

Katy Independent School District
Seven Lakes Junior High
2024-2025 Campus Improvement Plan



Mission Statement

Seven Lakes Junior High School's Mission Statement

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

Value Statement

The Spartan Creed we aim to live by is:

Spartans Lead and Protect Others.

Spartans are Disciplined.

Spartans Never Quit.

We are Spartans.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	13
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	14
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.	16
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.	17
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.	18
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	19
Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.	20
Goal 8: 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.	21
Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	22
Plan Notes	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seven Lakes JH is a middle school in a growing suburb of Katy, Texas that currently serves approximately 1600 students in grades 6th through 8th. SLJH consists of 21% economically disadvantaged students, 18% English language learners, 11% special education students, and 26% gifted and talented students. The student body consists of 22% Hispanic students, 8% African American students, 27% Caucasian students, and 39% Asian students. Of these students, 27% are considered At Risk.

Our Campus Administrative Team and Instructional Coaches work together to plan staff development that will enhance teaching and learning. In addition, all teachers have the support of their Professional Learning Community, as they plan and create student assessments collaboratively. All teachers are supported by instructional coaches and through feedback from regular administrative walkthroughs. SLJH supports new teachers by assigning each a "buddy" teacher and offering support through New Spartan Academy monthly meetings. Teachers seeking growth are invited to participate in the Teacher Leader Cohort which provides education and insight into the duties and role of campus leaders.

Our PTA typically consists of over 900 members and has an annual budget of over \$100,000 which is primarily spent on funding teacher-requested grants to support student learning. Each year we have several activities that involve the community such as a Community Pep Rally and International Festival.

Demographics Strengths

SLJH has a diverse student, parent, and teacher population. We maintain high standards for all populations and continue to see growth in all areas. Students interact and learn how to relate to different cultures and ethnic groups. Seven Lakes Junior High has a strong foundation in all contents including our Special Education, ESL, and the Gifted and Talented programs. We have a large percentage of our students (26%) in the Gifted and Talented program and enrolled in KAP courses, including high school credit courses such as Algebra and Geometry. ESL services are provided for the ESL population. The campus provides sheltered English classes during the day to facilitate language acquisition for students. Our Special Education program is specific to the needs of our students and provides support across the campus. SLJH has a high rate of attendance of approximately 97%.

Student Learning

Student Learning Summary

We have developed a collaborative culture that calls for all teachers to work on a lesson planning team to plan for instruction, analyze data, create common assessments, and review student work. In addition to meeting once or twice a week, teachers are provided with additional planning time each semester. This works because teachers have a clear focus, students are assessed across the campus, and best practices are shared. In addition to the strategies listed above, we have added accelerated instruction for all students who did not meet the passing standard on STAAR assessments. This is provided during the student's Advisory time. Planning teams review assessment data on a regular basis to determine material that students need additional support with. Students are invited to attend tutorial sessions before or after school. All core content teachers offer before or after-school tutorials twice per week from September to May. Students can attend tutorials with their teacher or a different teacher. This allows teachers to provide additional small-group instruction necessary for the students who need it. Additional time is available for students to use during their Advisory time to revisit needed material in all content areas.

Student Learning Strengths

Our students continue to excel academically with all STAAR passing rates in the 90's except 7th grade math, which was a passing rate of 86%. Areas that showed an increase in the average of Approaches, Meets, and Masters (AMM) from the previous year were 7th-grade reading, 8th-grade reading, and 7th-grade math. Areas that showed a decrease in average of AMM were 6th grade math, 8th grade math, and 8th grade science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students do not take ownership of their learning. They do not have a clear understanding of what they did "wrong" on an assessment. **Root Cause:** Teachers are pressured to provide content and do not take time to review assessments as a whole class.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

SLJH faculty and staff are focused on student growth and achievement. We are committed to providing students with exceptional learning experiences through hands-on instruction and innovative and research-based strategies. SLJH faculty and staff monitor progress and achievement data based on the general population and sub-populations regularly to ensure that students meet or exceed growth expectations. Staff collaborates every week in their Professional Learning Communities. Meeting norms were established at the start of the school year and teachers use this time to evaluate data, discuss student performance, and plan for instruction. At SLJH the teachers utilize the district unit plans and work collaboratively to deliver instruction that is student centered. Student achievement scores continue to be highly competitive with like campuses.

Personnel

Seven Lakes Junior High is committed to hiring the best teachers for our students. When hiring, the interview teams are comprised of campus administration, department leads, instructional coaches, and teachers. This collaborative process guarantees that we find teachers who have the same philosophies regarding how we treat students, what our expectations are for all students, and the level of commitment to continuous learning as educators. SLJH supports new teachers by assigning them a mentor as well as providing them with a collaborative team that meets consistently to review data and plan excellent instruction. SLJH retains teachers by giving them a voice, training them to become leaders, and maintaining a positive school culture that celebrates successes and views failures as an opportunity to grow. The principal conducts staff "check-in" meetings each semester to address any questions or needs. The majority of teachers and staff choose to stay at SLJH or achieve promotions within the school district. Teachers who request permission to attend additional staff development opportunities outside of what the campus and district provide are generally granted permission and financial support.

