

**Katy Independent School District**  
**West Memorial Junior High**  
**2026-2027 Campus Improvement Plan**



# Vision

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Comprehensive Needs Assessment Overview West Memorial Junior High

### School Profile

West Memorial Junior High is a campus in Katy ISD and opened its doors in 1976. WMJH is projected to serve 935 students in grades 6-8 during the 2026-2027 school year.

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

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

### CNA Stakeholders and Role

Principal Todd Knobbe

Other School Leader/Administrator Michele Dawkins

Other School Leader/Administrator Evelyn Lopez

Other School Leader/Administrator Astra Richard

Other School Leader Nancy Payton

Teacher Michelle Hufford

Teacher Amanda Houston

Paraprofessional Casey Cobb

Paraprofessional Rebecca Pruitt

Paraprofessional Casey Cobb

Specialized School Support Nurse Stefanie Ross

Specialized School Support Counselor Nathaniel Welch

Community Nancy Limmer

Community Helen Helm

Parent Matthew Ortiz

Parent Tiffany Poye

**Comprehensive Needs Assessment Process**  
**CNA Meeting 1 April 28, 2026 in LGI :**

I. Introductions were made

Handouts were reviewed: Agenda, TAPR, Behavioral Data, and attendance data were reviewed. Overall agenda was discussed.

II. Mission and Vision- reviewed mission and vision statement which was completed by the PLC Guiding Coalition in the summer of 2024 and WMJH continues with the PLC Guiding Coalition through Year #3.

A. Mission and Vision Statement was read by Nurse Ross.

B. Mr. Knobbe reviewed the success of Curriculum Night and the Mental Health Fair as events that support the Vision Statement.

III. WMJH Celebrations

A. Current celebrations discussed- WMJH is a top 10 in culture and climate district wide, top performance with Fine Arts, Athletics is strong- lots of participation, CREST award for counseling for 2 years in a row, TEA school of distinction for 8th grade Science and Social Studies, increases in performance on the mock STAAR at our school in Jan. Mrs. Lopez commented that this is year 2 of the PLC guiding Coalition and PLC academy for planning and streamlining curriculum and instruction

IV. What is Title I?

A. Title I, Part A provides resources to districts to help schools provide high-quality education that will enable all children to meet the challenging state academic standards. This assists campuses in implementing a school-wide program.” Aligned to our vision statement.

V. WMJH Title I Benefits include: Title 1 Instructional Coordinator, Three core content teachers in 8th grade, approximately \$14,000 for improving student academic achievement.

VII. TEA Strategic Priorities

A. Connect to 1 of the 4 pillars: Recruitment, Foundation for reading and math, connect to college and career readiness, and improving low performing schools.

VIII. WMJH Demographics- Mr. Knobbe presented overall stats and reviewed the TAPR report.

A. Student Statistics were reviewed.

IX. WMJH Data to Review

- A. Campus Student and Staff Attendance Data reviewed whole group; Mr. Knobbe reviewed the staff rates for average attendance over 3 years and noted the trend and wanted a review if there was a way to increase staff attendance.
- B. 2024-2025-2026 Comparative Discipline data reviewed whole group; Mr. Knobbe reviewed the behavior data and noted that tardies had gone down but the incidents count on each data point.
- C. STAAR Performance (TAPR); significant data reviewed for 24-25 STAAR scores, reviewed each grade level and informed members for TEA rankings, reviewed both increases and decreases in reading, math were reviewed and the breakdown for sub populations. Mock STAAR data was reviewed. Mrs.

Lopez noted an increase in scores.

D. HB1416 Intervention data was reviewed and Mr. Knobbe highlighted the data for reading and math and how they improved after 1 year of instruction.

X. Small Groups Discussion

A. Strengths and Weaknesses - broke into 4 groups with the data and completed the Strength/Weakness chart for Science, Social Studies, RLA, and Math.

Teams shared their findings with groups and recorded the input on the agenda slides, each group shared out the strengths and weaknesses findings:

2. Group 1- noted STAAR improvement in Approaches in 8th grade Social Studies but the reduced in Masters by 2%. Ms. Houston commented on the attendance data for staff and noted an increase during holiday and travel time for students. The group commented on the uptick in phone usage from last year due to the new law. Mrs. Houston also noted the increase in behavior incidents in creating a disturbance and that this will impact learning since it is so much time documenting and time out of class.
3. Group 2- noted increase in mock STAAR scores and suggested that the supplemental materials in RLA have been very helpful. The group also noted the high number of students in intervention classes that must take intervention again as only approximately 32% pass the following year.
4. Group 3- the group noticed a 3 point drop in meets and masters in 8th grade Science and Social Studies STAAR scores. Mrs. Dawkins commented "The increase in math this year could be attributed to no long term sub like last year", attendance is an issue, tardies had improved but behavior 2.5 creating a disturbance was in increase from last year and consists of mostly making noises, being silly and off task.
5. Group 4- Parent, Mr. Ortiz suggested attendance data could improve and it is important for increasing clubs and other school related activities. Nurse Ross commented on student attendance and that Flu B was widespread this year with students missing 7-10 days. Mrs. Payton commented that student attendance is slightly up from last year but not near the 96% minimum daily attendance rate.

