

Katy Independent School District
Katy Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Katy Elementary, in partnership with family and community, provides unparalleled learning experiences designed to help each child develop a lifelong love of learning and live an honorable, fulfilling life, prepared to create the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Katy Elementary is the original elementary campus in Katy ISD. Our campus was recognized during the 2017-18 school year with a Historical Marker from Harris County commemorating the site of our campus as the original school in Katy ISD, one hundred years ago. Our school continues to serve a community of students who range from the sixth to second generation in the family to attend Katy Elementary School, in addition to first generation KE students. The level of parental involvement is high and provides the campus with a large number of parent volunteers through the campus PTO. High levels of community support and involvement continues to be the norm. Our campus also serves many student transfers of Katy ISD staff working in close proximity to our campus.

Student enrollment at Katy Elementary continues to increase with new construction growth in our land use zone and younger families moving into existing neighborhoods. Our attendance rate decreased to 94.4%, due in part to a small percentage of students with chronic attendance issues, who are on attendance intervention plans. This school year additional staffing was added in kindergarten, second, fourth, an additional half time dyslexia teacher and special education teachers and paraprofessionals to accommodate student growth. The addition of a fourth special education teacher will enable our campus to continue to provide co-teach services in third, fourth and fifth grade. Our special education student population continues to grow, with a dramatic increase of parent requested referrals during the 2018-19 school year, from 11.1% of the population to 16.4%. The number of 504 students has also increased dramatically with many served in the Dyslexia Intervention Program, which resulted in the addition of a part time dyslexia teacher. The number of EL and GT students continues to increase. We continue to have one pre-kindergarten classroom serving students in a full day program with students in our attendance zone and those of neighboring schools with classes filled to capacity.

Our current student enrollment is 16.1% At Risk, 29.8% economically disadvantaged, 5.4% ESL, 6.5% GT, 5.4% LEP and 16.4% special education. As the ESL and special education populations continue to grow, a campus expectation is for all teachers to obtain their ESL certification and to implement student targeted small group instruction. Collaborative teaching strategies and co-teaching in intermediate grades will continue to be refined to provide for more inclusion of special education students in the general education setting.

Katy Elementary School continues to place a high priority on employing and maintaining a high-quality, talented staff. Six new teachers, a new LSSP, a new diagnostician and three instructional paraprofessionals have joined the campus this year. All teachers hired are experienced teachers, except for two, who completed their student teaching on this campus last year. A long term substitute is beginning the year in a special education/resource position due to an employee promotion two weeks before the beginning of the school year. The number of teachers with ESL certification continues to increase, with all RLA teachers of record for EL students in every grade level certified.

Demographics Strengths

Katy Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive and actively involved parents with students who are committed to academic excellence.
2. Our school has an active PTO and volunteer program that supports students by serving as mentors, tutors and provide assistance to students in need.
3. Students at Katy Elementary are very accepting of new students regardless of race or ethnicity.
4. Our 2019 Accountability Rating was A's in all areas with 6 distinctions and improvements noted in all areas.
5. Our campus was tied for first in the Top 25 Percent Comparative Academic Growth when compared to other districts in the state.

Staff strengths include:

- Katy Elementary's faculty remains small, with the largest grade level team having six team members, which allows for more collaboration and unity on teams.
- Our smaller staff continues to provide a sense of family that supports one another.
- Each new staff member is assigned a buddy or mentor (if a first year teacher) to assist them throughout the year.
- The majority of staff members with 10 or more years of teaching experience continues to exceed the district and state average.
- One hundred percent of our homeroom teachers successfully implemented Morning Meetings to further support a campus wide approach to positive behavior supports.
- All staff actively applies and utilizes resources and strategies from Lead4Ward to effectively support and foster student growth in all grade levels.
- Scheduled PLCs, Vertical Team meetings, Power Up Mondays and learning walks are utilized to significantly increase the opportunities for all staff to engage in collaboration to effectively meet the needs of each student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of EL students demonstrating growth is lower than that of English speaking students. **Root Cause:** Teachers lack training and resources to effectively target the needs of EL students in all content areas.

