Katy Independent School District

Seven Lakes High School

2026-2027 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.

Table of Contents

Comprehensive Needs Assessment 4
Needs Assessment Overview 4
Needs Assessment Overview 4
Student Wellness, Belonging, and Mental Health Supports 4
Academic Integrity, Character Development, and Student Responsibility 4
Multi-Tiered Systems of Support and Student Intervention 4
Support for an Increasingly Diverse and At-Risk Student Population 4
Leadership Capacity and Continuous Improvement 5
Demographics 6
Student Learning 8
School Processes & Programs 10
Curriculum & Instruction and Assessment 10
Staff Recruitment and Retention 11
School Organization 11
Technology Integration 11
Perceptions 13
Family and Community Involvement 13
School Climate and Culture 14
Priority Problem Statements 16
Comprehensive Needs Assessment Data Documentation 18
Goals 20
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff. 20
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 30
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. 37
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. 45
Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support and retain high quality staff members. 46
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. 49
Additional Targeted Support Strategies 51
State Compensatory 52
Budget for Seven Lakes High School 52
Personnel for Seven Lakes High School 52
Campus Funding Summary 53

Comprehensive Needs Assessment

Revised/Approved: August 14, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview

Seven Lakes High School continues to be recognized for its tradition of academic excellence, exceptional extracurricular opportunities, strong organizational systems, and highly engaged families and community partners. The campus maintains a positive school culture characterized by high expectations, collaborative professional practices, and a commitment to preparing students for success in college, career, and life. Data analysis, stakeholder feedback, campus performance trends, and continuous improvement efforts indicate that while the campus demonstrates numerous strengths, several areas have been identified for continued growth and refinement.

Student Wellness, Belonging, and Mental Health Supports

Stakeholder feedback consistently reflects a positive school climate and strong academic culture; however, students continue to report challenges associated with balancing rigorous academic expectations, extracurricular commitments, and postsecondary aspirations. As student academic, social, and emotional needs become increasingly complex, the campus has identified opportunities to strengthen systems that promote student wellness, resilience, connectedness, and access to support services. Continued emphasis on mental health awareness, relationship-building, and proactive intervention will help ensure that all students feel supported, valued, and connected to the school community.

Academic Integrity, Character Development, and Student Responsibility

The campus remains committed to fostering a culture of integrity, responsibility, and ethical decision-making. While students consistently demonstrate high levels of achievement and engagement, incidents involving academic integrity indicate a continued need to reinforce expectations related to honesty, accountability, and responsible decision-making. The highly competitive academic environment and strong postsecondary aspirations of students highlight the importance of providing ongoing instruction, support, and opportunities for reflection related to character development, ethical conduct, and personal responsibility.

Multi-Tiered Systems of Support and Student Intervention

The campus has made significant progress in establishing a structured MTSS process, including systematic identification of students requiring intervention through six-week review cycles and collaborative intervention planning. As student needs continue to evolve and the at-risk population grows, the campus will focus on strengthening implementation fidelity, progress monitoring, and staff capacity to effectively utilize data to support academic, behavioral, and social-emotional interventions. Building the leadership capacity of PLC facilitators, department chairs, and teacher leaders will be critical to ensuring consistent and effective intervention practices across the campus.

Support for an Increasingly Diverse and At-Risk Student Population

Seven Lakes High School continues to experience growth in the number of students identified as at-risk, creating increased demand for targeted academic, behavioral, and social-emotional supports. While the campus maintains strong systems and resources, additional professional learning and collaborative structures are needed to ensure staff are equipped to effectively address the diverse needs of all learners. Continued refinement of intervention systems and staff training will support equitable access to opportunities and positive

outcomes for all student groups.

Leadership Capacity and Continuous Improvement

As the campus continues to grow and student needs become more complex, there is an opportunity to further develop leadership capacity among department chairs, PLC facilitators, and teacher leaders. Strengthening leadership skills related to data analysis, intervention planning, instructional support, and collaborative problem-solving will enhance the effectiveness of campus systems and support sustained continuous improvement efforts. Developing leadership at all levels of the organization will help ensure consistency, responsiveness, and long-term success in meeting the needs of students and staff.

