Katy Independent School District

Jordan High School

2023-2024 Campus Improvement Plan

Mission Statement

To move every learner from potential to reality.

Vision

COMMUNITY

LIVING WITH AND FOR OTHERS.

RESILIENCE

FAILING FORWARD, RECOVERING, AND TRYING AGAIN.

COMMITMENT

FOLLOWING THROUGH ON PROMISES WE MAKE TO OTHERS AND OURSELVES.

The Warrior Way

Warriors are not born.

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

Warriors lead the way

Community

Warriors lead the way through living with and for others

By treating others with respect

By showing others compassion and kindness

By supporting one another

Commitment

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

By holding themselves accountable

By standing by their word

By dedicating themselves

Resilience

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

By striving to overcome challenges

By taking ownership of their actions

By making changes, not excuses

Value Statement

WARRIOR PRINCIPLES

Relationships Matter

We believe relationships are the foundation of everything we do.

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

Direction Over Speed

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

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

Systems Over Goals

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

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

Give And Seek Clarity

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

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

Own Your Actions

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

Focus Question: Have you owned your actions today?

Leadership in Action

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

Focus Question: How have you shown leadership today?

Culture on Purpose

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Campus Demographic Profile.pdf

Demographics Strengths

Our school boasts a diverse student population of 3,143 students with a variety of backgrounds, strengths, and experiences. Over a third of our student body identifies as Native Hawaiian or Pacific Islander, followed by two or more races (28%), Hispanic (25.23%), and African American (9.2%). This multicultural environment creates an enriched learning experience for all students, fostering tolerance and promoting an understanding of different perspectives. We are particularly proud of our relatively high number of students who are identified as Gifted and Talented (17.63%), which speaks to our commitment to recognizing and nurturing high potential in our student body. At the same time, we are aware of the challenges faced by our economically disadvantaged students (17.47%) and our Limited English Proficient students (7%). However, with a 100% attendance rate, it is clear that our students are committed to their education. We aim to build on these strengths while addressing the areas for improvement in our campus improvement plan. By focusing on inclusivity, academic rigor, and tailored support for those who need it, we strive to provide a high-quality education that meets the needs of each student.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

• Academic Decathlon State Competition • Debate Top Ten State School (Texas Forensics Association) • Science Olympiad-Placed Third in State • UIL One Act Play: Honorable Mention All-Star Cast, All-Star Cast and Outstanding Technician • Texas Thespian State Festival Officers, Superior Ratings and National Qualifiers • Color Guard Outstanding Awards and Recognition • UIL Choir Concert and Sight-Reading Sweepstakes Recipients • All State and Region Band Recognition • Orchestra UIL Concert and Sight-Reading Sweepstakes • JHS Symphony Orchestra invited to the National Orchestra Festival of American String Teachers Association Conference • 75% of Band Solos/Ensembles earned Division 1 ranking at state • Wrestling State Champion • Swimming State Champion • Top Boy's Soccer Program in the Region • Tennis Singles State Champions

Student Learning Strengths

Jordan High School has an engaged and committed student body, as evidenced by the list of achievements in the first three year of operation. The students demonstrate a clear and ongoing commitment to learning in academics, athletics and fine arts. The high percentage of students engaging in high level academic work, and academic competitions is evidence of a high level of student learning.

School Processes & Programs

School Processes & Programs Summary

What follows is a list of campus processes and programs:

Campus wide adoption of Microsoft 365

Use of MS Teams for campus communication

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

Shared decision making and agenda creating processes for campus leadership

Weekly communication to staff through SharePoint

Weekly communication to the community

A full slate of academic/athletic/and fine arts cocurricular options

66 student clubs and organizations that are open to all students

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

Campus Values: Community, Commitment, and Resilience.

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

Perceptions Strengths

The campus is going into the fourth year since opening. This year will be the first year that the graduating class has completed all four years at Jordan High School. There has been a great deal of student success in academics, academic competitions, athletics, and fine arts. The community perception of the school is that it is staffed with great teachers who care about student success, and that there are opportunities for all students to engage in an activity that is of interest to them.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics

Performance Objective 1: To move ADA from 93.99% to 94.49%. This is a shift of 14 more students attending school on a daily bias.

> **Evaluation Data Sources:** ADA records

Strategy 1 Details	Reviews			
Strategy 1: Weekly conferences with students according to their AIP plans.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant principal				
Strategy 2 Details	**Reviews**			
Strategy 2: Referral to counselor to identify root cause of absences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant principal, Counselor				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

Strategy 1 Details		Reviews		
Strategy 1: The campus will provide and share information with students to address topics such as social emotional health, anti-bullying, diversity and conflict resolution.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: End of year senior, and student safety survey, end of year campus survey.				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

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

Performance Objective 2: Core PLC teams will engage in team planning with clear processes for completing work assignment and completion using a team agenda.

Evaluation Data Sources: PLC observations by IC's, and Administrators.

Strategy 1 Details	Reviews			
Strategy 1: IC's and administration will engage in supporting ongoing implementation and monitoring of content team planning processes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved PLC team planning, improved academic outcomes of all students **Staff Responsible for Monitoring:** IC's and Administration	**Oct**	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: HB3: The percent of Jordan High School students who achieve the CCMR target will increase to 94% by July 2024.

HB3 Goal

Evaluation Data Sources: Number of AP test taken, number of Dual credit courses signed up for, number of students completing IBC's

Strategy 1 Details	Reviews			
Strategy 1: Use AP Potential Report to encourage students who have not traditionally taken AP classes to sign up.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students enrolling in KAP and AP classes.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Providing the needed information and encouraging enrollment for students who express interest in dual credit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students are enrolling in dual credit courses.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Working with the CTE department at the district to develop clear pathways to IBC's for students in their respective CTE pathway.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CTE district department, CTE campus department head.	**Oct**	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 4: Teachers will commit to and complete a professional development pathway.

    Evaluation Data Sources: Documentation in the teacher evaluation notebook, beginning of year and end of year evaluation meetings.

Strategy 1 Details		Reviews			
Strategy 1: Present PD Pathways structures to the faculty.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The faculty is informed of their PR pathway options.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: IC's					
Strategy 2 Details		Reviews			
Strategy 2: Evaluators will discuss and monitor teacher progress on their PD Pathway for the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Evaluators will have purposeful conversations with teachers about the impact of the PD on their practice as teachers.		**Oct**	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Core content teams are implementing backward design in PLCs

    Evaluation Data Sources: PLC observation by IC's and Administration team.

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Implement SEL lessons, during enrichment, with fidelity across the campus.

    Evaluation Data Sources: Student safety survey

Strategy 1 Details		Reviews			
Strategy 1: Deliver SEL during enrichment using resources from Character Strong.		**Formative**			**Summative**
Strategy's Expected Result/Impact: A greater sense of safety reported by students. **Staff Responsible for Monitoring:** Administration		**Oct**	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 4: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Implement groups for anxiety, grief, and study skills-as needed.

Addendums

The percent of **Jordan** High School students who achieve the CCMR target will increase from **87%** to **94%** by July 2024.

	*2019	*2021	*2022	*2023	*2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%	88%	
Actual Scaled	97	96	96	97	
Met Goal		N	N	N	

Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Jordan	CCMR	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
		*2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		*2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		*2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		*2023 Actual	102	75%	273	83%	381	86%	1	100%	301	94%	2	100%	33	82%	98	74%	167	76%	73	75%
		Met Target		Y		N		Y		Y		Y		Y		N		Y		Y		Y
		2024 Target		**85%**		84%		86%		100%		94%		100%		90%		**84%**		73%		69%

*Data mirrors Tompkins High School

Data source Domain 3