

Katy Independent School District
Seven Lakes High School
2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

Honor, Integrity, Humanity

Core Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes high school is a fourteen-year old, in Katy ISD. The campus is predominately a neighborhood school that is located in the southwest region of the school district.

This school year, enrollment increased by 2 percent resulting in 3,632 students.

The LEP student groups are growing the fastest.

The campus has two student groups that are almost equal in size: 23.8% are Hispanic, 27.2% are Asian.

The last published mobility rate of 8.2% for Seven Lakes High School

Attendance rates are high and even with our large growth, rates have remained steady over the last three years. At 97.4%, the attendance rate is the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education.

SLHS student groups include 18% English Learners (ELs), 8% Gifted and Talented, and 9% Special Education. Additionally, 10.3% are economically disadvantaged, 48% are identified as at risk.

Seven Lakes High School employs a high-quality, talented staff. They are experts in their fields of study and work hard to develop themselves professionally through Professional Learning Communities and professional learning.

The turnover rate among our staff is low because people love to work at SLHS. However, our campus frequently has new employees due to the fast growth. Therefore, a strong mentoring and support process is in place.

Demographics Strengths

Students

- Diverse population offers our students an opportunity to interact with people from all over the world, learning cultures and languages from many different countries.
- Highly educated parent population that values college and career readiness.

Staff:

- Support from Instructional Coaches and First Year Teacher Mentors
- Support from department mentors (for new teachers to the campus)
- Interview teams that include campus leadership as well as teacher leaders
- Quality training opportunities both on and off campus
- Exhaustive search for quality candidates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to provide greater assistance to immigrant students as they transition to a new country and new language. **Root Cause:** English is not the language of origin for our ESL students; thus inhibiting their educational progress.

Problem Statement 2: Need to continue to hire staff that meet the social, emotional, and academic needs of our student population **Root Cause:** Need to ensure that staff can relate to the diverse needs of our students.

Student Academic Achievement

Student Academic Achievement Summary

Seven Lakes High School delivers a rigorous and engaging curriculum that prepares students for the future; college, work force and the military. We pride ourselves on a quality Advanced Placement program that allows our students the opportunity to graduate with college credit.

Student Academic Achievement Strengths

- Strong Advanced Placement programs with excellent staff members trained by the College Board; outstanding passing rate at 3+
- Rigorous Katy ISD curriculum
- Earned all 7 distinctions from the Texas Education Agency (2014-2017); since the inception of STAAR EOC exams
- Student passing rates on STAAR have continued to increase over the last three years; all subpopulations
- Excellent co-curricular and extra-curricular activities that allow students to demonstrate their talents in and out the classroom

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Need to increase participation by low SES students in Advanced Placement courses. **Root Cause:** Low SES students are historically underrepresented in Advanced Placement courses.

Problem Statement 2: ELL performance on English II STAAR was 60% passing, compared to 93% for English II overall. **Root Cause:** ELL students tend to struggle with the transition from sheltered English to general education classes with ESL support.

School Processes & Programs

School Processes & Programs Summary

C&I and Assessment

Seven Lakes High School is supported by Katy ISD with a robust and strong curriculum across all content areas. Our teacher work in Professional Learning Communities to deliver the curriculum in an organized and professional manner.

Staff Recruitment and Retention

The staff at Seven Lakes High School is outstanding as a whole. They are experts in their fields of study and work hard to develop themselves professionally through Professional Learning Communities and professional learning.

School Organization

Seven Lakes High School takes great pride in organizing the campus for maximum success in and out of the classroom.

Technology

The teachers, staff, and students of Seven Lakes High School embrace technology and use it to improve the delivery the KISD curriculum in all content areas.

School Processes & Programs Strengths

C&I and Assessment

- Strong support for teachers from the Instructional Coaches
- Strong Professional Learning Communities that allow for quality teacher collaboration
- Budgetary support for each content area as well as student organizations
- Support for teachers who seek quality staff development opportunities (both academic and Advanced Placement)
- Quality assessment developed through Professional Learning Communities

- Implementation of technology in the classroom

Staff Recruitment and Retention

- Support from Instructional Coaches and First Year Teacher Mentors
- Support from department mentors (for new teachers to the campus)
- Interview teams that include campus leadership as well as teacher leaders
- Quality training opportunities both on and off campus
- Exhaustive search for quality candidates

School Organization

- Through a detailed master schedule, students are afforded the opportunity to participate in a variety of activities that produce the least amount of scheduling conflicts
- Fully implemented re-teach/re-test policy
- Power Wednesday tutorials in which all activities cease so that students and teachers may attend/provide tutorials
- Power Reviews are offered to students prior to final exams to assist students in preparing for those exams
- Principal's Leadership Academy promotes student voice in the direction of programs and activities at SLHS

Technology

- Teacher Connected Learner Initiative
- Technology retrofit in the winter of 2016
- Implementation of a variety of technology throughout the campus and across disciplines
- Smart Boards in all academic classrooms
- Teacher use of Canvas to organize their courses online

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students demonstrate a need for improvement in the areas of academic integrity, social interactions, personal responsibility. **Root Cause:** Young people are inherently in need to specific guidance and skills in these areas.

