections.

Evaluation Data Sources: A centralized tracking system aggregating attendance records for academic events (e.g., Parent-Teacher Conferences, curriculum nights) and extracurricular activities (e.g., clubs, athletics, performances). This will provide quantitative data on parent involvement rates each semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide parent engagement activities specific to the parents of students in special programs, such as, emergent bilingual (EB) students, at-risk, 504, and special education students. Events will be posted on the school website, the vestibule of the school, printed in the school newsletter, and flyers sent via Finals site. Strategy's Expected Result/Impact: Increased parent involvement in their students academic progress. Improved student attendance as a result of parent's awareness in the importance of regular attendance on their student's academic success. Staff Responsible for Monitoring: Administration ESL Lead SPED Lead Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: Materials and resources - 211 - Title I Part A - \$500, Snacks and supplies for events - 211 - Title I Part A - \$1,000, Extra duty pay - 211 - Title I Part A - \$1,000				

Strategy 2 Details	Reviews			
Strategy 2: Implement a comprehensive transition support program to assist students and families as they move from 5th to 6th grade and 8th to 9th grade, including orientation events, parent informational sessions, peer mentorship, and academic readiness workshops. These efforts will promote confidence, reduce anxiety, and ensure a smoother adjustment to new academic and social environments. Strategy's Expected Result/Impact: Students will feel more confident and less anxious about moving into a new educational phase, leading to greater academic and social engagement. Parents will have the tools and knowledge to support their children during these transitions, improving home-school communication and reducing the likelihood of transitional challenges such as attendance issues or disengagement. Staff Responsible for Monitoring: Administrators Counselors Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Printing of materials for events - 211 - Title I Part A - \$500, Extra duty pay - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Advertise and provide Title III Flyers for: Parent Engagement - Enhancing Educational Support for EB Students; Family Engagement - Empowering Families through helpful resources; Community Engagement - Fostering Statewide Community Connections with EB Families Strategy's Expected Result/Impact: Parents/Guardians, families and the community will have ways to connect and support the learning of EB students through various resources. Staff Responsible for Monitoring: Administrators ED Facilitators Counselors Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Distribute Title 1 parent information during campus-wide activities, including annual Title I meetings held in the fall and spring at different dates and times. Strategy's Expected Result/Impact: During Open House, Title I meetings, and Student Group Performances, parents will receive Title 1 informational flyers, School-Parent Compact Agreement, and Parent and Family Engagement Policy. Staff Responsible for Monitoring: Administrators Instructional Coordinator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Resources, Materials, Supplies - 211 - Title I Part A - \$500, Snacks, beverages and childcare services. - 211 - Title I Part A - \$1,000, Translation Services for Spanish-speaking parents, including conversations and documents. - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Administrators, Title I coordinator/coach, teachers, and other school leaders will attend professional development for continued growth and improvement in promoting the involvement and engagement of parents, guardians, and the community in meetings, trainings, and other activities that address campus identified needs. Strategy's Expected Result/Impact: Parents/guardians and community members will become active participants/partners in helping the campus reach the goals identified in the Campus Improvement Plan. Staff Responsible for Monitoring: Administrators Instructional Coaches Title I Coordinator Other School Leaders Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Resources and Materials - 211 - Title I Part A - \$500, Professional Development - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Develop intentional partnerships with families of emergent bilingual students and community organizations to provide accessible information, educational resources, learning opportunities, and two-way communication that support EB student language development, academic achievement, attendance, belonging, and overall success. Strategy's Expected Result/Impact: Families of emergent bilingual students will have increased access to information, resources, and meaningful opportunities to participate in their students' education, resulting in stronger school-family partnerships and increased family capacity to support student success. Staff Responsible for Monitoring: Administrators, EB Specialist/ESL Lead, Title I Coordinator, Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Campus assessment and STAAR data indicate that students are not consistently meeting grade-level standards in ELAR, mathematics, science, & social studies at the Approaches, Meets, and Masters performance levels. Achievement gaps also persist among student groups, including economically disadvantaged students, emergent bilingual students, students receiving special education services, and others. Root Cause: Students do not consistently receive rigorous, standards-aligned Tier 1 instruction, differentiated learning opportunities, & timely interventions based on their individual academic needs. Inconsistent implementation of the curriculum, formative assessment practices, data analysis, instructional resources, and progress monitoring has limited the campus's ability to identify & close learning gaps
