Katy Independent School District

Stockdick Junior High

2026-2027 Campus Improvement Plan

Mission Statement

Stockdick Junior High, a community of leaders and learners, develops the whole individual through choice, challenge, and feedback. We leverage digital tools to create the future.

Vision

Leaders & Learners, Today & Tomorrow!

Value Statement

Humanity

At SJH we support the development of the whole individual. We work purposefully to improve the academic, emotional, and social skills of every learner. Our community is characterized by engagement, mutual respect, and the celebration of diversity. Self-awareness of individual strengths and positive relationships lead us to a strong sense of well-being.

Learning

SJH is a learning community. We recognize the opportunities and challenges that come with learner variability. We support high levels of cognitive engagement with a strengths-based approach. We facilitate mastery by connecting with a learner's current level and pushing beyond proficiency. Mistakes are celebrated as an important part of the learning process. We believe learners grow through choice, challenge, and feedback. We learn through engaging, meaningful experiences.

Leadership

At SJH we believe that everyone is a leader. First and foremost, by acting with integrity, we lead ourselves. We invest in building the capacity of learners through the direct teaching of leadership competencies. We provide everyone with opportunities to lead inside and outside of the classroom. We recognize that the highest level of leadership is shown when we are in service to others.

Collaboration

At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the

establishment of clear expectations, transparency, and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

Digital Competence

The SJH learning community sees technology as a tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints. Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

Table of Contents

Comprehensive Needs Assessment 5
- Needs Assessment Overview 5
- Demographics 6
- Student Learning 8
- School Processes & Programs 10
- Perceptions 13

Priority Problem Statements 15

Comprehensive Needs Assessment Data Documentation 16

Goals 19
- Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff. 19
- Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 23
- Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement. 30
- 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. 40
- Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. 43
- Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders. 49
- Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 51

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

- Target advisory procedures and instructional practices during intervention time.
- Administrators involved instructionally with their in CTMs and planning times.
- Reviewed Fundamental 5 walk through form to better assist with teachers in the class
- Focusing on Tier 1 instruction and coaching teachers through a lesson cycle
- Consistency among administrators when working with students
- Intentionally discussed each student attending SJH to have a plan based off of individual needs behaviorally and instructionally
- Challenging support staff to increase areas within their roles: administrators- being instructional leaders; counselors-targeted groups to improve behaviors; instructional coaches- coaching cycles; instructional coordinator- monitoring those students in MTSS
- Review the individual students that went backwards in math
- Review the students that were in interventions and still didn't't meet the standard of growth in the area of Math
- Review the math programming across all grade levels and continue to review the data work with individual students.
- Target and monitor the students that are fall under special categories in the area of math for all grade levels.

Demographics

Demographics Summary

A suburban junior high located in Katy, TX, Stockdick Junior High (SJH) serves families in the northwest quadrant of the Katy Independent School District (Katy ISD). With its inaugural year in August 2017, SJH became the 15th junior high campus in Katy ISD. The campus ended the 2025-26 school year with a total enrollment of 1,170 students. The student body consists of approximately 47.2% Hispanic students, 24% African American students, 16.9% White students, 9% Asian students, 2.7% students that are comprised of 2 or more races and less than 1% students who identify as American Indian or Native Hawaiian/Pacific Islander. Of those students, 45.6% are At Risk. SJH consists of 45.6% economically disadvantaged students, 16% special education students, and 6.8% gifted and talented students.

SJH employs over 140 highly qualified teachers and paraprofessionals. Our campus places a high priority on hiring dedicated teachers and staff and actively pursues candidates through the Katy ISD Job Board and through professional and personal connections. Every first-year teacher at SJH is strategically paired with a mentor who has a proven record of success. New hires attend two full days of district-level training at the end of July, and SJH provides one day reserved for campus-based training led by members of the collaborative leadership team. These sessions cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information specific to the campus. Additionally, mentors provide ongoing support to new teachers through frequent check-ins, guided support, and monthly research-based tasks intended to help the new teacher grow. The administrative team intentionally guides new teachers with classroom management strategies and supports them through prescribed professional development on and off campus.

This school year marks a significant milestone as our campus celebrates 10 years of service and impact within the community. As we honor this anniversary, we have engaged in a thoughtful process of revising our mission and vision statements to reflect our shared commitment to future success. With a strong foundation established over the past decade, the campus is poised for continued growth through enhanced instructional practices, leadership development, student achievement initiatives, and a culture that fosters belonging, collaboration, and excellence. Our focus remains on ensuring that every student is prepared to thrive while strengthening the traditions and relationships that make our campus unique.

