

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



# Mission Statement

Creating a Culture of Excellence through relationships, perseverance, authentic engagement and innovation.

## Vision

To build positive relationships that encourage vulnerability, promotes innovation and supports perseverance. We will create an authentic learning environment for our students and teachers.

## Value Statement

### Our Viking Virtues

#### Courage

The choice to move forward in the face of fear.

Vikings stand up for themselves and others

Vikings take risks and are willing to face tough challenges

Vikings have the courage to do the right thing

Vikings encourage and celebrate others

#### Perseverance

The choice to press on against adversity

Vikings use failure as an opportunity to grow.

Vikings are determined and persistent.

Vikings put forth their best effort.

Vikings have patience with themselves and others.

#### Truth

The choice to be honest with yourself and others.

Vikings honor the truth even when it may be a hard truth.

Vikings stay true to who they are.

Vikings always defend the truth.

Vikings have integrity.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Adams JH is a suburban junior high in Fulshear, Texas that serves approximately 2000 students in grades 6th through 8th. We are beginning our sixth year as a campus, and since our inception we continue to grow in enrollment each year. The student body consists of 22% Hispanic students, 8% African American students, 35% Caucasian students, 29% Asian students, and 6% Two or more Races. Of these students, 23% are At Risk. AJH consists of 14% economically disadvantaged students, 12% English language learners, 12% special education students, and 21% gifted and talented students.

Our campus administrative team collaborates with our Instructional Coaches and Department leads to plan staff development that will enhance teaching and learning. At Adams Junior High we provide job embedded professional learning opportunities in order to enhance professional growth and promote leadership development. All new teachers are provided with a mentor that meets with them consistently to provide support. In addition, all teachers receive support through their Professional Learning Community, Administrative Team, and Instructional Coaches, as they plan and create student assessments and invest in quality data practices to ensure student growth.

Adams JH has established a PTSA that currently has about 890 members and our enrollment continues to increase. The PTSA has a focus this year to raise funds to support our students and teachers.

Adams JH has strong attendance rates (96.4%), and systems are in place to address any students with significant attendance concerns. The campus develops attendance intervention plans for individual students with attendance concerns.

### Demographics Strengths

Adams Junior High has a diverse student, parent and teacher population. Students interact and learn how to relate to different cultures and ethnic groups. Adams Junior High also has a strong foundation in all contents including our Special Education, ESL and the Gifted and Talented programs. Students in the Gifted and Talented program are currently served in KAP classes, mixed with non-GT students. 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Adams Junior High's population continues to increase each school year in total enrollment and programs. This includes an increase in our special education, gifted and talented and at-risk populations. **Root Cause:** Adams Junior High is located in a growing and highly sought after community in Fulshear, TX.

# Student Learning

## Student Learning Summary

Students at Adams Junior High performed well on state assessments in reading, math, writing, science and social studies.

An analysis of the performance data for Adams Junior High, shows that we need to increase the number of students who perform in the meets expectations and masters expectations performance categories. Specific areas of growth for Adams will include 6th grade and 7th grade mathematics. We need to continue our focus on increasing the performance of our special education and ELL students.

Our math assessment data indicates that we need to increase the rigor and depth of knowledge (DOK) for our students in math as well as our differentiation in instructional planning and instructional delivery for students in grades 6-8 to improve our meets/masters performance. Analysis of special populations data indicates that we need to improve the differentiation of instruction in the reading, writing and math classrooms for our special populations at all levels. Differentiation in instructional planning and delivery is necessary for all Adams JH students.

New in the 2024-2025 school year, Katy ISD will participate in a 1:1 initiative for junior high school students. We will need to work with our staff, students, and school community to ensure proper use of the devices in the classroom for student engagement and enhancement of the district curricular resources.

## Student Learning Strengths

The students at Adams Junior High attend school at a high rate of attendance. Students attended school at the following rates: 96.41% (6th Grade), 96.38% (7th Grade) and 96.4% (8th Grade).

Our 6th, 7th and 8th grade students outperformed the district performance in nearly all performance categories (approaches, meets and masters) on state assessment. Our overall preliminary STAAR data for grades 6-8 shows 94% Approaches, 82% Meets, and 56% Masters grade level. This is a 1% decrease in AMM from the 2023 STAAR data reports. Adams Junior High did see an increase in AMM in 7th grade RLA and 8th grade Social Studies for the 2024 testing year. We will need to focus on increasing our AMM in the area of Math and 8th grade Science.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The district will undertake a technology 1:1 initiative for junior high school students which will require training on proper use and student engagement strategies. **Root Cause:** There is a need for professional development on student device use and student engagement with Chromebooks.