School Processes & Programs
Problem Statement 1: Behavioral incidents, inconsistent student accountability, and classroom disruptions result in lost instructional time and interfere with the safe, supportive, and academically focused learning environment needed for all students to succeed. Students do not consistently demonstrate the behavioral, organizational, and self-management skills necessary to remain engaged in learning. Root Cause: Behavioral expectations, positive reinforcement systems, classroom management practices, & tiered behavioral interventions are not implemented consistently across classrooms and common areas. Staff & students need explicit instruction, shared expectations, appropriate resources, consistent recognition and accountability systems, & data-driven interventions that promote positive behavior & learning
Perceptions
Problem Statement 1: Parent and family participation is more frequently connected to extracurricular activities and campus events than to students' academic progress, attendance, behavior, and preparation for future success. Families, particularly those of students who are academically at risk, do not consistently participate in meaningful opportunities that build their capacity to support learning at home. Root Cause: Families do not always receive timely, accessible, and actionable information about academic expectations, assessment results, attendance, behavior, intervention services, and strategies for supporting learning. Language, scheduling, transportation, technology access, and limited opportunities for two-way communication also create barriers to meaningful family engagement.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Offer monthly job-embedded PD sessions and coaching focused on differentiation, scaffolding strategies, use of manipulatives and other resources, and culturally responsive practices for supporting diverse learners in the general education setting.
1	1	3	Conduct structured biweekly PLC/data meetings to review student performance, adjust instruction, and implement reteach/enrichment cycles.
2	1	1	Embed formative assessments and data reflection into weekly PLC practices by integrating routine use of low-stakes, TEKS-aligned formative assessments (e.g., exit tickets, quick checks, student self-assessments) into weekly PLC agendas. Teachers will reflect on results to adjust lesson plans, provide reteach opportunities, and enrich instruction.
2	1	2	Implement Common Assessments and campus-level Data Talks by developing and administering common assessments across grade-level content teams at key checkpoints in the instructional calendar. Facilitate data talks after each administration to identify trends, target interventions, and inform tiered instructional responses.
2	2	1	Implement High-Yield formative assessment and feedback practices by integrating frequent formative assessments (exit tickets, quick checks, mini-quizzes) with a feedback loop that identifies misconceptions and guides next steps in instruction. Ensure assessments are aligned to STAAR rigor.
3	1	1	Offer monthly, job-embedded professional development and coaching focused on integrating district-approved digital tools, interactive platforms (e.g., Canvas, EdPuzzle, Nearpod), and best practices for maintaining digital safety and responsible technology use in the classroom.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Offer monthly job-embedded PD sessions and coaching focused on differentiation, scaffolding strategies, use of manipulatives and other resources, and culturally responsive practices for supporting diverse learners in the general education setting.
1	1	3	Conduct structured biweekly PLC/data meetings to review student performance, adjust instruction, and implement reteach/enrichment cycles.
2	1	1	Embed formative assessments and data reflection into weekly PLC practices by integrating routine use of low-stakes, TEKS-aligned formative assessments (e.g., exit tickets, quick checks, student self-assessments) into weekly PLC agendas. Teachers will reflect on results to adjust lesson plans, provide reteach opportunities, and enrich instruction.
2	1	2	Implement Common Assessments and campus-level Data Talks by developing and administering common assessments across grade-level content teams at key checkpoints in the instructional calendar. Facilitate data talks after each administration to identify trends, target interventions, and inform tiered instructional responses.
2	2	1	Implement High-Yield formative assessment and feedback practices by integrating frequent formative assessments (exit tickets, quick checks, mini-quizzes) with a feedback loop that identifies misconceptions and guides next steps in instruction. Ensure assessments are aligned to STAAR rigor.

Title I

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

1.1: Description of CNA Process

T. H. McDonald Junior High School is a middle school campus in Katy ISD that opened its doors in 1991. It is projected to serve 975 students in grades 6th – 8th during the 2026-2027 school year, which is a 0.6% decrease from the previous year of 1,024.