Demographics Strengths

The northwest quadrant of Katy ISD is a quickly growing region due to the available undeveloped land and proximity to major highways and shopping. Due to several master-planned communities and apartment complexes surrounding the school, SJH has a diverse population of families that attend the school. Academics are important at SJH, but there is also pride in our extracurricular opportunities. As the student

body grows, our fine arts and athletic programs have seen an increase in participants. Year after year, the programs produce top-tier performers. The growth of the extracurricular programs offered by SJH is supported by strong parental involvement and increasing student performance in the classroom.

With a variety of cultures and ethnic groups within the student and staff body, SJH reflects the real world students will encounter once they transition to post-secondary endeavors. At SJH, students receive a solid foundation in all academic areas including students within our special populations, such as those within our Special Education, ESL, and Gifted and Talented programs. Individually developed, students can expect a schedule that serves their interests through core classes and elective offerings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a decline in our Social Studies scores, and there will need to be a review of assessments and instruction.
Root Cause: level of questioning matching staar level questioning vertical alignment from 6th and 7th grade

Problem Statement 2: Decrease in Social Studies scores on the State testing
Root Cause: Not aligning the skills in 6th and 7th grade that are tested in the 8th grade

Problem Statement 3 (Prioritized): English Learners (EB) scoring in the intermediate level of speaking on the TELPAS
Root Cause: The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

Student Learning

Student Learning Summary

(I WILL BE ABLE TO UPDATE ONCE WE RECEIVE INFORMATION FROM THE STATE)

For 2025, SJH was recognized as a B campus based on its accountability rating. SJH was able to earn 4 distinctions in the areas of Academic Achievement in Reading/Language Arts, Academic Achievement in Social Studies, Top 25% comparative academic growth, and postsecondary readiness. SJH will continue to focus on the area of closing the gaps in the area of math for all grade levels and for all populations attending SJH. In the area of mathematics, SJH will work toward a 5% growth in the area of math across all populations.

Student Learning Strengths

Using 2024-2025 data, students maintained in 8th Reading for AMM.

In order to receive the distinction of academic achievement in Reading/Language Arts, SJH students had a high attendance rate and showed a high indicator score for the masters for each grade level. The students also showed a strong performance in the area of social studies for the masters grade level to receive the academic distinction. Algebra students performed at a high rate with 100% of the students met the state requirements for the course.

The EB students showed growth of 2 levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the area of 8th grade science, the campus dropped 11 points under AMM for state testing
Root Cause: Staff recognized the 8th graders had long term substitutes in both the 6th and 7th grade science school year due to unforeseen circumstances in the staffing during the school year.

Problem Statement 2 (Prioritized): Math across all grade levels dropped in AMM: 6th:-2; 7th: -9; 8th: -8
Root Cause: Tier 1 instruction along with processes in delivering and assessing for student comprehension

Problem Statement 3: The 7th grade RLA MMA score were -7 after the STAAR results

Root Cause: The 7th grade RLA instructional team was new and needed instructional support .

Problem Statement 4: The 7th grade Math and RLA scores dropped
Root Cause: Reviewing the 7th grade class behaviors and instructional practices could be a root cause

Problem Statement 5 (Prioritized): Students who receive EB/newcomer services are under performing in comparison to students not served in the programs.
Root Cause: The use of strategies in the classroom settings are not being utilized with fidelity.

Problem Statement 6 (Prioritized): Increase in classroom disruptions and visits to the office for classroom disruptions.
Root Cause: Implementation of the positive rewards system was not being used consistently.

Problem Statement 7: Consistency in monitoring tardies and follow up with expectations.
Root Cause: Not holding kids accountable consistently and allow the tardies to be allowed.

Problem Statement 8 (Prioritized): In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.
Root Cause: Failure to build relationships with all students and being consistent in implementation of rules

Problem Statement 9 (Prioritized): English Learners (EB) scoring in the intermediate level of speaking on the TELPAS
Root Cause: The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

Problem Statement 10: There is a decline in our Social Studies scores, and there will need to be a review of assessments and instruction.
Root Cause: level of questioning matching staar level questioning vertical alignment from 6th and 7th grade

School Processes & Programs

School Processes & Programs Summary

SJH instructional staff are given common content planning periods and meet on a weekly basis in collaborative teams known as Professional Learning Communities (PLCs)). Meeting norms were established and a checklist guides teams to intended, productive outcomes. In the collaborative team meetings, data is reviewed, best practices are discussed, and plans are created to reteach missed skills while moving forward with the curriculum. Rather than the Instructional Coach (IC) serving as a resource provider, they will serve as mentors, classroom supporters and catalysts for change. This release of responsibilities grows teachers instructionally. Additionally, the corresponding administrator joins the collaborative teams on a regular basis and assists the IC in ensuring teachers receive the support needed to be successful.

