

Katy Independent School District
Seven Lakes High School
2025-2026 Campus Improvement Plan



Mission Statement

Seven Lakes High School is committed to creating a positive atmosphere that empowers students to develop strong character, achieve excellence, serve the community and become life-long learners in a diverse world.

Vision

Honor, Integrity, Humanity

Value Statement

At Seven Lakes High School, our goal is to increase positivity through modeling and teaching students the meaning and application of Integrity, Honor, and Humanity. Knowing the definitions of these terms is great AND our focus is to increase the application of these terms in all given situations at Seven Lakes High School. Our goal is for all members of the Spartan staff, student body and community to hold their shields up high with pride and positivity.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Seven Lakes High School is a high-performing campus recognized for its academic excellence, strong extracurricular programs, and highly engaged families and community members. However, even within this successful environment, there are emerging needs that require targeted attention to ensure that all students are supported equitably and holistically. A review of qualitative and quantitative data, stakeholder feedback, and performance trends has identified several priority areas for improvement.

1. Student Wellness and Belonging in a Competitive Environment

The academically rigorous and high-achieving culture at Seven Lakes can unintentionally create pressure that impacts student mental health and their sense of belonging. While many students thrive, others report feelings of stress, anxiety, and social disconnection. There is a need to expand mental health supports, promote a balanced academic environment, and reinforce inclusive practices that support all learners, not just high achievers.

2. Instructional Technology Integration

While all students have access to digital devices, the integration of instructional technology varies widely across classrooms. In many cases, technology is used for basic substitution tasks rather than transformational learning experiences that promote critical thinking, creativity, and collaboration. Professional development and instructional coaching are needed to build teacher capacity in leveraging technology for deeper, more engaging instruction.

3. Timely and Tiered Student Interventions

Despite the school's high overall performance, some students struggle academically, socially, or behaviorally. Current intervention systems do not always ensure timely identification or adequate tiered supports, leading to inconsistent outcomes for students who need additional help. There is a need to refine data-driven intervention processes, increase staff training in MTSS (Multi-Tiered System of Supports), and strengthen cross-functional collaboration.

4. Character Development and Student Responsibility

Students have shown a need for continued growth in areas such as academic integrity, interpersonal skills, and personal accountability. This highlights the importance of reinforcing character education initiatives like *Character Strong*, implementing and embedding explicit instruction in social-emotional learning and ethical behavior into daily practice.

Demographics

Demographics Summary

Seven Lakes High School, now in its 21st year is a high-performing campus within Katy ISD. Located in the southwest region of the district, SLHS serves primarily neighborhood communities and maintains a strong tradition of academic excellence and student achievement.

Despite the opening of Jordan High School in 2020, enrollment at Seven Lakes has remained steady. For the 2025–2026 school year, the campus serves approximately 3,800 students.

The student population continues to evolve, with the fastest-growing demographic being English Learners (ELs). The campus is becoming increasingly diverse, with two student groups representing the largest percentages of enrollment: 36% Asian and 24% Hispanic.

Current student group demographics include:

- 10% English Learners (ELs)
- 20% Gifted and Talented
- 9% Special Education
- 23% Economically Disadvantaged
- 21% identified as At-Risk

Seven Lakes High School is staffed by a dedicated, highly skilled faculty. Teachers are experts in their content areas and are committed to continuous growth through active participation in Professional Learning Communities (PLCs) and ongoing professional development.

Although staff turnover is low due to a strong and positive school culture, the campus regularly welcomes new staff members due to district growth and increasing enrollment. As a result, a comprehensive mentoring and onboarding program is in place to ensure new teachers receive the support they need to succeed.

Demographics Strengths

Students

- The diverse student body at Seven Lakes High School provides a rich, multicultural environment where students regularly interact with peers from around the world, gaining exposure to a wide variety of cultures, languages, and perspectives.
- Our students benefit from a highly educated and engaged parent community that places a strong emphasis on academic achievement and post-secondary success.

Staff

- New and developing teachers receive targeted support through campus-based Instructional Coaches and the First Year Teacher Mentor Program.
- Each department assigns dedicated mentors to guide and support teachers who are new to the campus.

- Our hiring process includes collaborative interview teams composed of campus administrators and teacher leaders to ensure a strong fit and shared vision.
- Teachers have access to high-quality professional development opportunities both on and off campus to support continuous growth.
- We prioritize excellence in hiring through an intentional and thorough search process aimed at recruiting the most qualified and mission-aligned candidates.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to provide greater assistance to immigrant students as they transition to a new country and new language.

