

Katy Independent School District

Memorial Parkway Junior High

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

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

Vision

To be a community of lifelong learners.

Value Statement

Eagle Character Traits

Eagles are...

Trustworthy

Accepting

Leading

Optimistic

Noble

Scholarly

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Parkway Junior High opened its doors in the fall of 1982. The campus enrollment has remained steady from the end of the previous year. The student enrollment is projected to be 803 students in 26-27, evenly split between grades 6-8. MPJH is an ethnically diverse campus with the following demographic data:

White: 43.2%

Asian: 6.3%

African American: 9.3%

Hispanic: 35.4%

Two or More: 5.3%

American Indian/Pacific Islander: 0.25%

Demographics Strengths

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

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

Student Learning

Student Learning Summary

Reading scores have shown progressive growth over the past 3 years across all levels. This can be attributed to sound first teach strategies (Fundamental 5), strong team cultures and collaboration, and a focus on formative assessments to measure student growth throughout each school year.

Reading

	Approaches	Meets	Masters
2026	89%	75%	51%
2025	89%	74%	49%
2024	88%	73%	44%
2023	87%	66%	39%
2022	71%	54%	38%

Math scores have steady increased over the past 3 years, but trail gains seen in reading. Extra time is dedicated to morning tutorials, specifically in math. More frequent formative assessments and small group interventions will be a priority during the 26-27 school year.

Math

	Approaches	Meets	Masters
2026	79%	57%	28%
2025	77%	53%	26%
2024	77%	55%	23%
2023	79%	53%	28%
2022	67%	39%	16%

Science scores saw a big jump in 2025. Teachers are still getting used to new TEKS that were rolled out before the 24-25 school year.

Science (8th Only)

	Approaches	Meets	Masters
2026	87%	75%	53%

	Approaches	Meets	Masters
2025	82%	63%	26%
2024	82%	65%	34%
2023	86%	69%	39%
2022	76%	58%	40%

Social Studies saw a significant decline from 2025-2026.

Social Studies (8th Only)

	Approaches	Meets	Masters
2026	74%	54%	30%
2025	80%	59%	41%
2024	80%	57%	39%
2023	75%	55%	34%
2022	66%	46%	33%

Student Learning Strengths

Student continue to show strong growth in Reading from year to year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math scores continue to lag reading, and have been treading water over the past three years.

Root Cause: Gaps in learning from COVID interruptions when our current students were in elementary school.

School Processes & Programs

School Processes & Programs Summary

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

Memorial Parkway JH has a rich history of retaining staff. Only a few teaching positions needed to be hired for 2025-2026. We are able to recruit highly qualified staff for all positions, despite a teacher and labor force shortage across the country. Administrators and teachers participate in the hiring process through the Teacher Fair in March as well as campus-based interviews.

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

Administration handles discipline in a timely manner seeking both teacher and student input. TALONS character traits (Trustworthy, Accepting, Leaders, Optimistic, Noble, Scholarly) are taught to students through character lessons and a continued focus throughout the year.

School Processes & Programs Strengths

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

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

While we are the smallest secondary campus in the district, MPJH staff are still afforded the same professional development opportunities as those on larger campuses. Professional learning remains a top priority. The usage of technology continues to be a huge focus with the transition to being a 1:1 school. Teacher planning time will continue to be a focus as we expand the number of sacred days per week. Additionally we have allotted more time to advisory to encourage small group interventions and tutorials for struggling students.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Economically disadvantaged families feel a disconnect with the campus and do not trust campus administration to have the best interests of their students in mind.

Root Cause: National political climate, decline in the overall trust in Americas' foundational institutions and traditional values.

Priority Problem Statements

Problem Statement 1: Math scores continue to lag reading, and have been trending water over the past three years.

Root Cause 1: Gaps in learning from COVID interruptions when our current students were in elementary school.

Problem Statement 1 Areas: 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS
- Intervention data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Goals

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: Fitness Gram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, Physical Education, Teachers	Formative			Summative
	Oct	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: Administrators, Physical Education, 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 2: Students will demonstrate increased understanding of lesson objectives through effective lesson closing strategies, with at least 90% of students successfully completing exit tickets, reflections, or closure activities at mastery level by the end of each grading period, as measured by classroom formative assessment data.

Evaluation Data Sources: lesson plans, observation data, closure data

Strategy 1 Details	Reviews			
Strategy 1: ICs will train teachers on proper implementation of all Fundamental 5 principles, with a focus on lesson closures. Strategy's Expected Result/Impact: Increased levels of student engagement. Staff Responsible for Monitoring: Team leads, ICs, campus admin Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math scores continue to lag reading, and have been trending water over the past three years. Root Cause: Gaps in learning from COVID interruptions when our current students were in elementary school.