XI. Conclusion/Next Steps-

A. Next meeting date set for Thursday, May 5th

B. Will complete the problem statements.

**Meeting 2 May 5, 2026 in LGI Minutes:**

**Official record of the key issues discussed and actions the committee took at the meeting**

Agenda:

- I. Introductions- each member signed in and introduced themselves- see sign-in sheet.
- II. Review of Minutes- Mrs. Payton reviewed the minutes from the last meeting, handouts, agenda, mission, and vision statement review, reviewed successes, and areas of weakness from Satchel Pulse Survey, reviewed Title 1 info, successes, reviewed Campus demographics, broke into groups to review data, and noted strengths and weaknesses.

III. TEA Strategic Priorities- Mr. Knobbe reviewed and set expectations for today's meeting. Each group split into groups to determine the root cause analysis for each area and create 3-5 priority statements. Mr. Knobbe listed the problem areas as STAAR scores remaining the same from last year, decrease in Science and Social Studies, staff attendance average rate increase from 6.4 2 years ago, to 7.3 last year to 8.9 this year so far, intervention numbers for passing rate after a year of HB intervention is approximately 32%, behavior data for creating a disturbance is increased when other behavior data is dropping.

IV. Priority Problem Statements

- Root Cause Analysis-
  - A. Each group reviewed the 4-5 reasons for each problem statement (see attached slide notes)
  - B. Open comments for each slide, and the discussion commenced.

**Priority Problem Statement #1**

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

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

**Priority Problem Statement #2**

West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year.

**Root Cause:** The campus will improve the reading and math intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

**Priority Problem Statement #3**

West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials.

**Root Cause:** Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.

The Three Focus Areas for the 2026-2027 School Year are listed below:

1. Student Learning
2. Intervention
3. Maximizing and Increasing Learning Time

# Demographics

## Demographics Summary

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

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

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

WMJH discussed the data of our increasing need for student support to reach our Newcomer, Sheltered and Emerging Bilingual Students. We will serve approximately 300 Emerging Bilingual students.

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

## Demographics Strengths

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

Our student program statistics are listed below.

| Student Statistics          |        |
|-----------------------------|--------|
| Total Enrollment            | 897    |
| At Risk                     | 64%    |
| Economically Disadvantaged  | 70%    |
| Limited Language Proficient | 30%    |
| Special Education           | 23%    |
| Career and Technology       | 20%    |
| Gifted and Talented         | 4%     |
| ESL                         | 27%    |
| Attendance Rate             | 95.32% |
|                             |        |
|                             |        |

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have an increased need for student support to reach our Newcomer, Sheltered and Emerging Bilingual Students. We will serve approximately 300 Emerging Bilingual students.

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

# Student Learning

## Student Learning Summary

Based on our student achievement data below, this shows improvement in both the areas of year over year and cohort growth. Particular strengths include 6th grade math, 8th grade math, and 8th grade reading improvements.

WMJH earned an A Rating from TEA and earned all 7 Distinctions. WMJH earned an overall report card score of a 91 and earned distinctions in Academic Achievement Reading, Academic Achievement Math, Academic Achievement Social Studies, Academic Achievement Science, Comparative Academic Growth, Comparative Closing the Gaps, and Post-Secondary Readiness.

## STAAR Data

6th RLA Approaches decrease 3%, Meets decrease 18%, Masters decrease 8%

7th RLA Approaches steady, Meets increase 3%, Masters increase 2%

8th RLA Approaches increase 6%, Meets increase 3%, Masters increase by 1%

6th Math Approaches increase 3%, Meets increase 14%, Masters increase 17%

7th Math Approaches increase 8%, Meets increase 8%, Masters increase 1%

8th Math Approaches increase 10%, Meets increase 10%, Masters increase 4%

Algebra EOC - 97% Masters 63 of 65 students. 2 students Met standard.

8th Science - Approaches increase 10%, Meets increase 15%, Masters increase 11%

8th Social Studies - Approaches steady, Meets decrease 2%, Masters decrease 1%

## Student Learning Strengths

Preliminary 2026 cohort data shows:

6th Grade RLA 2026 - decrease in approaches, meets and masters. Decrease in approaches by 5%.