Root Cause: English is not the language of origin for our ESL students; thus inhibiting their educational progress.

Problem Statement 2: Need to continue to hire staff that meet the social, emotional, and academic needs of our student population

Root Cause: Need to ensure that staff can relate to the diverse needs of our students.

Student Learning

Student Learning Summary

Seven Lakes High School delivers a rigorous, well-rounded, and engaging curriculum designed to prepare students for success in all post-secondary pathways—including college, the workforce, and the military. Our instructional programs are intentionally structured to develop critical thinking, creativity, collaboration, and communication skills that students will need in a rapidly evolving global economy.

We take great pride in our nationally recognized Advanced Placement (AP) and Dual Credit programs, which offer a wide variety of courses across multiple content areas. Students are not only challenged academically, but also provided the opportunity to earn college credit while still in high school—giving them a competitive edge and a head start on their post-secondary goals. Our AP and Dual Credit participation and success rates consistently exceed both state and national averages, reflecting our commitment to access, equity, and academic excellence.

Seven Lakes High School continues to lead both the district and the greater Houston area in academic performance. Year after year, we maintain the highest accountability ratings, and our students consistently achieve top-tier results on state and national assessments. We are proud to be ranked among the top five public high schools in the state of Texas—a distinction that reflects the dedication of our students, the expertise of our faculty, and the support of our community.

Student Learning Strengths

Campus Strengths

- **Exceptional Advanced Placement (AP) Program:**

Seven Lakes High School offers a comprehensive and well-developed Advanced Placement program that continues to expand in both access and success. Courses are taught by highly qualified educators trained and endorsed by the College Board. Our AP students consistently perform at an advanced level, with a significant percentage earning scores of 4 or higher—well above state and national averages. This reflects our commitment to academic excellence and college-level rigor.

- **Expanding Dual Credit Program:**

In addition to AP offerings, SLHS provides a growing dual credit program in partnership with Houston Community College. This program allows eligible students to earn both high school and college credit simultaneously, reducing the time and cost associated with postsecondary education. Our dual credit courses are carefully aligned with graduation requirements and designed to support a wide range of academic interests, from core subjects to career and technical education (CTE) pathways. Participation in dual credit continues to increase, especially among students seeking flexible, real-world college readiness options.

- **Rigorous Katy ISD Curriculum:**

Our academic foundation is grounded in the Katy ISD curriculum, known for its vertical alignment, high expectations, and emphasis on critical thinking and problem solving. The curriculum supports depth over breadth and is carefully designed to ensure continuity across grade levels and departments, preparing students for future academic and career success.

- **State Recognition and Distinctions:**

Since the introduction of the STAAR End-of-Course (EOC) exams, Seven Lakes High School has consistently earned an “A” accountability rating and all possible TEA Distinction Designations from the Texas Education Agency (2014–2022). These distinctions recognize academic achievement, student progress, closing performance gaps, and college readiness, further affirming our campus as a leader in public education in Texas.

- **Continued Growth in STAAR Performance Across All Student Groups:**

STAAR EOC passing rates have increased steadily over the past three years. All student subgroups—including English Learners, Special Education, and At-Risk

students—have shown meaningful academic progress. This reflects the success of our targeted intervention strategies, data-driven instruction, and commitment to equity in learning outcomes.

- **Comprehensive Co-Curricular and Extra-Curricular Programs:**

SLHS students thrive in a wide array of co-curricular and extracurricular programs. Our nationally recognized fine arts, UIL academic teams, and highly competitive athletics programs offer opportunities for students to excel beyond the classroom. With over 100 student-led clubs and organizations, students are encouraged to explore their passions, develop leadership skills, and contribute positively to campus culture.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELL performance on English II STAAR was 60% passing, compared to 93% for English II overall.

Root Cause: ELL students tend to struggle with the transition from sheltered English to general education classes with ESL support.

Problem Statement 2 (Prioritized): Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.)

Root Cause: Not all students enrolled in KAP and AP are appropriately placed.

Problem Statement 3 (Prioritized): College admissions success is high, but deeper career readiness and real-world learning vary by student.

Root Cause: Focus is heavily weighted toward elite college admissions vs. diverse postsecondary paths

Problem Statement 4 (Prioritized): While all students have access to devices, instructional technology integration is inconsistent and often used for substitution (note taking) rather than transformation (peer to peer collaboration).