List of Stakeholders and Roles	
Principal	Aisha N Montanez
Other School Leader (Assistant Principal)	Cherese King
Other School Leader (Instructional Coach)	Vacant
Other School Leader (Instructional Coach)	Ashley Walker
Other School Leader (Title I Coordinator)	Taylor Kratz
Teacher	Chandler Sennett
Specialized School Support Personnel	Justine McNeely
Paraprofessional	Ashley Lowe
Paraprofessional	Jessica Chanaba
Teacher	Jessica Thomas
Community Member	Phil Pettey
Parent	Becki Weems

List of Stakeholders and Roles	
District Administrator	Alisha Anderson
District Administrator	Felicia Mensah
Community/Business	Chris Nunez
Community/Business	Jerome Curtis
Specialized School Support Personnel	Rannisha Edwards
Other School Leader (Librarian)	Shatonya Watts
Parent	Marie Culpit

T. H. McDonald Junior High School needs assessment process is described below. The campus leadership team evaluated the 2025-2026 data. We reviewed the following data:

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

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on April 5, 2026, and again on May 5, 2026 to develop the CNA. The meetings were held in person in the LGI of T. H. McDonald Junior High School from 9:00 a.m. – 1:00 p.m. on both dates. We plan

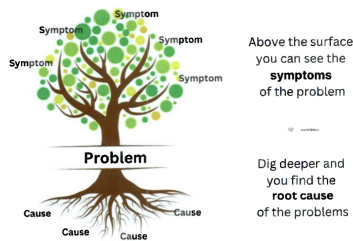
to meet again on September 14, 2026, January 18, 2027, and April 16, 2027 to review and revise the CIP, as needed.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team met on April 5, 2026, and again on May 5, 2026 to develop the CNA. The meetings were held in person in the LGI of T. H. McDonald Junior High School from 9:00 a.m. – 1:00 p.m. on both dates. We plan to meet again on September 14, 2026, January 18, 2027, and April 16, 2027 to review and revise the CIP, as needed.

The CNA committee convened on Tuesday, May 5, 2026, at 9:30 a.m. i n the LGI at T. H. McDonald Junior High School, located i n the Katy Independent School District, at 3635 Lakes of Bridgewater Drive, Katy, TX 77449. At CNA Meeting #2 held on May 5 , 2026, the following people were in attendance: Dr. Kelli McWashington, Principal; Dr. Kristi Floyd, Assistant Principal/Other School Leader; Karen Branch, Title I Campus Coordinator/Other School Leader; Lauren Hartman, Instructional Coach/Other School Leader; Shatonya Watts, Librarian/Specialized Instructional School Support Personnel; Justine McNeely, Teacher; Amani Elnaggar, SPED Teacher; Chandler Sennette, Teacher; Jessica Chanaba, ESL In-Class Support Paraprofessional; Ashley Lowe, In-Class Support Paraprofessional; Rannisha Edwards, Diagnostician/Specialized Instructional School Support Personnel; Alicia Anderson, District Representative; and Ashley Walker, Instructional Coach/Other School Leader. Absent members included: Chris Nunez, Parent; C. Denise Cupit, Parent/PTA President; Jerome Curtis, Community Member;and Becki Weems, Community Member. A n email, with meeting details and a request forquestions or concerns and/or comments, will be sent t o absent members within ten school days of the meeting date.Dr. Kristi Floyd started the meeting with a welcome to attendees and an outline of the agenda and expected outcomes. A card sort activity regarding the information shared from

CNA meeting #1 was completed by members and answers were discussed by Dr. McWashington. The Mission Statement was read: "MDJH is committed to providing ALL students with a positive and safe environment to promote learning, growth, and success." This was followed by the Vision Statement: "Learn. Grow. Lead." Karen Branch read the minutes from CNA Meeting #1, a motion was made to approve the minutes as read and the motion was seconded.

