

Katy Independent School District
McMeans Junior High
2026-2027 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

Vision

McMeans Junior High School, in partnership with parents and community, is uncompromisingly committed to intellectual growth, academic achievement, character and leadership development, and the well-being of each student so that he or she may find individual success and become a contributing citizen of the 21st century.

Value Statement

Inspiring Excellence: Learners into Leaders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garland McMeans Junior High opened in the fall of 2000 and became the seventh junior high in Katy ISD. Student enrollment is currently around 1100 students. This campus has the following student group demographics:

Demographics	Percentage	Student Statistics	Percentage
White	41.64%	At-Risk	21.73%
Hispanic	25.91%	Low Income	31.73%
Asian	19.09%	Limited English Proficient	10.91%
Black/African American	8.55%	Special Education	15.00%
Two or More Races	4.55%	Career & Technical Education	25.36%
Am Indian/Alaskan Native	0.18%	ESL	10.91%
Native Hawaiian Pacific Islander	0.09%	Gifted/Talented	23.36%
		Title I	0.55%

Demographics Strengths

1. Our campus is richly diverse, with strong representation across student groups. This diversity provides opportunities for students to learn from one another and gain a deeper appreciation of different cultures.
2. With a relatively low percentage of At-Risk students, McMeans is able to place a strong emphasis on advanced academics, fine arts, and extracurricular opportunities that enrich the whole child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Shifts in enrollment have led to a steady increase in students identified in high-need categories, resulting in performance gaps compared to peers.

Root Cause: Staff and parents need ongoing training and resources to better support the academic and social-emotional needs of these students.

Problem Statement 2 (Prioritized): Many classrooms include a wide range of academic levels and learning needs, requiring greater differentiation and targeted supports to ensure all students are appropriately challenged and successful.

Root Cause: Teachers need continued training and support in using formative assessments, planning leveled instruction, and implementing strategies that effectively address the full range of learners in their classrooms.

Student Learning

Student Learning Summary

Student achievement at McMeans Junior High reflects a strong commitment to academic excellence and the success of every learner. Teachers provide rigorous and engaging instruction across all content areas, while a variety of targeted interventions are in place to ensure student success. Students are strategically placed in content-specific advisories to reinforce learning, and Bobcat Academy offers structured academic support before and after school. These student-focused interventions help close learning gaps while maintaining high expectations for growth. For English Learners and Special Education students, the campus utilizes In-Class Support staff to provide differentiated support within the classroom. Additional supports, including tutorials, reteach/retest opportunities, and accelerated learning sessions during the school day, further ensure that students receive the necessary help while still participating fully in electives, fine arts, and extracurricular activities.

Test	Approaches			Meets			Masters		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
Math 6	96%	95%	97%	85%	84%	86%	53%	53%	55%
Math 7	82%	83%	78%	53%	63%	63%	11%	13%	13%
Math 8	96%	95%	97%	85%	89%	89%	57%	63%	63%
Algebra	100%	100%	100%	100%	100%	99%	97.5%	98.2%	93%
RLA 6	94%	91%	93%	87%	82%	81%	60%	61%	81%
RLA 7	94%	94%	90%	84%	88%	81%	65%	67%	65%
RLA 8	96%	95%	97%	84%	85%	89%	62%	66%	68%
Sci 8	95%	95%	96%	83%	85%	89%	55%	58%	75%
SS 8	89%	91%	89%	65%	73%	73%	45%	52%	57%

Student Learning Strengths

- McMeans Junior High has continuously scored above the district and state averages on state testing.
- Teachers utilize ongoing progress monitoring and classroom assessments to adjust instruction, ensuring that the majority of students remain on track for academic success and preparation for high school coursework.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many classrooms include a wide range of academic levels and learning needs, requiring greater differentiation and targeted supports to ensure all students are appropriately challenged and successful.

Root Cause: Teachers need continued training and support in using formative assessments, planning leveled instruction, and implementing strategies that effectively address the full range of learners in their classrooms.

Problem Statement 2 (Prioritized): Shifts in enrollment have led to a steady increase in students identified in high-need categories, resulting in performance gaps compared to peers.

Root Cause: Staff and parents need ongoing training and resources to better support the academic and social-emotional needs of these students.

Problem Statement 3: Although McMeans Junior High benefits from a collaborative culture and low staff turnover, there is an ongoing need to consistently review and update instructional practices to address the increasing and varied learning needs of student groups.