Root Cause: Students report passive tech use (note-taking, PDF completion) instead of interactive learning

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction and Assessment

Seven Lakes High School is supported by a robust, vertically aligned curriculum developed by Katy ISD that emphasizes rigor, relevance, and real-world application. The curriculum is designed to prepare students for post-secondary success across all content areas. Teachers engage in purposeful collaboration through well-established **Professional Learning Communities (PLCs)**, where they unpack curriculum standards, align instruction, create common assessments, and analyze data to drive instructional decisions.

The use of **formative and summative assessments** developed within PLCs ensures consistency and quality in measuring student mastery. In addition, departments focus on intervention and enrichment strategies to support all learners, including those in Advanced Placement, special education, English Learners, and At-Risk groups.

Staff Recruitment and Retention

Seven Lakes High School is proud to employ a highly skilled and dedicated staff. Teachers are experts in their respective content areas and actively pursue opportunities for professional growth. The school maintains a strong culture of collaboration, mentorship, and continuous improvement through PLCs and ongoing staff development.

Staff recruitment is intentional and strategic. Interview teams, composed of campus administrators and teacher leaders, ensure that all candidates are aligned with the school's mission and values. New teachers are supported through a comprehensive induction program, which includes mentoring from department-level colleagues, support from instructional coaches, and access to district mentoring resources for first-year teachers. Retention is strong, with many educators choosing to remain at SLHS due to its professional culture and commitment to instructional excellence.

School Organization

Seven Lakes High School is organized to support student success both academically and beyond the classroom. The **master schedule** is designed to minimize course conflicts and allow students to fully engage in academic, fine arts, and extracurricular activities.

The campus offers a variety of academic support structures including: a fully implemented **Re-teach/Re-test policy** to allow students additional opportunities to master content.

Additionally, the **Principal's Leadership Academy** fosters student voice and leadership development, allowing students to engage in decision-making and contribute to shaping the school's culture and programs.

Technology Integration

Technology is fully embedded into the instructional framework at Seven Lakes High School. All students have access to **1:1 Chromebooks**, supporting personalized and digital learning across all subjects. Teachers use a range of digital tools and platforms to differentiate instruction, foster collaboration, and extend learning beyond the classroom.

Each classroom is equipped with **Smart Boards**, document cameras, and access to online learning platforms such as **Canvas**, the district's learning management system. Teachers use Canvas to organize instructional materials, communicate with students and parents, and deliver blended learning experiences.

The school also uses **GoGuardian**, a student device monitoring and classroom management platform. GoGuardian enables teachers to guide students' digital activity in real-time, ensuring focus and safety during online learning. It also supports digital citizenship and responsible use of technology.

Ongoing professional development ensures that staff remain current with evolving technology and are able to meaningfully integrate it into their instruction. The use of technology at SLHS enhances student engagement, supports academic achievement, and prepares students for success in a digitally connected world.

School Processes & Programs Strengths

Curriculum & Instruction and Assessment

- Seven Lakes High School provides robust instructional support through a team of dedicated Instructional Coaches who collaborate regularly with teachers to refine lesson design, differentiate instruction, and align curriculum to district and state standards.
 - Professional Learning Communities (PLCs) are well-established and highly effective. Teachers engage in regular, purposeful collaboration to plan instruction, analyze student data, create common assessments, and share best practices.
 - Campus and district budgets provide generous and equitable funding to all content areas, student organizations, and academic programs to ensure that instructional materials and resources are current and aligned with student needs.
 - Teachers are encouraged and supported to pursue high-quality professional development, including content-specific training, College Board workshops for Advanced Placement, and campus-based learning aligned to school goals.
 - Common formative and summative assessments are developed collaboratively in PLCs, ensuring alignment, consistency, and the use of assessment data to inform instruction and intervention.
 - Instructional technology is meaningfully embedded into classroom learning. Teachers use a variety of digital tools to enhance engagement, provide differentiation, and foster real-world application of academic content.
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Staff Recruitment and Retention

- SLHS supports new educators through a comprehensive induction program that includes campus Instructional Coaches, a district-assigned First Year Teacher Mentor, and department-level mentors to ensure instructional and cultural integration.
 - Teacher hiring is a shared process involving interview teams that include campus administrators and teacher leaders. This collaborative approach ensures that candidates align with the campus's values and instructional priorities.
 - Ongoing professional learning opportunities are available both on and off campus. Teachers are encouraged to pursue external workshops, certifications, and leadership development, supported by flexible scheduling and funding when available.
 - The campus is committed to an exhaustive and strategic hiring process to attract and retain high-quality educators who are content experts and student-centered.
 - A strong professional culture, low turnover rate, and continued enrollment growth necessitate consistent onboarding of new staff. As a result, mentoring and collaborative support systems are deeply embedded in campus structures.
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School Organization

