

Katy Independent School District
Haskett Junior High
2023-2024 Campus Improvement Plan



Mission Statement

In partnership with our community, Haskett Junior High develops and challenges all learners by cultivating relationships and creating authentic experiences in a safe and equitable environment.

Vision

Haskett Huskies are empowered to make a difference and achieve greatness.

Value Statement

Our Haskett Hallmarks are Greatness, Growth, Integrity and Community

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - Goal 1: All learning environments will foster engagement by integrating personalized learning experiences. 12
 - Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement. 17
 - Goal 3: 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. 19
 - Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention. 20
 - Goal 5: 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. 22
 - Goal 6: Katy ISD will actively support the emotional well-being of all learners. 25
- Campus Funding Summary 29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Haskett Junior High is located in the city of Katy, a suburban area located west of Houston, Texas and part of the Katy Independent School District. Haskett Junior High is still the newest junior high campus within the district that serves grades 6-8. The demographic information reflected in the Campus Needs Assessment is for the 2023-24 school year. The total enrollment for this year is 1275 students. The campus demographics are 43% Hispanic, 25% African American, 23% White, 4% Asian, 4% Two or More Races, 62% Low Socio-Economic, 19% LEP, and 15% Special Education.

Demographics Strengths

Haskett Junior High employs high-quality, dedicated staff to serve our students. We have a total of 123 staff members. This includes 95 full-time teachers and instructional paras 5 administrators, 3.5 instructional coaches in each content to support teachers, 4 counselors assigned to a specific grade level as well as a student support counselor and 14 clerical staff.

We are planning our data driven instruction and intervention programs to help close the learning loss due to the effects of the COVID pandemic. We have developed a comprehensive plan to address the state-mandated intervention for all students who were unsuccessful on the STAAR exam. All students can learn. However, some may need more developmental strategies to fill in gaps, while others need enrichment activities to strengthen their understanding of the curriculum. We will continue to utilize CharacterStrong to meet the social-emotional needs of our students. Finally, we will coordinate several community events such as Meet the Teacher in August, Open House in September, Junior High Preview Night in January, and Award Ceremonies in May

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our goal is to establish a culture of high-achieving students, who also have their socio-emotional needs met by our staff. **Root Cause:** Our campus is located in the fastest-growing area of Katy. As students move in and new schools are built, our student population and demographics will continue to change rapidly.

Problem Statement 2: Our goal is to attract and retain high-quality employees that meet the academic and emotional needs of our students. **Root Cause:** As teacher retention becomes more difficult, our campus must be highly competitive in the job market. Teachers have many job opportunities both inside and outside the classroom.

Student Learning

Student Learning Summary

Haskett Junior High received an accountability letter grade in the 2022 school year of a B.

The number of students who satisfied the 2022 Approaches Grade Level Standard or above are as follows:

Reading: 83%

Math: 74%

Science: 86%

Social Studies: 71%

HJH STAAR scores were above the state average in all categories and comparable to other similar campuses in the district.

Student Learning Strengths

Students at Haskett JH scored well above the state averages on all STAAR categories. HJH accomplished this while having a high population of students who are economically disadvantaged.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students receiving Special Education services are performing well below all other student populations in all subjects.

Problem Statement 2: Limited English Proficiency students are performing well below other student populations in English.

Problem Statement 3 (Prioritized): Learning loss during Covid has negatively effected STAAR scores across all demographics.

School Processes & Programs

School Processes & Programs Summary

Our focus for professional development this year is in the following areas with a push for more voluntary involvement in all professional development opportunities:

The Fundamental Five

Safety

Improving Positive Behavioral Interventions and Supports (PBIS)

Purposeful Professional Learning Teams (PLT)

Teachers will attend professional development throughout the year from the campus level as well as trainings provided by the district. Teachers are also supported on campus by having team/department PLT meetings each week. These teams strive to follow backward design by first analyzing what students are expected to learn, and at what level they are expected to master. Teachers then use the provided unit plan outline and resources to address which instructional strategies will best help students achieve the level of mastery necessary. Focus is placed on creating lessons that get students talking and writing in the classroom. Teams administer a campus common assessment at the end of each unit to assess the mastery of the curriculum and determine where students were not successful in order to spiral content and re-introduce in a different manner throughout future units. Teachers are also given access to an instructional coach who helps to identify our needs and offers ongoing, targeted and job-embedded professional development.