Overall, Seven Lakes High School is well-positioned for continued success due to its strong culture, dedicated staff, engaged stakeholders, and commitment to continuous improvement. The campus will build upon its many strengths while focusing on student wellness, intervention systems, academic integrity, and leadership development to ensure that every student has the support necessary to thrive academically, socially, and emotionally.

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 2026-2027 school year, the campus serves approximately 3,700 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: An increasing number of students require social-emotional and mental health support services that impact academic performance, attendance, and student well-being.
Root Cause: Increased academic pressures and growing awareness of mental health needs have led to higher demand for counseling and intervention services.

Problem Statement 2 (Prioritized): The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being.
Root Cause: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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 (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 2 (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 3 (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

Seven Lakes High School benefits from a strong foundation of instructional excellence, collaborative professional learning, and comprehensive support systems that contribute to high levels of student achievement and staff effectiveness. The campus maintains well-established Professional Learning Communities (PLCs), a robust instructional coaching model, and a commitment to providing equitable resources that support rigorous curriculum, meaningful assessment practices, and innovative instructional delivery. Teachers regularly collaborate to analyze student performance data, align instruction, and implement interventions that promote student success.

The campus has also established effective systems for recruiting, onboarding, and retaining high-quality educators. New staff members receive comprehensive support through mentoring programs, instructional coaching, and ongoing professional learning opportunities. A positive professional culture and shared leadership model contribute to strong staff retention and continued organizational stability despite enrollment growth.

Seven Lakes High School demonstrates significant strengths in school organization and technology integration. Strategic scheduling maximizes student access to academic and extracurricular opportunities, while a fully implemented re-teach/re-test process supports student mastery of essential learning standards. Technology resources, including a 1:1 Chromebook environment, Canvas learning management system, Smart Boards, and ongoing digital learning support, enhance instructional effectiveness and student engagement across all content areas.

As the campus continues to grow and address increasingly diverse student needs, an opportunity exists to further strengthen the capacity of department chairs, PLC facilitators, and teacher leaders to lead continuous improvement efforts. Developing leadership skills related to data analysis, instructional coaching, collaborative problem-solving, and implementation of campus initiatives will help ensure consistency across teams and increase the effectiveness of campus systems. Continued investment in leadership development will support the campus's ability to sustain high levels of performance while addressing emerging academic, behavioral, and social-emotional needs, including the growing population of at-risk students.

Overall, Seven Lakes High School is well-positioned for continued success due to its strong instructional framework, collaborative culture, commitment to innovation, and focus on developing leadership capacity at all levels of the organization.

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.

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.

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): As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being.
Root Cause: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

Problem Statement 2 (Prioritized): As student needs continue to evolve, there is an opportunity to strengthen student development in the areas of academic integrity, respectful social interactions, and personal responsibility to support a positive learning environment and college, career, and life readiness.
Root Cause: Students benefit from ongoing, intentional instruction and reinforcement of character, citizenship, and social-emotional skills, and campus systems can be strengthened to provide consistent expectations and learning experiences across all grade levels and programs.

Problem Statement 3 (Prioritized): As student needs become increasingly complex, the campus must strengthen systems for identifying, monitoring, and supporting students requiring academic, behavioral, and social-emotional interventions.
Root Cause: Additional support and capacity-building for teachers, PLC facilitators, and team leaders are needed to ensure consistent implementation of MTSS processes, effective use of student data, and timely intervention planning across the campus.

Problem Statement 4 (Prioritized): As campus instructional and student-support needs continue to evolve, Seven Lakes High School must strengthen the instructional leadership capacity of teachers, team leaders, department chairs, and PLC facilitators to support consistent implementation of effective instructional practices and continuous improvement.
Root Cause: Continued professional learning, peer observation, coaching, and collaborative leadership opportunities are needed to build staff capacity, strengthen instructional practice, and ensure consistency across departments and professional learning communities.