7th Grade RLA 2026 - increase in approaches, meets, and masters. Masters increased 11%

8th Grade RLA 2026 - increase in approaches, meets, and masters. Approaches increased by 9%.

6th Grade Math 2026- increase in approaches, meets, and masters. Masters increased by 10%.

7th Grade Math 2026- decrease in approaches by 17%.

8th Grade math 2026 - increase in approaches, meets, and masters. Masters increase by 16%.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** West Memorial Junior High noticed a concern with our students level of success in 6th Grade Reading Language Arts STAAR exam. This concerns the year to year decrease and the 5th to 6th grade cohort decrease.

**Root Cause:** The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

**Problem Statement 2 (Prioritized):** West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year.

**Root Cause:** The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

**Problem Statement 3:** West Memorial Junior High noticed a concern with our students level of success on the 7th Grade Math STAAR exam, particularly the "cohort" group from 2025 to 2026.

**Root Cause:** The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

**Problem Statement 4 (Prioritized):** West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas.

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

# School Processes & Programs

## School Processes & Programs Summary

West Memorial Junior High is a PLC Academy Campus and we will be in Year #3 during the 2026-2027 school year. This includes a guiding coalition group of 8-12 who lead the campus instructional decision making process. The guiding coalition sets expectations for collaborative team meetings, they set accountability deadlines for backwards design lesson planning, they establish the use of formative assessments common campus assessments, and reset expectations for a structured re-teach and re-test program.

West Memorial Junior High is an Effective Schools Framework Campus focusing on Lever 5.

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

Breakfast Club-timely and relevant professional development

Emerging Bilingual professional development

AM and PM Tutorials, Masters Academy, TELPAS Tutorials, Late Bus Jag Academy Program

## School Processes & Programs Strengths

West Memorial Junior High, celebrating year #51 in the 26-27 school year, excels in supporting the whole child. Many students participate in fine arts, visual arts, and the performing arts. Our band, choir, orchestra, and theatre programs are highly successful and in the Spring of 2026 our Concert Band earned straight 1's at UIL Band.

West Memorial Junior High excels in athletics as well earning multiple district zone championships in volleyball, boys basketball, and girls basketball.

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials.

**Root Cause:** Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.

# Perceptions

## Perceptions Summary

Through parent engagement and surveys, West Memorial Junior High has many positive perceptions in the community including academic rating, student achievement, teacher recruitment and retention, fine arts and athletics reputations, and administrative trust.

Through district surveys, specifically the KISD Satchel Pulse Culture and Climate survey, WMJH ranks as the #5 campus in KISD in the Spring of 2026.

Parent feedback from our Hispanic Heritage Month Festival, Expedition Night, Title I Curriculum Night, and the Community Resource fair indicate a need and a desire for parent engagement opportunities at WMJH.

Both the Community Resource Fair and Curriculum Night include between 20-40 community vendors and hundreds of parents and students in attendance.

## Perceptions Strengths

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Both the Community Resource Fair and Curriculum Night include between 20-40 community vendors and hundreds of parents and students in attendance.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** West Memorial Junior High noticed an opportunity to increase even more our parent involvement including PTA membership, volunteerism, and open house night attendance.

**Root Cause:** Many parents do have limited availability due to work schedules.

**Problem Statement 2 (Prioritized):** West Memorial Junior High noticed a concern with the number of non-compliance referrals on campus with 165 incidents throughout the year.

**Root Cause:** Some students are learning appropriate behavior for the middle school classroom.

# Priority Problem Statements

**Problem Statement 1:** West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year.

**Root Cause 1:** The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials.

**Root Cause 2:** Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas.

**Root Cause 3:** The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** West Memorial Junior High noticed an opportunity to increase even more our parent involvement including PTA membership, volunteerism, and open house night attendance.

**Root Cause 4:** Many parents do have limited availability due to work schedules.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** West Memorial Junior High noticed a concern with the number of non-compliance referrals on campus with 165 incidents throughout the year.