Problem Statement 2: The number of fourth grade students scoring at meets and masters in writing is significantly lower than in other content areas. **Root Cause:** Students need multiple opportunities to engage in listening, speaking and writing activities across content and grade levels.

Problem Statement 3: There are students who demonstrate no growth and/or regression in reading and math, as measured by STAAR testing in fourth and

fifth grade. **Root Cause:** Small group instruction and Extended Learning Time is not always differentiated to meet specific targeted student needs.

Student Academic Achievement

Student Academic Achievement Summary

For the 2017-18 school year, Katy Elementary met standard in all areas:

Overall scaled score 95(Scaled Score) Met Standard Rating A (Increase from 93 last year)

Student Achievement

STAAR Performance 70 (Component Score) 93 (Scaled Score) Met Standard Rating A (Increase from 69 Component and 92 Scale Score last year)

School Progress 92 (Scaled Score) Met Standard Rating A (Increase from 82 last year)

Academic Growth 80 (Component Score) 92 (Scaled Score) Met Standard Rating A (Increase from 74 Component and 79 Scale Score last year)

Relative Performance (Eco Dis: 22.4%) 70 (Component Score) 85 (Scaled Score) Met Standard Rating B (Increase from 69 Component and 82 Scale Score last year)

Closing the Gaps 100 (Component Score) 100 (Scaled Score) Met Standard Rating A (Increase from 97 Component and 94 Scale Score last year)

These scores resulted in Katy Elementary receiving a 2019 Texas Accountability Met Standard rating. The campus also earned six distinctions:

- ELA/R
- Math
- Science
- Top 25 Percent: Comparative Academic Growth (ranked 1 in comparison group)
- Top 25 Percent: Comparative Closing the Gaps (ranked 4 in comparison group)
- Postsecondary Readiness

This is an increase from the number of distinctions earned last year for science and postsecondary readiness.

A deep analysis of the above scores by grade level and by each student group reveals growth in all areas.

One focus for our campus in 2018-19 was utilizing tools, resources and strategies through Lead4Ward to identify and target growth of all students, using engaging and varied learning experiences.

Although we are proud of our scores and the growth noted by students, we know there is much more work to be done to continue to facilitate the growth of

every student.

Student Academic Achievement Strengths

Subject/Year	% Approaches	% Meets	% Masters
3 rd Reading 2018	91%	61%	40%
3 rd Reading 2019	95%	66%	48%
3 rd Math 2018	93%	62%	30%
3 rd Math 2019	90%	63%	38%
4 th Reading 2018	94%	71%	40%
4 th Reading 2019	98%	70%	36%
4 th Math 2018	94%	68%	42%
4 th Math 2019	92%	71%	48%
4 th Writing 2018	89%	74%	29%
4 th Writing 2019	89%	56%	19%
5 th Science 2018	92%	69%	37%
5 th Science 2019	92%	77%	40%
2018 Written Composition Rating		2019 Written Composition Rating	
Rating 0 – 1		Rating 0 - 1	
Rating 2 – 8		Rating 2 - 7	
Rating 3 – 13		Rating 3 - 13	
Rating 4 – 37		Rating 4 - 39	
Rating 5 – 28		Rating 5 - 14	
Rating 6 – 34		Rating 6 - 7	
Rating 7 – 5		Rating 7 - 6	
Rating 8 – 0		Rating 8 - 2	

The number of special education students scoring at approaches, meets and masters increased.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The number of EL students scoring at approaches, meets and masters in reading, writing and math is lower than other demographic groups. **Root Cause:** Teachers lack resources and skills to target the needs of EL students across content areas.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Katy Elementary is guided by the TEKS Resource System scope and sequence and the results of campus based assessments. Each quarter, each grade level team maps out the specific skills and standards that will be taught for the upcoming quarter, during team PLC meetings under the guidance of the instructional coaches. Last year our campus was selected to participate in a district cohort to work with Lead4Ward on planning instruction. A campus core team attended district trainings with Lead4Ward and used a trainer of trainer approach to implement practices and strategies with all staff. In January 2019, campus and PTO funds were utilized to provide a campus specific training day with a Lead4Ward representative focused on Rockin Review (targeted TEKS).

Assessment plays a major role in decision making and take on many different forms at Katy Elementary. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Long range planning takes place in PLC planning meetings prior to the beginning of each grading period. Common assessments are then developed to assess student knowledge of skills at the end of the grading period, prior to the beginning of the instructional period, at a level aligned with state and district standards. In addition to assessing students' mastery of knowledge and skills at the end of each grading period in reading, language arts, math and science using campus developed common assessments, teachers monitor student progress utilizing additional assessments. Kindergarten through second grade focus use Fountas and Pinnell Assessment, iStation, TELPAS and mCLASS. Second through fifth grade also use Katy ISD's DLA's benchmarks to monitor students' progress through the district curriculum. Third through fifth grade focus on STAAR data, iStation, Fountas and Pinnell, TELPAS, and Dreambox. Students in grades 3-5 are administered the Fitness Gram in physical education class. Dyslexia students are administered beginning of year and end of year assessments to monitor progress. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is collected and analyzed at the end of each grading period, using the quartile system in Lead4Forward to categorize students into quartile groups for intervention and instructional purposes.

Grade level PLCs are scheduled twice per week for the purpose of collaborative planning. These grade level learning communities target lesson planning, data review, strategic planning, and collaborative teaching strategies for the following week. Grade levels are also expected to meet at least one time per week as an entire team to ensure consistency among team members. Grade levels and programs meet quarterly with the administrative staff and instructional coaches to analyze data and map out strategies. These half day strategic planning sessions are the PLC times, when each team is provided an extended time period to analyze data and plan for effective instruction.

All student progress is monitored in monthly rotating intervals as part of the campus RTI meetings with the administrative team, grade level teachers, support team. Struggling students are discussed and intervention plans are developed or monitored using data from staff. RTI committee meetings are held during conference times for grade level teams. Student progress is determined based on various assessments and input from intervention teachers. These meetings are scheduled by the RTI coordinator (assistant principal) and attended by the principal, counselor, LSSP, academic support teachers, ESL teacher

and classroom teachers. Students in special education are staffed upon prior to annual ARDs or to review services at staffing meetings scheduled by the principal and attended by the general education teachers, special education teachers, speech therapist, LSSP, counselor, assistant principal, diagnostician, ESL teacher (if applicable) and Dyslexia Intervention teacher (if applicable). Staffings are held weekly after school and prior to any ARD meeting to review data and assist in the development of recommendations for the ARD.

While the federal mandate for highly qualified requirements has now expired, Katy Elementary School continues to place a high priority in employing a high-quality, talented staff. All teachers, including all new teachers, will have the opportunity to attend a variety of professional development sessions on campus once a month, for an hour after school through Power Up Mondays. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Katy Elementary to provide ongoing, very targeted, job-embedded professional learning. Focus areas will be continued implementation of Lead4Ward strategies, daily differentiated small group instruction, and ESL strategies to increase levels of listening and speaking to promote growth of EL students. Vertical meetings will take place twice a semester, facilitated by the instructional coaches, to provide content related training and promote campus vertical alignment discussions, based on student data.

In addition to professional development, the weekly PLC team planning meetings and extended quarterly PLC meetings will reinforce and apply Lead4Ward strategies, analyzing student data, sharing instructional strategies and engaging in long and short term planning in content areas. A trainer of trainer approach will be utilized to continue to facilitate growth in the areas of targeted student instruction and effective intervention strategies. Teams of teachers will attend two different Lead4Ward conferences and then provide training to all staff during PLCs and campus staff development days. Teachers will be provided opportunities to go on at least one learning walk each semester with the ICs and administrators to observe each other in a spirit of learning together. Collaboration among grade level teams and with other Katy ISD campuses will be facilitated.

All grade level teachers will be encouraged to obtain ESL certification with the campus goal of having 100% of the grade level teachers ESL certified. All staff is continually encouraged to obtain 30 hours of GT credit.

Parents, teachers, and students at Katy Elementary take pride in their school and the school's reputation of success. The perception of Katy Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Katy Elementary's focus goes far beyond STAAR scores and accountability ratings. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a unified passion for students and making a positive and significant difference among the staff that promotes unity of purpose and drives all to meet the needs of each student on campus.

Katy Elementary classrooms are all equipped with a Smartboard (most are mounted), at least two PCs, tablets and/or iPads. Students are provided with opportunities to utilize technology each day as part of the workstation model in ELA and math classes. The integrated use of technology across content areas and grade levels continues to increase each year.

More staff is using the campus Twitter account and communicates with parents with a variety of options that include Remind, Weebly, Canvas and the

campus web site. Our staff continues to work collaboratively with our instructional technologist in order to gain further knowledge and skills with effective use of technology in the classroom.

Our school continues to facilitate Action Based Learning in both an intervention and the classroom settings. Three staff members (one special education teacher, one general education teacher, and one support teacher) are continuously developing a room with equipment and activities designed to merge the motor and academic needs of students, supported with Katy ISD grant funds awarded for this school year. A campus ABL committee will meet each grading period to continue to work towards training the staff and implementing ABL strategies in the classroom to increase students' levels of engagement in the learning process. Training will be provided to encourage regular use of the lab across all content and grade levels.

School Processes & Programs Strengths

Campus strengths include:

1. A shared passion possessed by each staff member to make a positive difference in the lives of others
2. Weekly team PLC planning twice a week and quarterly long range planning in PLCs
3. Teachers' ability to identify, implement and monitor strategies for RTI
4. The ability to interpret and use common assessment data to drive instructional decisions
5. A strong RTI and staffing for ARD process which is an integral part of assisting struggling students
6. Monthly Power Up Mondays and learning walks increase the opportunities for all staff to gain knowledge and skills in an environment which fosters continued growth.

All of these strengths provide a "safety net" to monitor and adjust instructional strategies to help each student reach his/her highest potential.

Katy Elementary is proud of the following strengths:

1. Staff's common passion for students drives all to seek out and implement best instructional practices to meet the needs of each student
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is successfully utilized to effectively monitor student progress and acts as a "safety net" to make sure no student goes unnoticed
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure times to allow teams scheduled opportunities to collaborate and plan
5. Interruptions to the instructional day are kept to a minimum and staff removal from instructional time is minimized
6. Safety drills are performed frequently and efficiently

Perceptions

Perceptions Summary

All Katy Elementary staff has a common shared vision to make a positive and significant difference in the life of each student, staff member, parent and community member on a daily basis. The Katy Elementary staff and learning community is committed to all students reaching his/her highest level of success. The entire campus believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the students are taught the value of perseverance and teachers focus on pointing out progress to students on a regular basis. Students are taught the benefit of always doing your best the first time and to never be fearful to take a risk as a learner. Our staff sets high expectations for each student and provides a framework to support each student in reaching his/her highest potential through targeted interventions and enrichment opportunities. This year our campus is focused on providing more individualized, targeted student learning opportunities during small group and extended learning time to better facilitate the growth of each student.