**Problem Statement 2 (Prioritized):** Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. **Root Cause:** There is a need for increased rigor, planning and use of the DOKs, and writing across core content.

# School Processes & Programs

## School Processes & Programs Summary

Adams Junior High instructional staff collaborates on a biweekly basis in their Professional Learning Communities. Meeting norms were established at the start of school year and teachers use this time to evaluate data, discuss student performance and plan for instruction. At AJH the teachers utilize the district unit plans and work collaboratively to deliver instruction that is student centered. AJH staff is focused on student growth and achievement.

Adams Junior High is committed in hiring the best teachers for our students. When hiring, the interview teams were comprised of campus administration, department leads and instructional coaches. We hired teachers who supported our vision in creating a culture of excellence. All teachers new to the profession were assigned a new teacher mentor. AJH has established a supportive PLC environment that gives all teachers a voice.

The campus is in the sixth year of implementing a character education program that promotes our Viking Virtues of Courage, Perseverance and Truth. Character Strong lessons. These lesson are delivered during advisory and our virtues are embedded in our daily practices both in our classrooms and extra-curricular activities. As a staff we recognize students who are demonstrating the Viking Virtues throughout the school day and year.

## School Processes & Programs Strengths

The campus leadership team established systems and procedures in the months leading up to the opening of the campus in order to create a positive learning and work environment. Every staff member at Adams Junior High is committed in Creating a Culture of Excellence for our students and community. We established a set of non-negotiables are we work to create our Viking Culture.

### Adams Junior High Non-Negotiables

- All students can learn-Do whatever it takes.
- All students will be given a safe learning environment that will encourage vulnerability, creative thinking and problem solving.
- All teachers will believe in every student.
- Build meaningful and supportive relationships with students, parents and colleagues.
- Collaborate, ask questions and LISTEN.
- Be positive, patient and flexible.
- Establish a respectful, engaging and authentic learning environment.
- Serve others before self

We continue to offer extracurricular clubs for our students and have high participation in our athletic and fine arts programs.

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

**Problem Statement 1 (Prioritized):** We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness. **Root Cause:** There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.

**Problem Statement 2:** We need to refine our Digital Citizenship expectations with the new 1:1 initiative and review our cell phone expectations by promoting a productive learning environment, and implementing a procedure that limits the use of cell phones and earbuds during classroom instruction. **Root Cause:** Our priority is to provide an optimal learning environment that prioritizes face-to-face interactions, collaboration, and focus.

**Problem Statement 3 (Prioritized):** We are committed to improving our attendance rate, and our focus is on implementing systems that will raise the rate by 0.5%. **Root Cause:** We have observed a stagnation in student attendance by %.



# Perceptions

## Perceptions Summary

Adams Junior High works collaboratively with the PTSA to build community support. We provide a variety of opportunities for parents to volunteer on a daily basis at Adams. We solicit parents to assist with our workroom, literacy library and fun food days. Adams Junior High implements a Watch D.O.G.S. program to increase parental involvement and include community members into our school. We encourage our parents to get involved and welcome the support of our community.

Adams Junior High is committed in establishing a healthy school climate that supports and promotes our beliefs and vision.

### Adams Junior High Beliefs:

- All students can learn.
- We will promote lifelong learning and encourage students to pursue their passions.
- When the classroom and school environment supports the social, emotional and educational needs of our students they will rise to excellence.
- Teachers and students will build authentic relationships.
- Failure develops perseverance which enhances learning and develops leaders.
- Serve others before self.
- We will teach students the value of their actions and words both in person and behind their screen.
- Our students will lead with integrity and exhibit qualities of compassion and empathy.
- Integrity is more than a word. It is an action, a thought, a voice and a way of life.

## Perceptions Strengths

Adams Junior High has an active PTSA organization.

Adams Junior High has active and frequent communication with parents/community through eNews, twitter, and our campus webpage.

Adams Junior High implements a character education program to meet the needs of our students social and emotional growth.

Visibility of Adams Junior High administrators, teachers and staff is constant during arrival and dismissal, passing periods and lunches, and at school events.

Our Viking Virtues of Courage, Perseverance and Truth are imbedded into our campus culture.