**Root Cause 5:** Some students are learning appropriate behavior for the middle school classroom.

**Problem Statement 5 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
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

# Goals

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

**Performance Objective 1:** WMJH Faculty and Staff attendance will improve by an average of 1.0 fewer absences per year.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> WMJH will incentivize teacher and staff attendance with a rewards program.<br><br><b>Title I:</b><br>2.52<br><b>Problem Statements:</b> Student Learning 4                                                                                                                                                                                                                                                                       | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

## Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 4:</b> West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. <b>Root Cause:</b> The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials. |

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

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

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

**Performance Objective 1:** WMJH will increase the number of students participating in the campus Coordinated Health Program

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br>Physical Education Teachers                                                                                                                   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> 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<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br>Physical Education Teachers | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                              |           |     |     |           |

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

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| Strategy 1: Inform teachers of the English Language Proficiency levels of the Emergent Bilingual students in their classrooms and utilize the ELPs in professional learning communities to plan for instruction.                                                                                                                                                                                                                                     | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

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

**Performance Objective 3:** The percent of WMJH students in grades 6-8 who achieve Meets or Above in Reading will increase from the previous year.

| Strategy 1 Details                                                                                                                                   | Reviews   |     |     |           |
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| Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.      | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div> |           |     |     |           |

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

**Performance Objective 1:** WMJH will earn an "A" Accountability Rating from the Texas Education Agency.

**Evaluation Data Sources:** TEA Accountability Report

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> WMJH will provide a well-rounded education by revising our campus wide master schedule to include Tier 3 Math and Reading Intervention during the regular school day, a Tier 2 Math and Reading Advisory Intervention scheduled throughout the day, and all students will be in their elective instead of pulled for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performing arts participation, increased visual arts participation, and increased electives participation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal for Curriculum and Instruction</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Math 180 Intervention Software - 211 - Title I Part A - \$4,000</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> WMJH Reading Language Arts classrooms in the 6th and 7th Grade will spend 20 minutes of their block period Monday through Thursday on Read 180 Flex.</p> <p><b>Strategy's Expected Result/Impact:</b> General Education, Tier 2 and Tier 3 intervention students will spend 80 minutes per week on our reading intervention program to increase reading grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal for Curriculum</p> <p><b>Title I:</b><br/>2.53</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Read 180 Flex Software - 211 - Title I Part A - \$1,500</p>                                                                                                                                                                                                                                                                                                                                                                                                  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> WMJH will utilize PBIS Rewards and Incentives for student achievement improvement, social-emotional learning opportunities, and positive student recognitions.<br><br><b>Title I:</b><br>2.52<br><b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> PBIS Rewards Software - 211 - Title I Part A - \$5,500                                                                                                      | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 2:</b> West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year. <b>Root Cause:</b> The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials. <b>Root Cause:</b> Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.                                                  |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 2:</b> West Memorial Junior High noticed a concern with the number of non-compliance referrals on campus with 165 incidents throughout the year. <b>Root Cause</b> : Some students are learning appropriate behavior for the middle school classroom.                                                                                                                                                                                                                                                                                                                |

**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:** WMJH will increase the combined Approaches, Meets, and Masters by 3% across each core content team and state-tested subject area.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> WMJH will increase the percentage of students achieving Approaches, Meets, and Masters on state assessments by 3%, with targeted support for all students, particularly those at risk of failing and particularly those in the Hispanic, African American, and Special Education subpopulations. To support this goal, teachers and administrators will engage in the Katy ISD PLC Academy Cohort 3, focusing on common formative assessments and using data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring learning for all students through the PLC Academy, Backwards Design, and Refining the WMJH Collaborative Team Process. Increase Approaches, Meets and Masters on state assessments by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches; Self Assessment from Collaborative Teams</p> <p><b>Title I:</b><br/>2.51, 2.53</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Transportation for Late Busses for Tutorials - 211 - Title I Part A - \$6,000, K-12 Summit Software - 211 - Title I Part A - \$4,000, TeachShare - 211 - Title I Part A - \$9,500</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <b>Strategy 2:</b> WMJH will scheduled at least two common formative assessments, or CFA's, per marking period in each of our content and grade level teams. WMJH will utilized the Formative program to to align, plan and implement.<br><b>Strategy's Expected Result/Impact:</b> Continuous monitoring of student progress data to include appropriate and timely interventions.<br><b>Staff Responsible for Monitoring:</b> Principal, APs, Instructional Coach, Teachers, Collaborative Teams<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 4<br><b>Funding Sources:</b> Formative - 211 - Title I Part A - \$2,000 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 3:</b> WMJH will implement schoolwide MOCK STAAR Assessments in Reading and Math at the beginning of the second semester.<br><b>Strategy's Expected Result/Impact:</b> Increased intervention after data progress monitoring. Mock STAAR will allow us to set our tutorial groups for the Spring.<br><b>Staff Responsible for Monitoring:</b> Campus Testing Coordinator, Instructional Coaches<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 4                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <p><b>Strategy 4:</b> WMJH will provide instructional materials and technology to core content teachers who will engage in our summative assessment data protocol three times per semester to assess individual, section, and grade level student achievement progress. All students' data, particularly African American and Hispanic students, will be measured and compared. General Ed, Academic Support Interventionist, ESL, SPED Teachers will address gaps accordingly by providing professional development and intervening with small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Tracking student data for small group instruction, intervention for students not meeting standards, and extension for those students mastering.<br/> Campus Based Assessments x 2 per marking period.<br/> District Assessments 1-2 times per year.<br/> STAAR end of year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrators, Teachers</p> <p><b>Title I:</b><br/> 2.53</p> <p>- <b>TEA Priorities:</b><br/> Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Staff - 211 - Title I Part A - \$369,832</p> | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <p><b>Strategy 5:</b> WMJH will provide instructional resources, technology and materials to students who are at-risk of not meeting the standard and they will be invited to after-school tutorial sessions, Jag Academy. Sessions are held twice a week and late bus services is provided. Sessions are held August through April.</p> <p>TELPAS student tutorials and Masters student tutorials will be established after school in January through March and students will be identified and invited to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for at-risk students to master the content and increase student achievement on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Instructional Coordinator, Instructional Coaches</p> <p><b>Title I:</b><br/> 2.53</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Tutorial Pay for Teachers - 211 - Title I Part A - \$8,000</p>                                                                                                                                                                                                                                                                                                                                         | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Problem Statement 2:</b> West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year. <b>Root Cause:</b> The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.</p> <p><b>Problem Statement 4:</b> West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. <b>Root Cause:</b> The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials.</p> |