- The campus master schedule is thoughtfully designed to maximize student access to core and elective courses while minimizing conflicts for extracurricular participation. This intentional planning allows students to be involved in multiple programs and academic tracks.
 - SLHS maintains a fully implemented re-teach/re-test policy, ensuring that students have the opportunity to revisit key concepts and demonstrate mastery in a timely and supportive manner.
 - The **Principal's Leadership Academy** offers a formal structure for student voice and leadership, allowing students to contribute to campus improvement initiatives, provide input on policies, and lead campus-wide projects.
-

Technology Integration

- Classrooms are equipped with Smart Boards, document cameras, and other digital instructional tools, allowing teachers to deliver dynamic, multimedia instruction. Teachers utilize **Canvas** as the primary learning management system to organize course content, communicate with students and parents, and provide 24/7 access to assignments, resources, and instructional materials.
- Technology is integrated across disciplines to support creativity, collaboration, and higher-order thinking, with ongoing training offered to enhance digital pedagogy and meaningful tech implementation.
- The 1:1 Chromebook model allows teachers to leverage a wide range of educational technology tools to differentiate instruction, integrate multimedia content, and foster student engagement in deeper learning experiences. It also supports flexible instructional models such as blended learning and online assessments.
- Ongoing training and support are provided to teachers through Instructional Technology Facilitators and professional development sessions focused on best practices in digital pedagogy.
- Technology is not used for its own sake, but as a tool to enhance instruction, increase access, and ensure students graduate with the digital literacy skills required for college, career, and global citizenship.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): High-performing environments can create stress and competition that impact student mental health and belonging.

Root Cause: Academic rigor and pressure to achieve leads to performance-based identity among students

Problem Statement 2 (Prioritized): Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility.

Root Cause: Young people are inherently in need to specific guidance and skills in these areas.

Problem Statement 3 (Prioritized): Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention.

Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.

Perceptions

Perceptions Summary

Stakeholder perception data collected from students, staff, and parents reflects an overall positive view of the culture, climate, and academic expectations at Seven Lakes High School. Survey results, focus groups, and informal feedback indicate that the campus is regarded as a safe, supportive, and academically rigorous environment.

Students report feeling challenged by the curriculum and well-prepared for college and post-secondary pathways. They value the availability of Advanced Placement, dual credit, and extracurricular programs. However, many also express concerns about academic pressure, time management, and stress—particularly among high-achieving students involved in multiple commitments.

Staff members describe the campus as collaborative, well-organized, and professionally supportive. Teachers appreciate the strong leadership, shared decision-making, and access to professional learning communities. While staff morale is generally high, some teachers noted a need for more protected time for collaboration and concerns about workload balance due to growing enrollment and student needs.

Parents view the school as academically excellent and well-managed. They recognize and support the campus's high standards and student achievement. Families appreciate clear communication and structured academic planning but have expressed a desire for increased attention to student wellness, diversity and inclusion, and earlier interventions for struggling students.

Overall, stakeholder feedback suggests a high level of satisfaction with the school's academic and organizational structures, along with a desire for continued growth in the areas of student well-being, academic equity, early intervention, and real-world readiness.

Perceptions Strengths

Family and Community Involvement

Seven Lakes High School fosters strong, collaborative relationships between families, community members, and the school through a wide range of engagement opportunities. These connections are essential to the overall success and support of our students.

- The school benefits from highly active parent organizations, including booster clubs and the PTSA, which play a vital role in supporting academics, athletics, and fine arts programs.
- Families are regularly invited to provide input and feedback through meetings, events, and other engagement platforms.
- Effective and consistent communication with families and the broader community is maintained through multiple channels, including eNews, the school website, Facebook, Twitter, and Remind.
- Specific programming and outreach efforts are in place to welcome and support students who are new to Katy ISD and Seven Lakes High School.
- A notable point of pride is that 100% of the SLHS staff are members of the campus PTSA, reflecting a shared commitment to family-school partnerships.

School Climate and Culture

Seven Lakes High School maintains a positive, student-centered culture that prioritizes respectful relationships, personal growth, and a safe learning environment.