Perceptions

Perceptions Summary

Stakeholder perception data collected from students, staff, and parents continues to reflect an overwhelmingly positive view of the culture, climate, and academic excellence at Seven Lakes High School. Survey results, focus groups, campus committees, and informal feedback indicate that stakeholders view the campus as a safe, supportive, and high-performing learning environment that prepares students for success beyond high school.

Students consistently report high levels of engagement in academic, extracurricular, and leadership opportunities and value the rigorous coursework, Advanced Placement offerings, and diverse activities available on campus. At the same time, student feedback suggests an increasing need to support wellness, resilience, and a sense of belonging as students balance demanding academic expectations, extracurricular commitments, and postsecondary aspirations.

Staff members describe the campus as collaborative, student-centered, and focused on continuous improvement. Teachers value the strong professional culture, effective Professional Learning Communities, instructional coaching support, and shared leadership opportunities. As student needs become increasingly complex and the at-risk population continues to grow, staff have identified a need for additional professional learning and collaborative structures to strengthen their capacity to support students academically, behaviorally, and socially-emotionally through consistent implementation of intervention systems and support practices.

Parents continue to express confidence in the campus's commitment to academic excellence, student achievement, and effective communication. Families appreciate the wide range of academic and extracurricular opportunities available to students and recognize the campus's efforts to prepare students for college and career success. Parent feedback also indicates a desire for continued emphasis on student wellness, academic integrity, early intervention systems, and supports that help students navigate the pressures associated with a highly competitive academic environment.

Overall, stakeholder feedback demonstrates a high level of satisfaction with the campus's academic programs, organizational structures, and school culture. Areas identified for continued growth include strengthening student wellness and mental health supports, promoting academic integrity and ethical decision-making, enhancing student connectedness and belonging, refining intervention systems through MTSS, and building leadership capacity among teachers and team leaders to support continuous improvement efforts across the campus.

Perceptions Strengths

Family and Community Involvement

Seven Lakes High School values strong partnerships among families, community members, and school personnel as essential components of student success. The campus is committed to fostering meaningful engagement opportunities that promote collaboration, communication, and shared responsibility for supporting the academic, social, emotional, and extracurricular development of all students.

The school benefits from exceptional family and community support through highly active organizations, including the PTSA, booster clubs, business partners, and community volunteers. These partnerships provide valuable resources, advocacy, and enrichment opportunities that enhance the student experience and contribute to the continued success of campus programs.

Families are encouraged to actively participate in the life of the school through a variety of engagement opportunities, including informational meetings, parent education events, campus committees, student showcases, and feedback opportunities. Stakeholder input is regularly utilized to inform campus decisions and continuous improvement efforts.

The campus maintains consistent, transparent, and timely communication with families through multiple platforms, including eNews, the school website, social media, Canvas,

Remind, and other district communication tools. These communication systems help ensure that families remain informed, connected, and engaged in their students' educational experiences.

Recognizing the importance of building strong relationships from the outset, Seven Lakes High School provides targeted outreach and transition support for students and families who are new to Katy ISD and the Seven Lakes community. These efforts help promote a welcoming environment and facilitate successful integration into campus programs and activities.

Family partnerships also play a critical role in supporting student wellness, academic achievement, attendance, and postsecondary readiness. The campus continues to seek opportunities to strengthen collaboration with families to ensure that students receive consistent support both at school and at home.

A notable point of pride is the commitment of the faculty and staff to family engagement, as 100% of Seven Lakes High School staff maintain membership in the campus PTSA. This achievement reflects a shared dedication to fostering positive school-family relationships and advancing a culture of collaboration, trust, and student-centered excellence.

Seven Lakes High School maintains a strong tradition of family and community involvement and remains committed to expanding meaningful partnerships that support student success, strengthen school connectedness, and contribute to a thriving learning community.

School Climate and Culture

Seven Lakes High School fosters a positive, student-centered culture grounded in high expectations, meaningful relationships, and a commitment to the academic, social, and emotional well-being of every student. The campus strives to create an environment where students feel safe, supported, connected, and empowered to achieve their full potential.