Dr. Floyd explained the meaning, importance and purpose of root causes using the diagram shown below. The purpose of identifying root causes is to inform strategic planning,resource allocation, and program development. By understanding the root causes, we candevelop targeted interventions that address the real needs o f the campus. She also indicated that a comprehensive needs assessment that identifies root causes provides a more accurate and effective basis for planning and helps u s to move beyond reactive measures and implement proactive solutions that address the underlying causes of a problem.



Committee members were divided into groups to review and analyze data: Demographics; Student Achievement; School Culture & Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction & Assessment; Parent, Family and Community Engagement; School Context & Organization; and Technology.



The groups were given 45 minutes to review and discuss the data and determine their top THREE areas of need.

Student Achievement - Group 3 OK, so based on the STAAR performance data Math was a focus area. In the areas of Meets and Masters, we are a little bit lower than compared to other junior high schools and if we compare or go by grade level to grade level it's consistent in grades 6, 7, and 8 and in

Algebra I. Data based on the CBA have increased and made their goal for the most part in those three levels. We still have some areas that we need to focus on like our sub pops and white population is still one of those concerns. Something that we consistently see in math too is our SPED pop is an area of concern this is based on the data in Math and Reading going from Meets to Masters and showing that growth there has been growth in all the areas according to the STAAR from last year, but not exactly meeting that progress level from last year's STAAR.

School Culture, and Climate

OK, so we're going to start with the positive. Teachers feel respected and they feel that they have a positive impact on their students' education and they value their work; the only area that was really trending negatively throughout all the surveys was that they don't really feel they are recognized day-to-day, but everything else is if it went low, it's going back up.

Staff Quality, Recruitment and Retention - Group 1

We noticed from the data that McDonald Junior High exceeds the district and the state in the area of longevity of assistant principals. We are above average there;

however, where we fall down is the longevity of our teachers - 41% of our staff members are five years or below with experience, and when it comes to the male staff members on this campus we are above district - we are at 29% and the district is at 21% and the state is at 25% so we

need to do more to employ male staff members. It would be nice to have more male staff members here on our campus and we think the staff needs to be more reflective of our student population right now our staff is at 17% Hispanic whereas our student population exceeds 50% Hispanic, we're below the district and state average when it comes to our Hispanic staff members; we are at 48% with our white staff members which is below district and state which I guess that should be the case since our need is in our Hispanic population. We have a very diverse population here at McDonald Junior High our African staff members come in at 27% which I think is along the lines of our African-American population. We think more needs to be done to help our teachers stay a little bit longer than five years; we talked about the support teachers received, feels like that the mentoring program is not effective. Teachers should have some buy-in about the structure of their meetings and the time allotted to meet is not convenient because it's either before school or after school when other commitments are taking place. The Lunch & Learn needs to be more enticing; the campus PD is very effective because of the choice boards that you're given and teachers can attend the trainings that they feel that they need, and the district should offer more ongoing PD in classroom management and dealing with the behaviors from having such diverse kids in a classroom. Our absentee rate is about 13% for the year, which is not too high, but the national average lies about 6%. It's about double that in the state average is about 6.8 to 7% while the district average remains at about 4 to 5%. It's a lot of absences and so you know when teachers are out that means instruction is being missed especially if there aren't any quality subs in the classroom. We counted 17 teachers that have exceeded their 10-day per year allotment, and that's not including five that were out on FMLA.

Curriculum, Instruction and Assessment - Group 4

Going through those probing questions, we noticed that though we have made some very great strides in things regarding our assessment techniques and tracking things, etc., that we still have a drop in the number of students at the Meets level, and we feel that some of that might be supported through or contributing to limited classroom differentiation, limited intervention techniques and limited cognitive engagement.

School Context and Organization - Group 1

Dr. Floyd indicated that as far as classes and schedules are concerned that teachers are assigned according to their qualifications; they try not to put too many SPED students of a certain level with one teacher, and they provide support for those teachers, and when it comes to looking at what evaluations that the teacher should use to assess students that is the PLC along with their IC that helps them in addition to the grade-level administrator, and we felt like that the perceptions of the students, parents and community about our campus has improved over previous years. We feel like the communication between school and parents is significantly better and the participation of parents and community members at most events has increased. Paraprofessional and support staff are assigned to classes as needed and students are organized in the building in a way that ensure that they can get to class within the four minute time span and also trying to separate the upperclassmen from our little sixth graders and making sure that all the area hotspots are being monitored by staff members between classes.