In addition to collaborative team meetings, core content teams are provided with pre-scheduled full days for writing assessments and data review.

SJH will also continue to focus on the teaching practices outlined in *The Fundamental 5*. The administrative team and the instructional team have developed a walk through form that is being used to give immediate feedback to the teacher after the learning walk. This allows for a coaching opportunity after the walk has taken place. Each administrator is to conduct 10 walkthroughs a week and follow up with the team after the walks.

A rigorous interview process is used at SJH to ensure the selection of highly effective and dedicated staff members. Staff selection begins with a thorough review of applicant resumes, references, and certifications. Highly qualified applicants are then contacted for a face-to-face or virtual interview, depending on their location.

Interviews focus on content knowledge, situational responses to common dilemmas in addition to previous experience with high-performing and reluctant students. When possible, interviews were held with content team members present. This process reflects the culture of collaboration by allowing decisions to be made by those who are affected.

School Processes & Programs Strengths

To support positive behavior outcomes, SJH implements **SaberSuccess Days** and weekly student recognition opportunities to promote and reinforce positive behaviors among all students. Through our Multi-Tiered System of Supports (MTSS), SJH has established clear behavioral expectations centered on the **Saber Standards: Safe, Respectful, and Responsible (SRR)**. These expectations are defined for every area of the building to ensure students understand what it means to be safe, respectful, and responsible throughout the school day. By consistently teaching, modeling, and reinforcing these expectations, we strive to create a

positive learning environment that prevents unwanted behaviors before they occur.

Every six weeks, student discipline records, attendance, and academic progress are reviewed to determine eligibility for participation in SaberSuccess Day activities and celebrations. This process encourages students to maintain positive behaviors, strong attendance, and academic success.

In addition, SJH will implement **Character Strong** lessons each Monday during Advisory. The counseling and administrative teams will collaborate with teachers to facilitate these lessons and help students apply the Saber Standards in their daily interactions. These lessons will support students' social-emotional growth, character development, and personal responsibility.

The theme for the school year is **"Be Fearless."** This theme will serve as a reminder to students and staff that being fearless does not mean the absence of challenges or obstacles. Instead, it means facing those challenges with courage, perseverance, and determination. As a school community, we will remain united in our commitment to overcoming obstacles, supporting one another, and pursuing excellence in all that we do. Together, we will embrace every challenge as an opportunity to learn, grow, and strengthen our legacy as Sabers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase in classroom disruptions and visits to the office for classroom disruptions.
Root Cause: Implementation of the positive rewards system was not being used consistently.

Problem Statement 2: Consistency in monitoring tardies and follow up with expectations.
Root Cause: Not holding kids accountable consistently and allow the tardies to be allowed.

Problem Statement 3 (Prioritized): In the area of 8th grade science, the campus dropped 11 points under AMM for state testing
Root Cause: Staff recognized the 8th graders had long term substitutes in both the 6th and 7th grade science school year due to unforeseen circumstances in the staffing during the school year.

Problem Statement 4 (Prioritized): Students who receive EB/newcomer services are under performing in comparison to students not served in the programs.
Root Cause: The use of strategies in the classroom settings are not being utilized with fidelity.

Problem Statement 5: Attendance goals were not met from the previous school year
Root Cause: Increase in suspensions

Problem Statement 6 (Prioritized): Math across all grade levels dropped in AMM: 6th:-2; 7th: -9; 8th: -8
Root Cause: Tier 1 instruction along with processes in delivering and assessing for student comprehension

Problem Statement 7: The 7th grade RLA MMA score were -7 after the STAAR results
Root Cause: The 7th grade RLA instructional team was new and needed instructional support .

Problem Statement 8: The 7th grade Math and RLA scores dropped
Root Cause: Reviewing the 7th grade class behaviors and instructional practices could be a root cause

Problem Statement 9 (Prioritized): In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.

Root Cause: Failure to build relationships with all students and being consistent in implementation of rules

Problem Statement 10 (Prioritized): English Learners (EB) scoring in the intermediate level of speaking on the TELPAS
Root Cause: The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

Problem Statement 11: There is a decline in our Social Studies scores, and there will need to be a review of assessments and instruction.
Root Cause: level of questioning matching staar level questioning vertical alignment from 6th and 7th grade

Perceptions

Perceptions Summary

SJH is committed to providing a safe environment where students can become leaders and learners, today and tomorrow. To ensure this, we are committed to using our character strong curriculum and use students to demonstrate the weekly characters that each Saber should demonstrate daily. In empowering students to lead, it is felt it will help with the climate and decrease discipline in the building. Every six weeks there will be a character recognition by the administrative team to display those students that have shown the characteristics of a SaberCat and being Fearless.