The campus actively seeks stakeholder feedback through annual surveys, focus groups, campus committees, and other feedback mechanisms to continuously evaluate and strengthen school climate, organizational effectiveness, and student experiences. This commitment to continuous improvement ensures that stakeholder voices remain central to campus decision-making.

Strong relationships between students and staff remain a cornerstone of the Seven Lakes culture. Faculty and staff intentionally work to build connections with students, recognizing that positive relationships contribute to increased engagement, academic success, resilience, and a sense of belonging.

The Shield Team initiative continues to promote a safe and orderly campus environment through increased staff visibility, proactive supervision, and positive interactions with students during unstructured times. As a result, the campus maintains low rates of serious disciplinary incidents while emphasizing prevention, intervention, and restorative approaches to student support.

Recognizing the evolving academic, social, and emotional needs of students, the campus continues to strengthen systems that support student wellness, mental health awareness, and school connectedness. Through collaboration among teachers, counselors, administrators, and support staff, students are provided access to resources and interventions designed to promote both personal well-being and academic success.

Student leadership and voice are intentionally cultivated through organizations and programs such as the Principal's Leadership Academy, student advisory groups, and campus service initiatives. These opportunities empower students to contribute to school improvement efforts, develop leadership skills, and strengthen their connection to the school community.

The campus also promotes character development, ethical decision-making, and civic responsibility through service-learning opportunities, including Spartans Out Serving and numerous student-led organizations that support local and global causes. These experiences help students develop empathy, leadership, and a commitment to serving others.

Family and community partnerships remain an essential component of the Seven Lakes culture. Active parent organizations, booster clubs, community partners, and volunteers collaborate with the campus to support student achievement, enrich extracurricular opportunities, and reinforce a shared commitment to excellence, integrity, and student success.

Overall, Seven Lakes High School continues to maintain a culture of excellence while focusing on strengthening student belonging, wellness, leadership development, and academic integrity to meet the evolving needs of its growing and diverse student population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite high levels of academic achievement, the campus continues to experience incidents of academic dishonesty, highlighting the need to promote a culture of integrity, responsibility, and ethical academic practices.
Root Cause: The highly competitive academic environment and emphasis on academic achievement can create pressure for some students, increasing the need for explicit instruction, reinforcement, and support related to academic integrity and ethical decision-making.

Priority Problem Statements

Problem Statement 1: As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being.

Root Cause 1: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: As student needs become increasingly complex, the campus must strengthen systems for identifying, monitoring, and supporting students requiring academic, behavioral, and social-emotional interventions.

Root Cause 2: Additional support and capacity-building for teachers, PLC facilitators, and team leaders are needed to ensure consistent implementation of MTSS processes, effective use of student data, and timely intervention planning across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: As student needs continue to evolve, there is an opportunity to strengthen student development in the areas of academic integrity, respectful social interactions, and personal responsibility to support a positive learning environment and college, career, and life readiness.

Root Cause 3: Students benefit from ongoing, intentional instruction and reinforcement of character, citizenship, and social-emotional skills, and campus systems can be strengthened to provide consistent expectations and learning experiences across all grade levels and programs.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 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 4: Not all students enrolled in KAP and AP are appropriately placed.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: College admissions success is high, but deeper career readiness and real-world learning vary by student.

Root Cause 5: Focus is heavily weighted toward elite college admissions vs. diverse postsecondary paths

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being.

Root Cause 6: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Despite high levels of academic achievement, the campus continues to experience incidents of academic dishonesty, highlighting the need to promote a culture of integrity, responsibility, and ethical academic practices.

Root Cause 7: The highly competitive academic environment and emphasis on academic achievement can create pressure for some students, increasing the need for explicit instruction, reinforcement, and support related to academic integrity and ethical decision-making.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 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 8: Students report passive tech use (note-taking, PDF completion) instead of interactive learning

Problem Statement 8 Areas: Student Learning

Problem Statement 9: As campus instructional and student-support needs continue to evolve, Seven Lakes High School must strengthen the instructional leadership capacity of teachers, team leaders, department chairs, and PLC facilitators to support consistent implementation of effective instructional practices and continuous improvement.