Perceptions

Perceptions Summary

Family and Community Involvement

The Seven Lakes High School family and community is highly involved in the day to day activities of the school- both on and off campus. Our community is supportive of our students, staff, and programs. We have active parent groups and a great deal of parent involvement.

School Climate and Culture

The school culture and climate at Seven Lakes High School is healthy overall. Our discipline is minimal with very few major incidents. The staff understands the importance of student/faculty relationships and the school places a high value on them. Our teachers are committed to the Character Strong program, and modeling integrity, humanity, and honor for our students daily.

Perceptions Strengths

Family and Community Involvement

- Active parent/community/school relationships through a variety of community engagement activities (active booster club and parent organizations)
- Active parent organizations (booster clubs and PTSA)
- Many opportunities for parents to provide input and feedback (meetings, events, etc)
- Active and frequent communication with parents/community through eNews, Twitter, webpage, Facebook, Remind, etc)
- Activities and support for students who are new to KISD and SLHS
- 100% staff membership in the campus PTSA group

School Climate and Culture

- Continue Implementation of Safe and Civil Schools (started in 2016-17)
- Continue Character Strong program for students (2018-19)
- Continue with the Shield Team to increase staff visibility during unstructured times.
- Low incidents of major disciplinary infractions
- Positive staff/student relationships
- Student centered philosophy
- Active parent/community/school relationships through a variety of community engagement activities (active booster club and parent organizations)
- Students understand the importance of community service (Spartans Out Serving)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students academic integrity continues to be an issue **Root Cause:** Pressure from community to be top ten, valedictorian, salutatorian in a high performing environment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: SLHS will use its staff and resources to create an educational environment that is productive for all stakeholders.

Evaluation Data Source(s) 1: Budget analysis

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Configure campus parking to maximize the number of spaces for students and staff	Administration, KISD Police	New parking map				
2) Consistently update campus website and email communication to our community to reflect the most current information that is available to parents and students	Campus website coordinator, principal secretary	Website updates Enews				
3) Work closely with Department Chairs and IC's to assist teachers in the creation and maintenance of Canvas webpages	Administration, DC, IC	Canvas pages				
4) School wide tutorial program that will allow students and teachers flexibility by maximizing opportunities for tutorials; Power Wednesday, Department Tutorial Weekly Enrichment Period, Power Reviews	Classroom teachers, IC, DC, Administration	Tutorial dates and master schedule				
5) Increase teacher training on Canvas to improve its use for students and parents	IC, DC, technology trainers, Administration	Training dates, Canvas webpages				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
6) Work closely with the DC's, IC's, Campus Advisory Team and administration to develop a responsible budget that maximizes resources in the areas of need.	Administration, DC, IC, Financial Clerk	Responsible Budget				

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

Performance Objective 1: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Source(s) 1: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Summative Evaluation 1:

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

Performance Objective 2: Katy ISD will successfully meet all indicators in all components of Domain III: Closing the Gaps.

Evaluation Data Source(s) 2: Domain III report

Summative Evaluation 2:

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

Performance Objective 3: Percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

Evaluation Data Source(s) 3: STAAR

Summative Evaluation 3:

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

Performance Objective 4: Percent of students meeting or exceeding progress will increase over the previous year.

Evaluation Data Source(s) 4: End of year STAAR report and accountability report.

Summative Evaluation 4:

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

Performance Objective 5: The number of students completing a Dual Credit or Advanced Placement course will increase over the previous year.

Evaluation Data Source(s) 5: Course completion

Summative Evaluation 5:

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

Performance Objective 6: Establish structures that support a collaborative, flexible, safe, and respectful learning environment.

Evaluation Data Source(s) 6: discipline data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Assistant principals will create a school wide discipline matrix for student management and communicate expectations to all students at the beginning and the middle of the school year in grade level assemblies.	AP	Decrease office referrals				


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

Performance Objective 7: By June 2020, 98% of students will pass English I STAAR EOC, Level II ; 98% of students will pass English II STAAR EOC. Mastering scores will be comparable to the percentage of students taking PreAP courses.

