Katy Independent School District

Haskett Junior High

2025-2026 Campus Improvement Plan

Mission Statement

In partnership with our community, Haskett Junior High develops and challenges all learners by cultivating relationships and creating authentic experiences in a safe and equitable environment.

Vision

Haskett Huskies are empowered to make a difference and achieve greatness.

Value Statement

Our Haskett Hallmarks are Greatness, Growth, Integrity and Community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haskett Junior High is located in the city of Katy, a suburban area located west of Houston, Texas and a part of the Katy Independent School District. Haskett Junior High was opened in August of 2021 and serves grades 6-8. The demographic information reflected in the Campus Needs Assessment is for the 2025-26 school year. The total enrollment for this year is 1346 students. The campus demographics are 36% Hispanic, 36% African American, 12% White, 9% Asian, 5% Two or More Races, 61% Low Socio-Economic, 17% LEP, and 23% Special Education.

Demographics Strengths

Haskett Junior High employs high-quality, dedicated staff to serve our students. We have a total of 143 staff members. This includes 97 full-time teachers and instructional paraprofessionals, 5 administrators, 2 instructional coaches, 4 counselors assigned to a specific grade level as well as a student support counselor and 15 clerical staff.

We have developed a comprehensive plan to address the state-mandated intervention for all students who were unsuccessful on the STAAR exam. All students can learn. However, some may need more developmental strategies to fill in gaps, while others need enrichment activities to strengthen their understanding of the curriculum. We will continue to utilize CharacterStrong to meet the social- emotional needs of our students. Finally, we will coordinate several community events such as Meet the Teacher in August, Open House in September, Junior High Preview Night in January, and Awards Ceremonies in May.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff.
Root Cause: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

Problem Statement 2 (Prioritized): Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students.
Root Cause: As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Student Learning

Student Learning Summary

Haskett Junior High will receive an accountability letter grade in 2024 of a C.

The number of students who satisfied the 2023 Approaches Grade Level Standard or above are as follows:

Overall: 66%

Reading: 76%

Math: 59%

Science: 66%

Social Studies: 55%

HJH STAAR scores dropped from the previous year's results.

Student Learning Strengths

Students at Haskett JH scored well on the Reading STAAR exams. Reading scores were above the state average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students receiving Special Education services are performing well below all other student populations in all subjects.

Problem Statement 2 (Prioritized): Limited English Proficiency students are performing well below other student populations in English.

Problem Statement 3 (Prioritized): Math STAAR scores dropped below the district average and were below previous year's scores for the campus.

School Processes & Programs

School Processes & Programs Summary

Our focus for professional development this year is in the following areas with a push for more voluntary involvement in all professional development opportunities:

The Fundamental 5 as our instructional focus to improve student outcomes.

Learning walks and Lunch & Learns led by our Instructional Coaches and Administration.

Prioritizing classroom management strategies and administrative support for teachers.

Implementing PBIS systems to reward students and staff.

Purposeful Professional Learning teams that focus on student learning and using data to improve instruction.

Using the new Instructional Coaching model to better support the coaching of teachers in effective classroom strategies.

Teachers will attend professional development throughout the year from the campus level as well as trainings provided by the district. Teachers are also supported on campus by having team/department PLT meetings each week. These teams strive to follow backward design by first analyzing what students are expected to learn, and at what level they are expected to master. Teachers then use the provided unit plan outline and resources to address which instructional strategies will best help students achieve the level of mastery necessary. Focus is placed on creating lessons that get students talking and writing in the classroom. Teams administer a campus common assessment at the end of each unit to assess the mastery of the curriculum and determine where students were not successful in order to spiral content and re-introduce in a different manner throughout future units. Teachers are also given access to an instructional coach who helps to identify our needs and offers ongoing, targeted and job-embedded professional development.

The district as well as the administration at Haskett Junior High School, continue to recruit quality staff by attending many job fairs throughout the year and the Katy Independent Job Fair in April.

School Processes & Programs Strengths

This school year we welcome 26 new teachers to our campus from within the district as well as those that come to us from other districts and business communities with a variety of talents and experience. This is an decrease in turnover from the previous year. Hiring committees worked hard to hire teachers with a variety of teaching experience that will best support our students.

Each core area has PLT meetings twice a week, and has a designated administrator to work directly with the department. Instructional coaches will provide strategies on pedagogy to teachers.

New Teachers are provided a mentor and ongoing meetings and support from the campus.

Haskett Junior High School subject teams work together effectively to implement the Katy ISD unit plans with fidelity.

Subject teams work to develop balanced common assessments and work yearly to improve upon the previous year's assessments.

Subject teams collaboratively discuss best instructional practices in order to ensure that all students receive high levels of instruction.

Common planning period for each PLT

Student attendance was improved from the previous year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Problem Statement 2: More time will need to de dedicated to closing the gaps in Math.

