

Katy Independent School District
Randolph Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The JRE Mission is for our children to reach excellence in an environment in which innovative learning experiences, enthusiasm, authentic learning, and rigorous student expectations are created in a respectful community of learners.

Vision

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life - to create the future.

Value Statement

We believe that all students deserve our very best. We will do whatever we can to ensure at least one year's growth for each student at Randolph Elementary.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment 1181 (increase of 204)

At-Risk 22.5%

Low Income 5.4% (increase of 3.7%)

Limited English Proficient 6%

Special Education 11.9% (2.6% increase)

Career Technology Education 0.0%

Bilingual/English as a Second Language 6%

Gifted/Talented 7.3%

Title I Programs 0.0%

Attendance Rate 97.5%

As we continue to grow, we continue to need to recruit and hire quality teachers. We continue to strive to hire teachers with experience in the grade level and subject they will teach.

Demographics Strengths

Many families move into our area because of the schools. Because our families value education we have many supportive parents and students who are committed to success. Due to the high population of families in the oil and gas industry in our community, we have children joining us from all over the

world. Our students are very accepting of students from other backgrounds and countries.

The attendance rate at Randolph Elementary is 97.5%.

There are a large number of teachers from around the district who seek transfers to Randolph. We include our grade level teams in the interview process. For those staff members who reside in Katy, retention is high and the majority of staff who transfer to other KISD campuses are as a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE.

We continually work to improve the teacher quality and build capacity for teachers through on-going professional development in various formats.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Randolph Elementary is guided by the TEKS and the Katy ISD Unit Plans which provides a scope and sequence.

Each quarter, grade level teams are provided time to map out the specific skills and standards that will be taught for the upcoming grading period.

Assessment plays a major role in planning instruction and takes on many different forms at Randolph Elementary. We believe in using authentic assessments that allow students to demonstrate their learning through performance, products and presentations. Grade level teams meet regularly to discuss what types of formative and summative assessments will be used to assess student learning. Teams create their own common assessments and meet with our instructional coaches to analyze the data to determine instructional needs.

Randolph Elementary parents, staff, and students take pride in their school and maintain high expectations for student success. We provide a safe and positive environment with a strong focus on academic excellence. There is an expectation of best instructional practices as well as building strong character in our students. Our commitment is to keep students at the center of all actions and decisions.

We operate as a professional learning community that maintains a focus on student learning and provides time for teachers to continue professional growth and collaborate regarding student data and learning.

We instituted a school-wide enrichment model on our campus in January of 2017, which affords all of our students the opportunity to explore their passions and interests and to work cooperatively with other students with the same passions and interests.

School Processes & Programs Strengths

During PDR and Super Specials teachers look deeply at the curriculum and road map the curriculum to determine instructional strategies. Small group instruction in math meets the needs of individual students as it differentiated based on assessments.

There are a large number of teachers from around the district who seek transfers to Randolph. We include our grade level teams in the interview process. For those staff members who reside in Katy, retention is high and the majority of staff who transfer to other KISD campuses are as a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE.

We continually work to improve the teacher quality and build capacity for teachers through on-going professional development in various formats.

Teachers maintain a focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary.

Perceptions

Perceptions Summary

Randolph Elementary is fortunate to have excellent family and community involvement. We have a very active PTA and always seek ways to ensure parents and the community feel welcome and invited to our school. We host several events a month in which parents are invited to spend time with their children at school.

We have specific routines and procedures in place to ensure a safe and orderly working and learning environment. We use the Tribes process to create a sense of community and inclusion among staff and students. We engage in monthly drills to practice safety routines.

We strive to continuously improve our routines and procedures to ensure the safety and well-being of our students and staff.

"PAW University" (School-wide Enrichment model) was very successful and motivating to our students. We received numerous comments from parents and students about the many benefits of this time.

Perceptions Strengths

We have a very active PTA who hosts numerous events for families throughout the year. They also raise funds to provide additional instructional materials and items to enhance the school environment to make JRE an inviting place for students to learn. We have a Watch D.O.G.S. program in which dads come and spend the day with their children and experience what it is like to be a Randolph Retriever. In addition to PTA events, the school provides many activities to include parents such as Literacy Night, STEM Night, Meet the Teacher Night, Open House and Pastries with the Principal for new families.