- Staff are encouraged to participate in the annual Pulse Survey to ensure continuous feedback and improvement in campus climate.
- The *Character Strong* program, implemented since 2018, continues to be a cornerstone of the school's commitment to fostering character development and social-emotional learning.
- The Shield Team initiative enhances staff visibility and supervision during unstructured times, promoting safety and positive behavior throughout the campus.
- The campus experiences low rates of major disciplinary incidents, indicative of a respectful and well-managed school environment.
- Strong, positive relationships between students and staff are foundational to the school culture, contributing to high levels of student engagement and support.
- A student-centered philosophy guides decision-making and programming, ensuring that every initiative supports student growth and success.
- The school cultivates a spirit of service and civic responsibility through programs such as *Spartans Out Serving*, reinforcing students' understanding of the value of community involvement.
- Family and community engagement also plays an important role in campus culture, reinforcing a shared commitment to excellence through active booster clubs and parent partnerships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students academic integrity continues to be an issue.

Root Cause: Pressure from community to be top ten, valedictorian, salutatorian in a high performing environment

Priority Problem Statements

Problem Statement 1: High-performing environments can create stress and competition that impact student mental health and belonging.

Root Cause 1: Academic rigor and pressure to achieve leads to performance-based identity among students

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: While all students have access to devices, instructional technology integration is inconsistent and often used for substitution (note taking) rather than transformation (peer to peer collaboration).

Root Cause 2: Students report passive tech use (note-taking, PDF completion) instead of interactive learning

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention.

Root Cause 3: MTSS practices vary across departments and rely heavily on individual teachers.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility.

Root Cause 4: Young people are inherently in need to specific guidance and skills in these areas.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.)

Root Cause 5: Not all students enrolled in KAP and AP are appropriately placed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: College admissions success is high, but deeper career readiness and real-world learning vary by student.

Root Cause 6: Focus is heavily weighted toward elite college admissions vs. diverse postsecondary paths

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- 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-P ESS data

Parent/Community Data





- Community surveys and/or other feedback

Goals

Revised/Approved: August 29, 2025

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

Performance Objective 1: Establish structures that support a collaborative, flexible, safe, and respectful learning environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant principals will create a school wide discipline matrix for student management and communicate expectations to all students at the beginning and the middle of the school year in grade level assemblies.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain and facilitate the Principal's Leadership Council to better connect student groups and activities throughout the building; the group will also be focused on leadership development</p> <p>Problem Statements: School Processes & Programs 2</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
<p>Problem Statement 2: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. Root Cause: Young people are inherently in need to specific guidance and skills in these areas.</p>

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

Performance Objective 2: By the end of the 2025-2026 school year, Seven Lakes High School will reduce academic integrity violations.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Embed Character Strong lessons and student-led discussions into enrichment monthly, with a campus-wide focus on academic integrity, empathy, conflict resolution, and personal responsibility.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish and implement standardized campus-wide testing procedures across all departments-- secure assessment formats (e.g., browser lockdowns), and clearly communicated honor code expectations--to reinforce academic integrity and reduce opportunities for misconduct during assessments.</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Leverage GoGuardian to monitor digital activity, support real-time interventions, and provide teachers with actionable insights to promote academic honesty in online and blended learning environments.</p> <p>Strategy's Expected Result/Impact: reduced cheating online</p> <p>Staff Responsible for Monitoring: admin, teachers, ICs</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





School Processes & Programs

Problem Statement 2: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. **Root Cause:** Young people are inherently in need to specific guidance and skills in these areas.

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

Performance Objective 3: Reduce the number of student tardies by 20% by the end of the school year through consistent enforcement, student accountability measures, and increased parent communication.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Assign hallway supervision duties strategically during high-traffic times to encourage on-time arrival and limit loitering. (Shield Duty)</p> <p>Strategy's Expected Result/Impact: Decreased in total tardies by period</p> <p>Fewer chronic offenders</p> <p>Staff Responsible for Monitoring: Admin, security, staff</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze tardy data weekly in AP huddles to identify patterns and assign follow-up interventions to specific grade-level teams.</p> <p>Strategy's Expected Result/Impact: Decrease tardies</p> <p>Staff Responsible for Monitoring: admin, security</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Leverage the extended 7-minute passing period to improve student flow, reduce hallway congestion, and enhance supervision, thereby supporting punctuality.</p> <p>Strategy's Expected Result/Impact: Lower tardies</p> <p>Staff Responsible for Monitoring: administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	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 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. Root Cause: Young people are inherently in need to specific guidance and skills in these areas.</p> <p>Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.</p>

