

Katy Independent School District

Adams Junior High

2026-2027 Campus Improvement Plan



Mission Statement

Creating a Culture of Excellence through relationships, perseverance, authentic engagement and innovation.

Vision

To build positive relationships that encourage vulnerability, promotes innovation and supports perseverance. We will create an authentic learning environment for our students and teachers.

Value Statement

Our Viking Virtues

Courage

The choice to move forward in the face of fear.

Vikings stand up for themselves and others

Vikings take risks and are willing to face tough challenges

Vikings have the courage to do the right thing

Vikings encourage and celebrate others

Perseverance

The choice to press on against adversity

Vikings use failure as an opportunity to grow.

Vikings are determined and persistent.

Vikings put forth their best effort.

Vikings have patience with themselves and others.

Truth

The choice to be honest with yourself and others.

Vikings honor the truth even when it may be a hard truth.

Vikings stay true to who they are.

Vikings always defend the truth.

Vikings have integrity.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	14
Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	17
Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	20
Goal 4: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	23
Goal 5: 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.	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Adams JH is a suburban junior high in Fulshear, Texas that serves approximately 2000 students in grades 6th through 8th. We are beginning our eighth year as a campus, and since our inception we have seen a significant increase in enrollment. The student body consists of 23.62% Hispanic students, 7.94% African American students, 33.09% Caucasian students, 30.08% Asian students, and 4.98% Two or more Races. Of these students, 28.11% are At Risk. AJH consists of 14.94% economically disadvantaged students, 9.12% English language learners, 14.25% special education students, and 21.65% gifted and talented students.

Our campus administrative team collaborates with our Instructional Coaches, Department Chairs, and Guiding Coalition to plan staff development that will enhance teaching and learning. At Adams Junior High we provide job embedded professional learning opportunities in order to enhance professional growth and promote leadership development. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers receive support through their Collaborative Teams, Administrative Team, and Instructional Coaches, as they plan and create student assessments and invest in quality data practices to ensure student growth.

Adams JH has established a PTSA that currently has about 1300 members. The PTSA has a focus to raise funds to support our students and staff through many different initiatives, student incentives, and campus celebrations.

Adams JH has a strong attendance rate (97.12%), and systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

Demographics Strengths

Adams Junior High has a diverse student, parent and teacher population. Students interact and learn how to relate to different cultures and ethnic groups. Adams Junior High also has a strong foundation in all contents including our Special Education, ESL and the Gifted and Talented programs. Students in the Gifted and Talented program are currently served in KAP classes, mixed with non-GT students. Language Acquisition services are provided for our ESL population. The campus provides sheltered English classes during the day to facilitate language acquisition for students. Our Special Education program is specific to the needs of our students and provides support across the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Adams Junior High's student population remains well above building capacity. We are currently at 137% of our current footprint capacity. We also see annual increases in our special education, gifted and talented and at-risk populations.

Root Cause: Adams Junior High is located in a highly sought after area in Fulshear, TX.

Student Learning

Student Learning Summary

Students at Adams Junior High performed well on state assessments in reading, math, writing, science and social studies.

An analysis of the performance data for Adams Junior High, shows that we showed increases the number of students who perform in the meets expectations and masters expectations performance categories. Specific areas of growth for Adams will include 7th grade academic level math and 8th grade social studies. We need to continue our focus on increasing the performance of our special education and EB students.

Our assessment data indicates that we need to focus on the depth of knowledge (DOK) and transfer skills for our students in problem solving situations. As well, we need differentiation in instructional planning and instructional delivery for students in grades 6-8 to improve our meets/masters performance. Analysis of special populations data indicates that we need to improve the differentiation of instruction in the reading, writing and math classrooms for our special populations at all levels. Differentiation in instructional planning and delivery is necessary for all Adams JH students.

In 2026-2027, we will need to continue our work with staff on student engagement in the classroom. We also will need to focus on staff, student, and school community understanding of proper use of the 1:1 technology devices in the classroom for student engagement and enhancement of the district curricular resources.

Student Learning Strengths

Student attendance at Adams Junior High is a highlight at 97.12%. Research shows that school attendance translate to student achievement in the classroom.