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

Performance Objective 3: 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 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: The percent of MPJH students who achieve Meets or Masters in Reading will increase from the previous year.

Strategy 1 Details	Reviews			
Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. Strategy's Expected Result/Impact: Increased student achievement, particular among our EB student population. Staff Responsible for Monitoring: Administration, EB Facilitator	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted interventions for students receiving Tier 2 and 3 strategies to improve academic growth and achievement on State Assessments and in order to meet on time graduation requirements. Strategy's Expected Result/Impact: increased student growth and achievement metrics on state assessments. Staff Responsible for Monitoring: MTSS Coordinator, Math and Reading intervention teachers Targeted Support Strategy	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Katy ISD will exceed state and national standards for all student groups in student achievement and progress.

Strategy 1 Details	Reviews			
Strategy 1: Inform teachers of the English language proficiency levels of emergent bilingual students in their classrooms and utilize the ELPs in professional learning communities to plan for instruction. Strategy's Expected Result/Impact: Increased EB student achievement Staff Responsible for Monitoring: EB Facilitator and Campus Administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: All teachers will use formative assessment data to differentiate instruction, resulting in 70% of students demonstrating measurable growth on unit assessments each quarter, as evidenced by common formative assessment and progress monitoring data.

Evaluation Data Sources: Lesson plans, student growth data, formative assessment artifacts per team

Strategy 1 Details	Reviews			
Strategy 1: Professional development pathways designed to equip teachers with the knowledge and strategies to effectively implement formative assessments, analyze data, and respond to data with intervention. Strategy's Expected Result/Impact: Student achievement growth Staff Responsible for Monitoring: Team Leads, ICs, and campus admin ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments 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: Math scores continue to lag reading, and have been treading water over the past three years. Root Cause: Gaps in learning from COVID interruptions when our current students were in elementary school.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: During the 25-26 school year, MPJH will rank in the top 10 of all Katy ISD campuses based on the Pulse Culture & Climate survey results.

Evaluation Data Sources: Pulse Culture & Climate survey results

Strategy 1 Details	Reviews			
Strategy 1: Communicate about survey through email, the Eagle staff newsletter, and at the beginning of in person meetings to increase the percentage of staff who participate. Strategy's Expected Result/Impact: More staff participation in the culture and climate survey Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: All teachers will complete two choice-based professional learning pathways and implement at least one learned strategy each quarter, as evidenced by lesson plans and walkthrough data.

Evaluation Data Sources: Artifacts from ICs, sign in logs for PD sessions

Strategy 1 Details	Reviews			
Strategy 1: Teachers will sign up for one PD pathway (created by campus ICs) per semester. Pathways will all support campus goals and focus areas. Strategy's Expected Result/Impact: Develop teachers and build teacher efficacy Staff Responsible for Monitoring: ICs, Campus admin	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Katy ISD will identify existing parent, family and community engagement programs at campuses and district level and explore opportunities to involve a greater number of stakeholders at campuses that have lower engagement rates.

Strategy 1 Details	Reviews			
Strategy 1: Provide 1 or more family engagement activities specific to the parents of emergent bilingual students. Staff Responsible for Monitoring: EB Facilitator	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Newsletters, Meetings with counselors and our SSSP team

Strategy 1 Details	Reviews			
Strategy 1: Meet monthly with the SSSP team to discuss any campus incidents and outcomes. Review data to identify issues. Collaborate on information to be sent out through the Eagle Express News Strategy's Expected Result/Impact: Reduction in bullying and violent threats made during the school day. Staff Responsible for Monitoring: SSSP Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Honor first responders and Veterans in the military through campus initiatives and programs.

Evaluation Data Sources: Newsletters, Program agendas

Strategy 1 Details	Reviews			
Strategy 1: Partner with the 9/11 Day organization to host a grant funded 9/11 exhibit and program in our campus library Strategy's Expected Result/Impact: Educate students on 9/11, Build relationship with first responders in the community Staff Responsible for Monitoring: Karyn Lewis Funding Sources: - 288 - 9/11 Day Grant - \$2,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Provide targeted interventions for students receiving Tier 2 and 3 strategies to improve academic growth and achievement on State Assessments and in order to meet on time graduation requirements.

Campus Funding Summary

288 - 9/11 Day Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$2,000.00
Sub-Total					\$2,000.00