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

Performance Objective 4: Increase the timeliness and effectiveness of campus responses to student behavior, safety, and academic support needs through weekly administrative team collaboration and data analysis.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement weekly Assistant Principal Huddles to monitor trends in discipline, attendance, academic progress, and campus safety, ensuring timely and coordinated interventions.</p> <p>Strategy's Expected Result/Impact: Reduced response time to student concerns, Increased coordination of support across grade levels, Improvement in student behavior, attendance, or academic performance, Positive staff feedback on communication and support</p> <p>Staff Responsible for Monitoring: administration</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase instructional time and reduce hallway disruptions by supporting consistent teacher use of eHallpass and zone color passes, ensuring student movement is purposeful, time-bound, and aligned with campus expectations.</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. Root Cause: Young people are inherently in need to specific guidance and skills in these areas.</p>

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

Performance Objective 5: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Bullying student safety survey.





Strategy 1 Details	Reviews			
<p>Strategy 1: Leverage CharacterStrong during enrichment periods to teach and reinforce violence prevention and bullying prevention, while extending communication and engagement to parents and staff.</p> <p>Strategy's Expected Result/Impact: Bullying awareness and prevention.</p> <p>Staff Responsible for Monitoring: Admin; Dept chairs</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. Root Cause: Young people are inherently in need to specific guidance and skills in these areas.</p>

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

Performance Objective 6: By May 2026, increase student sense of belonging and perceived mental health support by 10% as measured by student climate and wellness surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a schoolwide mental health and belonging initiative that fosters SEL practices, stress management resources, and inclusive community-building activities (Student non-curricular clubs).</p> <p>Strategy's Expected Result/Impact: Student safety survey shows a 10% improvement in responses related to belonging and mental health support.</p> <p>Staff Responsible for Monitoring: admin, LSSP, counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Organize "No Homework Nights" to reduce pressure and promote social interaction.</p> <p>Strategy's Expected Result/Impact: Student safety survey shows a 10% improvement in responses related to belonging and mental health support.</p> <p>Staff Responsible for Monitoring: admin, counselors, LSSP</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 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: High-performing environments can create stress and competition that impact student mental health and belonging. Root Cause: Academic rigor and pressure to achieve leads to performance-based identity among students</p>

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

Performance Objective 1: HB3: The percent of Seven Lakes High School students who achieve the CCMR target will increase to 94% by July 2026.

HB3 Goal





Strategy 1 Details	Reviews			
Strategy 1: Include a CCMR progress report in student goal-setting conferences. Strategy's Expected Result/Impact: Increased CCMR awareness and opportunity to intervene early Staff Responsible for Monitoring: CCF, Admin, ICs, DCs Problem Statements: Student Learning 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increased participation and success in TSI, dual credit, AP, and certification programs. Strategy's Expected Result/Impact: increased CCMR indicators Staff Responsible for Monitoring: CCF, Admin, ICs, DCs Problem Statements: Student Learning 3	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:

Student Learning
Problem Statement 3: College admissions success is high, but deeper career readiness and real-world learning vary by student. Root Cause: Focus is heavily weighted toward elite college admissions vs. diverse postsecondary paths

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

Performance Objective 2: The number of students completing a Dual Credit or Advanced Placement course will increase over the previous year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure additional Dual credit courses are offered to students based on course selection and promote embedded staff credentialing.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in dual credit classes targetting students who do not typically take advanced courses.</p> <p>Staff Responsible for Monitoring: Associate Principal, Principal</p> <p>Problem Statements: Student Learning 3</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
<p>Problem Statement 3: College admissions success is high, but deeper career readiness and real-world learning vary by student. Root Cause: Focus is heavily weighted toward elite college admissions vs. diverse postsecondary paths</p>

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

Performance Objective 3: By May 2026, Seven Lakes High School will improve student academic and behavioral outcomes by implementing a campus-wide MTSS framework.

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a campus intervention team responsible for reviewing data, identifying students in need of Tier 2 or 3 supports, assigning interventions, and tracking progress using eStar.</p> <p>Staff Responsible for Monitoring: Testing coordinator, MTSS coordinator and grade level admin, counselors, and instructional coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.</p>

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

Performance Objective 4: SLHS will exceed state averages for all student groups in student achievement and progress.