Evaluation Data Source(s) 7: Classroom assessments, DLA, STAAR EOC

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions</p>	DC's and IC's	<p>Implementation: PLC discussions and walk-through observations confirming that teachers are shifting from traditional individual data analysis to group data analysis reflected in classroom instruction</p> <p>Impact: Improvement in the reliability of data and its impact on PLC teams</p>				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam</p>	IC, Classroom Teachers	Student data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Implement Technical Writing Course for students who did not meet the minimum standard on the STAAR EOC (writing) exam	IC, Classroom teachers	Student data				
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Utilize laptop computers for ESOL students to access technology applications related to English language acquisition	ESOL teachers, IC	Student data				
Funding Sources: 263 - Title III-A Immigrant - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing	Classroom teachers, IC	Student data, reading levels				
6) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				
7) Create a lead teacher for the ESL team who focuses on paperwork, accommodations, and LPAC meetings	ESL Team Lead	Increase student support in ESL classes				
						

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

Performance Objective 8: By June 2020 98% of students will pass Algebra I STAAR EOC, Level II.

Evaluation Data Source(s) 8: Classroom Assessments, DLA, STAAR EOC

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions</p>	DC, IC	Student data				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Implement SL Math Curriculum for students who do not meet the standard on the STAAR EOC exam</p>	Classroom teachers, IC	Student data				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 3) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam</p>	Classroom teachers, IC	Student data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
4) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				

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

Performance Objective 9: By June 2020 100% of students will pass Biology STAAR EOC, Level II.

Evaluation Data Source(s) 9: DLA, STAAR EOC

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions</p>	DC, IC	Student data				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam</p>	Classroom teachers, IC	Student data				
Funding Sources: 199 - General Fund - 0.00						
3) Teachers implement campus plan to monitor student achievement through informal assessment	Classroom teachers, AP's, IC	Student data				
4) Utilize ELPS strategies in the Biology classroom	Classroom teachers, IC	Student data, lesson plans				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
5) Students utilize campus retest policy to improve understanding and mastery of TEKS	Classroom teachers	Student data				

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

Performance Objective 10: By June 2020 100% of students will pass US History STAAR EOC, Level II.

Evaluation Data Source(s) 10: DLA, STAAR EOC

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions</p>	IC, DC	Student data				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 2) Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam</p>	Classroom teachers, IC	Student data				
<p>3) Students utilize campus retest policy to improve understanding and mastery of TEKS</p>	Classroom teachers	Student data				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
4) Utilize Document Based Questioning (DBQ's) to improve reading of social studies content and improve understanding of historical documents	Classroom teachers, IC	Student data, lesson plans				


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

Performance Objective 11: English I and II EOC masters grade level scores will increase by 20%


Evaluation Data Source(s) 11: EOC data

Summative Evaluation 11:

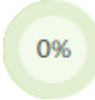
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will implement a writing process that allows for conferring and conferencing.	Admin and IC					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: By June 2020, department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

Evaluation Data Source(s) 1: Adopted budget

Summative Evaluation 1:

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By May 2020, all campus and department leaders and instructional coaches will utilize data in various formats.

Evaluation Data Source(s) 1: Portals and data sets available, trainings offered/number of attendees, user surveys and user reports.

Summative Evaluation 1:

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: Provide quality professional development designed to increase educator expertise when measuring learner skill acquisition.

Evaluation Data Source(s) 2: PD sessions

Summative Evaluation 2:

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.





Performance Objective 3: SLHS will use a collaborative and data-driven approach in developing plans and programming.

Evaluation Data Source(s) 3: Surveys, programs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Continue with Character Strong lessons to build collaborative relationships with students.	Teachers, Counselors, Administration, Instructional Strategies	Character Strong Lessons				
2) Work closely with the Associate Principal, DC's and IC's to develop a master schedule that will maximize PLC planning as well as maximize staffing units	Associate Principal, DC, IC, Principal	Master schedule				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
3) Link student parking privileges to student discipline; students will lose parking privileges if they do not maintain proper discipline throughout the school year	Administration	Discipline referrals, discipline data				
4) Link senior trip privileges with student discipline; seniors may not attend the senior trip if they have significant discipline issues	Administration	Discipline referrals, discipline data				
5) Maintain and facilitate the Principal's Leadership Council to better connect student groups and activities throughout the building; the group will also be focused on leadership development	Principal, Student Council Sponsor	Meeting dates, activities				
6) Increase training on lesson planning as it relates to TTESS and goal setting for classroom instruction/staff development	Administration, DC, IC, Classroom teachers	Meeting dates, lesson plans				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 4: SLHS teacher will analyze DLAs and Common assessments to increase student mastery of lesson objectives.