Problem Statement 3: Teachers will have to adjust to the new roles of the Instructional Coaches.

Perceptions

Perceptions Summary

Haskett Junior High believes our campus is a place where all students are given the opportunity to achieve excellence. Our values focus on our commitment as a faculty and staff to provide exceptional learning opportunities in order to prepare students for life after junior high and celebrate the diversity of our campus.

Haskett Junior High has also taken an active role in ensuring that the community is informed and involved in all aspects of what occurs on our campus. There is an active Parent, Teacher, Student Association at Haskett that holds fundraisers and supports many of the activities that occur on campus.

Parents are made aware of campus events and academic timelines through email communication and an active Facebook/Twitter/Instagram page. Parents get a weekly newsletter and teachers communicate with parents throughout the year.

Faculty and staff continue to maintain an active presence on Twitter and other social media to inform the local community of the great things occurring on campus.

Perceptions Strengths

Haskett Junior High provides many forms of communication to parents and the community and also provides an avenue for parents to ask questions. HJH sends out a weekly parent newsletter every Sunday with all the upcoming information at the school. HJH maintains a robust social media presence and partners with PTA to post information about events. The staff also maintain social media accounts to communicate events. Coaches and sponsors communicate to their parents through multiple methods.

HJH hosted it's first ever Coffee with the Principal series last year where members of the community were able to come to school and hear about the school and ask questions.

Teachers are given a voice through campus and district surveys. Each month, teachers can participate in a Principal FEEDBack session where they can sit with the principal and ask questions and offer feedback on the campus.

HJH hosts community events like Haunt the Halls, Veteran's Day Celebration, and Deck the Halls.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Haskett Junior High family.

Problem Statement 2 (Prioritized): Improve the clarity and streamline parent and staff communications.

Priority Problem Statements

Problem Statement 1: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff.

Root Cause 3: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students.

Root Cause 4: As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Problem Statement 4 Areas: Demographics

Problem Statement 5: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Improve the clarity and streamline parent and staff communications.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Haskett Junior High family.

Root Cause 7:

Problem Statement 7 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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 data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 29, 2025

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

Performance Objective 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.

Evaluation Data Sources: Student and parent feedback surveys, Student Data Meetings, Lesson plan review

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Create quality pre-assessments to determine student deficits as well as mastered curriculum to personalize instruction for all learners. **Strategy's Expected Result/Impact:** Students will be able to be instructed at their individual level to focus on their growth. **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund, - 199 - State Comp Ed				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Provide personalized interventions for struggling and high-performing students inside and outside the classroom period. **Strategy's Expected Result/Impact:** Closing the gaps for students with deficiencies and growing our higher achieving students. **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - State Comp Ed, - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Provide ongoing, job-embedded professional development opportunities for all staff. **Strategy's Expected Result/Impact:** Increase professional capacity for our staff to better serve our students **Staff Responsible for Monitoring:** Administrators, instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2 **Funding Sources:** - 199 - State Comp Ed, - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Provide incentives for students to foster Positive Behaviors in School Culture **Strategy's Expected Result/Impact:** Maximize positive school culture at HJH and reward students for positive contributions to the school. **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund, - 199 - General Fund PTA Donation				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
Problem Statement 2: Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students. **Root Cause**: As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state-mandated minutes per week, focused on the areas of cardiovascular endurance, body strength endurance, and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** PE Teachers, Administrators **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - 199 - General Fund, - 199 - State Comp Ed				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

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

Performance Objective 3: All emergent bilingual (EB) students with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).

Evaluation Data Sources: List of ESL Certified teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. **Strategy's Expected Result/Impact:** Parents will be more knowledgeable of their student's education. **Staff Responsible for Monitoring:** Administrators, ESL Lead Teacher **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - 199 - General Fund				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

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

Performance Objective 4: Teachers are informed of the English language proficiency levels of emergent bilingual (EB) students in their classrooms, and Professional Learning Communities actively utilize the English Language Proficiency Standards (ELPS) to provide meaningful opportunities for EBs to develop social and academic English proficiency in listening, speaking, reading and writing. We will continue to provide opportunities for our EB/ESL students to access the curriculum and be a part of the school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. **Strategy's Expected Result/Impact:** Teachers will be better informed of EB strategies. **Staff Responsible for Monitoring:** Administrators, ESL Lead Teacher **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

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

Performance Objective 5: Teachers of emergent bilingual (EB) students participate in professional development that addresses instruction that is sheltered and culturally responsive.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students. **Strategy's Expected Result/Impact:** Teachers will better serve EB populations. **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

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

Performance Objective 6: The campus Coordinated Approach to Child Health (CATCH) committee will ensure alignment and integration between health and education across the school setting.