The district as well as the administration at Haskett Junior High School, continue to recruit quality staff by attending many job fairs throughout the year and the Katy Independent Job Fair in April.

This school year we welcome 32 new teachers to our campus from within the district as well as those that come to us from other districts and business communities with a variety of talents and experience. This is an increase in turnover from the previous year. The campus welcomes in an entire new principal and assistant principal in this current school year.

School Processes & Programs Strengths

Each core area has PLT meetings twice a week, and has a designated administrator and instructional coach to work directly with the department.

New teachers to campus are provided a mentoring teacher

Mayde Creek High School subject teams work together effectively to implement the Katy ISD unit plans with fidelity.

Subject teams work to develop balanced common assessments and work yearly to improve upon the previous year's assessments.

Subject teams collaboratively discuss best instructional practices in order to ensure that all students receive high levels of instruction.

Common planning period for each PLT

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More professional development will need to be provided in implementing the aspects of the Fundamental Five.

Problem Statement 2: More time will need to be dedicated to closing the learning loss gaps.

Problem Statement 3: High number of student discipline has resulted in missed class time

Problem Statement 4 (Prioritized): Our attendance rate in 2022-23 was 94% which is below the district average

Perceptions

Perceptions Summary

Haskett Junior High believes our campus is a place where all students are given the opportunity to achieve excellence. Our values focus on our commitment as a faculty and staff to provide exceptional learning opportunities in order to prepare students for life after junior high and celebrate the diversity of our campus.

Haskett Junior High has also taken an active role in ensuring that the community is informed and involved in all aspects of what occurs on our campus. There is an active Parent, Teacher, Student Association at Haskett that holds fundraisers and supports many of the activities that occur on campus.

Parents are made aware of campus events and academic timelines through email communication and an active Facebook/Twitter/Instagram page. Parents get a weekly newsletter and teachers communicate with parents throughout the year.

Faculty and staff continue to maintain an active presence on Twitter and other social media to inform the local community of the great things occurring on campus.

Perceptions Strengths

Haskett Junior High utilizes many forms of communication to solicit input and community involvement including social media and parent link.

Haskett Junior High celebrates and values the diversity of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Improve community involvement through PTSA and various other organizations to allow the community to feel a part of the Haskett Junior High family.

Problem Statement 2: Improve the clarity and streamline parent and staff communications.

Priority Problem Statements

Problem Statement 1: Learning loss during Covid has negatively effected STAAR scores across all demographics.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our attendance rate in 2022-23 was 94% which is below the district average

Root Cause 2:

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- RDA data
- Alternative Education Accountability (AEA) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices

Goals

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

Performance Objective 1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.





Strategy 1 Details	Reviews			
<p>Strategy 1: Create pre-assessments to determine learning loss as well as mastered curriculum to personalize instruction for all learners.</p> <p>Strategy's Expected Result/Impact: Students will be able to be instructed at their individual level to focus on their growth.</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - State Comp Ed, - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide personalized interventions for struggling and high-performing students inside and outside the classroom period.</p> <p>Strategy's Expected Result/Impact: Closing the gap due to learning loss and growing our higher achieving students,</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - State Comp Ed, - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing, job-embedded professional development opportunities for all staff.</p> <p>Strategy's Expected Result/Impact: Increase professional capacity for our staff to better serve our students</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 199 - General Fund, - 199 - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide incentives for students to foster Positive Behaviors in School Culture</p> <p>Strategy's Expected Result/Impact: Maximize positive school culture at HJH</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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





Performance Objective 2: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund, - 199 - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 3: All emergent bilingual (EB) students with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.</p> <p>Strategy's Expected Result/Impact: Parents will be more knowledgeable of their student's education.</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

Performance Objective 4: Teachers are informed of the English language proficiency levels of emergent bilingual (EB) students in their classrooms, and Professional Learning Communities actively utilize the English Language Proficiency Standards (ELPS) to provide meaningful opportunities for EBs to develop social and academic English proficiency in listening, speaking, reading and writing.

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be better informed of EB strategies.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 5: Teachers of emergent bilingual (EB) students participate in professional development that addresses instruction that is sheltered and culturally responsive.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers of emergent bilingual students will attend professional development to support identified needs of emergent bilingual (EB) students.</p> <p>Strategy's Expected Result/Impact: Teachers will better serve EB populations.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.