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

**Problem Statement 1:** During our sixth year as a campus, we need to develop opportunities for our student organizations to exemplify the Viking Virtues, serve stakeholders in the school community with integrity, and increase leadership opportunities for students. Student groups need to serve our community and model what it means to Always Be A Viking with a Kind Heart, Fierce Mind and Brave Spirit. **Root Cause:** Our campus needs to promote our campus mission and Viking Virtues to our entire school community in order to enhance our campus culture.

# Priority Problem Statements

**Problem Statement 1:** The district will undertake a technology 1:1 initiative for junior high school students which will require training on proper use and student engagement strategies.

**Root Cause 1:** There is a need for professional development on student device use and student engagement with Chromebooks.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards.

**Root Cause 2:** There is a need for increased rigor, planning and use of the DOKs, and writing across core content.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness.

**Root Cause 3:** There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.

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

**Problem Statement 4:** We are committed to improving our attendance rate, and our focus is on implementing systems that will raise the rate by 0.5%.

**Root Cause 4:** We have observed a stagnation in student attendance by %.

**Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent engagement rate

### **Support Systems and Other Data**





- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

# Goals

**Goal 1:** 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:** Adams Junior High will utilize professional learning collaboratives to create high quality assessments and student learning plans to increase student growth and STAAR meets grade level standard by 5%.

**Evaluation Data Sources:** Aware, DLA, CBA, STAAR, Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning Collaboratives will meet during long range planning days to unpack TEKS, understand content, and prepare quality assessments to measure student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand the content being learned by students and create quality assessments to best measure student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Chairs, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Learning Collaboratives will meet weekly to discuss student learning objectives and outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will prepare quality first teach learning with extensions and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</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>				

**Performance Objective 1 Problem Statements:**





## Student Learning

**Problem Statement 2:** Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. **Root Cause:** There is a need for increased rigor, planning and use of the DOKs, and writing across core content.

**Goal 1:** 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:** Adams Junior High will utilize professional learning data collaboratives to analyze high quality assessments and student learning to increase student growth and STAAR meets grade level standard by 5%.

**Evaluation Data Sources:** AWARE, CBA, DLA, STAAR, Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional Learning Collaboratives will meet after each summative assessment to analyze TEKS strengths and growths, understand specific student needs, and prepare proper learning interventions for students and future learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand student needs and be able to positively address learning deficiencies.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Chair, Instructional Coaches, Teachers</p> <p><b>ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. <b>Root Cause:</b> There is a need for increased rigor, planning and use of the DOKs, and writing across core content.</p>



**Goal 2:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** By May 2025, Adams Junior High will establish a collaborative and supportive learning environment that facilitates teacher development, enables teachers to connect across the campus, and fosters a culture of collaboration and innovation in the classroom.





**Evaluation Data Sources:** Teacher retention rate.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional learning collaboratives will meet weekly to discuss student learning. Through the establishment of team norms, team members are encouraged to share ideas, leadership responsibilities and plan for quality first teach learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers work as a team to design lessons and collaborate while developing engaging lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Chairs</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Adams Junior High will hold 4 team building events during the school year to promote the connection of staff across grade levels and departments.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will connect across the campus and gain a better understanding of those with whom they work.</p> <p><b>Staff Responsible for Monitoring:</b> Shield Team, Administration</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</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 2:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 2:** Our Viking Shield Team, consisting of teachers from every content area, will develop systems to promote a positive school culture through recognition and appreciation of staff and colleagues across the entire campus resulting in a 7.5 or higher on the Satchel Pulse survey in the area of appreciation and recognition.

**Evaluation Data Sources:** Viking Views Program  
 Viking Staff Member of the Week  
 Staff Shout Outs in teacher workrooms and weekly staff newsletter  
 Pulse Survey Data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Adams Junior High will elect a Viking Staff Member of the Week to celebrate staff members who are going above and beyond.</p> <p><b>Strategy's Expected Result/Impact:</b> The enhancement of staff appreciation and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through the Adams Junior High weekly principal communication, staff will be able to provide shout-outs to other staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff appreciation by colleagues to enhance staff culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Goal 3:** 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:** Adams Junior High will prioritize in creating a safe learning environment that supports students' social and emotional growth. Our Viking Strong program will integrate 2-3 Character Education lessons per week, emphasizing our three Viking Virtues - Courage, Perseverance, and Truth. We aim to create a community where students embrace the courage to persevere while remaining true to themselves and others.