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

**Performance Objective 3:** WMJH will increase the passing rate of repeat STAAR Math and Reading failure students from 32% to 40%.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <b>Strategy 1:</b> WMJH will purchase software intervention programs for Tier 3 Reading and Math Intervention.<br><b>Strategy's Expected Result/Impact:</b> Software programs will include high-engagement strategies.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal for Curriculum<br><br><b>Title I:</b><br>2.53<br><b>Problem Statements:</b> Student Learning 2                                                                         | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 2:</b> WMJH will develop walkthrough intervention forms for Math and Reading Intervention and track student progress in Math 180 and Read 180 programs.<br><b>Strategy's Expected Result/Impact:</b> Alignment of all intervention classrooms with WMJH and KISD classrooms.<br><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Assistant Principal<br><br><b>Title I:</b><br>2.53<br><b>Problem Statements:</b> Student Learning 2 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 2:</b> West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year. <b>Root Cause:</b> The campus will improve the intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention. |

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

**Performance Objective 4:** WMJH students will demonstrate self-efficacy through the process of goal setting and data tracking at least two times per marking period.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Students in each of their core classes will set academic progress goals with checkpoints two times per marking period. Conferences with teachers will be held at Beginning of Year, Middle of Year, and End of Year and students will have design and monitor their own Individual Student Growth Tracker.<br><b>Strategy's Expected Result/Impact:</b> Increase student engagement, student accountability, and student ownership.<br><br><b>Title I:</b><br>2.51<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 4<br><b>Funding Sources:</b> Printing Resources and Supplies - 211 - Title I Part A - \$5,000 |  | Formative |     |     | Summative |
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| <div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Problem Statement 4:</b> West Memorial Junior High aims to improve the Grade 6-8 STAAR core content Approaches, Meets, and Masters scores in Reading, Math, Science and Social Studies to be at or above the state average and more specifically improve the Hispanic and African-American sub-populations in all core content areas. <b>Root Cause:</b> The campus will address differentiation of curriculum, utilizing small group instruction and intervention, measuring progress through formative assessments, and offer resources during after-school tutorials. |

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

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> WMJH staff will solicit community resources to host a Mental Health Fair during a time of year and week to increase attendance. Presenters will be available to review services, provide strategies and resources to parents. Counselors will distribute and connect parents with agencies.<br><br><b>Strategy's Expected Result/Impact:</b> Expected Result is 75+ parent attendance, 10 mental health and community providers to provide instruction, tips and tools for handling behaviors, mental health challenges and access to resources<br><b>Staff Responsible for Monitoring:</b> WMJH counselors, Title 1 Coordinator, Principal, Social Worker.<br><br><b>Title I:</b><br>2.52<br><b>Problem Statements:</b> Perceptions 1                                                                                                                                                                                                                                 |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> WMJH staff will solicit community resources to host our 2nd Annual Middle School Curriculum Night. Teachers will present curriculum information, presenters can offer services and resources, and vendors can connect with the community. WMJH will communicate our PFE and School Compact. WMJH will communicate each Sunday Night at 5 PM in the community SMORE.<br><br><b>Strategy's Expected Result/Impact:</b> Expected Result is 250+ parent attendance, 25 teachers, 25 community vendors<br><b>Staff Responsible for Monitoring:</b> AP for Curriculum and Instruction<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Professional Staff Support - 211 - Title I Part A - \$5,000 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <b>Strategy 3:</b> WMJH will provide our 6th Grade Families with Cub Camp Orientation in August and WMJH will provide a Curriculum Night for 8th graders, WMJH will provide four year plan workshops, and we will work in collaboration with our high school feeders for High School Course Selection Night.                                                                                                                                              | Formative |     |     | Summative |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |           |     |     |           |