Performance Objective 1: The Office of School Improvement will create and communicate a continuous improvement planning model with three checkpoints for each campus, to be implemented throughout the 2023-2024 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Haskett will use district checkpoints to monitor student progress throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will adjust instruction based on assessment data.</p> <p>Staff Responsible for Monitoring: Instructional coaches, assistant principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.





Evaluation Data Sources: Local Assessment calendar, professional development calendar, district protocols

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher learning teams will analyze data and use student information to create purposeful instruction and quality assessments.</p> <p>Strategy's Expected Result/Impact: Student assessments will measure actual learning.</p> <p>Staff Responsible for Monitoring: teachers, instructional coaches, administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - State Comp Ed, - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: 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: The District will define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.





Evaluation Data Sources: Proficiency standard established

Strategy 1 Details	Reviews			
Strategy 1: Students and staff will receive training on appropriate and effective use of technology. Strategy's Expected Result/Impact: Students will use technology responsibly and district data will be protected. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: 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 Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize strategic hiring process to select highly qualified staff Strategy's Expected Result/Impact: Hiring highly qualified staff to effectively deliver rigorous instruction. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: 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: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.





Strategy 1 Details	Reviews			
<p>Strategy 1: HJH will utilize two veteran teachers to mentor our new to the profession teachers through on-going support and monthly meetings. They will also provide support for experience teachers who are new to the district.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and staff morale.</p> <p>Staff Responsible for Monitoring: Lead mentor teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: 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: The District will 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.





High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase PTA membership and parent volunteering on campus Strategy's Expected Result/Impact: Greater connections between the campus and community. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: 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: Provide parent engagement activities to parents/guardians of emergent bilingual (EB) students that is supplemental to the services provided to all parents.

Strategy 1 Details	Reviews			
Strategy 1: Provide 1 or more parent engagement activities specific to the parents of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Parents are better informed ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: 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: Provide family engagement (parent and child together) activities for families of emergent bilingual (EB) students that is supplemental to the services provided to all families.

Strategy 1 Details	Reviews			
Strategy 1: Provide 1 or more family engagement activities specific to the parents of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Parents will be better informed. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.





Evaluation Data Sources: Safety and security audits and safety documentation (fire drill logs).

Strategy 1 Details	Reviews			
<p>Strategy 1: Assistant Principal designated as campus safety liaison to manage and facilitate all drills, mitigation and response plans as it pertains to the safety and health of HJH stakeholders.</p> <p>Strategy's Expected Result/Impact: Student safety is prioritized through careful planning and drills in case of an emergency.</p> <p>Staff Responsible for Monitoring: Safety Liaison, Principal</p> <p>Funding Sources: - 199 - State Comp Ed, - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers</p> <p>Strategy's Expected Result/Impact: Maintain a safe learning environment for all stakeholders at HJH.</p> <p>Staff Responsible for Monitoring: Principal, Safety Liaison, Administrators, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: The District will enhance the established multidisciplinary approach to proactively support student emotional well-being.





Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will create a core CharacterStrong committee to review and tailor CharacterStrong lessons for the needs of our students.</p> <p>Strategy's Expected Result/Impact: Lessons will be more impactful and relevant for our students.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselors, CharacterStrong Core Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - State Comp Ed, - 199 - General Fund</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: The District will create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being.





Evaluation Data Sources: Listing of sessions; attendance/involvement rates

Strategy 1 Details	Reviews			
<p>Strategy 1: CharacterStrong lessons will be taught every Monday during Extended Learning Time (ELT) by HJH Teachers. Strategy's Expected Result/Impact: Students will have consistent lessons on social emotional topics that are taught by their ELT teacher or HJH staff. Staff Responsible for Monitoring: Teacher, counselors</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund, - 199 - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: The campus will work to decrease the amount of time students spend out of the classroom for violations of the Student Code of Conduct.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will use the Katy ISD Discipline Management Plan to find alternate ways to correct student behavior that keep the students in class.</p> <p>Strategy's Expected Result/Impact: Students will have more time inside the classroom learning environment.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
2	2	1			\$0.00
6	1	1			\$0.00
6	2	1			\$0.00
6	3	1			\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	2	1			\$0.00
6	3	1			\$0.00
Sub-Total					\$0.00