Each week, an Enews is sent out to inform parents of upcoming events and information.

The Tribes process has enhanced the relationships built in the classroom with staff and students.

All stakeholders provide a welcoming environment to visitors.

Tribes training is provided throughout the year for all new staff to the campus to help them feel included.

PAW University motivated students to explore something they are passionate about with other students who are not necessarily in their grade level.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Goals

Revised/Approved: July 24, 2017

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





Performance Objective 1: By May of 2019, Students who "meet" standard will be at 80% or higher in math, reading, writing, and science.

Evaluation Data Source(s) 1: 2019 STAAR "meets" scores for reading, writing, science and math.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 100% of math classrooms will plan small group instruction using the small group planning template.	Mandy Wendt - IC	Planning sheets Lesson plans Grade Level Common Assessments DLAs STAAR				
		Problem Statements: School Context and Organization 1 Funding Sources: 199 - General Fund - 0.00				
2) 100% of students will create personal goals in reading, writing and math to target and monitor their specific needs and progress.	Reading teachers Writing teachers Math teachers Instructional Coaches Administrators	Lesson Plans DLAs STAAR Walk-throughs/observations				
		Problem Statements: School Context and Organization 1				
3) Teachers will create formal and informal assessments throughout a unit to monitor student understanding and make instructional adjustments as necessary. Teachers will analyze and ensure the appropriate depth of knowledge of questions when developing assessments.	Teachers Instructional Coaches Administrators	Reliable Formal and Informal Assessments Flexible grouping during ELT Targeted instruction				
		Problem Statements: Curriculum, Instruction, and Assessment 1				

4) Teachers will implement the use of interactive word walls in all subjects.	Instructional Coaches Administrators	DLAs STAAR Common Assessments Learning walks/Walk-throughs				
	Problem Statements: Student Achievement 1, 2, 3					

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 3rd grade reading scores decreased 3% from last year.
Problem Statement 2: 4th grade reading scores decreased 6% since 2015.
Problem Statement 3: 4th grade writing scores decreased 6% since 2015.
Curriculum, Instruction, and Assessment
Problem Statement 1: Formative assessments were not aligned with STAAR results. Root Cause 1: Teachers were not looking at the depth of knowledge when developing questions for common assessments.
School Context and Organization
Problem Statement 1: Individual goals were not developed for all students and continuous progress was not monitored. Root Cause 1: We had systems in place to analyze data and determine needs within units, but not to track continuous progress.


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

Performance Objective 2: By May of 2019, the percentage of students who achieve "masters" level in math, reading, writing, and science will be 50% or above.


Evaluation Data Source(s) 2: 2019 STAAR "masters" scores for reading, writing, math, and science.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Planning sessions will focus on an in-depth analysis of the depth of knowledge.	Instructional Coaches Administrators Team leaders	Effective lessons which match the level of rigor of STAAR.				
2) Lead4Ward Planning for Instruction tools will be used during planning sessions. The administrative team will attend and discuss the planning for learning webinars throughout the year.	Instructional Coaches Administrators	Effective lessons will be developed that match the language and rigor of STAAR.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 3: 60% of Special Education students will meet the "approaches" level on all STAAR assessments.


Evaluation Data Source(s) 3: DLAs
STAAR

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All special education teachers will plan with grade level teams during their planning time as well as attend professional development during PDR time.	Instructional Coaches Administration Special Ed Team Leader	Lesson plans will reflect collaboration with teams. Special education teachers will grow even more to better support their students.				
2) Resource teachers will use a systematic, research based intervention program in reading and math.	Special Ed team leader Administration	Student growth data				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 4: By May of 2019, the percentage of English language learners who meet or exceed progress will increase by 10%.

Evaluation Data Source(s) 4: 2019 STAAR scores for English language learners in math, reading, writing, and science.

Summative Evaluation 4:


Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: CHAMPS will be implemented in 100% of classrooms.


