

Katy Independent School District
Jenks Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Jenks Elementary

Achieving Success

Growing with technology designed for the best

Unleashing excellence to make learning fun

And embracing our differences to include everyone

Rising above the challenges we face

Striving for community in this special place.

I am a Jaguar!

Vision

Growing the Legacy

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Strengths

- We are a diverse campus with a lot of richness in variety. This exposure to various cultures and backgrounds provides opportunities for enriching experiences for our students to learn and grow about the world outside of the immediate Katy, Texas area.
- Our population continues to grow and we are seeing enrollment reaching up closer to 1500 again.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Problem Statement 2 (Prioritized): A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Student Learning

Student Learning Summary

2022-2023 Data Pending Official TEA release

Student Learning Strengths

2022-2023 Data Pending Official TEA release

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

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School Processes & Programs

School Processes & Programs Summary

At Jenks Elementary we concentrate on hiring the "just right" person for each position. We do this with equal emphasis on the heart and passion for kids and teaching and the knowledge/experience they bring to our teams. We interview in teams to gain input from multiple perspectives and get a feel for the team dynamics that will be working together. Our motto is, "Growth for All" at Jenks. This includes all the adults in the building. To see this growth, we offer and participate in wide variety of professional learning. These activities are planned around specific needs or campus/district initiatives and usually done in high performing collaborative groups. To emphasize our need for personalized instruction in the classroom, along with our scheduled and assigned professional learning opportunities we have elected to move to offering a great deal of choice for our staff. This involves a great deal of peer facilitated sessions throughout the school year.

Our school offers many opportunities for our students as well. We believe in highly engaging lessons with multiple opportunities to collaborate in pairs and groups through the day. We use a workshop model in all subjects and grade levels with peak time given to small group instruction and individualized conferring. We have two state of the art science labs for hands-on experiences for all grade levels and they are used on a routine basis. Jenks Elementary's new design offers a variety of collaborative spaces in the classrooms, hallways and throughout the building. This design has made the entire building your learning space, not just the classrooms. We were also the proud recipients of 7 Inspiring Imagination Grants from the district and school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Perceptions

Perceptions Summary

How do we do business? Collaboratively - Education at Jenks is a group effort. It is too large, too connected and instruction is only enhanced when we work together to see best practices are in place and communicated to all parties involved. We strive to connect the community to our world by sending out weekly communications from the campus, grade levels and classrooms. We utilize technology for this communication as well as sending out updates and posts on social media frequently (using FB, Twitter, SeeSaw, Canvas, etc...).

Perceptions Strengths

Our CAT members rated us enthusiastically as high as possible in this category. They felt a strong part of our campus by how well informed they were. We used weekly means of communication such as the Jenks Journal, Weekly e-blasts, Grade level and Teacher Weekly Newsletters, Twitter and Facebook feeds. We also never underestimate the power of face to face impressions. We make sure all school and PTA functions are well attended to interact with students and families. Our marquee is updated frequently and birthday messages are sold by our PTA for family interaction with our messaging. We have a highly involved community who love to do for us, the students and our community as a whole. We continue to host a multitude of events for our staff, students and community to interact with one another and build our school community.

Priority Problem Statements

Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential.

Root Cause 1: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations.

Root Cause 2: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Problem Statement 2 Areas: Demographics - Student Learning - 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of Jenks Elementary 3rd grade students who achieve Meets and above in Math will to 80% by July 2024.





High Priority

HB3 Goal

Evaluation Data Sources: HB3 State Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of both district and campus research-based practices in small group instructional settings and analyze the results for targeted instruction based on student's individual needs.</p> <p>Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance.</p> <p>Staff Responsible for Monitoring: Principal, Math IC, Math teachers and staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue to develop the use of our documentation of the Math Workshop model to maximize the growth of all students through high quality small group and individualized instructional practices.</p> <p>Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data.</p> <p>Staff Responsible for Monitoring: Principal, Math IC, Math teachers and staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize ESSER III funds to add additional staff to support our students through the Academic Support model of small group instruction.</p> <p>Strategy's Expected Result/Impact: We will be able to target more students and work to see increases in individualized growth for students who may be struggling or in need of assistance through HB4545 or other campus MTSS data.</p> <p>Staff Responsible for Monitoring: Principal, Math IC, AST</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p> <p>Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>
Student Learning
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School Processes & Programs

Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

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





Performance Objective 2: HB3: The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase to 79% by July 2024.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 State Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of Amira and other state assessment data to analyze the results for targeted instruction based on student's individual needs.</p> <p>Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance.</p> <p>Staff Responsible for Monitoring: Principal , RLA IC, RLA Teachers and Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue to develop in the use of a solid RLA model of structured literacy to maximize the growth of all students through high quality small group and individualized instructional practices for both intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data.</p> <p>Staff Responsible for Monitoring: Principal , RLA IC, RLA Teachers and Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize our ESSER III funds to add additional staff to work with our students through the Academic Support Model.</p> <p>Strategy's Expected Result/Impact: We will be able to target more students and work to see increases in individualized growth for students who may be struggling or in need of assistance as they continue to make progress after the pandemic years.</p> <p>Staff Responsible for Monitoring: Principal, RLA IC, AST,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p>
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School Processes & Programs





Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

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

Performance Objective 3: The percent of Jenks Elementary students who achieve Meets and Masters in Math and Reading will continue to grow and increase to maintain an A rating for our campus by July 2024.

Evaluation Data Sources: STAAR State Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will continue to develop in the use of numeracy concepts and small group instructional practices in the Math Workshop model and grow in the use of a variety of small group structures and purposes in the RLA model to maximize the growth of all students through high quality small group and individualized instructional practices.</p> <p>Strategy's Expected Result/Impact: Targeted growth in our students to see them maintain Masters or grow to Meets and Masters in math and reading STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, ICs, 3/4/5 Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers & Staff will actively participate in routinely conducted professional learning sessions and activities in order to plan, evaluate and adjust our small group instructional practices based on specific data of our campus and our students in terms of physical growth (size) and academic growth (achievement) for all students.</p> <p>Strategy's Expected Result/Impact: Quality instruction occurs in all classrooms across Jenks where both student and staff growth are the expectation.</p> <p>Staff Responsible for Monitoring: Principals, IC, Jenks Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level plannings will incorporate a two-day model consisting of high-quality planning for instruction along with PL style collaboration, modeling and learning around small group best practices to enhance the teaching and growth for all students in all classrooms.</p> <p>Strategy's Expected Result/Impact: Quality instruction occurs in all classrooms across Jenks where both student and staff growth are the expectation.</p> <p>Staff Responsible for Monitoring: Principals, IC, Jenks Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p>
Student Learning
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: ESF 5:2 Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices by setting goals that promote critical thinking skills. Based on student data, we will include differentiated and scaffolded support for students with disabilities, English language learners and other student groups.

High Priority

Evaluation Data Sources: ESF Learning Walk teams will gather data to focus on the instructional time and structures behind teaching practices for the 2023 - 2024 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative team learning walks will be conducted throughout the school year and data will be gathered to provide feedback and continued professional learning for maximum teacher and student growth.</p> <p>Strategy's Expected Result/Impact: Tight alignment between student learning experiences across all classrooms. Teaching will improve. Learning will improve.</p> <p>Staff Responsible for Monitoring: Principals, ICs</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p>
Student Learning
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 6: ESF Focus: Campus instructional leaders provide training and ongoing support so that 85 % of teachers perform at the Extending level to maximize the instructional time and use high-quality researched-based teaching practices that promote critical-thinking skills by May of 2024.

Evaluation Data Sources: Benchmarks set: First 90 Days: 65% of teachers; Second 90 Days: 75% EOY: 85%

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Students in all demographic areas (Domain (III)) will continue to meet and/or exceed the targets set at the federal level for overall performance by July 2024.

Evaluation Data Sources: State Assessment reports - Closing the Gap report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our campus will increase our expertise and usage of EL strategies that are targeted to increase understanding, performance and participation of all students and specifically those identified as second language learners. We will conduct campus wide professional learning in the area of sheltered instructional practices to see growth in all our kids but in particular in our listening, speaking, reading and writing data</p> <p>Strategy's Expected Result/Impact: EL student data will increase in all four areas: listening, speaking, reading and writing in our campus based assessments and on TELPAS</p> <p>Staff Responsible for Monitoring: Principal, Teachers and Staff of EL students</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will expand our usage of small group instructional practices to monitor and track the progress of our students, overall, in sub-population groups and individually to see us reach our HB3 growth targets.</p> <p>Strategy's Expected Result/Impact: By reaching the individual level our students' growth would increase therefore, we would see growth towards our HB3 targets as well.</p> <p>Staff Responsible for Monitoring: Principal, ICs, Teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>

Student Learning

Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

School Processes & Programs





Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Provide quality training and support of newly adopted RLA resources and instructional practices for our staff to ensure integrity of instruction is aligned across the campus and with our district vision and mission.