Performance Objective 1 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                            |
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| <b>Problem Statement 1:</b> West Memorial Junior High noticed an opportunity to increase even more our parent involvement including PTA membership, volunteerism, and open house night attendance. <b>Root Cause:</b> Many parents do have limited availability due to work schedules. |

**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 2:** Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

**Evaluation Data Sources:** Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success.<br><br><b>Strategy's Expected Result/Impact:</b> Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success.<br><br><b>Staff Responsible for Monitoring:</b> EB Specialist and Administrator<br><br><b>Title I:</b><br>2.52<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> West Memorial Junior High noticed an opportunity to increase even more our parent involvement including PTA membership, volunteerism, and open house night attendance. <b>Root Cause:</b> Many parents do have limited availability due to work schedules. |

**Goal 5:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** WMJH will provide professional development and mentorship for first and second year teachers, particularly in high-need areas.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Oct       | Feb | Apr | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |
| <p><b>Strategy 1:</b> WMJH will demonstrate appreciation for our new and experienced teachers by organizing and implementing our 10-day rotation of appreciation, we will provide Breakfast Club Professional Development Sessions at least one time per marking period, and we will utilize our administrative team meetings to write notes of affirmation to our WMJH Teachers and Staff.</p> <p><b>Title I:</b><br/>2.51</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I Part A - \$4,000</p> |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                         |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials. <b>Root Cause:</b> Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.</p> |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description                                                                                                                                                                                                                                                                                                                        |
|------|-----------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3    | 1         | 1        | WMJH will provide a well-rounded education by revising our campus wide master schedule to include Tier 3 Math and Reading Intervention during the regular school day, a Tier 2 Math and Reading Advisory Intervention scheduled throughout the day, and all students will be in their elective instead of pulled for intervention. |

# Title I

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

### 1.1: Description of CNA Process

The CNA process on our campus included meetings on April 28th and May 5th involving our stakeholders. Opportunities to be involved in the CNA process were advertised to all campus personnel and the community through our school communications. The data discussed included student achievement data from campus based assessments, district assessments, MOCK STAAR assessments, and STAAR assessments. Behavioral data from campus discipline dashboards were discussed.

### 1.2: Location for Evidence of Multiple Meetings Held

This information is listed in the CNA Summary Section. Documents are in Title I Crate.

I will copy and paste here:

#### Comprehensive Needs Assessment Overview West Memorial Junior High

#### School Profile

West Memorial Junior High is a campus in Katy ISD and opened its doors in 1976. WMJH is projected to serve 935 students in grades 6-8 during the 2026-2027 school year.

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

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

#### CNA Stakeholders and Role

Principal Todd Knobbe

Other School Leader/Administrator Michele Dawkins

Other School Leader/Administrator Evelyn Lopez

Other School Leader/Administrator Astra Richard

Other School Leader Nancy Payton

Teacher Michelle Hufford

Teacher Amanda Houston

Paraprofessional Casey Cobb  
Paraprofessional Rebecca Pruitt  
Paraprofessional Casey Cobb  
Specialized School Support Nurse Stefanie Ross  
Specialized School Support Counselor Nathaniel Welch  
Community Nancy Limmer  
Community Helen Helm  
Parent Matthew Ortiz  
Parent Tiffany Poye  
District Administrator Vivian Muldune  
District Administrator Tiffany White

### **Comprehensive Needs Assessment Process CNA Meeting 1 April 28, 2026 in LGI :**

#### **I. Introductions were made**

Handouts were reviewed: Agenda, TAPR, Behavioral Data, and attendance data were reviewed. Overall agenda was discussed.

#### **II. Mission and Vision- reviewed mission and vision statement which was completed by the PLC Guiding Coalition in the summer of 2024 and WMJH continues with the PLC Guiding Coalition through Year #3.**

A. Mission and Vision Statement was read by Nurse Ross.

B. Mr. Knobbe reviewed the success of Curriculum Night and the Mental Health Fair as events that support the Vision Statement.