Technology

We have student Chromebooks, with additional cameras, screen projectors, and staff laptops. The campus login has a simple enough password for easy access to Wi-Fi that's commonly used by students. The technology proficiency of staff and students in general would be like a basic novice level so definitely some support with more intermediate technology skills would be sufficient, knowing when to do little things like turn the computer off and back on and power wash and things like that, we haven't really done an official technology survey, but I would say that staff seem to think that the classroom chargers were particularly helpful when it came to testing maybe some of the issues that we could possibly address would be overall campus issues - things that go on with the student passwords, and some sometimes some of the glitches with campus; we have a weekly professional development that is offered by our CD which offers support with Canvas, and new staff is required to take and pass a module on technology programs for students as well as the use of technology for staff as far as some barriers that could potentially prevent effective use of technology. Students are still getting used to being responsible for keeping up with their device but just making sure they are remembering to bring their Chromebook, especially on testing days and trying to lower the amount of help desk tickets due to Chromebook damage which includes cracked screens and broken parts of the Chromebook. Technology is commonly used in all content areas except physical education to my knowledge, many teachers use Canvas to house many of their assignments and other major classwork. Students can keep their campus issued Chromebook on and off campus, they are also able to keep the devices throughout the summer if they are students of Katy ISD, so this allows parents to provide adequate support with the assignments that are offered digitally. Staff members receive cyber security training, and we also have an information technology department who manages all cyber security for all KISD devices.

Demographics - Group 4

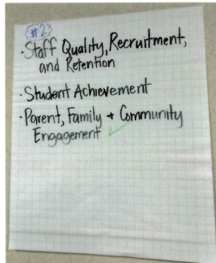
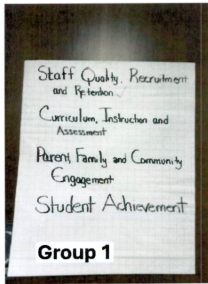
We are, as a campus, over-represented in SPED and under-represented in G T compared to district and state percentages. That's it in a nutshell.

Parent, Family and Community Engagement - Group 2

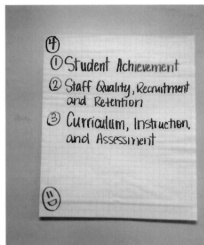
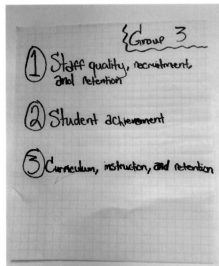
Processes and programs need to continue to continually increase parent, family, and community participation and engagement. It seems that participation is high at sporting events, but not in academics. With a high Hispanic population, parents may not understand the communication between school and home or how to access the information pertaining to academics. Dr. McWashington intervened and stated that from a survey from the previous year, parents asked for tech training regarding Canvas and HAC, it was offered and only a couple of parents attended. Karen Branch stated that on the day it was offered, it was stormy weather that impacted attendance. Dr. McWashington also stated that Curriculum Night had a significant increase in attendance because students presented projects - explaining what, how, why - and parents will attend to see/hear their students; and serving dinner helped with the increase in attendance. Ashley Walker stated that it is not always an issue of lack of interest in attending events, but sometimes parents prioritize where they need to be, for instance, as a single mom, her focus is on the needs of her youngest child because her older children are more independent and will keep her informed of what's happening in school and any questions or concerns can usually be taken care of with a quick phone call or email. And sometimes, parents cannot attend or participate in events because they are working multiple jobs. Dr. McWashington stated that parents have to go home and prepare dinner or have younger children to tend to so that can be an obstacle.

Lunch 12:15 p.m. - 1:15 p.m.

After group discussions, each group posted what they considered to be the top priorities for the campus for the 2025-2026 school year.



6



After whole-room discussions and votes, it was determined that the areas of focus for the upcoming school year would be: (1) Staff, Quality, Recruitment & Retention; (2) Student Achievement; (3) Curriculum, Instruction & Assessment; and (4) Parent, Family & Community Engagement.