Our 6th, 7th and 8th grade students outperform the district performance rates in nearly all performance categories (approaches, meets and masters) on state assessments. Our early STAAR data for grades 6-8 shows 94% Approaches, 86% Meets, and 66% Masters grade level in Reading Language Arts; 94% Approaches, 83% Meets, and 76% Masters grade level in Mathematics; 96% Approaches, 87% Meets, and 61% Masters grade level in Science; and 95% Approaches, 82% Meets, and 58% Masters grade level in Social Studies. This is an increase in AMM from the 2024 STAAR data reports. Adams Junior High did see an increase in Masters level in 6th grade RLA, 7th grade RLA, 8th grade Math and 8th grade Science for the 2025 testing year. We will need to focus on maintaining our AMM in all areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The district 1:1 initiative for junior high school students has shown an increase in academic dishonesty which will require continued training on proper use and student engagement strategies.

Root Cause: There is a need for professional development on student device use and student engagement with Chromebooks.

Problem Statement 2 (Prioritized): Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards.

Root Cause: There is a need for a focus on problem solving, use of higher DOKs levels, and writing across core content.

School Processes & Programs

School Processes & Programs Summary

Adams Junior High instructional staff collaborates on a weekly basis in their Professional Learning Collaborative Teams. Meeting norms are established at the start of school year and teachers use this time to evaluate data, discuss student performance, plan formative assessments, and review quality instructional strategies. Instructional staff also meet once per six weeks to provide teacher clarity through long range planning which includes breaking down essential learning standards, completing a curriculum walk of the district provided curriculum, creating rigorous assessments, and mapping out their TEKS to ensure proper flow for student learning. At AJH the teachers utilize the district unit plans and work collaboratively to deliver instruction that is student centered. Math will introduce a HQIM curriculum this school year which will provide a well-rounded approach to instructional delivery, interventions, and extensions. AJH staff is focused on student growth and achievement.

Adams Junior High is committed in hiring the best teachers for our students. When hiring, the interview teams were comprised of campus administration, department leads and instructional coaches. We hire teachers who supported our vision in creating a culture of excellence. All teachers new to the profession are assigned a new teacher mentor. AJH has established a supportive PLC environment and Guiding Coalition that gives all teachers a voice.

The campus is in the eighth year of implementing a character education program that promotes our Viking Virtues of Courage, Perseverance and Truth. These Character Strong lessons are delivered during advisory and our virtues are embedded in our daily practices both in our classrooms and extra-curricular activities. As a staff we recognize students who are demonstrating the Viking Virtues throughout the school day and year.

School Processes & Programs Strengths

The campus leadership team established systems and procedures in the months leading up to the opening of the campus in order to create a positive learning and work environment. Every staff member at Adams Junior High is committed in Creating a Culture of Excellence for our students and community. We established a set of non-negotiables are we work to create our Viking Culture.

Adams Junior High Non-Negotiables

- All students can learn-Do whatever it takes.
- All students will be given a safe learning environment that will encourage vulnerability, creative thinking and problem solving.
- All teachers will believe in every student.
- Build meaningful and supportive relationships with students, parents and colleagues.
- Collaborate, ask questions and LISTEN.
- Be positive, patient and flexible.
- Establish a respectful, engaging and authentic learning environment.
- Serve others before self

Guiding Coalition Collective Commitments

- Be committed to the AJH Mission, Guiding Coalition Vision, and our Leadership roles as #VikingInfluencers
- Be committed to ALL students learning essential standards at grade level or above

- Be reflective in our practice, focused on solutions, and analyze our results to ensure learning for ALL
- Be accountable to the process, trust each other, and always assume best intentions
- Be bold, advocate for positive change, and challenge our thinking
- Be celebratory in our victories with all stakeholders

We continue to offer extracurricular clubs for our students and have high participation in our athletic and fine arts programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness. As well, we need to include soft skills with our students to prepare them for real world situations.

Root Cause: There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.

Problem Statement 2 (Prioritized): We need to refine our digital engagement expectations with the 1:1 initiative and ensure we are utilizing the technology to engaged students in rigorous, high-quality instructional practices.

Root Cause: Our priority is to provide an optimal learning environment that prioritizes face-to-face interactions, engagement, collaboration, and focus on essential learning standards.

Problem Statement 3 (Prioritized): We are committed to ensure our attendance rate remains high with a focus on implementing systems that will keep us above 97%.

Root Cause: Our families are well traveled and from multiple different locations. We must work with them as they travel for various reasons throughout the year.

Perceptions

Perceptions Summary

Adams Junior High works collaboratively with the PTSA to build community support. We provide a variety of opportunities for parents to volunteer on a daily basis at Adams in our library and workroom. We also solicit parents to assist with our school-wide events and fun food days. We encourage our parents to get involved and welcome the support of our community.