Evaluation Data Sources: Meeting initiations and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The Catch Committee will meet at least once per semester to assure campus alignment. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** PE Teachers, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: The campus will create and communicate a continuous improvement planning model with checkpoints for each content team, to be implemented throughout the 2025-2026 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Haskett will use district and campus-based checkpoints to monitor student progress throughout the year. **Strategy's Expected Result/Impact:** Teachers will adjust instruction based on assessment data. **Staff Responsible for Monitoring:** Instructional coaches, assistant principals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.

High Priority

Evaluation Data Sources: Local Assessment calendar, professional development calendar, district protocols

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teacher learning teams will analyze data and use student information to create purposeful instruction and quality assessments. **Strategy's Expected Result/Impact:** Student assessments will measure actual learning. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.
Problem Statement 3: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.
School Processes & Programs
Problem Statement 1: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: Haskett JH will decrease the percentage of students failing one or more grading periods in a (core content/grade level) by 10% by the end of the year.

High Priority

Evaluation Data Sources: End of Grading Period data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will plan lessons that align to the rigor of exams. Teachers will work with administrators and instructional coaches to help best support student learning. **Strategy's Expected Result/Impact:** Students will have more success in classes and a higher rate of students will pass at grading period. **Staff Responsible for Monitoring:** administrators, counselors, instructional coaches. **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The campus will meet after each three-week grading period to discuss student progress. **Strategy's Expected Result/Impact:** Students struggling with academics of social skills can be identified and tracked throughout the year. The committee will recommend supports for students to improve outcomes. **Staff Responsible for Monitoring:** Principal, APs, Counselors, ICs, SPED DC, EL Facilitator **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.
Problem Statement 3: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 4: SI: 75% of teachers will master three of the 5 elements of the Fundamental Five teaching Strategies by the end of the school year.

High Priority

Evaluation Data Sources: Classroom observations and teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide on going professional development on the Fundamental 5 strategies. This is will include campus professional development days, lunch & learns, and campus learning walks. **Strategy's Expected Result/Impact:** Teachers will have access to adequate training to excecute the teaching strategies. Student learning will be positively impacted. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Create an observation schedule for administrators, instructional coaches and department chairs to visit classes to gather data and provide feedback on the Fundamental 5 strategy implementation. **Strategy's Expected Result/Impact:** Campus leaders will be able to gather data and provide feedback to teacher that will improve their instruction. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Department Chairs **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Create a google form to use as a monitoring document of Fundamental 5 strategy implementation. **Strategy's Expected Result/Impact:** The form will allow the campus to collect data on strategies and provide targeted feedback to teachers. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Department Chairs **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Collect data on strategy implementation. Data will be used to plan professional developments and teacher feedback. **Strategy's Expected Result/Impact:** Campus leadership will be able to monitor campus-wide data to inform professional development and to provide teachers learning opportunities. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Department Chairs **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Campus will development a feedback tool for teachers to provide feedback on strategy implementation. Campus will add Fundamental 5 strategies to the weekly staff newsletter. **Strategy's Expected Result/Impact:** Teachers will be able to communicate their instructional needs to campus administration. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English. **Problem Statement 3**: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.
School Processes & Programs
Problem Statement 1: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Goal 3: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: The District will define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices. As a new 1:1 campus, we will train staff and students on security best practices.

Evaluation Data Sources: Proficiency standard established

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students and staff will receive training on appropriate and effective use of technology. **Strategy's Expected Result/Impact:** Students will use technology responsibly and district data will be protected. Teachers and students will be trained on Canvas and hot to best utilize the 1:1 platform for maximum student engagement. **Staff Responsible for Monitoring:** All staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
Problem Statement 2: Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students. **Root Cause**: As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

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

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

High Priority

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Utilize strategic hiring process to select highly qualified staff **Strategy's Expected Result/Impact:** Hiring highly qualified staff to effectively deliver rigorous instruction. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
School Processes & Programs
Problem Statement 1: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

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

Performance Objective 2: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: HJH will utilize two veteran teachers to mentor our new to the profession teachers through on-going support and monthly meetings. They will also provide support for experience teachers who are new to the district. **Strategy's Expected Result/Impact:** Increased teacher retention and staff morale. **Staff Responsible for Monitoring:** Lead mentor teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: HJH will administer campus-wide staff feedback forms. Haskett will also provide teachers with multiple internal opportunities to be surveyed and provide feedback on campus issues. **Strategy's Expected Result/Impact:** Teachers will have a voice in campus decisions. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students. **Root Cause**: As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.
Perceptions
Problem Statement 2: Improve the clarity and streamline parent and staff communications.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Increase PTA membership and parent volunteering on campus by 15% by May 2026. **Strategy's Expected Result/Impact:** Greater connections between the campus and community **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Haskett Junior High family.
Problem Statement 2: Improve the clarity and streamline parent and staff communications.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Provide parent engagement activities to parents/guardians of emergent bilingual (EB) students that is supplemental to the services provided to all parents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students by May 2026. **Strategy's Expected Result/Impact:** EB Parents are better informed **Staff Responsible for Monitoring:** Principal, ESL Lead Teacher **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.
Perceptions
Problem Statement 2: Improve the clarity and streamline parent and staff communications.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Provide family engagement (parent and child together) activities for families of emergent bilingual (EB) students that is supplemental to the services provided to all families.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide 1 or more family engagement activities specific to the parents of emergent bilingual (EB) students by May 2026. **Strategy's Expected Result/Impact:** EB Parents will be better informed. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 - Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.
Perceptions
Problem Statement 1: Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Haskett Junior High family. **Problem Statement 2**: Improve the clarity and streamline parent and staff communications.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 4: The campus will ensure that all teachers meet the required ESL certifications for their content area.