Evaluation Data Sources: EOC scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform teachers of the English language proficiency levels of the emergent bilingual students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic performance of EBs and LEP students.</p> <p>Staff Responsible for Monitoring: ESL facilitator, ICs/content Leads, LPAC admin</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.</p>

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: SLHS teachers will analyze EOC, formative and summative data to increase student mastery of lesson objectives.

Evaluation Data Sources: AWARE and EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Require bi-weekly PLC meetings to review common assessment data.</p> <p>Strategy's Expected Result/Impact: Consistent use of data to inform instructional decisions and personalize student support.</p> <p>Staff Responsible for Monitoring: ICs, DCs, Team Leads</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Coaches and Content Leads will model data analysis conversations, assist in identifying root causes of student misconceptions, and support teachers in adjusting lesson plans accordingly.</p> <p>Strategy's Expected Result/Impact: Increased student mastery of lesson objectives as evidenced by growth on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: ICs, DCs, Team Leads, Classroom Teachers</p> <p>Problem Statements: Student Learning 2</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
<p>Problem Statement 2: Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.) Root Cause: Not all students enrolled in KAP and AP are appropriately placed.</p>

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: Student growth measures will increase by at least 2% from prior year EOC. SLHS will successfully meet all indicators in all components of Domain III: Closing the Gaps

Evaluation Data Sources: EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Content Leads, DCs and Team Leads will meet with English I,II, Algebra I, Biology and US History teachers to share objectives students struggled and offer instructional ideas for improvement.</p> <p>Strategy's Expected Result/Impact: Progress measure growth increase</p> <p>Staff Responsible for Monitoring: Associate Principal, Content Lead, Team Leads and IC</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use data to group students for targeted small-group instruction during tutorials and/or enrichment time.</p> <p>Strategy's Expected Result/Impact: Improved EOC performance across all tested subjects.</p> <p>Staff Responsible for Monitoring: ICs, DCs, Classroom teachers</p> <p>Problem Statements: School Processes & Programs 3</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
<p>Problem Statement 2: Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.) Root Cause: Not all students enrolled in KAP and AP are appropriately placed.</p>
School Processes & Programs
<p>Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.</p>





Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 3: By June 2026, all passing standards will remain the same, or increase from the previous year. Mastering scores will be comparable to the percentage of students taking KAP courses.

Evaluation Data Sources: Classroom assessments, DLA, STAAR EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative teamwork for instructional planning to include; Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue with emphasis on development of an instructional plan/Action Plan based on data</p> <p>Strategy's Expected Result/Impact: Implementation: PLC discussions and walk-through observations confirming that teachers are shifting from traditional individual data analysis to group data analysis reflected in classroom instruction</p> <p>Impact: Improvement in the reliability of data and its impact on PLC teams</p> <p>Staff Responsible for Monitoring: DC's and IC's</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutorial pullout sessions for students who do not meet the minimum standard of 80% in KAP classes.</p> <p>Strategy's Expected Result/Impact: Student data</p> <p>Staff Responsible for Monitoring: IC, Classroom Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Summer School Program for all students who did not meet state standards on all STAAR EOC tested areas.</p> <p>Strategy's Expected Result/Impact: Student data</p> <p>Staff Responsible for Monitoring: IC, Classroom teachers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize all online learning resources for ESOL students to access technology applications related to English language acquisition.</p> <p>Strategy's Expected Result/Impact: Student data</p> <p>Staff Responsible for Monitoring: ESOL teachers, IC</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Laptop computers - 263 - Title III-A Immigrant</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing</p> <p>Strategy's Expected Result/Impact: Student data, reading levels</p> <p>Staff Responsible for Monitoring: Classroom teachers, IC</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students utilize campus retest policy to improve understanding and mastery of TEKS</p> <p>Strategy's Expected Result/Impact: Student data</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Continue to use lead teacher for the ESL team to focus on paperwork, accommodations, and LPAC meetings Strategy's Expected Result/Impact: Increase student support in ESL classes Staff Responsible for Monitoring: ESL Team Lead Problem Statements: School Processes & Programs 3	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 3 Problem Statements:

Student Learning
Problem Statement 2: Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.) Root Cause: Not all students enrolled in KAP and AP are appropriately placed.
School Processes & Programs
Problem Statement 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 4: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Administrators Physical Education Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June




Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: High-performing environments can create stress and competition that impact student mental health and belonging. Root Cause: Academic rigor and pressure to achieve leads to performance-based identity among students</p>

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: Teachers will meaningfully integrate technology into daily instruction to enhance student engagement, personalize learning, and develop digital literacy, while implementing strategies to uphold academic integrity and responsible digital citizenship.