Teachers are celebrated weekly through peer nomination (Sabercat of the Week) and monthly awards (Super Sabercat of the Month) that is nominated by members of the Administrative Team and instructional coaches. Our teachers will also be recognized by colleagues on who is helping SJH show what it takes to Be Fearless.

Additionally, teachers receive unannounced rewards, systematic shout-outs, and campus of-the-year awards.

Similarly, students are recognized for desired behaviors as well as academic performance and growth. Saber Success days will take place each six weeks to celebrate the students that have not received in school suspension. out of school suspension, alternative school, and has good standing with attendance. The students will have the opportunity to have a day to engage in an activity monitored by the administrative team. Saber Scholars also have the opportunity to be nominated by their teacher to engage in independent work in our designated scholar learning area. The student has to have all work completed without any tardies to the particular class in order to have this opportunity. We are hoping this engages students to attend class on time and stay up on class work each week.

Perceptions Strengths

- The SJH PTSA recruited parents who remained active throughout the school year.
- Fathers became active models on the campus through involvement in Watch Dog Dads.
- SJH partnered with area businesses to bridge the partnership with school and the community.
- Visibility of faculty, staff and administrators is constant during arrival and dismissal, passing periods and lunch.
- Students feel safe in the classrooms and within the school walls.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.
Root Cause: Failure to build relationships with all students and being consistent in implementation of rules

Problem Statement 2 (Prioritized): In the area of 8th grade science, the campus dropped 11 points under AMM for state testing
Root Cause: Staff recognized the 8th graders had long term substitutes in both the 6th and 7th grade science school year due to unforeseen circumstances in the staffing during the school year.

Problem Statement 3 (Prioritized): Math across all grade levels dropped in AMM: 6th:-2; 7th: -9; 8th: -8
Root Cause: Tier 1 instruction along with processes in delivering and assessing for student comprehension

Problem Statement 4: The 7th grade RLA MMA score were -7 after the STAAR results
Root Cause: The 7th grade RLA instructional team was new and needed instructional support .

Problem Statement 5: The 7th grade Math and RLA scores dropped
Root Cause: Reviewing the 7th grade class behaviors and instructional practices could be a root cause

Problem Statement 6 (Prioritized): Increase in classroom disruptions and visits to the office for classroom disruptions.
Root Cause: Implementation of the positive rewards system was not being used consistently.

Problem Statement 7: Consistency in monitoring tardies and follow up with expectations.
Root Cause: Not holding kids accountable consistently and allow the tardies to be allowed.

Problem Statement 8: Attendance goals were not met from the previous school year
Root Cause: Increase in suspensions

Problem Statement 9 (Prioritized): English Learners (EB) scoring in the intermediate level of speaking on the TELPAS
Root Cause: The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

Problem Statement 10: There is a decline in our Social Studies scores, and there will need to be a review of assessments and instruction.
Root Cause: level of questioning matching staar level questioning vertical alignment from 6th and 7th grade

Priority Problem Statements

Problem Statement 1: Increase in classroom disruptions and visits to the office for classroom disruptions.

Root Cause 1: Implementation of the positive rewards system was not being used consistently.

Problem Statement 1 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.

Root Cause 2: Failure to build relationships with all students and being consistent in implementation of rules

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: In the area of 8th grade science, the campus dropped 11 points under AMM for state testing

Root Cause 3: Staff recognized the 8th graders had long term substitutes in both the 6th and 7th grade science school year due to unforeseen circumstances in the staffing during the school year.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Math across all grade levels dropped in AMM: 6th:-2; 7th: -9; 8th: -8

Root Cause 4: Tier 1 instruction along with processes in delivering and assessing for student comprehension

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: English Learners (EB) scoring in the intermediate level of speaking on the TELPAS

Root Cause 5: The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Students who receive EB/newcomer services are under performing in comparison to students not served in the programs.

Root Cause 6: The use of strategies in the classroom settings are not being utilized with fidelity.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data
- Action research results

Goals

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

Performance Objective 1: To enhance safety measures daily at SJH, every student and employee will be recognized by having a visible ID.