Dr. Floyd stated that in education, a good problem statement clearly identifies a specific issue or gap in knowledge or practice within an educational context. It should be concise, specific, and evidence-based, highlighting the significance of the problem and its potential impact. She showed an example of problem statements and root causes from the CIP of the current school year. She instructed each table to create a list of contributing factors for the group's area of need and to use the five whys that lead to root cause: (1) why is this happening; (2) adult behavior; (3) student behavior; (4) in our control; and (5) out of our control. After 30 minutes of collaboration, groups displayed their problem statement and root cause and a gallery walk ensued.

After the gallery walk, discussions were held about each group's problem statement and root cause. After discussions, the wording of the problem statements and root causes were agreed upon as follows:

Problem Statement 1

Students demonstrate a consistent discrepancy in performance between short-cycle, campus-based assessments (CBAs) and cumulative assessments such as KLAAs and semester exams. There is still a portion of students who are not meeting passing standards on assessments.

Root Cause

Inconsistent student outcomes are driven by a combination of limited high-quality first instruction, gaps in classroom management, and inconsistent campus-wide intervention expectations, which impact the effectiveness of teaching and learning. These challenges are compounded by staff retention issues, limited time for planning, and insufficient training in district curriculum, differentiation, scaffolding, and formative assessment practices. As a result, student cognitive engagement is reduced, interventions are not consistently targeted or effective, and limited resources further hinder the campus's ability to meet diverse student needs.

Problem Statement 2

High rate of novice teachers, (0 - 5 years' experience), contribute to lower student achievement.

Root Cause

Novice teachers need further support meeting the unique needs of students, (e.g., GT, ESL, SPED, students from diverse backgrounds and populations), through professional development (district, Region 4, or other approved vendors of PD), book studies, mentoring programs, and relevant resources and materials.

Problem Statement 3

Due to the widening gap of achievement and its effect on multiple demographic populations, students need more focus, resources, time and opportunities to reach their full potential, both academically and behaviorally.

Root Cause

With the ongoing increase of our special education population and meeting the needs of ALL learners, providing resources and materials, relevant professional development for teachers, consistent interventions, meaningful instruction and developing purposeful relationships with students is pertinent to promote student

achievement.

Problem Statement 4

Processes and programs need to promote continuous growth of parent, family and community engagement to improve lines of communication and participation in academic and school-wide events.

Root Cause

A large population of family's primary language is not English which contributes communication gaps. Parents are sometimes unable to attend events due to working multiple jobs, transportation issues, or younger kids at home. Parents are not always aware of how to access academic information (so academic concerns are not addressed). Dr. Floyd asked if there were any questions, comments, or concerns. There were none. She reminded members that on Thursday, May 14, 2026, the CIP Plan Meeting/CAT Meeting #4 will be held in the library from 4:30 p.m. - 5:30 p.m. and that an email invite will be sent to all members. Dr. McWashington stated that during this meeting, performance objectives and strategies will be formulated to align with the problem statements that were created during the meeting today.

The meeting adjourned at 3:00 p.m.

1.2: Location for Evidence of Multiple Meetings Held

The CNA meetings and CAT/CIP meeting were held in the LGI of T. H. McDonald Junior High School, located at 3635 Lakes of Bridgewater Drive, Katy, TX 77449 in the Katy Independent School District. CNA Meeting #1 was held on Tuesday, April 5, 2026 from 1:00 p.m. - 4:00 p.m.; CNA Meeting #2 was held on Thursday, May 5, 2026 from 9:30 a.m. - 3:30 p.m.

A detailed summary of the meeting minutes, agendas and sign-in sheets are located in the Title I Crate.

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 CAT/CIP Meeting was held on Tuesday, May 14, 2026 from 5:00 p.m. - 5:30 p.m at McDonald Jr. High.

A detailed summary of the meeting minutes, agendas and sign-in sheets are located in the Title I Crate.