Root Cause 9: Continued professional learning, peer observation, coaching, and collaborative leadership opportunities are needed to build staff capacity, strengthen instructional practice, and ensure consistency across departments and professional learning communities.

Problem Statement 9 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 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices and high yield strategies
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Revised/Approved: June 11, 2026

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.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** A consistent schoolwide understanding of behavioral expectations will be established, resulting in improved student accountability, fewer behavioral infractions, and a positive learning environment. **Staff Responsible for Monitoring:** Principal, Associate Principal, APs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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 **Strategy's Expected Result/Impact:** Student leaders will increase collaboration among campus organizations, strengthen student voice in school improvement efforts, and promote a more connected and inclusive school culture. **Staff Responsible for Monitoring:** Principal, APs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.
School Processes & Programs
Problem Statement 2: As student needs continue to evolve, there is an opportunity to strengthen student development in the areas of academic integrity, respectful social interactions, and personal responsibility to support a positive learning environment and college, career, and life readiness. **Root Cause**: Students benefit from ongoing, intentional instruction and reinforcement of character, citizenship, and social-emotional skills, and campus systems can be strengthened to provide consistent expectations and learning experiences across all grade levels and programs.

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 2026-2027 school year, Seven Lakes High School will reduce academic integrity violations.

High Priority

Evaluation Data Sources: Referral data, Teacher data, Admin observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Embed character lessons and student-led discussions into enrichment monthly, with a campus-wide focus on academic integrity, empathy, conflict resolution, and personal responsibility. **Strategy's Expected Result/Impact:** Students will demonstrate increased understanding of academic integrity, personal responsibility, and ethical decision-making, resulting in fewer academic misconduct incidents. **Staff Responsible for Monitoring:** APs, Teacher leaders, counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Consistent testing procedures will reduce opportunities for academic misconduct and promote a culture of fairness, accountability, and academic integrity. **Staff Responsible for Monitoring:** Admin, Instructional leadership, teachers **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: A reduction in documented incidents of academic dishonesty in online and blended assessments. **Strategy's Expected Result/Impact:** A reduction in documented incidents of academic dishonesty in online and blended assessments. **Staff Responsible for Monitoring:** admin, teachers, ICs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: As student needs continue to evolve, there is an opportunity to strengthen student development in the areas of academic integrity, respectful social interactions, and personal responsibility to support a positive learning environment and college, career, and life readiness. **Root Cause**: Students benefit from ongoing, intentional instruction and reinforcement of character, citizenship, and social-emotional skills, and campus systems can be strengthened to provide consistent expectations and learning experiences across all grade levels and programs.
Perceptions
Problem Statement 1: Despite high levels of academic achievement, the campus continues to experience incidents of academic dishonesty, highlighting the need to promote a culture of integrity, responsibility, and ethical academic practices. **Root Cause**: The highly competitive academic environment and emphasis on academic achievement can create pressure for some students, increasing the need for explicit instruction, reinforcement, and support related to academic integrity and ethical decision-making.

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 10% by the end of the school year through consistent enforcement, student accountability measures, and increased parent communication.

High Priority

Evaluation Data Sources: Tardy discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Assign hallway supervision duties strategically during high-traffic times to encourage on-time arrival and limit loitering. (Shield Duty) **Strategy's Expected Result/Impact:** Improved hallway supervision will increase on-time student attendance and reduce chronic tardiness. **Staff Responsible for Monitoring:** Admin, security, staff **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Analyze tardy data weekly in AP huddles to identify patterns and assign follow-up interventions to specific grade-level teams. **Strategy's Expected Result/Impact:** Timely analysis of tardy data will support targeted interventions and contribute to a reduction in campus-wide tardiness. **Staff Responsible for Monitoring:** Admin, security **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

School Processes & Programs

Problem Statement 3: As student needs become increasingly complex, the campus must strengthen systems for identifying, monitoring, and supporting students requiring academic, behavioral, and social-emotional interventions. **Root Cause**: Additional support and capacity-building for teachers, PLC facilitators, and team leaders are needed to ensure consistent implementation of MTSS processes, effective use of student data, and timely intervention planning across the campus.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Implement weekly Assistant Principal Huddles to monitor trends in discipline, attendance, academic progress, and campus safety, ensuring timely and coordinated interventions. **Strategy's Expected Result/Impact:** Student concerns will be addressed more proactively through coordinated data review and intervention planning, resulting in improved attendance, behavior, and academic outcomes. **Staff Responsible for Monitoring:** administration **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Student movement throughout the building will become more efficient and accountable, resulting in increased instructional time and fewer hallway disruptions. **Staff Responsible for Monitoring:** Admin, Security, Teacher (Shield Team) **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Leverage character lessons during enrichment periods to teach and reinforce violence prevention and bullying prevention, while extending communication and engagement to parents and staff. **Strategy's Expected Result/Impact:** Students, staff, and families will demonstrate increased awareness of bullying prevention and reporting procedures, contributing to a safe and respectful school environment. **Staff Responsible for Monitoring:** Admin; Dept chairs, Counselors **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being. **Root Cause**: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

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 2027, Seven Lakes High School will strengthen student wellness, belonging, and access to mental health supports through campus-wide prevention, awareness, and staff capacity-building initiatives, as measured by a 10% improvement in identified student safety survey indicators.

Evaluation Data Sources: Sudent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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), and School wide Recess. **Strategy's Expected Result/Impact:** Student safety survey shows a 10% improvement in responses related to belonging and mental health support. **Staff Responsible for Monitoring:** admin, LSSP, counselors **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Organize "No Homework Nights" to reduce pressure and promote social interaction. **Strategy's Expected Result/Impact:** Student safety survey shows a 10% improvement in responses related to belonging and mental health support. **Staff Responsible for Monitoring:** admin, counselors, LSSP **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Provide schoolwide mental health awareness and response training for all campus staff on September 18, 2026, (Katy C.A.R.E.S.) to increase staff capacity to recognize signs of emotional distress, respond appropriately to student mental health concerns, implement trauma-informed practices, and connect students with available support services. **Strategy's Expected Result/Impact:** 100% of campus staff will complete mental health training and demonstrate increased awareness of student mental health needs, resulting in improved identification of at-risk students, timely referrals for support services, and a positive school climate that promotes student well-being and academic success. **Staff Responsible for Monitoring:** District mental health trainers, counseling department, training materials, trauma-informed practices resources, crisis response protocols **Title I:** 2.53 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being. **Root Cause**: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

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 95% by July 2027.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

Student Learning
Problem Statement 2: 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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Ensure additional Dual credit courses are offered to students based on course selection and promote embedded staff credentialing. **Strategy's Expected Result/Impact:** Increased enrollment in dual credit classes targetting students who do not typically take advanced courses. **Staff Responsible for Monitoring:** Associate Principal, Principal **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

Performance Objective 3: By May 2027, Seven Lakes High School will improve student academic and behavioral outcomes by implementing a campus-wide MTSS framework.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Staff Responsible for Monitoring:** Testing coordinator, MTSS coordinator and grade level admin, counselors, and instructional coaches **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.
Student Learning
Problem Statement 3: 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 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			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increased academic performance of EBs and LEP students. **Staff Responsible for Monitoring:** ESL facilitator, ICs/content Leads, LPAC admin **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

Performance Objective 5: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB Specialist & Administrators **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. **Strategy's Expected Result/Impact:** Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. **Staff Responsible for Monitoring:** EB Specialist & Administrators **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

Performance Objective 7: By May 2027, Seven Lakes High School will increase the percentage of students who are on track to meet graduation requirements by providing targeted credit recovery opportunities through KOLA for students who are deficient in required course credits.

Evaluation Data Sources: KOLA enrollment and completion reports, credits recovered, student transcripts, graduation progress reports, and graduation/cohort data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Campus staff will utilize (KOLA) as a structured credit recovery option for students who are deficient in credits or at risk of not meeting graduation requirements. Staff will identify eligible students, monitor course progress, and provide timely support to promote successful completion of required coursework. **Strategy's Expected Result/Impact:** Students participating in KOLA will successfully recover required course credits, reducing the number of students who are off track for graduation and increasing the percentage of students meeting graduation requirements on time. Progress will be monitored through KOLA completion data, credits earned, and graduation status. **Staff Responsible for Monitoring:** Counselors, Senior AP, Associate prinicpal, Student Support AP, CCF **Problem Statements:** Demographics 2 **Funding Sources:** 1 - 199 - State Comp Ed				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Require bi-weekly PLC meetings to review common assessment data. **Strategy's Expected Result/Impact:** Consistent use of data to inform instructional decisions and personalize student support. **Staff Responsible for Monitoring:** ICs, DCs, Team Leads **Problem Statements:** School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increased student mastery of lesson objectives as evidenced by growth on formative and summative assessments. **Staff Responsible for Monitoring:** ICs, DCs, Team Leads, Classroom Teachers **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being. **Root Cause**: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

School Processes & Programs

Problem Statement 4: As campus instructional and student-support needs continue to evolve, Seven Lakes High School must strengthen the instructional leadership capacity of teachers, team leaders, department chairs, and PLC facilitators to support consistent implementation of effective instructional practices and continuous improvement. **Root Cause**: Continued professional learning, peer observation, coaching, and collaborative leadership opportunities are needed to build staff capacity, strengthen instructional practice, and ensure consistency across departments and professional learning communities.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Progress measure growth increase **Staff Responsible for Monitoring:** Associate Principal, Content Lead, Team Leads and IC **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Use data to group students for targeted small-group instruction during tutorials and/or enrichment time. **Strategy's Expected Result/Impact:** Improved EOC performance across all tested subjects. **Staff Responsible for Monitoring:** ICs, DCs, Classroom teachers **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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 **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 Impact: Improvement in the reliability of data and its impact on PLC teams **Staff Responsible for Monitoring:** DC's and IC's **Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Tutorial pullout sessions for students who do not meet the minimum standard of 80% in KAP classes. **Strategy's Expected Result/Impact:** Student data **Staff Responsible for Monitoring:** IC, Classroom Teachers **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: Implement Summer School Program for all students who did not meet state standards on all STAAR EOC tested areas.	Formative			Summative
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Student data **Staff Responsible for Monitoring:** IC, Classroom teachers **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
Strategy 4: Utilize all online learning resources for ESOL students to access technology applications related to English language acquisition.	Formative			Summative
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Student data **Staff Responsible for Monitoring:** ESOL teachers, IC **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 **Funding Sources:** Laptop computers - 263 - Title III-A Immigrant				

Strategy 5 Details	Reviews			
Strategy 5: Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing	Formative			Summative
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Student data, reading levels **Staff Responsible for Monitoring:** Classroom teachers, IC **Additional Targeted Support Strategy** **Problem Statements:** Demographics 2				

Strategy 6 Details	Reviews			
Strategy 6: Students utilize campus retest policy to improve understanding and mastery of TEKS	Formative			Summative
Strategy's Expected Result/Impact: Student data	Oct	Feb	Apr	June
Staff Responsible for Monitoring: Classroom teachers **Problem Statements:** Student Learning 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7: Continue the campus EL Specialist position to support the ESL team with LPAC documentation, accommodations, compliance processes, and coordination of student supports. **Strategy's Expected Result/Impact:** Increase student support in ESL classes **Staff Responsible for Monitoring:** ESL Team Lead **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.
Student Learning
Problem Statement 1: 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: As student needs become increasingly complex, the campus must strengthen systems for identifying, monitoring, and supporting students requiring academic, behavioral, and social-emotional interventions. **Root Cause**: Additional support and capacity-building for teachers, PLC facilitators, and team leaders are needed to ensure consistent implementation of MTSS processes, effective use of student data, and timely intervention planning across the campus.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: As student academic, social, and emotional needs continue to evolve, the campus must strengthen systems and staff capacity to support student mental health, resilience, connectedness, and overall well-being. **Root Cause**: Increasing academic demands, extracurricular commitments, social pressures, and mental health challenges have created a greater need for proactive, campus-wide approaches that equip staff to recognize, respond to, and support student social-emotional and mental health needs.

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 5: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. **Strategy's Expected Result/Impact:** 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. **Staff Responsible for Monitoring:** ESL Lead Specialist, Administrator **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: 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 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Encourage lesson study or peer coaching to review and refine tech use. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased use of technology for collaboration, creation, differentiation, and student-centered learning, as evidenced through walkthrough data and lesson artifacts. **Staff Responsible for Monitoring:** teachers, ICs, DCs **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Utilize collaborative hiring teams, targeted recruitment, and early vacancy monitoring to recruit and hire highly qualified candidates before the start of the school year. **Strategy's Expected Result/Impact:** Highly effective and qualified staff. **Problem Statements:** School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: As campus instructional and student-support needs continue to evolve, Seven Lakes High School must strengthen the instructional leadership capacity of teachers, team leaders, department chairs, and PLC facilitators to support consistent implementation of effective instructional practices and continuous improvement. **Root Cause**: Continued professional learning, peer observation, coaching, and collaborative leadership opportunities are needed to build staff capacity, strengthen instructional practice, and ensure consistency across departments and professional learning communities.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Implement a Peer Learning Walk Program to build a professional learning culture through classroom observation, reflection, and shared best practices. **Strategy's Expected Result/Impact:** increased collaboration and teacher instructional practices **Staff Responsible for Monitoring:** admin, ICs, content leads and department chairs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: As campus instructional and student-support needs continue to evolve, Seven Lakes High School must strengthen the instructional leadership capacity of teachers, team leaders, department chairs, and PLC facilitators to support consistent implementation of effective instructional practices and continuous improvement. **Root Cause**: Continued professional learning, peer observation, coaching, and collaborative leadership opportunities are needed to build staff capacity, strengthen instructional practice, and ensure consistency across departments and professional learning communities.

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			
	Formative			Summative
	Oct	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** ESL certification obtained **Staff Responsible for Monitoring:** ESL team lead, admin, KISD ESL Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: SLHS will provide at least 1 parent engagement activity specfic to the parents of emergent bilingual (EB) students. **Strategy's Expected Result/Impact:** increase family engagement **Staff Responsible for Monitoring:** ESL facilitator, ESL team, CCF, Counselors, LPAC admin **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. **Strategy's Expected Result/Impact:** Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. **Staff Responsible for Monitoring:** EB Specialist & Administrators **Problem Statements:** Demographics 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The growth of the at-risk student population at Seven Lakes High School has increased the need for campus-wide systems and staff expertise to effectively support student achievement, engagement, and well-being. **Root Cause**: Additional professional learning and collaborative support structures are needed to strengthen staff knowledge and confidence in addressing the diverse needs of at-risk students through targeted interventions and relationship-centered practices.

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

Personnel for Seven Lakes High School

Name	Position	FTE
Interventions	Academic Support	1

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	1	1		$0.00
				Sub-Total	$0.00

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

Katy Independent School District

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

Seven Lakes HS: Goals

CCMR		2024	2025	2026	2027	2028	2029
	Scaled Score	94	93	96			
	Actual	93%	92%	95%			
	State Rate	76%	82%	87%			
	Met State Rate	Yes	Yes	Yes			
	Internal Goal	-	93%	94%	95%	96%	96%
	Met Internal Goal	-	No	Yes			

Met 2029 Goal in 2026

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 Actual	62	84%	236	88%	281	93%	-	-	285	96%	1	100%	24	88%	55	91%	190	78%	249	87%
	2026 Target		**94%**																**88%**		
	2026 Actual	66	88%	202	91%	314	94%	2	100%	296	97%	-	-	24	100%	89	91%	197	87%	266	94%
	Met Target		N																N		
	2027 Target		**95%**																**95%**		