High Priority

Evaluation Data Sources: daily checks upon entering the building and during the first periods of the day

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The staff on duty will check students upon entering the building and throughout the day to ensure students have a visible ID to identify them. **Strategy's Expected Result/Impact:** Safe and secure expectations set by the campus and district Monitoring of students at school and district events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Staff, and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The administrative team developed a system to track the number of temporary IDs are needed daily. Students are held accountable for not having the ID after accumulating 3 or more temporary. **Strategy's Expected Result/Impact:** Ensuring the students are keeping with a permanent ID each day as required **Staff Responsible for Monitoring:** Administrative team **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: At the beginning of the day, the announcement goes out to students and staff, if a student doesn't have an ID, there is required form to fill out to get the student a temporary ID. **Strategy's Expected Result/Impact:** To keep reminding the students the importance of wearing their ID and to cut down on temporary ID cost **Staff Responsible for Monitoring:** Assistant principals				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Safety drills will take place throughout the school year to assure students and staff are prepared in the different safety scenarios.

High Priority

Evaluation Data Sources: Drill expectations given by district will be followed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Safety Information will be given to staff at the beginning of the year of each drill and their roles within in each safety situation. **Strategy's Expected Result/Impact:** To ensure staff understand the importance during each drill, and to make sure they understand their roles when it comes to safety. **Staff Responsible for Monitoring:** Safety Liaison Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: After each drill, a review will take place with the administrative team and staff on areas of improvement. **Strategy's Expected Result/Impact:** Continued preparedness so each staff member is comfortable in different safety scenarios. **Staff Responsible for Monitoring:** Safety Liaison Administrative team				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Each administrator will be able to understand what is expected out of each drill in the event the safety liaison is not on campus and to continue with the drill and safety of the building. **Strategy's Expected Result/Impact:** Increase the safety expectations of the campus in the events of an absence of an employee **Staff Responsible for Monitoring:** Principal Safety Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

High Priority

Evaluation Data Sources: Characterstrong
Student survey

Strategy 1 Details	Reviews			
Strategy 1: Characterstrong is done on each Monday during advisories.	Formative			Summative
Strategy's Expected Result/Impact: Character based education is addressed to work with students on different aspects of character building.	Oct	Feb	Apr	June
Staff Responsible for Monitoring: Teachers Counselors Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: The counseling team will host activities for Red Ribbon Week in October.	Formative			Summative
Strategy's Expected Result/Impact: Each day will represent activities and share with students the importance of not bullying and how to report bullying.	Oct	Feb	Apr	June
Staff Responsible for Monitoring: Counselors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: By May 2027, the counselors will have established at least 4 small group opportunities based on the needs of the campus and students. **Strategy's Expected Result/Impact:** This will help build students confidence and community within the school. **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: The librarian will have a Digital Citizenship Week to review with students on how to properly use technology **Strategy's Expected Result/Impact:** The impact is to help students understand the proper way to use technology. **Staff Responsible for Monitoring:** Staff Administrative Team				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: The counselors will visit students that are assigned ISS for behaviors to use restorative opportunities to work on behaviors and decrease repetitive behaviors. **Strategy's Expected Result/Impact:** Decrease repetitive behaviors Increase attendance in class Increase instructional presence in the class **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The Campus coordinated approach to child health committee will meet at least once per semester to ensure alignment and integration between health and education 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:** Physical Education Teachers Administrative team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of; cardio endurance, body strength, endurance and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase their cardio and strength, and flexibility through the use of the games, activities, and stations in physical education class. **Staff Responsible for Monitoring:** PE Teachers Admin.				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: For the 26-27 school year, SJH will see a 3% increase in attendance by the end of the school year.

High Priority

Evaluation Data Sources: Attendance reports after each six week grading period.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Every 3 weeks an attendance report is ran to check the percentage of each grade level attendance at school. **Strategy's Expected Result/Impact:** Students attendance in class is important in the learning. **Staff Responsible for Monitoring:** Attendance clerk Principal Grade level assistant principals **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Every six weeks there will be incentives and recognition of students for attendance. **Strategy's Expected Result/Impact:** Increase students attendance and students have opportunities to get an incentive even if ill **Staff Responsible for Monitoring:** attendance clerk principal Assistant principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Each Six weeks, teachers will with perfect attendance will be recognized. **Strategy's Expected Result/Impact:** Increase the teacher's attendance to increase learning of their students **Staff Responsible for Monitoring:** Principal Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 3: By the end of the 26-27 school year, All Emergent Bilingual (EB) students will receive RLA instruction from a teacher who will be ESL certified along with ELAR certification for their grade level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The RLA teachers will have their ESL certification to teach EB students in their RLA classes. **Strategy's Expected Result/Impact:** Increase in the performance of the students academic levels in the classes. **Staff Responsible for Monitoring:** EL facilitator Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Teachers are informed of the language proficiencies of the EB students in their classrooms, and during CTMs, the team will review the strategies taught from the Seidletz trainings and make sure they are implementing two times a week.