2.2: Stakeholders 1114(b)(2)

List of Stakeholders and Roles	
Principal	Kelli McWashington
Other School Leader (Assistant Principal)	Kristi Floyd-Hargrove
Other School Leader (Instructional Coach)	Lauren Hartman
Other School Leader (Instructional Coach)	Ashley Walker
Other School Leader (Title I Coordinator)	Karen Branch
Teacher	Chandler Sennett
Specialized School Support Personnel	Justine McNeely
Paraprofessional	Ashley Lowe
Paraprofessional	Jessica Chanaba
Teacher	Jessica Thomas
Community Member	Phil Pettey
Parent	Becki Weems
District Administrator	Alisha Anderson
District Administrator	Felicia Mensah
Community/Business	Chris Nunez
Community/Business	Jerome Curtis
Specialized School Support Personnel	Rannisha Edwards
Other School Leader (Librarian)	Shatonya Watts
Parent	Marie Culpit

List of Stakeholders and Roles	

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

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

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

Any strategy in which Title I funds are listed as a funding source has Title I elements tied to it.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

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

In addition, assessment data will be used to determine program effectiveness. Data will be compiled to determine modifications, successes, and improvements for continued student achievement. Student performance and program initiatives will be communicated to parents/guardians. The effectiveness of the plan will be evaluated and feedback invited at the following dates: formative reviews occurring during October 2025, February 2026; April 2026; and the summative in June 2026.

Notes are in the formative reviews. The annual evaluation of schoolwide program plan are in the summative review. Documentation and data analyzed are aligned with required schoolwide program evaluation process. Schoolwide program evaluation is included in the CNA process.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Materre	Instructional Coordinator		
Ariel Scott	Social Studies Teacher		
Keaton McKinney	Math Teacher		
Taylor Kratz	Instructional Coordinator		

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$2,000.00
1	1	1	Highly Qualified Personnel		\$390,345.00
1	1	1	Materials and Resources		\$600.00
1	1	1	Interventions/Tutorials (Extra Duty Pay)		\$7,000.00
1	1	2	Resource Materials		\$500.00
1	1	2	Professional Development		\$1,000.00
1	1	3	Resources, Materials, Supplies		\$328.00
1	1	3	Professional Development		\$1,000.00
1	1	4	Tutorials/Interventions/Enrichment		\$1,400.00
1	1	5	ELAR Instructional Materials- Warehouse Order		\$1,450.80
1	2	1	Resources, Materials, Supplies		\$500.00
2	1	1	Resources, Materials, Supplies		\$500.00
2	1	1	Professional Development		\$1,000.00
2	2	1	Resources and Materials		\$500.00
2	2	1	Substitutes for Collaborative Team Meetings		\$500.00
3	1	1	Professional Development		\$500.00
3	1	1	Materials, Resources		\$500.00
4	1	1	Professional Development for Teachers		\$500.00
4	1	1	Materials and Resources		\$500.00
4	1	2	Professional Development		\$1,500.00
4	1	3	Resources		\$1,500.00
4	1	3	Professional Development		\$1,000.00
4	1	5	Professional Development	211	\$3,000.00
4	2	1	Professional Development		\$3,000.00
4	2	2	Professional Development for Teachers		\$3,000.00
4	2	2	Detention and Homework Hall Staff Pay		\$5,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	Resources		\$500.00
4	2	3	Professional Development		\$1,500.00
5	1	1	PBIS Program Software		\$2,813.70
5	1	1	Professional Development		\$500.00
5	1	1	Resources, Materials, Supplies		\$500.00
5	2	1	Reading materials and general supplies		\$500.00
6	1	1	Materials and resources		\$500.00
6	1	1	Extra duty pay		\$1,000.00
6	1	1	Snacks and supplies for events		\$1,000.00
6	1	2	Printing of materials for events		\$500.00
6	1	2	Extra duty pay		\$1,000.00
6	1	3	Resources, Materials, Supplies		\$1,000.00
6	1	4	Translation Services for Spanish-speaking parents, including conversations and documents.		\$500.00
6	1	4	Snacks, beverages and childcare services.		\$1,000.00
6	1	4	Resources, Materials, Supplies		\$500.00
6	1	5	Resources and Materials		\$500.00
6	1	5	Professional Development		\$500.00
Sub-Total					\$442,937.50