Adams Junior High is committed in establishing a healthy school climate that supports and promotes our beliefs and vision.

Adams Junior High Beliefs:

- ALL students can learn at grade level or above.
- We will promote lifelong learning and encourage students to pursue their passions.
- When the classroom and school environment supports the social, emotional and educational needs of our students they will rise to excellence.
- Teachers and students will build authentic relationships.
- Failure develops perseverance which enhances learning and develops leaders.
- Serve others before self.
- We will teach students the value of their actions and words both in person and behind their screen.
- Our students will lead with integrity and exhibit qualities of compassion and empathy.
- Integrity is more than a word. It is an action, a thought, a voice and a way of life.

Perceptions Strengths

Adams Junior High has an active PTSA organization.

Adams Junior High has active and frequent communication with parents/community through eNews, Facebook, and our campus webpage.

Adams Junior High implements a character education program to meet the needs of our students social and emotional growth.

Visibility of Adams Junior High administrators, teachers and staff is constant during arrival and dismissal, passing periods and lunches, and at school events.

Our Viking Virtues of Courage, Perseverance and Truth are imbedded into our campus culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to develop opportunities for our student organizations to exemplify the Viking Virtues, serve stakeholders in the school community with integrity, and increase leadership opportunities for students. Student groups need to serve our community and model what it means to Always Be A Viking with a Kind Heart, Fierce Mind and

Brave Spirit.

Root Cause: Our campus needs to promote our campus mission and Viking Virtues to our entire school community in order to enhance our campus culture.

Priority Problem Statements

Problem Statement 1: Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards.

Root Cause 1: There is a need for a focus on problem solving, use of higher DOKs levels, and writing across core content.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The district 1:1 initiative for junior high school students has shown an increase in academic dishonesty which will require continued training on proper use and student engagement strategies.

Root Cause 2: There is a need for professional development on student device use and student engagement with Chromebooks.

Problem Statement 2 Areas: Student Learning

Problem Statement 3:

We need to refine our digital engagement expectations with the 1:1 initiative and ensure we are utilizing the technology to engaged students in rigorous, high-quality instructional practices.

Root Cause 3: Our priority is to provide an optimal learning environment that prioritizes face-to-face interactions, engagement, collaboration, and focus on essential learning standards.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness. As well, we need to include soft skills with our students to prepare them for real world situations.

Root Cause 4: There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We are committed to ensure our attendance rate remains high with a focus on implementing systems that will keep us above 97%.

Root Cause 5: Our families are well traveled and from multiple different locations. We must work with them as they travel for various reasons throughout the year.

Problem Statement 5 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR 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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: ESF - By the end of the 2026-2027 school year, Adams Junior High will utilize professional learning collaboratives to create high quality interventions aligned to TEKS essential standards to increase student growth and achievement on STAAR meets grade level standard by 2%.

Evaluation Data Sources: STAAR Data, Formative Assessment Data, Summative Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning Collaboratives will meet during long range planning days to unpack TEKS essential standards in order to build high quality, rigorous common summative assessments to measure student learning. Strategy's Expected Result/Impact: Collaborative Team Members will unpack and understand TEKS essential standards. Collaborative Team Members will review and create high quality common assessments. Staff Responsible for Monitoring: Administration, Instructional Coaches, Department Chairs, Collaborative Team Members TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Professional Learning Collaboratives will meet during long range and weekly planning to review and create high quality, rigorous common formative assessments, based on predetermined learning targets, to measure student learning. Strategy's Expected Result/Impact: Collaborative Team Members will review and create high quality common formative assessments. Staff Responsible for Monitoring: Administration, Instructional Coaches, Department Chairs, Collaborative Team Members TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Professional Learning Collaboratives will meet after common formative, and common summative, assessments to prepare proper learning interventions and extensions to enhance student growth on TEKS essential standards. Strategy's Expected Result/Impact: Collaborative Team Members will analyze data with a data protocol. Collaborative Team Members will plan intervention and extension opportunities for students to demonstrate mastery on TEKS essential standards through Enrichment. Staff Responsible for Monitoring: Administration, Instructional Coaches, Department Chairs, Collaborative Team Members TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Collaborative Team Members will work with the EB Facilitator during Professional Learning Collaboratives on English language proficiency levels of Emergent Bilingual (EB) students in their classrooms and utilize ELPS strategies to enhance student growth. Strategy's Expected Result/Impact: Students will gain language strategies and structures which will help them increase mastery on assessments. Staff Responsible for Monitoring: Administration, EB Facilitator, Instructional Coaches, Collaborative Team Members TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. Root Cause: There is a need for a focus on problem solving, use of higher DOKs levels, and writing across core content.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By the end of the 2026-2027 school year, Adams Junior High will establish a collaborative and supportive learning environment that facilitates teacher development and fosters a culture of collaboration and innovation increasing the Satchel Pulse Career Development and Relationship with Supervisor pillars by 0.3.