Katy Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Katy. Our PTO continues to be an asset to our campus, providing support through active parental and community volunteer involvement. Although our school enrollment is smaller compared to others in our district, our reported volunteer hours continues to meet or exceed those of campuses with greater student enrollments. The diversity of our campus is not noticed due to the efforts of our staff working in partnership with our PTO to coordinate many programs throughout the year to support families and students in need of assistance. We utilize a variety of options to assist parents and community in staying informed about campus events that include Enews email communication, Remind text or emails, campus and grade level specific web sites, school Twitter account, Facebook, PTO Facebook page and website, weekly enews with upcoming events and campus information, the campus marquee, and hard copies of notes in the front office. We provide parents the ability to use campus computers to access electronic information for registration and have iPads available for students to check out from the library. Our campus continues to have parent conferences with 100% of its students each year. We provide interpreters for parent conferences and ARDs for parents who are not fluent English speakers. Our KEYS mentoring program continues to increase the number of mentors each year and a large number of community members serve as parent tutors to our students during the school day. Our JA volunteers continue to be comprised 100% by our own parents and PTO volunteers, without assistance from the district. We take pride in the fact that parents and visitors always comment on the warm and inviting feel of our campus. Our front foyer highlights our PTO volunteers, WATCHDOG dad's program and the generations of families who continue to attend Katy Elementary. Additionally, this year our PTO will continue sponsoring events designed to further encourage fathers involvement with a Father/Son Night in the spring and a Father/Daughter Dance at the school gym in February. They also host a Mom and Me fun night in the fall to facilitate moms spending a fun evening with their children during the week. WATCHDOG dads will be available for students who do not have a father to attend either father event. We will also continue to host a Family Science Nights at the STEAM Center to involve and encourage family participation in science and STEM activities. All evening campus activity nights will continue to be no homework nights to encourage all families to attend and participate.

Katy Elementary School has a school-wide system of routines and procedures designed to maintain a safe and orderly learning environment for all. Teachers and staff routinely practice school and classroom procedures designed to establish and maintain a positive learning environment. Training is continually provided to staff to provide effective strategies and interventions designed to maximize student engagement. Respect for staff, students,

community, country and world is modeled and reinforced daily in a positive school environment that values the importance of good citizenship attributes. Students and staff are recognized and rewarded daily for demonstrating one of the school's ten identified citizenship attributes. All homeroom teachers facilitate classroom communities through the daily use of Morning Meetings, which strives to model empathy and acceptance for others' differences and reduce occurrences of bullying and disruptive behaviors.

Structured workstations are a campus expectation in academic core classes with targeted small group instruction that targets specific student needs. Teams are provided two weekly opportunities to collaborate and plan as grade level teams. A focus this year will be to continue implementing Lead4Ward resources and activities to target instruction in small groups and ELT times, based on identified student needs. Staff will continue to work collaboratively with the district assessment department to analyze levels of student progress throughout the year.

Katy Elementary continues to have a low incidence of discipline referrals. Campus discipline data shows positive progress with the number of discipline referrals being greatly reduced over time as the campus continues to implement the structured workstation model and system of school wide procedures/routines using our posted school-wide positive behavior expectations. The implementation of morning meetings will continue to build a positive classroom environment through the development of relationships and proactively prevent bullying behaviors before they begin.

Perceptions Strengths

Katy Elementary works hard to maintain these strengths:

1. Katy Elementary staff has a shared vision which is committed to facilitating each student's growth in a positive learning environment
2. Continue the legacy of generations of families who attend and are actively involved in campus activities
3. Continue to recruit and increase membership to the PTO
4. 100% of all KE staff continue to be members of the PTO
5. Guests and visitors consistently report a positive atmosphere on our campus
6. Continue to maintain and increase partnerships with the City of Katy and businesses through our Partners in Education program
7. Sister School partnership with Wolman Elementary promises to provide both of our campuses with opportunities to increase community involvement
 - The student enrollment continues to grow at Katy Elementary with most parents reporting they purposely moved into our school zone due to our school's continued reputation of excellence.
 - The number of parents and community members volunteering at the school continues to increase.
 - The discipline referral rate continues to decline.