Leadership

Each PLC team has a designated Team Lead who works with the department chair and instructional coaches to discuss the needs of the PLC. Each department is represented on the leadership team by the department chair and collaborates regularly during leadership team meetings to problem-solve and participate in leading the school. Administrators also meet consistently and are assigned to specific departments to support and assess all areas of school operations. Administrators conduct informal walk-throughs in classes each week. Teachers have the opportunity to learn and grow as leaders through the Teacher Leader Cohort which meets regularly to examine campus focus areas and support the growth of staff members seeking additional opportunities.

Budget

Departments submit a proposal for any expenditures such as tutorials, supplies, reading materials, and technology needs. We carefully monitor the facility to ensure that everything is in good working condition. Teachers conduct a checklist inspection of their rooms and work areas twice a year and report any needs directly to the campus secretary. Each department manages its department budget and each staff member is responsible for taking care of their specific working area.

Technology

For the 24-25 school year, all students will be issued a personal Chromebook to use. All classrooms have access to SMART boards. Teachers have been provided with headphones, clickers and other technology to use at their discretion.

Assessment

Our teachers work collaboratively to create common lesson plans. Part of that process involves writing common assignments, quizzes, projects, and tests. Data is looked at regularly by teachers and special populations to plan the next steps in the teaching and learning process. We also participate in all district learning assessments and utilize that data as well. The SLJH Testing Center is open every period for students who need to make up or finish a test.

Social Emotional Learning & Recognition

The Spartan Creed is embedded in every area of the building and is a continued theme in all that we do at SLJH. The SLJH character education program is delivered by all teachers during advisory and includes lessons from Character Strong, Jostens' The Harbor, and other lessons created by staff members. Staff who go above and beyond are recognized as "Rock Stars of the Month" during staff meetings. Staff nominate students to be recognized with a "Spartan Shout Out" and the grade level administrator contacts their parents. We have Keys Mentors who come to our school and mentor our students. This positive adult relationship works to build the self-esteem of our students. The neighboring high school also has a PALs program where high school students come over weekly to mentor students.

School Processes & Programs Strengths

Seven Lakes Junior High excels through its strong school processes, characterized by a rigorous academic curriculum and data-driven decision-making that promotes student success. SLJH has a robust extracurricular program, offering a wide range of clubs and activities to foster well-rounded development and encourage all students to find a place to belong. Additionally, SLJH emphasizes a supportive learning environment, with dedicated staff and resources tailored to meet the diverse needs of its student body.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and staff have varying definitions of what the expectations are for students to uphold the Spartan Creed. **Root Cause:** The language of the SLJH Creed is dated and students and staff are no longer using it.

Perceptions

Perceptions Summary

Our parents and community members are informed and involved in the teaching and learning that takes place in our school. During the 2023-2024 school year, our PTA had over 600 members including almost 100% of the campus staff. The PTA is very active with 18 executive board members and various committee chairpersons. Their mission is student-driven and they successfully raise close to \$100,000 yearly for campus initiatives. The PTA supports the instructional needs of the campus by awarding grants to teachers who submit a request for instructional materials or professional development opportunities. Almost every grant request submitted is funded. We offer a series of learning opportunities for parents called "The Spartan Parent Academy" where we offer varying topics such as growth mindset, the adolescent brain, friendships, Canvas, etc. SLJH's largest campus event is the SLJH International Festival in the Spring. Students, families, community members, and local businesses represented 30 countries from around the world. Each country has a booth to share its native food, dress, games, and cultural traditions. It has been a very successful night of learning from each other and making connections across cultures. Student surveys indicate students feel safe and cared for on our campus. Student achievement indicates a safe and positive learning environment is being provided and supports student success.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students benefit from academic discourse, critical writing, vocabulary, and productive struggle activities in all content areas. **Root Cause:** Consistency in these areas may be difficult in all contents on a regular basis.

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 goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

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

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- 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: By the end of the year, teachers will incorporate consistent classroom structures and behavior expectations to support student behavior.

Evaluation Data Sources: Professional Development with all staff; Examples of Spartan Culture Contracts; Feedback from students during Home Base Checks, Feedback from Teachers during Temperature Checks

Strategy 1 Details	Reviews			
Strategy 1: The MTSS-B team will meet throughout the year to identify areas to improve student behavior. Strategy's Expected Result/Impact: The committee will identify ways to support staff in addressing behavior as well as connecting students in need with resources. Staff Responsible for Monitoring: Administration, Counselors, ICs, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Coaches and Administration will conduct regular walk throughs to collect feedback on student behavioral engagement. Strategy's Expected Result/Impact: The team will review whole campus data regularly to determine overall levels of student behavior engagement. Staff Responsible for Monitoring: Instructional Coaches, Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administration will identify behavior non-negotiables and train staff on student behavior expectations. Strategy's Expected Result/Impact: Staff will feel better prepared to address behavior concerns in accordance with campus expectations. Students will have consistency in classrooms as they go throughout their day. Staff Responsible for Monitoring: Administration, ICs, DCs, Team Leads	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By the end of the year, Teachers will implement strategies from the Effective Schools Framework in their classrooms.