Evaluation Data Source(s) 4: student grades, and DLA scores

Summative Evaluation 4:

Goal 5: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Define and implement district and campus expectations for technology integration inside and outside the classroom

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

Evaluation Data Source(s) 1: Recruiting records, hiring timelines, and retention reports

Summative Evaluation 1:

Goal 6: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 7: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Performance Objective 1: Develop a professional analysis of the student assessment and accountability systems to inform an action plan for the school board, administration and community to regain local control.

Evaluation Data Source(s) 1: Analysis completed

Summative Evaluation 1:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: By May 2020, there will be an increase in opportunities to share information and gather input from parents and community members.

Evaluation Data Source(s) 1: Parent/community surveys and lists of new information-sharing activities.

Summative Evaluation 1:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Replace Katy ISD school-business partnership program with an activity driven business and community partnership model that engages all stakeholders.

Evaluation Data Source(s) 2: New partnership program created

Summative Evaluation 2:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: Identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 8: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 4: Parents and community members are offered a wide range of activities that will engage them in the SLHS community of learners.

Evaluation Data Source(s) 4: Surveys, meeting

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide numerous opportunities for parents and community members to learn about SLHS; examples: Spartan Spectacular, Open House, Senior/Junior Parent Night, PTSA meetings, Advance Academic Night, Booster Clubs, Fish Camp, New Student Parent Coffee, Bond Overview Meetings	Administration	Meeting dates				
2) Work closely with booster clubs and the PTSA to better coordinate activities and garner support for those activities	Principal, Booster Club and PTSA Presidents	Meeting dates, activities				
3) Improve campus communication with stakeholders using methods such as: eNews, website, Remind, Twitter, Facebook, Home Access Center	Administration, classroom teachers	Websites, messages, etc				
4) Implement programming for students and parents who are new to the SLHS community	Administration, counselors, ESOL teachers	Events				
Funding Sources: 865 - Principal Activity - 0.00						
5) Include feeder junior high and elementary schools in campus and community activities to include homecoming, games, parades, events, etc.	Administration, coaches, Student Council Sponsor, directors, club sponsors	Events				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	7	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	7	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam
2	7	3	Implement Technical Writing Course for students who did not meet the minimum standard on the STAAR EOC (writing) exam
2	7	4	Utilize laptop computers for ESOL students to access technology applications related to English language acquisition
2	7	5	Utilize linguistically simplified books for classroom ELA instruction; allowing students to better understand classic literature and writing
2	8	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	8	2	Implement SL Math Curriculum for students who do not meet the standard on the STAAR EOC exam
2	8	3	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam
2	9	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	9	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam

Goal	Objective	Strategy	Description
2	10	1	Utilize collaborative teamwork for instructional planning to include: - Data analysis by grade, subject, student group, and progress measure - Data analysis through reflective questions using the Lead4Ward processes - Grade-level, vertical, and /or interdisciplinary team meetings for data analysis and dialogue - Development of an instructional plan/Action Plan based on data analysis to be included in the campus improvement plans - Individual student data analysis and student goal setting sessions
2	10	2	Tutorial pullout sessions for students who do not meet the minimum standard on the STAAR EOC exam

State Compensatory

Personnel for Seven Lakes High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rebecca Greene	Reading	Academic Support	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kerri Finnesand	Principal
Parent	Dean Haefner	parent
Parent	Shelly Martin	parent
Parent	Yan Quist	parent
Parent	Mika Rao	Parent
Parent	Euna Rhodes	parent
Parent	Katie Roberts	Parent
Parent	Leslie Simank	Parent
Parent	Alice Terwege	Parent
Parent	Gail Yanek	parent
Community Representative	Cindy Cruz-Davis	community member
Business Representative	Rabia Nagda,MD	Business Rep./Parent
Classroom Teacher	Chad Meyer	teacher
Non-classroom Professional	Nicole Brayton	IC
Non-classroom Professional	Ty Jackson	AP
Non-classroom Professional	Mary Margret Trieff Jozwiak	AP

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	2	Tutorial budget		\$0.00
Sub-Total					\$0.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	Laptop computers		\$0.00
Sub-Total					\$0.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	4	4	Principial's Activity		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
SEVEN LAKES H S (101914010) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		96	A
STAAR Performance	82	96	
College, Career and Military Readiness	89	97	
Graduation Rate	99.6	95	
School Progress		91	A
Academic Growth	81	91	A
Relative Performance (Eco Dis: 11.9%)	86	87	B
Closing the Gaps	96	92	A

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned