

Katy Independent School District
Seven Lakes Junior High
2026-2027 Campus Improvement Plan



Mission Statement

Seven Lakes Junior High School's Mission Statement

Seven Lakes Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become an independent learner, a responsible citizen, an effective communicator, an innovative thinker, a creative problem solver, and an honorable collaborator as they create the future.

Value Statement

The Spartan Creed we aim to live by is:

Spartans Lead and Protect Others.

Spartans are Disciplined.

Spartans Never Quit.

We are Spartans.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	15
Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	19
Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	21
Goal 4: 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.	23
Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	24
Plan Notes	26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes Junior High is located in a growing suburb of Katy, Texas, that currently serves over 1450 students in grades 6th through 8th. SLJH consists of 20% economically disadvantaged students, 8% English language learners, 17% special education students, and 30% gifted and talented students. The student body consists of 19% Hispanic students, 10% African American students, 25% Caucasian students, 42% Asian students, and 4% Two or More Races. Of these students, 21% are considered At Risk.

Of the approximately 145 staff members on campus, 90% are Professional Staff and 10% are Educational Aides.

Demographics Strengths

Seven Lakes Junior High is proud to serve a diverse and dynamic student body, supported by a diverse community of educators and families. We uphold high academic and behavioral standards for all students and continue to see consistent growth across all student populations. Our campus fosters a culture of inclusivity, where students regularly engage with peers from a wide range of cultural and ethnic backgrounds, promoting mutual respect and global awareness.

Academically, SLJH has a strong foundation across all content areas, including specialized programs such as Special Education, English as a Second Language (ESL), and Gifted and Talented (GT). Approximately 26% of our students participate in the GT program and are enrolled in advanced coursework, including KAP classes and high school credit courses such as Algebra and Geometry.

To support language acquisition, sheltered English instruction is offered during the school day, ensuring our emergent bilingual students receive targeted, effective support. Our Special Education program is individualized to meet the unique needs of our students, offering services and accommodations in both general and specialized settings across campus.

Seven Lakes Junior High continues to demonstrate strong student engagement, with an average daily attendance rate of approximately 97%, reflecting our shared commitment to academic excellence and student success.

Student Learning

Student Learning Summary

At Seven Lakes Junior High, we have cultivated a collaborative culture centered on high-quality instruction and continuous improvement. All teachers participate in lesson planning teams where they collaboratively design instruction, analyze student data, develop common assessments, and examine student work. These teams meet weekly, with additional extended planning time provided each semester to deepen their instructional focus and align efforts across grade levels and content areas. This structured collaboration fosters consistency in instructional delivery and allows best practices to be shared and implemented campus-wide. Planning teams frequently review data to identify areas for reteach and enrichment, ensuring timely, targeted support. All core content teachers provide tutorials twice weekly, from September through May. Students may attend tutorials with their assigned teacher or another teacher within the department, allowing for increased flexibility and access to small-group support.

Subject	AMM (Approaches/Meets/Masters) Avg Over Time			
	2024	2025	2026	% Change from Last Year
6th Reading	84	86	85	-1
7th Reading	89	85	85	0
8th Reading	83	86	85	-1
6th Math	79	78	76	-2
7th Math	57	55	52	-3
8th Math	81	84	82	-2
Social Studies	77	78	78	0
Science	79	86	91	5

Student Learning Strengths

Seven Lakes Junior High students continue to demonstrate strong academic performance across all tested areas. The majority of STAAR content areas had passing rates in the 90th percentile, reflecting both rigorous instruction and student engagement. The only exception was 7th-grade math; however it is important to note that this figure does not include 7th-grade students who are on an advanced math track and take the 8th-grade STAAR test.

Seven Lakes Junior High remains committed to ensuring every student achieves academic success by leveraging collaborative planning,

responsive instruction, and strategic intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not consistently demonstrating academic growth and mastery, particularly students in special education and emergent bilingual.

Root Cause: Teachers must establish clear learning expectations, monitor student understanding, provide timely feedback, and adjust instruction based on evidence of learning.

Problem Statement 2 (Prioritized): Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences.

Root Cause: Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

Problem Statement 3: Staff members have varying levels of experience, leadership responsibility, and professional learning needs, requiring differentiated systems of support to strengthen instructional capacity, collaboration, and leadership across the campus.

Root Cause: Professional growth is most effective when staff receive ongoing, job-embedded support tailored to their role and level of experience rather than relying primarily on whole-group professional development.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

SLJH staff are focused on student growth and achievement. We are committed to providing students with exceptional learning experiences through hands-on instruction and innovative and research-based strategies. SLJH staff monitor progress and achievement data based on the general population and sub-populations regularly to ensure that students meet or exceed growth expectations. Staff collaborate every week in their Professional Learning Communities. Teachers use this time to evaluate data, discuss student performance, and plan for instruction. At SLJH, the teachers utilize the district unit plans and work collaboratively to deliver student-centered instruction. Student achievement scores continue to be highly competitive with similar campuses. All campus leadership team members and new teachers participate in an individualized coaching cycle with an instructional coach to strengthen instructional practices, promote professional growth, and support consistent implementation of campus instructional priorities.

Personnel

Seven Lakes Junior High is committed to hiring the best teachers for our students. When hiring, the interview teams include campus administrators, department chairs, instructional coaches, and teachers. This collaborative process guarantees that we find teachers who have the same philosophies regarding how we treat students, what our expectations are for all students, and the level of commitment to continuous learning as educators.

SLJH offers support for teachers in a variety of ways that go beyond the classroom. New teachers are paired with a campus mentor to help navigate questions and needs, and they participate in the “New Spartan Academy,” a monthly program designed to support their professional growth and integration into campus culture. To foster leadership and retention, SLJH empowers teachers by giving them a voice, cultivating leadership through the “Spartan Leader Cohort,” and maintaining a positive school culture that celebrates successes and embraces challenges as growth opportunities. The principal also holds individual staff check-in meetings with all leadership team members and all paraprofessional staff members to address questions, concerns, or feedback. Staff retention remains strong, with many teachers still on campus since the school’s opening in 2012. Teachers are encouraged to pursue additional professional development, and those who request opportunities beyond campus or district offerings are typically granted both permission and financial support.

Leadership

The campus Instructional Leadership Team (ILT) is composed of administrators, counselors, instructional coaches, department chairs, and department leads. The ILT meets monthly to review data related to campus initiatives, address relevant topics, and collaboratively problem-solve. In addition, administrators and instructional coaches hold regular meetings with team leads to share information and address concerns that directly impact grade-level planning teams. Administrators also conduct informal classroom walk-throughs each week to stay connected to instruction and provide timely support.

Budget

The campus budget at Seven Lakes Junior High is managed collaboratively by the principal and the financial clerk, with ongoing weekly communication to ensure fiscal responsibility and alignment with campus priorities. Department chairs are entrusted with managing their respective departmental budgets, empowering them to make decisions that directly support instructional goals and student achievement. Staff members are encouraged to pursue professional development opportunities that align with their roles and contribute to continuous improvement. Funding is allocated strategically to support high-impact learning, innovative instruction, and professional growth for all educators.

Social Emotional Learning & Recognition

The Spartan Creed serves as the foundation of the culture at Seven Lakes Junior High and guides how we teach, lead, recognize, and support our students and staff. Created collaboratively by SLJH staff, the Creed reflects the values our community believes define what it means to be a Spartan: Spartans Lead and Protect, Spartans are Disciplined, and Spartans Never Quit. Rather than functioning as a stand-alone character education program, the Spartan Creed is intentionally woven throughout the student and staff experience and provides a common language for expectations, decision-making, recognition, leadership, and relationships across the campus.

The values of the Spartan Creed are reinforced through HomeBase, where students participate in character education and social-emotional learning experiences that include lessons from Character Strong, Jostens Renaissance, and original lessons developed by SLJH staff. Twice each month, students also participate in "No Tech Fridays," providing intentional opportunities to step away from their devices and engage in face-to-face conversation, games, relationship-building activities, and other screen-free experiences. This initiative helps create a healthy balance between technology use and meaningful personal connection.

The Creed is also reflected in campus recognition programs that celebrate individuals who model Spartan values. Staff members who go above and beyond are recognized as Rock Stars of the Month during staff meetings, while students and staff who exemplify the qualities of the Spartan Creed are honored as Spartans Elite through nominations, campus-wide displays, and community newsletters.

Student mentoring and leadership opportunities further bring the Spartan Creed to life. Keys Mentors regularly build positive, self-esteem-boosting relationships with students, while PALs from SLJH's two feeder high schools provide weekly peer mentoring. The Spartan Roundtable provides a structured forum for student voice, leadership, and feedback, giving students an opportunity to actively contribute to their school community.

Together, these programs are not separate initiatives but extensions of the Spartan Creed and the culture it represents. By consistently reinforcing what it means to lead and protect, be disciplined, and never quit, SLJH creates a shared identity and a supportive environment where students and staff understand both the expectations of being a Spartan and their responsibility to one another.

School Processes & Programs Strengths

Seven Lakes Junior High thrives on well-established school processes that support both academic excellence and whole-child development. The campus implements a rigorous, standards-aligned curriculum supported by data-driven decision-making to monitor student progress and guide instructional adjustments. Collaborative planning and consistent use of common assessments ensure continuity and high expectations across grade levels and departments.

Our Campus Administrative Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are supported by instructional coaches through feedback and by administrators during walkthroughs.

SLJH offers a vibrant array of extracurricular programs, clubs, and student organizations, allowing every student the opportunity to connect, lead, and contribute. These opportunities promote student engagement, foster a strong sense of belonging, and build leadership skills aligned with the Spartan Creed.

The campus also prioritizes a positive and inclusive learning environment, with staff committed to meeting the academic, emotional, and behavioral needs of all learners. Targeted interventions, advisory programming, and campus-wide behavioral expectations work together to support a culture of safety, respect, and personal responsibility.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences.

Root Cause: Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

Problem Statement 2: Students are not consistently demonstrating academic growth and mastery, particularly students in special education and emergent bilingual.

Root Cause: Teachers must establish clear learning expectations, monitor student understanding, provide timely feedback, and adjust instruction based on evidence of learning.

Perceptions

Perceptions Summary

Seven Lakes Junior High maintains strong partnerships with parents and the community through open communication and shared commitment to student success. In 2025-2026, our PTA included over 650 members, with the campus earning the “Golden Apple” for 100% staff participation. With 18 executive board members and multiple committee chairs, the PTA raises close to \$100,000 annually to support instructional needs and campus initiatives. Teachers are encouraged to apply for grants, with nearly all requests for materials or professional development funded.

The campus also offers the Spartan Parent Academy, a series of parent sessions on topics such as growth mindset, adolescent development, and digital learning tools. Our largest community event, the SLJH International Festival, brings together families each spring for a night of cultural celebration, featuring over 30 country booths, performances, a health fair, and student art.

Student surveys during Home Base and the Katy ISD safety survey reflect a strong, positive campus climate. Data consistently show that students feel safe, supported, and connected to at least one adult on campus- an essential factor contributing to their academic and personal success.

Perceptions Strengths

Overall, students indicate they feel safe and respected in our school, according to the annual student survey. Staff indicate that they feel supported and valued, as evidenced by the quarterly district surveys. Parents indicate they are happy with the level of communication and overall service of campus staff.

Priority Problem Statements

Problem Statement 1: Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences.

Root Cause 1: Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

Problem Statement 1 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By May 2027, students will demonstrate increased levels of mastery through the consistent use of formative assessment practices that provide real-time evidence of student understanding and allow teachers to make timely instructional decisions, as measured by campus, district, and state assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent formative assessment practices, including purposeful lesson closures, to gather real-time evidence of student understanding and determine students' current level of mastery. Strategy's Expected Result/Impact: Teachers will have timely evidence of what students know and can do before moving to new learning, allowing misconceptions and gaps in understanding to be identified earlier. Spartan Snapshot data will demonstrate increased implementation of formative assessment and purposeful closure practices throughout the year. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborative teams will design and refine formative and common assessments to ensure tasks are aligned to the TEKS and appropriate Depth of Knowledge (DOK), providing accurate evidence of student understanding and mastery. Strategy's Expected Result/Impact: Assessments will more accurately measure the intended level of rigor, and students will have increased opportunities to demonstrate application, analysis, and deeper levels of mastery. Teams will use item analysis to monitor student performance across DOK levels and adjust assessment design as needed. Staff Responsible for Monitoring: Instructional Coaches, Team Leads, Administrators Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences. **Root Cause:** Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

School Processes & Programs

Problem Statement 1: Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences. **Root Cause:** Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: By May 2027, Emergent Bilingual students will demonstrate measurable growth in language development and academic achievement through differentiated instruction and effective language acquisition strategies.

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

Performance Objective 3: The campus will 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			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators/ Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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, at least 80% of students will demonstrate academic growth as measured by district and campus assessments through consistent implementation of Bookend Pedagogy and formative assessment practices.

Strategy 1 Details	Reviews			
Strategy 1: Implement consistent formative assessment practices, including purposeful lesson closures, to gather real-time evidence of student understanding and determine students' current level of mastery. Strategy's Expected Result/Impact: Teachers will have timely evidence of what students know and can do before moving to new learning, allowing misconceptions and gaps in understanding to be identified earlier. Spartan Snapshot data will demonstrate increased implementation of formative assessment and purposeful closure practices throughout the year. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborative teams will regularly analyze formative and common assessment data to identify current levels of student mastery and determine timely instructional responses, including reteaching, intervention, additional practice, or extension. Strategy's Expected Result/Impact: PLC conversations will shift from primarily reviewing assessment results after instruction to using evidence of learning during the instructional process to determine next steps. Students will receive more timely support or extension based on demonstrated learning needs. Staff Responsible for Monitoring: Instructional Coaches, Team Leads, Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences. Root Cause: Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.
School Processes & Programs
Problem Statement 1: Student performance data indicate a need to increase the number of students demonstrating higher levels of mastery through appropriately rigorous and differentiated learning experiences. Root Cause: Collaborative teams need a more consistent process for using student data to plan differentiated instruction and for analyzing the Depth of Knowledge and rigor of instructional tasks and assessments to ensure all students are appropriately challenged.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By May 2027, Seven Lakes Junior High will provide intentional, differentiated professional learning, coaching, collaboration, and leadership development opportunities to strengthen staff capacity and support the growth and retention of high-quality staff members.