Root Cause: Teachers and teams need more structured time, training, and support in using data and formative assessments to refine instructional practices and ensure strategies meet the diverse needs of all learners.

School Processes & Programs

School Processes & Programs Summary

- McMeans Junior High consistently supports a collaborative and purposeful instructional environment that elevates student performance and engagement. Grade-level and content-area teams meet regularly to develop learning roadmaps, post essential learning targets, create common assessments, and analyze data to determine additional student support needs.
- Our Instructional Coaches work closely with each grade-level content team to support cohesive planning, challenge individual and team growth, and enhance instructional effectiveness. By modeling strategies and facilitating reflective coaching cycles, they reinforce data-driven practices that improve both teacher effectiveness and student learning outcomes.
- Our campus has prioritized frequent (daily, weekly, and monthly) staff recognition, which significantly boosts campus-wide morale and builds a stronger sense of community.
- Weekly communication through our digital 'Guzzetta Gazette' keeps staff informed with upcoming events, essential reminders, and celebrations of staff and team achievements.

School Processes & Programs Strengths

- McMeans Junior High maintains consistently low staff turnover, contributing to greater stability, better student-teacher relationships, and a stronger campus culture.
- Staff regularly participate in reviewing school processes and procedures, ensuring that our systems remain current and responsive to both staff and student needs. This inclusive practice strengthens staff buy-in and commitment, reinforcing a culture of continuous improvement and shared accountability.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although McMeans Junior High benefits from a collaborative culture and low staff turnover, there is an ongoing need to consistently review and update instructional practices to address the increasing and varied learning needs of student groups.

Root Cause: Teachers and teams need more structured time, training, and support in using data and formative assessments to refine instructional practices and ensure strategies meet the diverse needs of all learners.

Problem Statement 2: Student enrollment at McMeans Junior High has steadily declined over the years, preventing the campus from reaching the threshold needed to secure additional administrative staff to fully meet student support needs.

Root Cause: Lower enrollment reduces staffing allocations, which limits the school's capacity to provide the highest level of individualized support and services for students.

Perceptions

Perceptions Summary

McMeans Junior High maintains a positive, collaborative culture built on strong student, staff, and parent relationships. Climate surveys indicate that students feel safe and supported, while staff report pride in their work and benefit from low turnover and strong leadership support. Parent and community engagement remains high through an active PTA that consistently supports events, campus programs, and staff appreciation efforts. Clear communication, consistent staff recognition, and extensive student involvement in extracurricular activities all contribute to a cohesive school environment where all school stakeholders feel valued and connected to the mission of student success.

Perceptions Strengths

- Positive and collaborative culture supported by strong student, staff, and parent relationships.
- Staff report pride in their work and feel supported by campus leadership.
- Active PTA consistently supports events, programs, and staff appreciation.
- Clear communication and regular staff recognition build trust and morale.
- High student involvement in extracurricular activities fosters engagement and belonging.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student enrollment at McMeans Junior High has steadily declined over the years, preventing the campus from reaching the threshold needed to secure additional administrative staff to fully meet student support needs.

Root Cause: Lower enrollment reduces staffing allocations, which limits the school's capacity to provide the highest level of individualized support and services for students.

Priority Problem Statements

Problem Statement 1: Many classrooms include a wide range of academic levels and learning needs, requiring greater differentiation and targeted supports to ensure all students are appropriately challenged and successful.

Root Cause 1: Teachers need continued training and support in using formative assessments, planning leveled instruction, and implementing strategies that effectively address the full range of learners in their classrooms.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Shifts in enrollment have led to a steady increase in students identified in high-need categories, resulting in performance gaps compared to peers.

Root Cause 2: Staff and parents need ongoing training and resources to better support the academic and social-emotional needs of these students.

Problem Statement 2 Areas: Demographics - Student Learning

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 3, 2026

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

Performance Objective 1: Increase the number of students participating in the campus Coordinated Health Program.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Physical Education Teachers, Administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Physical Education Teacher, Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: McMeans Junior High will focus on addressing the unique learning needs of each student while delivering high-quality instruction that supports the growth of all learners.

Evaluation Data Sources: STAAR data, District Assessments, Campus Based Assessments, Individual Student Work, and STAAR Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Targeted intervention advisories will be utilized in each grade level in the areas of Math and Reading/Language Arts to meet the needs of students who are identified through state and local data. Strategy's Expected Result/Impact: Students will receive lessons designed to address instructional gaps. Staff Responsible for Monitoring: Administration, Instructional Coaches, MTSS Coordinator, Special Education Case Managers, and Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: McMeans Junior High will implement strategies to increase student performance on STAAR Reading, Math, Science, and Social Studies.

Evaluation Data Sources: STAAR Assessment Data, District Assessments Data, and STAAR Interim Assessments Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will create T-TESS and SLO goals that address student growth that is specific to their grade level and content. Strategy's Expected Result/Impact: Teachers will actively monitor student progress towards achieving their identified goal and adjust as needed. Staff Responsible for Monitoring: Administrators, Teachers, and Instructional Coaches	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will analyze student assessment data during team planning sessions. Strategy's Expected Result/Impact: Teachers will adjust classroom instruction based on the strengths and weaknesses identified using student assessment data. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leads and Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: McMeans Junior High will provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: McMeans Junior High will implement strategies that will close the academic performance gap between student sub-populations.

Evaluation Data Sources: Grades, STAAR Scores, Intervention Opportunities Attendance

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted and purposeful interventions for struggling students who are in danger of failing state assessments and/or courses. This includes Bobcat Academy, math lab, strategic reading, and advisory intervention classes. Strategy's Expected Result/Impact: Students that are struggling will have small group opportunities to increase their achievement and gain confidence. Staff Responsible for Monitoring: Administrators, Counselors, and Teachers Problem Statements: Demographics 1, 2 - Student Learning 1, 2	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Shifts in enrollment have led to a steady increase in students identified in high-need categories, resulting in performance gaps compared to peers. Root Cause: Staff and parents need ongoing training and resources to better support the academic and social-emotional needs of these students.
Problem Statement 2: Many classrooms include a wide range of academic levels and learning needs, requiring greater differentiation and targeted supports to ensure all students are appropriately challenged and successful. Root Cause: Teachers need continued training and support in using formative assessments, planning leveled instruction, and implementing strategies that effectively address the full range of learners in their classrooms.
Student Learning
Problem Statement 1: Many classrooms include a wide range of academic levels and learning needs, requiring greater differentiation and targeted supports to ensure all students are appropriately challenged and successful. Root Cause: Teachers need continued training and support in using formative assessments, planning leveled instruction, and implementing strategies that effectively address the full range of learners in their classrooms.
Problem Statement 2: Shifts in enrollment have led to a steady increase in students identified in high-need categories, resulting in performance gaps compared to peers. Root Cause: Staff and parents need ongoing training and resources to better support the academic and social-emotional needs of these students.

Goal 2: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 2: All McMeans Junior High core content teachers who serve English Learners will complete or actively pursue ESL certification within one (1) year of their hire date.

Evaluation Data Sources: Certification Records

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development and mentoring opportunities to guide teachers through the process of obtaining their ESL certification. Strategy's Expected Result/Impact: Increased number of ESL certified teachers, improved instructional support for English Learners, and higher levels of academic achievement and engagement among EL students. Staff Responsible for Monitoring: ESL Team Leader, ESL Teachers, Administration, and KISD ESL Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Advisory students will participate in purposefully-planned and engaging instruction based on formative assessments to increase student achievement.

Evaluation Data Sources: Formative assessment data, PLC minutes, walkthrough/observation feedback, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use formative assessment data to identify student needs and plan differentiated, engaging advisory lessons aligned to the standards. Advisory lessons will include opportunities for reteach, enrichment, and skill-building activities to ensure all students are appropriately challenged and supported. Strategy's Expected Result/Impact: Advisory instruction will be data-driven and engaging, resulting in increased student achievement and reduced gaps among student groups. Staff Responsible for Monitoring: Team Leads, Teachers, Instructional Coach, Administrators.	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: We will increase student performance on assessments (CBA's, KLA's, STAAR) in the core content areas by using District Unit Plans to ensure content-TEKS alignment.

Evaluation Data Sources: CBA Performance Data, Instructional Planning Documents, Student Progress Monitoring, Admin Observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use CBA student data during content PLCs to inform and enhance instruction. Strategy's Expected Result/Impact: Improved student performance across all core content areas. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Team Leads	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: McMeans Junior High will ensure that 90% of students are authentically engaged in core content area lessons through the effective integration of best-in-class technology and engaging instructional practices.

Evaluation Data Sources: Classroom Observations, Technology Usage Analytics, Content Team Planning

Strategy 1 Details	Reviews			
Strategy 1: Provide lunch and learn trainings for teachers on how to design lessons that effectively integrate digital tools and resources that increase student engagement in core content areas. Strategy's Expected Result/Impact: Technology is used purposefully to create more engaging and dynamic learning experiences. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Campus CTD	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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: McMeans Junior High will boost the weekly communication to parents about upcoming school events and information that is happening at school.

Evaluation Data Sources: Blackboard, Canvas, and SMORE Data Analytics

Strategy 1 Details	Reviews			
Strategy 1: Send global Canvas announcements weekly to parents in addition to the schoolwide newsletter (PawPrint). Strategy's Expected Result/Impact: Parents will be informed on a weekly basis of what is happening on campus. Staff Responsible for Monitoring: Teachers, Administrators, Campus CTD	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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 2: McMeans Junior High will support academic excellence and increase school spirit by working collaboratively with the MMJH PTA.

Evaluation Data Sources: Event Participation, Stakeholder Feedback, Social Media Engagement Metrics, and School Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Increase awareness and participation in the PTA sponsored schoolwide events by supporting the PTA communication efforts about schoolwide events and programs. Strategy's Expected Result/Impact: An increase in the awareness and participation of PTA sponsored schoolwide events and programs. Staff Responsible for Monitoring: Administrators, Counselors, PTA Liasons	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: McMeans Junior High will create a safe learning environment that supports students' social and emotional growth.

Evaluation Data Sources: Classroom Observations, Mid-year Student Survey

Strategy 1 Details	Reviews			
Strategy 1: McMeans Junior High will provide character education multiple times throughout the year. Strategy's Expected Result/Impact: Students will participate in engaging lessons that focus on character education and connect their learning to life applications. Staff Responsible for Monitoring: Administration, Counselors, Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers. Strategy's Expected Result/Impact: Students will be encouraged to report concerns to a staff member or through the Speak Up reporting app. Staff Responsible for Monitoring: Teachers, Counselors, Administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Increase parental awareness and understanding of TELPAS (Texas English Language Proficiency Assessment System) by providing at least 80% of parents with access to the TELPAS Parent Training Toolbox links and ensuring 60% of parents complete the training by the end of the semester.

Evaluation Data Sources: Parent Training Attendance Records, Parent Survey Feedback, Communication Methods (Documentation)

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive communication plan to distribute the TELPAS Parent Training Toolbox links via multiple channels to ensure maximum reach. Strategy's Expected Result/Impact: At least 90% of the targeted parents will receive the TELPAS Parent Training Toolbox links through one or more of the communication channels. Staff Responsible for Monitoring: ESL Lead Teacher Targeted Support Strategy	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Achieve a 75% attendance rate for the Title III Parent Engagement Meeting, with at least 90% of participating parents demonstrating increased knowledge of Title III program services and how they support English learners through post-event feedback.

Evaluation Data Sources: Parent Training Attendance Records, Parent Survey Feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide parents with TITLE III Parent Engagement Meeting. Strategy's Expected Result/Impact: Parents will gain a stronger understanding of Title III services and how they support English Learners, leading to improved family-school collaboration. Staff Responsible for Monitoring: ESL Lead Teacher Targeted Support Strategy	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
7	1	1	Develop a comprehensive communication plan to distribute the TELPAS Parent Training Toolbox links via multiple channels to ensure maximum reach.
7	2	1	Provide parents with TITLE III Parent Engagement Meeting.

Campus Improvement Plan Committee

Committee Role	Name	Position
Member	Steve Guzzetta	Principal
Member	Gina Plake	Campus Secretary
Member	Archer Kristi	Assistant Principal
Member	Courtney Schindler	Assistant Principal
Member	Melissa Kampwerth	Assistant Principal
Member	Natalia Montalvo	Counselor
Member	Veronica Chavez Bueno	Counselor
Member	Sandra Ebel	Counselor
Member	Andrea Baird	Instructional Coach
Member	Greiger Laura	Instructional Coach
Member	Tom Ridenhour	Athletic Coordinator
Member	Bree Drury	Girls Athletics/PE
Member	Jeff Barber	EB Specialist
Member	Sarah Worthen	RLA DC
Member	Kristin Rosales	Math DC
Member	Ashley Sholars	Science DC
Member	Alice Bomkamp	Social Studies DC