

**Katy Independent School District**  
**Stockdick Junior High**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

Leaders & Learners, Today & Tomorrow!

## Cultural Declaration

### Humanity

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

### Learning

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

### Leadership

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

### Collaboration

At SJH we believe that we are better together. Our collaborative culture celebrates a diversity of thought and respects everyone's voice within

the learning community. We work purposefully to connect with campuses within our vertical feeder pattern. Trust is built through the establishment of clear expectations, transparency, and collaborative decision making. Within our highly effective, synergistic teams, we own each other's strengths and share responsibility for the success of all learners.

## **Digital Competence**

The SJH learning community sees technology as a tool to accomplish our goals. We leverage digital tools to create for a global audience. We teach and model digital citizenship. Individually, and as a community, we hold ourselves accountable for creating positive digital footprints.

Through technology, we open access and ensure equity for our varied learners. In this environment, we are no longer limited to learning within the constraints of a school day or the walls of our building.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A suburban junior high located in Katy, TX, Stockdick Junior High (SJH) serves families in the northwest quadrant of the Katy Independent School District (Katy ISD). With its inaugural year in August 2017, SJH became the 15<sup>th</sup> junior high campus in Katy ISD. The campus ended the 2023-24 school year with a total enrollment of 1,170 students. The student body consists of approximately 47.2% Hispanic students, 24% African American students, 16.9% White students, 9% Asian students, 2.7% students that are comprised of 2 or more races and less than 1% students who identify as American Indian or Native Hawaiian/Pacific Islander. Of those students, 45.6% are At Risk. SJH consists of 45.6% economically disadvantaged students, 16% special education students, and 6.8% gifted and talented students.

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

The administrative team will continue to build upon the campus climate and culture for the 2024-25 school year. To improve on previous work in this area, the campus leadership team sought feedback from faculty and staff at the end of the 23-24 school year and adjusted systems and structures with an effort to better support teachers and place more focus on teaching and learning. This led to reviewing the campus reference guide for consistency among all staff members and the different departments. The administrative team also added more positive recognition for both students and staff to build a positive learning community.

### Demographics Strengths

The northwest quadrant of Katy ISD is a quickly growing region due to the available undeveloped land and proximity to major highways and

shopping. Due to several master-planned communities and apartment complexes surrounding the school, SJH has a diverse population of families that attend the school. Academics are important at SJH, but there is also pride in our extracurricular opportunities. As the student body grows, our fine arts and athletic programs have seen an increase in participants. Year after year, the programs produce top-tier performers. The growth of the extracurricular programs offered by SJH is supported by strong parental involvement and increasing student performance in the classroom.

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

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** English Learners (EB) scoring in the intermediate level of speaking on the TELPAS **Root Cause:** The utilization of the strategies of turn and talk, usage of complete sentences, and structured writing is not being utilized in the classroom settings by the teachers.

# Student Learning

## Student Learning Summary

2024 STAAR 6-8 Comparison						
ALL						
District						
SJH						

2024 STAAR 6-8 Comparison						
<b>Masters</b>	69%	50%	46%	-4%		
<b>AMM Average</b>	87	73	73	0		
<b>Science</b>						
	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>% Growth</b>		



2024 STAAR 6-8 Comparison						

Student Learning Strengths

Using 2023-2024 STAAR data, students showed increases in Reading in the meets and masters levels 8th Grade Reading.

- Meets 63% to 66% (increase by 3%)
- Masters 31% to 36% (increase by 5%)

Using2023-202 STAAR date, students showed a 1% increase with the AMM Average in 8th grade science.

Problem Statements Identifying Student Learning Needs

- Problem Statement 1 (Prioritized):** Students who receive SPED services are under performing in comparison to students not served by this program. **Root Cause:** Additional instruction that target on-level content TEKS and unlearned skills are needed to support unfinished learning.
- Problem Statement 2:** Students who receive EB/newcomer services are underperforming in comparison to students not served in the programs. **Root Cause:** The use of strategies in the classroom settings are not being utilized with fidelity.
- Problem Statement 3 (Prioritized):** Students dropped in 6th grade ELAR STAAR from the previous school year **Root Cause:** Due to long term subs throughout the school year, the students didn't receive the level of instruction and support in those classes.

## School Processes & Programs

### School Processes & Programs Summary

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

In addition to collaborative team meetings, core content teams are provided with pre-scheduled full days for writing assessments and data review. For the 2023-24 school year, campus leaders will attend the Katy ISD PLC Academy, which focused on highly effective results-driven dialogue and questioning.

SJH will also continue to focus on the teaching practices outlined in *The Fundamental 5*.

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

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

### School Processes & Programs Strengths

To support positive behavior outcomes, SJH utilizes Positive Behavior Interventions and Supports (PBIS). This system reinforces desired behavior by preventing unwanted behavior. To determine desired behavior, SJH adopted the SABER standards.

#### Safety

#### Accountability

Bravery

Excellence

Respect

#### **Problem Statements Identifying School Processes & Programs Needs**

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

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

**Problem Statement 3 (Prioritized):** Students who receive SPED services are under performing in comparison to students not served by this program. **Root Cause:** Additional instruction that target on-level content TEKS and unlearned skills are needed to support unfinished learning.

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

**Problem Statement 5 (Prioritized):** Students dropped in 6th grade ELAR STAAR from the previous school year **Root Cause:** Due to long term subs throughout the school year, the students didn't receive the level of instruction and support in those classes.

# Perceptions

## Perceptions Summary

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

Teachers are celebrated weekly through peer nomination (Sabercat of the Week) and monthly awards (Super Sabercat of the Month) that is nominated by members of the Administrative Team and instructional coaches. Our teachers will also be recognized by colleagues on who is helping SJH row in the right direction. (following along with the theme); along with our paras (sticking with the rowing theme) will be recognized as well by showing how their role is very important as well in leading in the classroom or building.

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

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

## Perceptions Strengths

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

### **Problem Statements Identifying Perceptions Needs**

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

**Problem Statement 2:** In several areas of the campus climate survey, faculty and staff rated the school low in several areas regarding the consistency among the administrative team in relation to evaluations and discipline. **Root Cause:** Being able to understand the roles as new administrative team and how to manage aspects of being in the role.

# Priority Problem Statements

**Problem Statement 1:** Students who receive SPED services are under performing in comparison to students not served by this program.

**Root Cause 1:** Additional instruction that target on-level content TEKS and unlearned skills are needed to support unfinished learning.

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

**Problem Statement 2:** Students dropped in 6th grade ELAR STAAR from the previous school year

**Root Cause 2:** Due to long term subs throughout the school year, the students didn't receive the level of instruction and support in those classes.

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

**Problem Statement 3:** Increase in classroom disruptions and visits to the office for classroom disruptions.

**Root Cause 3:** Implementation of the positive rewards system was not being used consistently.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** In an end-of-year student bullying survey, 29% of students reported they are not comfortable telling a SJH employee if they felt they were the victim of bullying.

**Root Cause 4:** Failure to build relationships with all students and being consistent in implementation of rules

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **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

# Goals

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

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

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The staff on duty will check students upon entering the building and throughout the day to ensure students have a visible ID to identify them.  <b>Strategy's Expected Result/Impact:</b> Safe and secure expectations set by the campus and district Monitoring of students at school and district events <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff, and Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

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

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Safety Information will be given to staff at the beginning of the year of each drill and their roles within in each safety situation.  <b>Strategy's Expected Result/Impact:</b> To ensure staff understand the importance during each drill, and to make sure they understand their roles when it comes to safety.  <b>Staff Responsible for Monitoring:</b> Safety Liaison Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> After each drill, a review will take place with the team and staff on areas of improvement.  <b>Strategy's Expected Result/Impact:</b> Continued preparedness so each staff member is comfortable in different safety scenarios.  <b>Staff Responsible for Monitoring:</b> Safety Liason Administrative team	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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

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

**High Priority**

**Evaluation Data Sources:** Characterstrong  
Student survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Characterstrong is done on each Wednesday during advisories. <b>Staff Responsible for Monitoring:</b> Teachers Counselors Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Red Ribbon Week takes place in October. <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
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**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

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

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

**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Goal 4:** 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:** Each tested subject will use aware to input common formative assessments to measure growth of the students on tested TEKS.

**High Priority**  
**Evaluation Data Sources:** common formative assessments data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Common formative assessments to review data in aware and have a targeted plan in team meetings <b>Staff Responsible for Monitoring:</b> Department Chairs Assistant principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 4:** 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:** 77% of SJH content teachers will effectively implement campus focused Fundamental 5 strategies based off monitoring tool by April 2025

**Evaluation Data Sources:** Instructional coaches have developed a walk through form to help with focus on the use of the tools from Fundamental 5.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The walkthrough form will focus on the tools from Fundamental 5: turn and purposeful talk and writing <b>Strategy's Expected Result/Impact:</b> The focus is to allow the teachers to engage with the students <b>Staff Responsible for Monitoring:</b> instructional coaches administrative team  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				



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

**Performance Objective 3:** During PLC, each team will review data from assessments and discuss rigor of questions being assessed.

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

**Performance Objective 4:** During advisory, teachers will use a computer based program (Freckle) to monitor growth and usage of students on TEK specific activities.

**Evaluation Data Sources:** Freckle

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Freckle will give information of growth and allow teachers to pull small groups to individualize TEKS not mastered <b>Staff Responsible for Monitoring:</b> Teachers Admin	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

**Performance Objective 5:** By April, 70% of teachers will be using the strategies learned through the Seidletz & steps training

**Evaluation Data Sources:** The EL faclitator walkthouhgs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use of strategies learned (word walls, sentence stems) during Seidletz trainings <b>Strategy's Expected Result/Impact:</b> Help students that are of a second language Help all students increase in writing and vocabulary <b>Staff Responsible for Monitoring:</b> Teachers EL facilitator Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 5:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Performance Objective 1:** Trainings will be done in mini campus professional development every six weeks for teachers to assure each teacher is utilizing best technology methods to teach within in each content.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During conference periods or before/after school, mini professional development will take place to enhance the technology being used in the classrooms. <b>Staff Responsible for Monitoring:</b> Principal Campus Technology specialists Department Chairs  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> GoGuardian is a tool that will be utilized in all classes to help in monitoring student usage that can result in off task behaviors. <b>Strategy's Expected Result/Impact:</b> Keep students focused on the online lesson being administered <b>Staff Responsible for Monitoring:</b> Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The mentors are to help the staff with the culture of the building and aid in targeted areas ranging from the district and campus sources to help in the classroom. <b>Strategy's Expected Result/Impact:</b> This strategy is to acclimate the new staff to Stockdick Junior High and to help with the transition to the district. <b>Staff Responsible for Monitoring:</b> Admin Dept Chairs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> By the end of October, the Principal will have one to one meetings with all new and returning staff. <b>Strategy's Expected Result/Impact:</b> To build the relationship and have the opportunity to check on teachers individually <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

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

**Performance Objective 2:** During the 24-25 school year, the participation by staff will increase by 25% in completing the culture and climate survey

**Evaluation Data Sources:** District Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The administrative team will set a designated time for staff to complete the survey during planning or a staff meeting. <b>Strategy's Expected Result/Impact:</b> In giving the staff time to complete, it allows for authentic feedback to improve campus culture and climate. <b>Staff Responsible for Monitoring:</b> Administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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

**Performance Objective 3:** During the 2024-2025 school year, a committee will review discipline trends each six weeks

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The committee will meet to review the discipline reports and discuss what is taking place in the class and the halls.  <b>Strategy's Expected Result/Impact:</b> Decrease behaviors and recognize on how to address the trends that are being noticed  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Discipline Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

**Performance Objective 4:** By May 2025, the pillars that reflect school management and appreciation from the Culture and Climate survey, will show a score of 8 or above.

**Evaluation Data Sources:** Results from the Culture and Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A sunshine committee has been established to have opportunities to recognize staff throughout the school year. <b>Strategy's Expected Result/Impact:</b> Building community and a positive culture <b>Staff Responsible for Monitoring:</b> Sunshine Committee Administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each staff member will have opportunities to be recognized weekly by having different methods of celebrating accomplishments each week. <b>Strategy's Expected Result/Impact:</b> Build community within the building <b>Staff Responsible for Monitoring:</b> Staff Administrative team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				



**Goal 7:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** By January of 2025, the PTSA membership will increase by 5% from the previous school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet periodically with the PTSA board on membership and family engagement activities that are being planned <b>Strategy's Expected Result/Impact:</b> Positive family involvement with our students and families <b>Staff Responsible for Monitoring:</b> Principal Staff that are members of PTSA  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 8:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.