Evaluation Data Sources: Reports run from the Katy ISD dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus will regularly run ESL certification reports from the Katy ISD Dashboard and assure that teachers are certified to instruct ESL classes. **Strategy's Expected Result/Impact:** Teachers with ESL strategies will more effectively be able to assist all learners **Staff Responsible for Monitoring:** Principal, EL Facilitator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

Evaluation Data Sources: Safety and security audits and safety documentation (fire drill logs).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Assistant Principal designated as campus safety liaison to manage and facilitate all drills, mitigation and response plans as it pertains to the safety and health of HJH stakeholders. Staff will also be trained by the campus nurse to understand student allergies and other medical information. **Strategy's Expected Result/Impact:** Student safety is prioritized through careful planning and drills in case of an emergency. **Staff Responsible for Monitoring:** Safety Liaison, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers **Strategy's Expected Result/Impact:** Maintain a safe learning environment for all stakeholders at HJH. **Staff Responsible for Monitoring:** Principal, Safety Liaison, Administrators, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

Perceptions
Problem Statement 2: Improve the clarity and streamline parent and staff communications.

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

Performance Objective 2: The District will enhance the established multidisciplinary approach to proactively support student emotional well-being.

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus will create a core Character Strong committee to review and tailor Character Strong lessons for the needs of our students. **Strategy's Expected Result/Impact:** Lessons will be more impactful and relevant for our students. **Staff Responsible for Monitoring:** Assistant Principal, Counselors, Character Strong Core Team **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

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

Performance Objective 3: The District will create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being.

Evaluation Data Sources: Listing of sessions; attendance/involvement rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: CharacterStrong lessons will be taught every Monday during Extended Learning Time (ELT) by HJH Teachers. **Strategy's Expected Result/Impact:** Students will have consistent lessons on social emotional topics that are taught by their ELT teacher or HJH staff. **Staff Responsible for Monitoring:** Teachers, counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

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

Performance Objective 4: The campus will work to decrease the amount of time students spend out of the classroom for violations of the Student Code of Conduct.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus will use the Katy ISD Discipline Management Plan to find alternate ways to correct student behavior that keep the students in class. **Strategy's Expected Result/Impact:** Students will have more time inside the classroom learning environment. **Staff Responsible for Monitoring:** Administrators, Counselors, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.
Student Learning
Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English. **Problem Statement 3**: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.

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

Performance Objective 5: This year at least 75% of students in 75% of classes will consistently be cognitively engaged in participating and completing classroom activities through positive contributions to the learning environment by the end of the year.

High Priority

Evaluation Data Sources: Discipline reports, classroom observations, teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will be trained on classroom management strategies. They will also be supported by administrators and instructional coaches on implementing strategies. **Strategy's Expected Result/Impact:** On task students will increase classroom learning, which will improve test scores. **Staff Responsible for Monitoring:** administrators, instructional coaches, counselors. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: Math STAAR scores dropped below the district average and were below previous year's scores for the campus.

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

Performance Objective 6: The Campus will work to increase consistent student attendance.

High Priority

Evaluation Data Sources: Daily attendance reports, Raawee Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus will track daily attendance reports and contact families of students who are consistently absent from school. Campus will encourage attendance and provide resources to help parents get students to campus. **Strategy's Expected Result/Impact:** Parent awareness of the importance of attendance will increase **Staff Responsible for Monitoring:** Administrators, counselors, attendance clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The campus will provide incentives to encourage students to attend school regularly. **Strategy's Expected Result/Impact:** Students will be rewarded for school attendance and therefore come to school **Staff Responsible for Monitoring:** Administration, Counselors **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their social and emotional needs met by our staff. **Root Cause**: Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

Perceptions
Problem Statement 2: Improve the clarity and streamline parent and staff communications.

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	2	1			$0.00
				Sub-Total	$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	3	1			$0.00
				Sub-Total	$0.00

199 - General Fund PTA Donation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00