**Evaluation Data Sources:** Viking Strong Canvas Course  
Mid year student survey conducted by the Viking Shield Team.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Shield Team, which consists of teacher representatives from all grade levels and departments, will review and provide the staff with the weekly character education lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will work with their department and grade levels on the needs of the campus and tailor lessons accordingly. Lessons will directly relate to the current needs of the students.</p> <p><b>Staff Responsible for Monitoring:</b> Shield Team, Teachers, Administration and Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Adams Junior High will provide character education on a weekly basis through our Viking Strong program which is a combination of the Character Strong curriculum and our Viking Virtues: Courage, Perseverance and Truth.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will participate in weekly in character education and connect their learning to life applications.</p> <p><b>Staff Responsible for Monitoring:</b> Shield Team, Administration, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to report concerns to a staff member or through the use of the Speak Up reporting app.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counselors form student groups based upon SEL needs including new student groups, anxiety groups, friendship groups, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunities to focus on their specific social-emotional needs with peers that share similar circumstances.</p> <p><b>Staff Responsible for Monitoring:</b> Vickie Mata, Brianna Pollinger, Shelly Watson, Erin Freeland</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 1:</b> We need to refine our Viking Strong character education program with our Shield Team to better meet the needs of our students and sustain the culture of Adams Junior High. Students need consistent social/emotional education that includes our Viking Virtues and cultural awareness. <b>Root Cause:</b> There is a need for students to be taught the importance of cultures, diversity and social/emotional awareness and strategies.</p>

**Goal 4:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Adams Junior High will focus on data collaboratives with students to enhance student understanding of their unique needs, their assessment data, and student goal creation which will support the growth of all learners, as well as a 10% growth of students at the meets level in all tested STAAR assessments.

**Evaluation Data Sources:** STAAR data, District Level Assessments, Campus Based Assessments, Individual Student Work, Interim assessments, Student Goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will analyze their assessment data after each CBA/DLA to understand their growth areas then create goals to work towards TEKS mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understanding of their needs for intrinsic growth throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Our data shows that our students are approaching grade level at high percentages on state assessments, however we can continue to strive for more students to meet and master grade level standards. <b>Root Cause:</b> There is a need for increased rigor, planning and use of the DOKs, and writing across core content.</p>

**Goal 4:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** Adams Junior High will increase the number of students scoring at health fitness zones by 1%, 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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**Goal 4:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Adams Junior High will implement attendance incentives for students with the aim of increasing our attendance by 0.5%.

**Evaluation Data Sources:** Attendance rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assistant Principals will work alongside our attendance clerk to monitor attendance and utilize the district Raa Wee resource. Administrators will conduct home visits, create attendance plans and collaborate with parents and students to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will have a positive impact on learning outcomes for students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Jan	Apr	June










**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> We are committed to improving our attendance rate, and our focus is on implementing systems that will raise the rate by 0.5%. <b>Root Cause:</b> We have observed a stagnation in student attendance by %.</p>

**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:** Teachers will strategically design 3 or more engaging learning experiences per week that incorporate a diverse range of instructional technologies. Through these innovative tools/technologies, students will be actively engaged in their learning. Through our commitment to integrating engaging learning experience, we will ensure that students have access to enriched educational experiences.

**Evaluation Data Sources:** Lesson plans will clearly outline the instructional technology and online resources utilized to enhance student engagement and facilitate learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC planning will allow the teachers to design engaging learning experiences, as well as clearly outline the instructional technology and online recourses weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will receive 3 or more engaging learning experience each week to enhance their learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</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>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> The district will undertake a technology 1:1 initiative for junior high school students which will require training on proper use and student engagement strategies. <b>Root Cause:</b> There is a need for professional development on student device use and student engagement with Chromebooks.</p>



**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 2:** By May 2025, Adams Junior High will implement a system, with 4 lesson checkpoints, that encourages digital citizenship with our 1:1 initiative through the proper use of digital platforms and tools for parents, students, and staff members.

**Evaluation Data Sources:** Utilization of Canvas  
Lesson plans and expectations which clearly communicate technology systems used during instruction.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize canvas to communicate class objectives, lessons, assignments and upcoming tests and quizzes.</p> <p><b>Strategy's Expected Result/Impact:</b> The use of Canvas will allow a system with one place for all communications, class information including assignments, and communication between stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Once per quarter, students will be given a lesson on digital citizenship and digital footprint to ensure proper use of 1:1 devices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student knowledge on proper use of their 1:1 device.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<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>				

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** The district will undertake a technology 1:1 initiative for junior high school students which will require training on proper use and student engagement strategies. **Root Cause:** There is a need for professional development on student device use and student engagement with Chromebooks.