#### **III. WMJH Celebrations**

A. Current celebrations discussed- WMJH is a top 10 in culture and climate district wide, top performance with Fine Arts, Athletics is strong- lots of participation, CREST award for counseling for 2 years in a row, TEA school of distinction for 8th grade Science and Social Studies, increases in performance on the mock STAAR at our school in Jan. Mrs. Lopez commented that this is year 2 of the PLC guiding Coalition and PLC academy for planning and streamlining curriculum and instruction

#### **IV. What is Title I?**

A. Title I, Part A provides resources to districts to help schools provide high-quality education that will enable all children to meet the challenging state academic standards. This assists campuses in implementing a school-wide program.” Aligned to our vision statement.

#### **V. WMJH Title I Benefits include: Title 1 Instructional Coordinator, Three core content teachers in 8th grade, approximately \$14,000 for improving student academic achievement.**

#### **VII. TEA Strategic Priorities**

A. Connect to 1 of the 4 pillars: Recruitment, Foundation for reading and math, connect to college and career readiness, and improving low performing schools.

VIII. WMJH Demographics- Mr. Knobbe presented overall stats and reviewed the TAPR report.

A. Student Statistics were reviewed.

IX. WMJH Data to Review

- A. Campus Student and Staff Attendance Data reviewed whole group; Mr. Knobbe reviewed the staff rates for average attendance over 3 years and noted the trend and wanted a review if there was a way to increase staff attendance.
- B. 2024-2025-2026 Comparative Discipline data reviewed whole group; Mr. Knobbe reviewed the behavior data and noted that tardies had gone down but the incidents count on each data point.
- C. STAAR Performance (TAPR); significant data reviewed for 24-25 STAAR scores, reviewed each grade level and informed members for TEA rankings, reviewed both increases and decreases in reading, math were reviewed and the breakdown for sub populations. Mock STAAR data was reviewed. Mrs. Lopez noted an increase in scores.
- D. HB1416 Intervention data was reviewed and Mr. Knobbe highlighted the data for reading and math and how they improved after 1 year of instruction.

X. Small Groups Discussion

- A. Strengths and Weaknesses - broke into 4 groups with the data and completed the Strength/Weakness chart for Science, Social Studies, RLA, and Math. Teams shared their findings with groups and recorded the input on the agenda slides, each group shared out the strengths and weaknesses findings:
  - 2. Group 1- noted STAAR improvement in Approaches in 8th grade Social Studies but the reduced in Masters by 2%. Ms. Houston commented on the attendance data for staff and noted an increase during holiday and travel time for students. The group commented on the uptick in phone usage from last year due to the new law. Mrs. Houston also noted the increase in behavior incidents in creating a disturbance and that this will impact learning since it is so much time documenting and time out of class.
  - 3. Group 2- noted increase in mock STAAR scores and suggested that the supplemental materials in RLA have been very helpful. The group also noted the high number of students in intervention classes that must take intervention again as only approximately 32% pass the following year.
  - 4. Group 3- the group noticed a 3 point drop in meets and masters in 8th grade Science and Social Studies STAAR scores. Mrs. Dawkins commented “The increase in math this year could be attributed to no long term sub like last year”, attendance is an issue, tardies had improved but behavior 2.5 creating a disturbance was in increase from last year and consists of mostly making noises, being silly and off task.
  - 5. Group 4- Parent, Mr. Ortiz suggested attendance data could improve and it is important for increasing clubs and other school related activities. Nurse Ross commented on student attendance and that Flu B was widespread this year with students missing 7-10 days. Mrs. Payton commented that student attendance is slightly up from last year but not near the 96% minimum daily attendance rate.

XI. Conclusion/Next Steps-

- A. Next meeting date set for Thursday, May 5th
- B. Will complete the problem statements.

## Meeting 2 May 5, 2026 in LGI Minutes:

### Official record of the key issues discussed and actions the committee took at the meeting

#### Agenda:

- I. Introductions- each member signed in and introduced themselves- see sign-in sheet.
- II. Review of Minutes- Mrs. Payton reviewed the minutes from the last meeting, handouts, agenda, mission, and vision statement review, reviewed successes, and areas of weakness from Satchel Pulse Survey, reviewed Title 1 info, successes, reviewed Campus demographics, broke into groups to review data, and noted strengths and weaknesses.
- III. TEA Strategic Priorities- Mr. Knobbe reviewed and set expectations for today's meeting. Each group split into groups to determine the root cause analysis for each area and create 3-5 priority statements. Mr. Knobbe listed the problem areas as STAAR scores remaining the same from last year, decrease in Science and Social Studies, staff attendance average rate increase from 6.4 2 years ago, to 7.3 last year to 8.9 this year so far, intervention numbers for passing rate after a year of HB intervention is approximately 32%, behavior data for creating a disturbance is increased when other behavior data is dropping.
- IV. Priority Problem Statements
  - Root Cause Analysis-
    - A. Each group reviewed the 4-5 reasons for each problem statement (see attached slide notes)
    - B. Open comments for each slide, and the discussion commenced.

