

Katy Independent School District
Freeman High School
2025-2026 Campus Improvement Plan



Mission Statement

Freeman High School promotes growth and leadership for all by providing opportunities and experiences that empower each individual to positively impact the community.

Vision

Be Above

Value Statement

The GOLD Standard

Growth

Opportunity

Leadership

Determination

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Freeman High School is Katy ISD's 10th high school that opened its doors in August 2024. FHS has a projected enrollment of 1660 students who are in 9th, 10th, or 11th grade. Our demographic data as of late July 2025, is as follows:

Hispanic - 37.5%

Black - 36%

Asian - 11%

White - 10%

Two or More Races - 5%

American Indian - 0.3%

Native Hawaiian/Pacific Islander - 0.2%

Special Education - 12.9%

504 - 5%

Emergent Bilingual - 12%

At Risk - 63%

Economically Disadvantaged - 62%

Creating and building the culture of FHS continues to be a priority. Students, parents, and staff members have been instrumental in establishing the mission, vision, and core values as guiding principles of the work we do.

According to discipline data from the 24-25 school year, the top five discipline incidents are as follows:

- Tardies (excessive)
- Non- Compliance with directives; disrespect
- Failing to serve detention
- Inappropriate language/gestures
- Cheating/Copying the work of others

FHS administrators participated in a district discipline collaborative to discuss best practices and share ideas for addressing common student behaviors.

Together with our FHS MTSS-B committee, we continue to utilize our behavior matrix to communicate appropriate expectations that are aligned with The GOLD Standard (Growth, Opportunity, Leadership, and Determination). The administration team has also updated our discipline matrix that aligns with our district discipline management plan and student code of conduct.

Student Learning

Student Learning Summary

Our first year of student achievement data is as follows:

STAAR Results

2025					
FHS	Algebra	Biology	English 1	English 2	US History
	74%	95%	79%	84%	100%

AP scores are as follows:

	Comp Sci A	Comp Sci Prin	Eng Lang Comp	Hum Geo	Psyc	Sem	Span Lang	US Hist	World Hist Mod	Total Exams
Number of exams	4	15	1	63	3	8	20	2	95	211
Average Score	2.3	3.2	2.0	3.3	2.7	3.4	4.4	2.0	3.1	3.3
% of exams w/score of 3 or higher	25%	80%	0%	73%	67%	100%	100%	50%	64%	72%

TELPAS data is as follows:

36 out of 130 students met criteria to exit the EB program.

	Increased 1 level	Increased 2 levels
9th Graders	39.62	0
10th Graders	43.66	2.82

Student Learning Strengths

Students showed growth in many areas. 95% of our Biology students & 100% of our US History students were successful on their EOC test. 212 AP exams were administered and 72% earned college credit. 36 out of 130 students met criteria to exit the EB program based on TELPAS results.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): FHS anticipates some accountability measures will not meet required standards. FHS needs support in order to close learning gaps.

Root Cause: Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

School Processes & Programs

School Processes & Programs Summary

With FHS being a new campus, all campus processes and procedures were established, written, and communicated. With the addition of a new grade level, we continue to add and adjust processes and procedures to best meet the needs of our campus. We have hired an additional 60 staff members. Our PLC Guiding Coalition that includes teachers, instructional coaches, and administrators continues to be responsible for leading our Professional Learning Community (PLC) work with each collaborative team. Our campus uses the Fundamental 5 practices including framing the lesson, working in the power zone, frequent small group purposeful talk, recognize and reinforce, and writing critically. These practices support our campus wide focus on cognitive engagement, student achievement, and social/emotional engagement.

Collaborative teams use a common planning time built into their schedule to purposefully plan for strong first-time teach, data-informed differentiation, and corrective instruction. 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. Collaborative teams will begin the work of implementing common formative assessments to ensure high levels of learning for all students during the learning process. 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 builds the capacity of our individual teachers and helps to identify needs and offer ongoing, targeted, job-embedded professional development. In addition, our MTSS-B committee continues to take a deeper dive into Tier I interventions and create our PBIS matrix for positive reinforcement. As a campus, we utilize Microsoft Teams as our main form of communication with our campus staff. This includes housing all campus information, including our robust reservation calendar system, our campus handbook, and all team information. In addition, a departmental team has also been established across the campus.

School Processes & Programs Strengths

Through feedback, collaboration, and observation, FHS continues to establish processes, procedures, and programs that provide a strong foundation for a successful campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With stakeholders coming from different campuses, all processes and programs must align with FHS expectations.