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated onboarding and ongoing support for new staff through New Spartan Academy, mentoring, and individualized instructional coaching cycles focused on campus expectations, instructional priorities, classroom practices, and successful integration into the Spartan community. 100% of new teachers will participate in New Spartan Academy and complete at least one instructional coaching cycle during the school year. Strategy's Expected Result/Impact: New staff will receive ongoing support beyond initial orientation, resulting in increased confidence, stronger implementation of campus expectations and instructional practices, and greater connection to the SLJH community. 100% of new teachers will participate in New Spartan Academy and complete at least one instructional coaching cycle during the school year. Staff Responsible for Monitoring: Principal, Instructional Coaches, New Teacher Mentors, Administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop teacher leadership capacity through the Spartan Leader Cohort, Team Lead meetings, leadership development opportunities, and intentional collaboration with the campus leadership team. Strategy's Expected Result/Impact: Current and emerging teacher leaders will strengthen their ability to lead collaborative teams, support campus initiatives, facilitate professional learning, and contribute to campus decision-making. Leadership development will also strengthen the campus leadership pipeline and provide meaningful growth opportunities for staff. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide job-embedded professional learning and collaborative support based on staff roles, student data, and identified needs through instructional coaching cycles, PLC support, targeted professional development, and regular data meetings with intervention and student-support staff. Strategy's Expected Result/Impact: Professional learning will be responsive to actual staff and student needs rather than relying primarily on one-size-fits-all training. Teachers and support staff will have structured opportunities to analyze student data, collaborate, refine practices, and receive individualized support, resulting in increased staff capacity and improved student outcomes. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Team Leads	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: 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 the end of the year, parents will feel engaged with the campus and have access to campus events, volunteer opportunities, and educational opportunities on topics that affect their students.

Evaluation Data Sources: Parent Academy Topics, Coffee with the Principal, feedback, CAT Team feedback

Strategy 1 Details	Reviews			
Strategy 1: The campus will offer 3 Parent Academy/Coffee with the Principal Sessions throughout the year for parents to attend. Strategy's Expected Result/Impact: Parents will learn ways to support their students in navigating the junior high experience. Staff Responsible for Monitoring: Administration, Counselors, ICs, Technology, LSSP	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 5: 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 May 2027, Seven Lakes Junior High will strengthen student and staff belonging, connection, and engagement, as evidenced by student and staff climate survey data.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen student belonging and connection through intentional Home Base experiences, including Spartan Creed and character education lessons, relationship-building activities, and twice-monthly No Tech Fridays that provide opportunities for face-to-face interaction and screen-free connection. Strategy's Expected Result/Impact: Students will experience consistent opportunities to build relationships, develop character, connect with peers and trusted adults, and strengthen their sense of belonging to the Spartan community. Student climate survey data will demonstrate increased positive perceptions of belonging, connection, and engagement. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Home Base Committee	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen staff belonging and connection by creating intentional structures for collaboration, staff voice, relationship-building, and celebration through team-based work, stakeholder check-ins during all-staff meetings, staff socials, and other opportunities for staff recognition and connection Strategy's Expected Result/Impact: Staff will have increased opportunities to build relationships, contribute their voice to campus decisions, collaborate with colleagues, and feel valued as members of the Spartan community. Staff climate survey data will demonstrate increased positive perceptions of belonging, collaboration, connection, and engagement. Staff Responsible for Monitoring: Principal, Assistant Principals, Leadership Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Evaluation Data Sources: Student and staff surveys and parent feedback.

Strategy 1 Details	Reviews			
Strategy 1: The campus will integrate age-appropriate lessons on bullying prevention, conflict resolution, and digital citizenship during advisory/Home Base. Strategy's Expected Result/Impact: Students will gain insight and reflect on topics shared during advisory/Home Base. Staff Responsible for Monitoring: Counselors, Administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Plan Notes

Mission Statement:

Seven Lakes Junior High, in partnership with the community, parents, and students, will provide a safe, positive, engaging learning environment that is devoted to empowering each student to become a productive, responsible, respectful citizen while achieving academic excellence.