Evaluation Data Source(s) 1: Observation of CHAMPS being implemented in classrooms.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide staff development for all staff on CHAMPS.	APs					
2) Teams will meet to discuss CHAMPS expectations as a grade level	A-Team leaders					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Tribes strategies will be utilized in every classroom to encourage a sense of inclusion and community in the classroom and school.


Evaluation Data Source(s) 2: Classroom observations

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Every staff member will be trained in TRIBES.	Principal	Students and staff will feel included and valued at JRE.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: JRE will provide a minimum of 3 opportunities for parents and the community to be involved in curriculum based events such as STEM Night, Family Literacy Night, and a Lunch and Learn.

Evaluation Data Source(s) 1: Events held

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Brown Bag Lunch and Learn - we will conduct at least two "Lunch and Learn" sessions about important topics to better support our children at home and the great things that are happening at JRE.	Instructional Coaches Counselor Administrators	Sign in sheets Feedback from parents/community members				
Problem Statements: School Culture and Climate 1						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: We need to show others the amazing culture and climate we have at Randolph Elementary. Root Cause 1: We have tried various platforms to share great things that are happening at Randolph Elementary. We were not reaching the majority of our stakeholders.

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: JRE will provide various platforms for parents and the community to see the great things happening at our school.

Evaluation Data Source(s) 2: Engagement results on Facebook, Twitter, and Instagram.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will use Twitter, Facebook, and Instagram to show the amazing things happening at Randolph Elementary.	Administration Team	There will be a stronger relationship between home and school. People will know more of the great things happening at JRE.				
Problem Statements: School Culture and Climate 1						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: We need to show others the amazing culture and climate we have at Randolph Elementary. Root Cause 1: We have tried various platforms to share great things that are happening at Randolph Elementary. We were not reaching the majority of our stakeholders.

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: JRE will be staffed with highly effective, ESL certified teachers.

Evaluation Data Source(s) 1: Staff certification records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) JRE staff will be encouraged to take test preparation courses and staff development to become ESL certified.	ESL teachers Administration	We will increase the amount of certified ESL teachers.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: All teachers are not ESL certified. Root Cause 1: In the past, it has been difficult to find workshops and test preparation sessions. It was also expensive for some teachers to become certified.

Goal 5: 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: By May of 2019, JRE teachers and leaders will analyze different sources of data to guide instruction and meet students' needs.

Evaluation Data Source(s) 1: PDR notes/topics, data tracking charts, planning data, and user reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will track data every two weeks to track student progress and needs.	Instructional Coaches Administration	More students will make or exceed expected progress.				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment	
Problem Statement 1: Formative assessments were not aligned with STAAR results. Root Cause 1: Teachers were not looking at the depth of knowledge when developing questions for common assessments.	
School Context and Organization	
Problem Statement 1: Individual goals were not developed for all students and continuous progress was not monitored. Root Cause 1: We had systems in place to analyze data and determine needs within units, but not to track continuous progress.	

Goal 5: 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 2: By May of 2019, all JRE teachers will increase the use of technology in their classroom across all subject areas.

Evaluation Data Source(s) 2: Lesson plans, observations, and data from campus technology designer

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) By May of 2019, all JRE teachers will utilize technology at least one time in each unit across all subject areas.	Campus Technology Designer Administrators Instructional Coaches	Students will be more engaged. Also, technology will be used to support and enhance the curriculum.				
Problem Statements: Technology 1						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: All teachers are not using technology regularly to engage students and to support and enhance the curriculum. Root Cause 1: Some teachers are more reluctant to try new things and feel like it is something extra instead of supporting what they are already doing.

Goal 5: 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 3: By May of 2019, we will increase the numbers of iPads in each classroom as well as the number of Chromebooks available to students.

Evaluation Data Source(s) 3: Technology inventory

Summative Evaluation 3:

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	1	All special education teachers will plan with grade level teams during their planning time as well as attend professional development during PDR time.
1	3	2	Resource teachers will use a systematic, research based intervention program in reading and math.

State Compensatory

Personnel for Randolph Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kerri Demarchi	Teacher	Academic Support	1
Tamika Holdman	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Michelle Gaskamp	Principal

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials for teachers		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00