Root Cause: Streamline common practices, lack of training

Perceptions

Perceptions Summary

The FHS community is building a strong foundation. The vision is Be Above. Our Gold Standard focuses on growth, opportunity, leadership, and determination. Our commitment as a faculty and staff is to promote growth and leadership for all by providing opportunities and experiences that empower each individual to positively impact the community. FHS has also taken an active role in ensuring that the community is informed and involved in all aspects of what is taking place at FHS. We have established our Parent Teacher Association which holds fundraisers and supports many of the activities that occur on campus. The campus has established a process for sending out a weekly community newsletter “The Freeman Flyer”, that provides a week at a glance for upcoming campus activities, as well as future dates to be aware of, and important announcements. Grade level Canvas courses are also utilized to communicate with parents and students. FHS staff has an active presence on social media to inform the local community of the great things occurring on and off campus as we gear up for the second year at FHS. Parents, students, and staff are excited to be part of the FHS community and are ready for new opportunities.

Perceptions Strengths

FHS utilizes many forms of communication to solicit input and community involvement including social media, face to face meetings, and Blackboard. We also celebrate and value the diversity of our campus. In addition, we have worked closely with our immediate feeder campuses to plan ongoing, community wide events. Being a new campus provides students and staff with opportunities to take on leadership roles and responsibilities that may not have been available to them at their previous campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Even with continued growth, all events, activities, and academic programs must still be offered to students. This requires many staff to continue taking on multiple responsibilities.

Root Cause: Reduced enrollment due to only having grades 9-11.

Priority Problem Statements

Problem Statement 1: FHS anticipates some accountability measures will not meet required standards. FHS needs support in order to close learning gaps.

Root Cause 1: Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community.

Root Cause 2: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: With stakeholders coming from different campuses, all processes and programs must align with FHS expectations.

Root Cause 3: Streamline common practices, lack of training

Problem Statement 3 Areas: School Processes & Programs

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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals





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

Performance Objective 1: FHS will establish a safe and secure physical environment for all students and staff.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly door checks, safety audits, SpeakUp, Behavioral Threat Assessments, Safety Drills, Pulse survey data.

Strategy 1 Details	Reviews			
<p>Strategy 1: FHS will continue to work with district personnel (OEM) to ensure safety and security processes and procedures are in place.</p> <p>Strategy's Expected Result/Impact: All students and staff will be trained on the campus safety and security processes and procedures.</p> <p>Staff Responsible for Monitoring: Campus Safety Liaison</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Designated campus staff will conduct weekly exterior door checks to ensure physical safety of the building.</p> <p>Strategy's Expected Result/Impact: Unauthorized individuals will not have access to the building and to ensure proper functioning of the exterior doors.</p> <p>Staff Responsible for Monitoring: Administration Security</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: With stakeholders coming from different campuses, all processes and programs must align with FHS expectations. **Root Cause:** Streamline common practices, lack of training





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

Performance Objective 1: FHS will increase the number of students who are successful on their end of year assessments by 5%.

Evaluation Data Sources: Campus, District, State, and National assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Update all staff on PLC Academy practices and implementation. Strategy's Expected Result/Impact: Staff will successfully use the collaborative team checklist and rubric for planning purposes. Staff Responsible for Monitoring: Guiding Coalition Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train incoming staff on The Fundamental 5 strategies for lesson delivery and implementation. Strategy's Expected Result/Impact: Staff will successfully apply the Fundamental 5 strategies in their lesson to increase student engagement and deepen learning. Staff Responsible for Monitoring: Administrators Instructional Coaches Team Leaders Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train all staff on the implementation of Common Formative Assessment practices. Strategy's Expected Result/Impact: Students will be provided ongoing feedback during the learning process to increase student achievement and to allow for intervention and enrichment. Staff Responsible for Monitoring: Guiding Coalition Problem Statements: Student Learning 1 Funding Sources: - 199 - State Comp Ed</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in collaborative teams to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Increased proficiency in the four domains (Reading, Writing, Listening, Speaking)</p> <p>Staff Responsible for Monitoring: Admin ELF Instructional Coaches Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - State Comp Ed</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: FHS anticipates some accountability measures will not meet required standards. FHS needs support in order to close learning gaps. Root Cause: Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.</p>

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

Performance Objective 2: Increase participation, retention, and achievement in Advanced Academics.