#### **Priority Problem Statement #1**

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

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

#### **Priority Problem Statement #2**

West Memorial Junior High noticed a concern with our students' level of success the following year after not meeting the standard in STAAR Reading and Math. 32% of the time our students were passing the STAAR Reading or Math assessment after failing the previous year.

**Root Cause:** The campus will improve the reading and math intervention and growth software, revise our instructional coaching walkthrough plans for reading and math intervention, and we will alter our master schedule to meet the needs of all students who are in need of intervention.

#### **Priority Problem Statement #3**

West Memorial Junior High noticed a concern with maximizing the bell schedule and master schedule to meet the needs of all learners. West Memorial Junior High students did not benefit from the best processes for scheduling electives, scheduling interventions, and schedule before and after school tutorials.

**Root Cause:** Senate Bill 1416 requirements over the previous years has affected our bell schedule and students were not benefitting from their elective and our tutorial schedule.

The Three Focus Areas for the 2026-2027 School Year are listed below:

1. Student Learning
2. Intervention
3. Maximizing and Increasing Learning Time

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

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

CNA Meeting April 28th, 2026 WMJH LGI

CNA Meeting May 5, 2026 WMJH LGI

Administrative Leadership Conference May 27th and May 28th, 2026 at KISD Igniting Instruction Katy ISD ESC

CIP Meeting was held on June 2, 2026 Katy ISD PDA Complex

The CIP Final Meeting was held on Wednesday, August 26th.

Documents are in Title I Crate

### **2.2: Stakeholders 1114(b)(2)**

Opportunities were communicated through school newsletter and feedback is solicited through open dialogue. Sign in sheets are located in the CRATE.

CNA Members

#### **CNA Stakeholders and Role**

Principal Todd Knobbe

Other School Leader/Administrator Michele Dawkins

Other School Leader/Administrator Evelyn Lopez

Other School Leader/Administrator Astra Richard

Other School Leader Nancy Payton

Teacher Michelle Hufford

Teacher Amanda Houston

Paraprofessional Casey Cobb

Paraprofessional Rebecca Pruitt  
Paraprofessional Casey Cobb  
Specialized School Support Nurse Stefanie Ross  
Specialized School Support Counselor Nathaniel Welch  
Community Nancy Limmer  
Community Helen Helm  
Parent Matthew Ortiz  
Parent Tiffany Poye  
District Administrator Vivian Muldune  
District Administrator Tiffany White

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

The plan is made available on our campus website, our front office, and is available in English and Spanish.

### **2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)**

The plan is developed and coordinated with Katy ISD Title I Office.

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

Title I strategies will utilize Title I funds and will be tied to our CNA.

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

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

- Confirm notes for annual evaluation of Schoolwide program plan are in the Summative Review.
- Confirm documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process.
- Confirm Schoolwide program evaluation is included in the CNA process for next year.

Title I strategies are analyzed and evaluated quarterly.

The CIP will be evaluated quarterly in October, February, and April.

# Campus Funding Summary

| 211 - Title I Part A |           |          |                                              |              |              |
|----------------------|-----------|----------|----------------------------------------------|--------------|--------------|
| Goal                 | Objective | Strategy | Resources Needed                             | Account Code | Amount       |
| 3                    | 1         | 1        | Math 180 Intervention Software               |              | \$4,000.00   |
| 3                    | 1         | 2        | Read 180 Flex Software                       |              | \$1,500.00   |
| 3                    | 1         | 3        | PBIS Rewards Software                        |              | \$5,500.00   |
| 3                    | 2         | 1        | Transportation for Late Busses for Tutorials |              | \$6,000.00   |
| 3                    | 2         | 1        | TeachShare                                   |              | \$9,500.00   |
| 3                    | 2         | 1        | K-12 Summit Software                         |              | \$4,000.00   |
| 3                    | 2         | 2        | Formative                                    |              | \$2,000.00   |
| 3                    | 2         | 4        | Staff                                        |              | \$369,832.00 |
| 3                    | 2         | 5        | Tutorial Pay for Teachers                    |              | \$8,000.00   |
| 3                    | 4         | 1        | Printing Resources and Supplies              |              | \$5,000.00   |
| 4                    | 1         | 2        | Professional Staff Support                   |              | \$5,000.00   |
| 5                    | 1         | 1        | Professional Development                     |              | \$4,000.00   |
| Sub-Total            |           |          |                                              |              | \$424,332.00 |