Evaluation Data Sources: Lesson plans, walk-through and observations, modeling in classrooms, professional learning opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Train key bilingual and EL staff in order to have leadership provide training and oversee full implementation of this program.</p> <p>Strategy's Expected Result/Impact: Full implementation of this program both at school and at home and EL students performance in English increased.</p> <p>Staff Responsible for Monitoring: EL ISST, Key Bilingual Teacher from K-2, Bilingual TL</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>
Student Learning
<p>Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>
School Processes & Programs
<p>Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Teachers will utilize and analyze results from the new assessments being rolled out through out new resources to help develop small group intervention and extention instruction that will help grow our students to reach their full potential.

Evaluation Data Sources: Campus based and district created assessments , AWARE data, small group plans and data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to expand in our knowledge of building high quality assessments using the DOK training and guidance.</p> <p>Strategy's Expected Result/Impact: Quality assessments to accurately measure student growth and needs and marked growth through those assessments.</p> <p>Staff Responsible for Monitoring: Principal, IC, 1 - 5 Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will expand our usage of the learning progressions and the numeracy progressions to conduct on-going individualized and targeted small group instruction and assessments to maximize our students' growth, regardless of the level the students are working on.</p> <p>Strategy's Expected Result/Impact: Targeted individualized and small group instructional groups to meet the needs of our students at all levels.</p> <p>Staff Responsible for Monitoring: Principal, IC, Classroom teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p>

Student Learning





Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 2: Teachers in Special Education and Support will assist in the development of quality modified and/or accommodated assessments with research based scaffolding techniques to analyze our students' growth and academic needs on their individualized goals in relation to the grade level expectations utilizing the online assessment accommodations to a greater extent throughout the school year.

Evaluation Data Sources: Campus based assessments, Student goals & progress monitoring, AWARE data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to expand in our knowledge of scaffolding high quality assessments using the TEKS student expectations and the children's individualized goals through training and guidance. from district departments and/or outside resources.</p> <p>Strategy's Expected Result/Impact: Quality assessments to accurately measure student growth and needs and marked growth through those assessments.</p> <p>Staff Responsible for Monitoring: Principal, Specialized Staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p>
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Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Teachers and students will utilize instructional technology tools in order to bridge technology assessment and student feedback into our routine learning and enhance our students' abilities to perform successfully and increase their online academic/assessment performance.

Evaluation Data Sources: Tech Tools utilized, documentation of student participation as well as increase in individualized growth. Utilization of the new Amira program and other Reading Intervention programs will be key in the development of our RLA small group structures and student support implementation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff and students will utilize a variety of technology tools in order to access curriculum, participate in classroom activities and take assessments.</p> <p>Strategy's Expected Result/Impact: CANVAS usage per classroom, AWARE usage for assessments, SeeSaw, S'more, TAC communication tools, various APPs used such as NearPod, Quizzez, Kahoot, etc... to engage students in activities.</p> <p>Staff Responsible for Monitoring: Principal, IC, CTD</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Support our staff, both new and returning, through use of providing a campus culture where staff feels valued, heard and genuinely connected to those they work with on a daily basis evidenced by high performing and cohesive teams.