Evaluation Data Sources: Campus enrollment and multiple sources of data

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff, students, and parents on CCMR. Strategy's Expected Result/Impact: Staff, students, and parents will have a clear understanding of CCMR and its importance. They will also understand the data points involved. Staff Responsible for Monitoring: College and Career Facilitator</p> <p>TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote advanced academics through presentations during and outside of the instructional day. Strategy's Expected Result/Impact: Increase awareness and number of students electing to take advanced academic courses. Staff Responsible for Monitoring: College and Career Facilitator, Counselors, Administrators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize and reinforce students who are promoting the traits and skills necessary for success in advanced academics through our ice cream social, yard signs, and AP Ambassadors involvement. Strategy's Expected Result/Impact: Positive reinforcement and increase participation in advanced academics Staff Responsible for Monitoring: College and Career Facilitator, Counselors, Administrators</p> <p>TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning

Problem Statement 1: FHS anticipates some accountability measures will not meet required standards. FHS needs support in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

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

Performance Objective 3: By the end of the school year, at least 80% of students will report that they are authentically engaged.

Evaluation Data Sources: Student surveys and learning walk feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional learning to all staff on cognitive engagement. Strategy's Expected Result/Impact: Increase in authentic engagement of students in class. Staff Responsible for Monitoring: Administration & Instructional Coaches</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>

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

Performance Objective 4: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Student surveys, GOLD Time participation

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will share information with students to address topics such as emotional health, Red Ribbon Week, Character Awareness, Anti-bullying, and conflict resolution.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</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 1: 80% of teachers will effectively utilize backwards design and data protocols when disaggregating formative and summative data to drive better instructional decisions.

Evaluation Data Sources: Collaborative Team Meeting agendas
Guiding Coalition Collaborative Team Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Update all staff on PLC Academy practices and implementation. Strategy's Expected Result/Impact: Staff will successfully use the collaborative team checklist and rubric for planning purposes. Staff Responsible for Monitoring: Guiding Coalition Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be trained on the use of AWARE for test creation and data analysis. Strategy's Expected Result/Impact: Sound common assessments Increase student performance Staff Responsible for Monitoring: Team Leaders</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Train all staff on the implementation of Common Formative Assessment practices. Strategy's Expected Result/Impact: Students will be provided ongoing feedback during the learning process to increase student achievement and to allow for intervention and enrichment. Staff Responsible for Monitoring: Guiding Coalition Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: FHS anticipates some accountability measures will not meet required standards. FHS needs support in order to close learning gaps. **Root Cause:** Lack of professional development specifically focusing on the needs of emergent bilinguals and other special programs. Lack of understanding of the importance and necessary steps to ensure College, Career, and Military Readiness. Lack of resources for families throughout high school career to ensure understanding of necessary processes.

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

Performance Objective 1: All students will be provided with needed technology to support campus and district instructional goals.

Evaluation Data Sources: KAMS
Canvas utilization

Strategy 1 Details	Reviews			
<p>Strategy 1: FHS will provide students the opportunity to engage with curriculum and lessons through the use of technology (Class 1:1).</p> <p>Strategy's Expected Result/Impact: Increase student engagement Increase student performance</p> <p>Staff Responsible for Monitoring: Team Leaders Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be trained on and will continue to implement the use of Teams as a tool for communication, collaboration, and documentation.</p> <p>Strategy's Expected Result/Impact: Streamlined processes and procedures</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional learning will be provided to enhance technology usage in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased cognitive student engagement in class.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: With stakeholders coming from different campuses, all processes and programs must align with FHS expectations. Root Cause: Streamline common practices, lack of training

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

Performance Objective 1: Staff will participate in intentional professional development in order to meet student and staff needs.

Evaluation Data Sources: Eduphoria rosters
New teacher mentor program participation

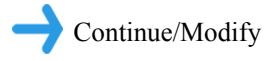
Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus leadership team, staff feedback, and campus data to tailor professional development opportunities to campus teacher needs and wants. Strategy's Expected Result/Impact: Tailored professional development to teacher wants/needs. Staff Responsible for Monitoring: Administrators Instructional Coaches Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Include job-embedded professional development opportunities such as peer observation and collaboration to maximize opportunities for growth, continued improvement and retention. Strategy's Expected Result/Impact: Improved instructional delivery Staff Responsible for Monitoring: Administrators Instructional Coaches Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide necessary opportunities for training so that teachers may obtain their ESL certification. Strategy's Expected Result/Impact: More teachers certified in ESL that can better support our EB population and master schedule needs. Staff Responsible for Monitoring: Admin Department Chairs ELF TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:





Demographics

Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

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

Performance Objective 2: FHS will support and retain quality staff by focusing on climate and culture.