Evaluation Data Sources: Data from assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Inform teachers of the language proficiences levels and use the sentence stems and the strategies from the Language Rich interactive classroom **Strategy's Expected Result/Impact:** Growth in the use of the language and understanding the strategies to help the students continue with growth **Staff Responsible for Monitoring:** EL Facilitator Instructional Coaches Administrative Team				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Each teacher of EB students will participate in professional development that addresses instruction that is sheltered and culturally responsive.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: At the beginning of the school year and during mini professional development, the EL facilitator will lead the staff in Implementing 7 steps to a language rich Interactive classroom. (Seidletz) **Strategy's Expected Result/Impact:** Increase the levels of the students and prepare them for the components of TELPAS **Staff Responsible for Monitoring:** EL Facilitator Instructional Coaches Administrative team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: By the end of the 26-27 school year, SJH will see a 5% growth in the participation of parents that have students that are represented in our second language program

Evaluation Data Sources: Attendance to our parent evenings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Communication out every 3 weeks to families to show what is being taught in their classes and how they can support their students in the classroom. **Strategy's Expected Result/Impact:** Increase in the growth of scores in core classes. **Staff Responsible for Monitoring:** EL facilitator Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By May 2027, 35 teachers out of 40 will use formative checks like exit tickets, entry tickets, or quick writes twice a week as planned during CTMs

High Priority

Evaluation Data Sources: common formative assessments data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Common formative assessments to review data and have a targeted plan in team meetings **Strategy's Expected Result/Impact:** Use the data to drive instruction and target student's needs for small group intervention **Staff Responsible for Monitoring:** Department Chairs Assistant principals Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Teachers will collaboratively review the level of questioning on formative and summative assessments to ensure alignment with standards and to increase the rigor of questions. **Strategy's Expected Result/Impact:** To promote higher order thinking and support the growth of all students **Staff Responsible for Monitoring:** Instructional Coaches Administrative Team **TEA Priorities:** Build a foundation of reading and math				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: 35 out 45 of SJH content teachers will effectively implement campus focused Fundamental 5 strategies based off monitoring tool by April 2027

High Priority

Evaluation Data Sources: The walk through form has an area to help with focus on the use of the tools from Fundamental 5.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The walkthrough form will focus on the tools from Fundamental 5: framing the lesson, power zone, small group, recognize and reinforce, and turn and purposeful talk and writing **Strategy's Expected Result/Impact:** The focus is to coach through the Tier 1 instruction to improve the learning outcome of the students. **Staff Responsible for Monitoring:** instructional coaches administrative team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Targeted Math advisories were established for each grade level to focus on individual kids strengths and needs **Strategy's Expected Result/Impact:** Closing the gaps and placing students based on academic needs Met with counselors, admin., instructional support to place each student based on needs **Staff Responsible for Monitoring:** Instructional Coaches Administrative team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Targeted Reading Interventions were established for each grade level focused on areas of growth **Strategy's Expected Result/Impact:** Closing the gap of learning focusing on the data from state testing **Staff Responsible for Monitoring:** Administrators Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Administrative team will do 10 walks a week within their content and do learning walks with instructional team. **Strategy's Expected Result/Impact:** Increase coaching opportunities with teachers and support instructional practices **Staff Responsible for Monitoring:** Administrative team				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: Administrative team will conduct weekly walks in other contents and electives. **Strategy's Expected Result/Impact:** To increase coaching opportunities and to make sure to stay aligned across contents. **Staff Responsible for Monitoring:** Administrative team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: After each CFA, each team will review data from assessments and discuss rigor of questions being assessed. Have a data dig to review the results and plan for each student

High Priority

Evaluation Data Sources: common formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The teams will have established protocols in each CTM to stay focused on individual students progress. **Strategy's Expected Result/Impact:** Able to focus on each student's actual growth and data **Staff Responsible for Monitoring:** Teacher Administrative team Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 4: During Saber time (advisory), teachers will use a computer based program to monitor growth and usage of students on TEK specific activities to allow small group instruction to focus on closing gaps based on data.