Evaluation Data Sources: Campus Culture Survey results analyzed, shared out with Team Leaders and the campus as a whole. Periodic measures of our data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Routinely involve and engage staff members closest to the situation in the feedback and/or decision making process.</p> <p>Strategy's Expected Result/Impact: Increased ownership in our protocols for those who are involved in the development.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will work collaboratively through our team leader council to foster, encourage and expect a culture of collaboration aimed towards growth for all, regardless of your level of experience through planning, modeling and learning about leadership for growth.</p> <p>Strategy's Expected Result/Impact: High functioning and committed TLC who are invested and connected to the decisions made on campus.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Staff and students will engage in Character Education practices routinely to highlight the importance of key emotional/social concepts to see our continued focus on serving the whole person in order to maximize their growth to it's full potential.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong: PurposeFULL People program on campus with fidelity. Strategy's Expected Result/Impact: Students and staff gaining a deeper understanding of the 10 key core values. Staff Responsible for Monitoring: Core Team</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff & students will feel safe and secure in our building and learning environment throughout the various locations in our unique building design. Safety Liaison will work with the Leadership Team to routinely and effectively communicate safety updates and trainings to all staff. Strategy's Expected Result/Impact: Students will perform better when their basic need of safety is met. Staff Responsible for Monitoring: Safety Liaison</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support the social and emotional needs of students through staff professional learning while maintaining a campus culture that accepts all through our mission statement, monthly activities and character educational practices (Such as I've Got Your Back, etc...).</p> <p>Strategy's Expected Result/Impact: Students connected to the school, each other and working collaboratively in classes both on campus and off campus. Staff Responsible for Monitoring: Principal, Counselors</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Directly address staff through professional learning and monthly activities that focus on self-care for themselves and how that translates to their abilities to better care for one another and their class of students. Strategy's Expected Result/Impact: Teachers will become equipped to better handle the pressures of teaching during and after a pandemic to identify and meet their emotional needs, identify and serve those needs in their colleagues and their students alike. Staff Responsible for Monitoring: Principals, Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.





Student Learning

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

Performance Objective 2: Staff and students will engage in prevention practices and reporting strategies to address violence and/or bullying/harassing behavior towards others.

Evaluation Data Sources: BHIP reports, Speak Up reports, Office referrals - routine, Office referrals - positive reward, our Character Counts/PurposeFULL People/I've Got Your Back student nomination data and PBIS program SPOT Ticket usage.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff on BHIP process</p> <p>Strategy's Expected Result/Impact: Teachers and staff will be able to proactively work with administration to prevent and address BHIP type behaviors.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review BHIP process, Speak Up App, Character Counts/PurposeFULL People, I've Got Your Back and SPOTS Ticket positive rewards will be conducted with staff and students</p> <p>Strategy's Expected Result/Impact: Our school community will gain knowledge in positive and preventative techniques to build and live in a positive school culture where kindness is the rule and not the exception.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review data from Safety Survey from Students (comparison data from 21-22 and 22-23) to identify trends, progress and any areas of need through our students eye.</p> <p>Strategy's Expected Result/Impact: Data points in areas of students' feelings of safety, people they can report to and overall incidents of bullying lower across all reporting grade levels.</p> <p>Staff Responsible for Monitoring: Admin, LSSP, Student Support Team members, PBIS Committee, classroom teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Staff will monitor and analyze student attendance to see an increase of at least 1% overall improvement in our yearly data.

Evaluation Data Sources: Six week monitoring system for campus ADA, weekly messages encouraging good attendance, semi-semester attendance drives to boost attendance during our identified lower periods.

State Compensatory

Budget for Jenks Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Jenks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Daugherty	Academic Support Teacher	1
Joellen Busby	Academic Support Teacher	1
Lindsay McClellan	Academic Support Teacher	1
Maria Martin	Bilingual Academic Support Teacher	1
Stephanie Samora	Academic Support Teacher	1

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
JENKS EL (101914140) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
STAAR Performance	72	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 10.7%)	72	80	B
Closing the Gaps	100	100	A

Identification of Schools for Improvement

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

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			72%	74%	78%	79%
Actual	62%	71%	67%	77%	78%	
Met Goal			N	Y	Y	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
		2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
		2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
		2023 Target		73%		79%		76%				83%				100%		41%		75%		75%
		2023 Actual	18	67%	107	72%	41	83%	0		68	90%	0		9	67%	34	44%	58	55%	104	63%
		Met Target		N		N		Y				Y				N		Y		N		N
		2024 Target		73%		79%		76%				83%				100%		54%		65%		75%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	78%	80%
Actual	64%	73%	66%	69%	64%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
		2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
		2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
		2023 Target		64%		68%		77%				95%				80%		45%		74%		79%
		2023 Actual	18	44%	108	52%	42	64%	0		68	88%	0		9	78%	34	26%	59	37%	106	51%
		Met Target		N		N		N				N				N		N		N		N
		2024 Target		64%		68%		77%				95%				80%		36%		47%		79%