Strategy 1 Details	Reviews			
Strategy 1: Offer tiered technology PD: Beginner to advanced tech integration sessions for teachers. Problem Statements: Student Learning 4	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Offer micro technology professional development sessions: Quick 15-30 minute learning during planning or PLC time or lunch and learns to enhance teacher technology literacy. Strategy's Expected Result/Impact: Increased tech use in the classroom Staff Responsible for Monitoring: admin, ICs, CTD Problem Statements: Student Learning 4	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Encourage lesson study or peer coaching to review and refine tech use. Problem Statements: Student Learning 4	Formative			Summative
	Oct	Feb	Apr	June
				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: While all students have access to devices, instructional technology integration is inconsistent and often used for substitution (note taking) rather than transformation (peer to peer collaboration). Root Cause: Students report passive tech use (note-taking, PDF completion) instead of interactive learning





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

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

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

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

Performance Objective 2: Refine a plan to provide high quality professional development that fosters growth and supports all teachers and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a Peer Learning Walk Program to build a professional learning culture through classroom observation, reflection, and shared best practices.</p> <p>Strategy's Expected Result/Impact: increased collaboration and teacher instructional practices</p> <p>Staff Responsible for Monitoring: admin, ICs, content leads and department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a structured system to promote, support, and recognize teacher engagement in off-campus professional development that enhances instructional practices and content expertise.</p> <p>Strategy's Expected Result/Impact: Staff implementation of new strategies from training.</p> <p>Staff Responsible for Monitoring: admin, ICs, content leads and department chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</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
<p>Problem Statement 2: Student growth performance needs to align to level of course students are enrolled (students enrolled in KAP English, KAP Biology and AP US History should score at the Masters level.) Root Cause: Not all students enrolled in KAP and AP are appropriately placed.</p>

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

Performance Objective 3: All ELA teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: State certifications





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide information to staff regarding necessary training and professional development to have all ELA teachers complete their ESL certification within the first year of teaching at SLHS.</p> <p>Strategy's Expected Result/Impact: ESL certification obtained</p> <p>Staff Responsible for Monitoring: ESL team lead, admin, KISD ESL Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 3</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 3: Despite high performance overall, some students struggle academically, socially, or behaviorally without timely, tiered intervention. Root Cause: MTSS practices vary across departments and rely heavily on individual teachers.</p>

Goal 6: Strategic Design Goal 8: KISD 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: SLHS will identify existing parent, family and community engagement programs on campus, and explore opportunities to involve a greater number of stakeholders on campus that have lower engagement rates.

Strategy 1 Details	Reviews			
<p>Strategy 1: SLHS will provide at least 1 parent engagement activities specific to the parents of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: increase family engagement</p> <p>Staff Responsible for Monitoring: ESL facilitator, ESL team, CCF, Counselors, LPAC admin</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
<p>Problem Statement 1: High-performing environments can create stress and competition that impact student mental health and belonging. Root Cause: Academic rigor and pressure to achieve leads to performance-based identity among students</p>

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
3	3	1	Utilize collaborative teamwork for instructional planning to include; Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue with emphasis on development of an instructional plan/Action Plan based on data
3	3	2	Tutorial pullout sessions for students who do not meet the minimum standard of 80% in KAP classes.
3	3	3	Implement Summer School Program for all students who did not meet state standards on all STAAR EOC tested areas.
3	3	4	Utilize all online learning resources for ESOL students to access technology applications related to English language acquisition.
3	3	5	Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing

State Compensatory

Budget for Seven Lakes High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Seven Lakes High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	1

Campus Funding Summary

263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	4	Laptop computers		\$0.00
Sub-Total					\$0.00

The percent of **Seven Lakes High School** students who achieve the CCMR target will increase from **93% to 95%** by July 2029.

Seven Lakes HS Goals CCMR		2024	2025	2026	2027	2028	2029	
		Actual Scaled	94	93				
		Actual Component	93%	92%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	93%	94%	94%	95%	95%
		Met Component Goal	-	N				

Seven Lakes HS Targets CCMR		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB/EL	% EB/EL	
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	57	77%	225	88%	305	93%	1	100%	264	97%	-	-	23	96%	63	90%	189	81%	144	85%
		2025 Target		87%																91%		
		2025 Actual	62	84%	236	88%	281	93%	-	-	285	96%	1	100%	24	88%	55	91%	190	78%	249	87%
		Met Target		N																N		
		2026 Target		94%																88%		