Evaluation Data Sources: Online based programs provided in the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Freckle will give information of growth and allow teachers to pull small groups to individualize TEKS not mastered **Strategy's Expected Result/Impact:** Target students that will benefit from the program Give information to establish small group instruction **Staff Responsible for Monitoring:** Instructional coordinator teacher Admin **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 5: By April, 32 out of the 40 core teachers will be using the strategies learned through the Seidletz & seven steps training

Evaluation Data Sources: The EL faclitator walkthoughs
Administrative team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use of strategies learned (word walls, sentence stems) during Seidletz trainings **Strategy's Expected Result/Impact:** Help students that are of a second language Help all students increase in writing and vocabulary **Staff Responsible for Monitoring:** Teachers EL facilitator Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 6: By the end of the 2027 school year, the 8th grade science MMA will show growth by 3% points.

Evaluation Data Sources: DLA and STAAR end of year result

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The science team will meet and plan with the science district team to review current practices and delivery of content at the earlier grade levels (6th and 7th), and how what is being taught impacts the 8th grade instruction. **Strategy's Expected Result/Impact:** The impact of this will help in making sure the content is being covered and the resources are at the level to grow students.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 7: Reading Lab teachers are utilizing Read 180 and amira to monitor students that are targeted for their classes

Evaluation Data Sources: Read 180 and Amira Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students are monitored and reviewed weekly by the teacher and the instructional coordinator to see areas of growth on targeted areas of concern. **Strategy's Expected Result/Impact:** To see the students grow based off of their individual need from the programs being used. **Staff Responsible for Monitoring:** Intervention teacher Instructional Coordinator Administrator over RLA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The students in the current interventions were discussed and placed based off of the STAAR results. **Strategy's Expected Result/Impact:** The expected result is to make sure the students are being monitored and reviewed based off of their academic need. **Staff Responsible for Monitoring:** Counselor Instructional Coordinator Intervention Teacher				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 8: In the area of Math, the intervention math students will be working with MyPath and targeted small group instruction with the math intervention teacher for all levels of math through Algebra.

Evaluation Data Sources: MyPath

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students that were not successful on the math STAAR were discussed and placed within the interventions to target specific TEKS **Strategy's Expected Result/Impact:** Increase the students scores by 2 points in the special population **Staff Responsible for Monitoring:** Math intervention teacher Instructional coordinator Administrator over Math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: MyPath will give the academic team data on the needs of the students in intervention and help close the areas of concern **Strategy's Expected Result/Impact:** Show growth amongst the students in math **Staff Responsible for Monitoring:** Intervention teacher Instructional Coordinator Administrator over Math				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 9: By the end of the 2027, the students receiving intervention for both RLA and Math will increase their accelerated learning score by 3 points.

Evaluation Data Sources: STAAR data for academic growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Monitor the growth of the individual students currently enrolled in intervention and monitor both the intervention class and current grade level classes for both RLA and Math **Strategy's Expected Result/Impact:** Make sure the intervention is helping the student show growth and to continue to move students to grow and not score backwards. **Staff Responsible for Monitoring:** Intervention Teachers Instructional coordinator Administrator over Math and RLA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Student Chats will take place each grade period to discuss students that are struggling academically **Strategy's Expected Result/Impact:** All teachers will meet to discuss strategies to help and follow up on the monitoring of the students. **Staff Responsible for Monitoring:** MTSS coordinator Counselors Administrative team Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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: Trainings will be done in mini campus professional development every six weeks for teachers to assure each teacher is utilizing best technology methods to teach within in each content.

Evaluation Data Sources: Campus technology specialist will work with the contents to set up needs of the team.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: During conference periods or before/after school, mini professional development will take place to enhance the technology being used in the classrooms. **Staff Responsible for Monitoring:** Principal Campus Technology specialists Department Chairs **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: GoGuardian is a tool that will be utilized in all classes to help in monitoring student usage that can result in off task behaviors. **Strategy's Expected Result/Impact:** Keep students focused on the online lesson being administered **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: RTI Scheduler has been added to SJH to help with teachers being able to pull small groups and target small group instruction. **Strategy's Expected Result/Impact:** Capturing students during the school day that need targeted help on areas they didn't understand. **Staff Responsible for Monitoring:** Instructional coaches Administrative team **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

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 2: All RLA teachers will be ESL certified within the year of their hire date.