Evaluation Data Sources: Staff rewards, implementation on Character Strong and Jostens Renaissance framework, and Pulse survey data and feedback.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue the use of a staff reward system, Character Strong, and Jostens Renaissance lessons and activities to establish campus culture and climate.</p> <p>Strategy's Expected Result/Impact: Establish staff participation in campus events and pulse survey submission and campus feedback processes.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>

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

Performance Objective 3: As FHS continues to experience growth, we will actively recruit new staff to reflect our campus culture, mission, vision, and core values.

Evaluation Data Sources: Staff retention

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in job fairs, social media, and community outreach. Strategy's Expected Result/Impact: Staff recruitment and retention Staff Responsible for Monitoring: Administrators Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: With stakeholders coming from different campuses, all processes and programs must align with FHS expectations. Root Cause: Streamline common practices, lack of training</p>

Goal 6: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Performance Objective 1: Freeman High School will continue to be fiscally responsible with the allocation of funds for the campus.

Evaluation Data Sources: FHS Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize technology to support instruction in place of paper-based assignments and assessments. Strategy's Expected Result/Impact: Reduced paper use budget. Staff Responsible for Monitoring: Admin Department Chairs</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Pay n Go to ensure security, efficiency, and accurate record keeping. Strategy's Expected Result/Impact: No cash usage. Staff Responsible for Monitoring: Admin Sponsors Directors Coaches Financial Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





School Processes & Programs

Problem Statement 1: With stakeholders coming from different campuses, all processes and programs must align with FHS expectations. **Root Cause:** Streamline common practices, lack of training

Goal 7: 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: FHS will establish opportunities for stakeholders to engage with the campus.

Evaluation Data Sources: Parent Meetings, Mission/Vision Committee, Meet and Greets, PTA and Booster Club meetings and memberships, The Golden Method and Flight Camp participation, Smore and Canvas analytics, International Festival participation, and Community Career Fair.

Strategy 1 Details	Reviews			
Strategy 1: Promote PTA and Booster Club membership and participation. Strategy's Expected Result/Impact: Increased PTA and Booster Club membership and participation Staff Responsible for Monitoring: Administrators Fine Arts and Athletic Director Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Host an International Fair to increase community awareness of our diverse population. Strategy's Expected Result/Impact: Increase awareness and appreciation of diversity Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Host community career day to promote CCMR and access to resources. Strategy's Expected Result/Impact: Increased awareness of CCMR and access to resources. Staff Responsible for Monitoring: Administrators Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Demographics

Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

Goal 8: 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: FHS will actively implement district protocols to ensure the emotional needs of students are met.

Evaluation Data Sources: Visits with Counseling Staff, participation in Character Strong and Jostens Renaissance frameworks, and student surveys.

Strategy 1 Details	Reviews			
Strategy 1: Train all staff on resources and processes for students having emotional difficulties. Strategy's Expected Result/Impact: Assist students in need Staff Responsible for Monitoring: Counselors, Social Worker, School Psychologist Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote the use of the SpeakUp app to students. Strategy's Expected Result/Impact: Provide opportunities for increased intervention and safety Staff Responsible for Monitoring: Administrators Counselors Police Officer Social Worker Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:


Demographics
<p>Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. Root Cause: Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.</p>

Goal 8: 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: Implement district standards for violence prevention and mitigation.

Evaluation Data Sources: SpeakUp tip analytics, Navigate 360 submissions, campus violent discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will work with necessary stakeholders to complete Behavior Threat Assessments including bullying investigations.</p> <p>Strategy's Expected Result/Impact: Identify potential threats to campus</p> <p>Staff Responsible for Monitoring: Administrators Counselors Police Officers School Psychologist</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will deliver GOLD time lessons to actively support the well-being of students and staff based on feedback from the district student safety survey.</p> <p>Strategy's Expected Result/Impact: Support student and staff well-being</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Information on violence prevention and bullying will be provided to parents, students, and teachers.</p> <p>Strategy's Expected Result/Impact: Increased awareness of mitigation strategies and supports for violence and bullying prevention.</p> <p>Staff Responsible for Monitoring: Administration Counselors Social Worker Police Officers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: With new development in our area, incoming students may not be coming from previous Katy ISD campuses. New families are coming to Katy ISD and FHS from out of district or out of the state. Staff will need additional support in order to build appropriate relationships with students that encourage classroom engagement, and allow students to feel included in the school community. **Root Cause:** Lack of professional development on culturally responsive teaching and learning. Lack of professional development in restorative practices. Lack of professional development in positive interventions.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	1	4			\$0.00
Sub-Total					\$0.00