Evaluation Data Sources: PLC Agendas, Classroom Walkthroughs, IC Coaching Data

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, teachers will plan for the use of Discourse, Prod Struggle, Questioning, Vocabulary, and Framing the Lesson. Strategy's Expected Result/Impact: All PLCs will dedicate time to plan for how their instruction supports campus goals. Staff Responsible for Monitoring: Administration, ICs, DCs, Team Leads	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Leadership Staff will utilize Spartan Snapshot to collect data on campus focus areas (Discourse, Prod Struggle, Questioning, Vocabulary) in classrooms. Strategy's Expected Result/Impact: Teachers' knowledge and confidence in these areas will increase. Staff Responsible for Monitoring: Administration, ICs, DCs, Team Leads	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 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: We will increase the number of students participating in the campus Coordinated Health Program.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators, Physical Education Teachers	Formative			Summative
	Oct	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> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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: By the end of the year, I will incorporate data review protocols for all PLCs to assist teachers with disaggregating formative and summative data to drive their instructional goals.





Evaluation Data Sources: PLC Agendas, CBA and DLA Data, Examples of Data Protocols

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will provide ongoing training to staff members on gathering data and how to use it to plan effective lessons. Strategy's Expected Result/Impact: Staff will be more knowledgeable of pulling their individual data and examining it as a whole group. Staff Responsible for Monitoring: Administration, ICs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional coaches and administrators will attend planning sessions to ensure teams use data to guide instruction. Strategy's Expected Result/Impact: Administration and ICs will be informed on instructional planning. Staff will have the opportunity to ask questions and seek feedback. Staff Responsible for Monitoring: Administration, ICs	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Administration and Instructional Coaches will egularly review CBA and DLA data to examine areas for growth. Strategy's Expected Result/Impact: The Leadership Team will identify areas of concern and growth. Staff Responsible for Monitoring: Administration, ICs	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>				

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.

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

Performance Objective 1: Seven Lakes Junior High will establish systems for teachers to feel connected to one another and to feel supported by administration and support personnel in order to retain teachers.





Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in team-building activities at all staff meetings and monthly socials. Strategy's Expected Result/Impact: Staff will feel more connected to one another and will make a connection to staff members that they may not know. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The administrative team will facilitate support for new teachers through the New Spartan Academy. To support staff members seeking leadership positions, the campus will facilitate the Teacher Leader Cohort. Strategy's Expected Result/Impact: New staff and "veteran" staff will have the opportunity to learn and grow in a safe space. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The administrative team will share an exit survey with teachers who resign or transfer from SLJH. Strategy's Expected Result/Impact: Administration will receive feedback from staff on issues or areas of concern. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Administration will recognize "Rock Stars" each month at the monthly staff meeting, leave positive notes during classroom walkthroughs, and share "shout-outs" in the campus newsletter. Strategy's Expected Result/Impact: Staff will receive positive praise and feedback on a regular basis. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

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

Performance Objective 1: By the end of the year, I will provide ways for parents to feel connected to the campus as well as ways for staff to show support for students outside of the school day.

Evaluation Data Sources: Parent Academy Topics, School/Community Choice Board, Campus Culture Committee, International Festival, Coffee with the Principal, CAT Team

Strategy 1 Details	Reviews			
Strategy 1: The campus will offer 3-4 Parent Academy/Coffee with the Principal Sessions throughout the year for parents to attend. Strategy's Expected Result/Impact: Parents will learn ways to support their students in navigating the junior high experience. Staff Responsible for Monitoring: Administration, Counselors, ICs, Technology, LSSP	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All staff will support the International Festival as a volunteer or attendee. Strategy's Expected Result/Impact: The International Festival will be a whole campus event with all staff and community members involved in the celebration. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Parents of EB students will be invited to attend Katy ISD Parent Engagement Events Strategy's Expected Result/Impact: Parents of EB students will feel more connected to the district and campus. Staff Responsible for Monitoring: Administration, Bilingual Team Leads	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 90% of students and staff will report that they have a positive relationship with at least 1 staff member in the building as evidenced by data collected on the student safety survey and temperature checks.

Evaluation Data Sources: Home Base Feedback Checks, Staff Temperature Checks

Strategy 1 Details	Reviews			
Strategy 1: Students will attend a Home Base class each day (Advisory) during which they will work with a teacher to analyze their grades, set goals, and participate in character lessons. Strategy's Expected Result/Impact: Students will have time to look at their grades and participate in goal setting activities to help them achieve them. Students will have time to talk about their thoughts and feelings through regular character lessons. Staff Responsible for Monitoring: Counselors and all staff	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in team building during Home Base and in campus-wide Team Building Activities. Strategy's Expected Result/Impact: Students will feel more connected to their peers and make connections with students they may not know. Staff Responsible for Monitoring: All Staff	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Parents, students, and teachers will feel better equipped to report issues of violence or bullying and ways to support individuals experiencing it. Staff Responsible for Monitoring: Administration, Counselors, Staff	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>				

Plan Notes

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