Evaluation Data Sources: state certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide training and classes to have all teachers complete their ESL certifications within the first year of teaching **Strategy's Expected Result/Impact:** Obtain ESL certification **Staff Responsible for Monitoring:** ESL teachers Administration				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: New teachers and staff to the campus will have an experienced mentor to check on them every 3 weeks. to review classroom management and understanding of campus procedures.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The mentors are to help the staff with the culture of the building and aid in targeted areas ranging from the district and campus sources to help in the classroom. **Strategy's Expected Result/Impact:** This strategy is to acclimate the new staff to Stockdick Junior High and to help with the transition to the district. **Staff Responsible for Monitoring:** Admin Dept Chairs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: By the end of October, the Principal will have one to one meetings with all new and returning staff. **Strategy's Expected Result/Impact:** To build the relationship and have the opportunity to check on teachers individually **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: The instructional coaches will have a cohort of teachers that will work on classroom strategies and practices. **Strategy's Expected Result/Impact:** Improve instructional practices to help new teachers with classroom management **Staff Responsible for Monitoring:** Instructional Coaches Administrative team				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: During the 26-27 school year, the participation by staff will increase by 25% in completing the culture and climate survey

Evaluation Data Sources: District Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The administrative team will set a designated time for staff to complete the survey during planning or a staff meeting. **Strategy's Expected Result/Impact:** In giving the staff time to complete, it allows for authentic feedback to improve campus culture and climate. **Staff Responsible for Monitoring:** Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: During the 2026-2027 school year, a committee will review discipline trends each six weeks

Evaluation Data Sources: Discipline reports and the different levels that are taking place in the school

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The committee will meet to review the discipline reports and discuss what is taking place in the class and the halls. **Strategy's Expected Result/Impact:** Decrease behaviors and recognize on how to address the trends that are being noticed **Staff Responsible for Monitoring:** Principal Assistant Principals Discipline Committee MTSS Coordinator **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The 7th and 8th grade administrators have established a group of students that will be monitored for the first 3 weeks of school. **Strategy's Expected Result/Impact:** The group of students showed areas of concern at the end of the 25-26 school year, so the assistant principal and counselor wanted to establish open communication with the families of expectations to begin the school year. **Staff Responsible for Monitoring:** 7th and 8th grade assistant principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: With the incoming 6th graders, the assistant principal received feedback from the elementary schools to establish information on incoming students and possible needs **Strategy's Expected Result/Impact:** Help monitor and build relationships with the students as they enter the secondary level. **Staff Responsible for Monitoring:** 6th grade assistant principal and counselor				

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 4: By May 2027, the pillars that reflect school management and appreciation from the Culture and Climate survey, will show a score of 8 or above.

Evaluation Data Sources: Results from the Culture and Climate Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: A sunshine committee has been established to have opportunities to recognize staff throughout the school year. **Strategy's Expected Result/Impact:** Building community and a positive culture **Staff Responsible for Monitoring:** Sunshine Committee Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Each staff member will have opportunities to be recognized weekly by having different methods of celebrating accomplishments each week. **Strategy's Expected Result/Impact:** Build community within the building **Staff Responsible for Monitoring:** Staff Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Created a Staff PBIS system to reward teachers for different reasons throughout the school year. **Strategy's Expected Result/Impact:** Increase culture and community with staff and students **Staff Responsible for Monitoring:** Administrative team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: By January of 2027, the PTSA membership will increase by 5% from the previous school year.

Evaluation Data Sources: Documentation from meetings that show growth in membership

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Meet periodically with the PTSA board on membership and family engagement activities that are being planned **Strategy's Expected Result/Impact:** Positive family involvement with our students and families **Staff Responsible for Monitoring:** Principal Staff that are members of PTSA **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Meet with the CAT team throughout the school year to establish what is taking place in the school. **Strategy's Expected Result/Impact:** Continue to build community **Staff Responsible for Monitoring:** Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Increase the parent understanding of the importance of TELPAS and how to work with their students academic success

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Parent meeting before the end of November for all families that have a student that receives services and qualify for the ESL program. **Strategy's Expected Result/Impact:** The meeting will give parents an understanding on how the school supports their students and the resources available to the families **Staff Responsible for Monitoring:** EL facilitator Administrative Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: The students receiving services under the ESL program will begin targeted tutoring at the beginning of November to focus on the areas of growth in reading and math. **Strategy's Expected Result/Impact:** Increase the understanding and prepare the students to grow 2% in progress on TELPAS. **Staff Responsible for Monitoring:** EL facilitator ESL teachers Administrative team				

No Progress Accomplished Continue/Modify Discontinue

Goal 7: 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: SJH will host different community events throughout the year to show collaboration with all stakeholders of the school. (Coffee with the principal, Haunt the Halls, International Festival, Health Fair)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Invite small businesses for the different activities and advertise with the other community schools for involvement in the school activities. **Strategy's Expected Result/Impact:** To build a positive educational environment with the community **Staff Responsible for Monitoring:** Teachers Administrative Team				

No Progress Accomplished Continue/Modify Discontinue