Evaluation Data Sources: Teacher retention rate, Satchel Pulse Survey

Strategy 1 Details	Reviews			
Strategy 1: The Adams Junior High Guiding Coalition will analyze the career development and relationship with supervisor pillar of the Satchel Pulse survey each semester to find opportunities for growth in both areas. Strategy's Expected Result/Impact: Guiding Coalition identifies additional solutions to develop teacher capacity for career growth and building relationships between staff and supervisors. Staff Responsible for Monitoring: Administration, Guiding Coalition Members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: During the 2026-2027 school year, our Viking Shield Team, consisting of teachers from every content area, will develop systems to promote a positive school culture through recognition and appreciation of staff and colleagues across the entire campus resulting in a 7.5 or higher on the Satchel Pulse survey in the area of appreciation and recognition.

Evaluation Data Sources: Viking Views Program
 Viking Staff Member of the Week
 Staff Shout Outs in teacher workrooms and weekly staff newsletter
 Pulse Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Adams Junior High will elect a Viking Staff Member of the Week to celebrate staff members who are impacting others on campus and working above the norm on campus. As well, the Adams Junior High weekly principal communication will provide shout-outs to staff members showing appreciation for their hard work and dedication to their profession and students. Strategy's Expected Result/Impact: The enhancement of staff appreciation and culture. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Adams Junior High Viking Shield team will meet 3 times during the school year to discuss prior staff appreciation, as well as compile a list of activities the administration can perform to improve staff appreciation and morale. Strategy's Expected Result/Impact: Staff appreciation options to enhance staff culture. Staff Responsible for Monitoring: Viking Shield Administrator, Administration, Viking Shield Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: By the end of the 2026-2027 school year, every English Language Arts Teacher will be ESL certified.

Evaluation Data Sources: State Certification Records

Strategy 1 Details	Reviews			
Strategy 1: Adams Junior High EB facilitator, in collaboration with district EB staff, will provide necessary training and classes for non-certified ELAR teachers to prepare them to pass the ESL certification exam. Strategy's Expected Result/Impact: All ELAR staff members at Adams will be fully ESL certified. Staff Responsible for Monitoring: Admin, EB Facilitator, District EB Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: By the end of the 2026-2027 school year, Adams Junior High will prioritize a safe, supportive learning environment that enhances students' social and emotional growth.

Evaluation Data Sources: Viking Strong program will integrate 1 character education lessons per week, emphasizing our three Viking Virtues - Courage, Perseverance, and Truth.

We aim to create a community where students embrace the courage to persevere while remaining true to themselves and others.

Viking Strong Canvas Course

Mid year student survey conducted by the Viking Shield Team.

Strategy 1 Details	Reviews			
Strategy 1: Adams Junior High will provide character education on a weekly basis through our Viking Strong program which is a combination of the Character Strong curriculum and our Viking Virtues: Courage, Perseverance and Truth. Strategy's Expected Result/Impact: Viking Shield Team Members will work with their department and grade levels on the needs of the campus and tailor lessons accordingly. Lessons will directly relate to the current needs of the students. Students will participate in weekly in character education and connect their learning to life applications. Staff Responsible for Monitoring: Viking Shield Team, Administration, Counselors, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Violence prevention and bullying prevention information will be provided to parents, students and teachers during each semester through Viking Strong lessons to promote safe school initiatives and awareness. Strategy's Expected Result/Impact: Students will know safe ways to approach situations where violence and bullying are the primary target. Students will be shown ways, and encouraged, to report concerns to a staff member or through the use of the Speak Up reporting app. Staff Responsible for Monitoring: Administration, Counselors, Viking Shield Team, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: AJH Counselors will build student support counseling groups based upon the social emotional needs of our students including new student groups, anxiety groups, friendship groups, etc. Strategy's Expected Result/Impact: Students will have opportunities to focus on their specific social-emotional needs with peers that share similar circumstances. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness. As well, we need to include soft skills with our students to prepare them for real world situations. Root Cause: There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: 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			
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	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By the end of the 2026-2027 school year, Adams Junior High will focus on data collaboratives with teachers and students to enhance understanding of assessment data and unique learning needs to support a 2% growth of all students at the meets level in all tested STAAR assessments.

Evaluation Data Sources: STAAR data, Common Formative Assessments, Common Summative Assessments, Individual Student Work Samples, Student Goals

Strategy 1 Details	Reviews			
Strategy 1: Students will take ownership with their assessment data by analyzing their data after each common assessment to understand their unique needs and create goals to work towards TEKS essential standard mastery. Strategy's Expected Result/Impact: Students understanding of their content needs for intrinsic growth throughout the school year. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. Root Cause: There is a need for a focus on problem solving, use of higher DOKs levels, and writing across core content.

Goal 4: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: By the end of the 2026-2027 school year, Adams Junior High will increase the number of students scoring at health fitness zones by 1%, as measured on FitnessGram, to contribute to optimal health.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment between health education and physical activity of students across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: healthy lifestyle, 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 ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: By the end of the 2026-2027 school year, Adams Junior High will implement attendance incentives for students with the aim of maintaining our attendance rate above 97%.

Evaluation Data Sources: Attendance rates, ADA dashboard

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principals will work alongside our attendance clerk to monitor attendance and utilize the district RaaWee resource. Administrators will conduct home visits, create attendance plans and collaborate with parents and students to increase attendance. Strategy's Expected Result/Impact: Increased attendance will have a positive impact on learning outcomes for students. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Assistant Principal will create an on-going attendance system with students to determine appropriate incentives and rewards for students with have one absence or less during a six week period. Strategy's Expected Result/Impact: Increased attendance will have a positive effect on learning outcomes for students. Staff Responsible for Monitoring: Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: We are committed to ensure our attendance rate remains high with a focus on implementing systems that will keep us above 97%. Root Cause: Our families are well traveled and from multiple different locations. We must work with them as they travel for various reasons throughout the year.

Goal 4: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: 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			
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	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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: By the end of the 2026-2027 school year, Collaborative Teams will strategically design a minimum of 3 engaging learning experiences per week that incorporate a diverse range of instructional technologies.

Evaluation Data Sources: Lesson plans will clearly outline the instructional strategy, instructional technology, or online resources utilized to enhance student engagement and facilitate learning.

Strategy 1 Details	Reviews			
Strategy 1: Professional Collaborative Teams will design engaging learning experiences, via traditional instructional strategies or digital media, for all students to enhance learning of TEKS essential standards. Strategy's Expected Result/Impact: Integrated engaging learning experiences will ensure that students have access to enriched educational experiences. Student will receive a minimum of 3 engaging learning experience each week to enhance their learning outcomes. Staff Responsible for Monitoring: Administration, Instructional Coaches, Collaborative Team Members ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: We need to refine our digital engagement expectations with the 1:1 initiative and ensure we are utilizing the technology to engaged students in rigorous, high-quality instructional practices. Root Cause: Our priority is to provide an optimal learning environment that prioritizes face-to-face interactions, engagement, collaboration, and focus on essential learning standards.

Goal 5: 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 2: By the end of the 2026-2027 school year, Adams Junior High will encourage digital citizenship through our 1:1 initiative regarding the appropriate use of digital platforms and tools.

Evaluation Data Sources: Utilization of Canvas

Viking Strong Lessons

Lesson plans and expectations which clearly communicate technology systems used during classroom instruction

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will utilize canvas as a tool for communication for classroom lessons, classroom calendars, class assignments, and upcoming tests and quizzes. Strategy's Expected Result/Impact: The use of Canvas will allow a system with one place for all communications, class information including assignments, and communication between stakeholders. Staff Responsible for Monitoring: Administration, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Once per semester, students will be given a lesson on digital citizenship and digital footprint through Viking Strong lessons to ensure appropriate use of 1:1 devices. Strategy's Expected Result/Impact: Decrease in academic dishonesty Student knowledge on appropriate use of their 1:1 device Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The district 1:1 initiative for junior high school students has shown an increase in academic dishonesty which will require continued training on proper use and student engagement strategies. **Root Cause:** There is a need for professional development on student device use and student engagement with Chromebooks.