- Staff turn over rate is low. Staff continues to report they feel valued and supported by the Katy Elementary administration and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Differences exist in levels of students performing at mastery levels among staff on teams **Root Cause:** Some teachers lack training and skills to facilitate student growth

Priority Problem Statements

Problem Statement 1: The number of EL students demonstrating growth is lower than that of English speaking students.

Root Cause 1: Teachers lack training and resources to effectively target the needs of EL students in all content areas.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of fourth grade students scoring at meets and masters in writing is significantly lower than in other content areas.

Root Cause 2: Students need multiple opportunities to engage in listening, speaking and writing activities across content and grade levels.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There are students who demonstrate no growth and/or regression in reading and math, as measured by STAAR testing in fourth and fifth grade.

Root Cause 3: Small group instruction and Extended Learning Time is not always differentiated to meet specific targeted student needs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The number of EL students scoring at approaches, meets and masters in reading, writing and math is lower than other demographic groups.

Root Cause 4: Teachers lack resources and skills to target the needs of EL students across content areas.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Differences exist in levels of students performing at mastery levels among staff on teams

Root Cause 5: Some teachers lack training and skills to facilitate student growth

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS 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

Goals

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

Performance Objective 1: Increase the number of students scoring at meets and masters in writing.

Evaluation Data Source(s) 1: STAAR writing data, DLAs, Common Assessments

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Attend staff development training to acquire knowledge and skills on targeted instructional strategies with new RLA TEKS.</p>	Administrators ICs	<p>Students writing in all content areas in grades 1-5.</p> <p>Number of students scoring a 5 or higher on STAAR writing comp position increases.</p> <p>90% or more fourth grade students score at approach standard in writing on STAAR.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1 - Perceptions 1</p> <p>Funding Sources: 199 - General Fund - 2500.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
2) Integrate differentiated instruction during small group instruction in the area of writing in grades K-4.	Administrators ICs	Number of students scoring at meets and masters in writing will increase. Number of students scoring a 5 or higher on writing composition will increase. Percent of all students approaching standard on STAAR writing will exceed 90%.				
3) Provide staff development to all content teachers on effective strategies to support EL students in listening, speaking and writing.	ESL lead teacher ICs	EL students demonstrate improvement in listening and speaking on TELPAS. The number of EL students scoring at meets and masters in writing will increase.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The number of fourth grade students scoring at meets and masters in writing is significantly lower than in other content areas. Root Cause 2: Students need multiple opportunities to engage in listening, speaking and writing activities across content and grade levels.
Problem Statement 1: The number of EL students demonstrating growth is lower than that of English speaking students. Root Cause 1: Teachers lack training and resources to effectively target the needs of EL students in all content areas.
Student Academic Achievement
Problem Statement 1: The number of EL students scoring at approaches, meets and masters in reading, writing and math is lower than other demographic groups. Root Cause 1: Teachers lack resources and skills to target the needs of EL students across content areas.
Perceptions
Problem Statement 1: Differences exist in levels of students performing at mastery levels among staff on teams Root Cause 1: Some teachers lack training and skills to facilitate student growth

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

Performance Objective 2: Increase the number of students demonstrating growth in the areas of reading and math.

Evaluation Data Source(s) 2: STAAR reading and math data, DLAs, Common Assessments, Istation, Fountas & Pinnell, Dreambox

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Teachers will acquire additional targeted instructional strategies through participation in the district Lead4Ward cohort and staff development training, using a trainer of trainer approach.	Administrators ICs	Students and teachers will track growth in the areas of reading and math. The number of fourth and fifth grade students demonstrating a year or more growth in reading and math will increase.				
			Problem Statements: Demographics 3 - Student Academic Achievement 1 - Perceptions 1 Funding Sources: 199 - General Fund PTA Donation - 4000.00			
2) Implement differentiated and targeted instruction, based on student data, during small group instruction in reading and math in grades K-5.	Administrators ICs	The number of students demonstrating growth in reading and math will increase.				
Problem Statements: Demographics 1, 3 - Student Academic Achievement 1						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There are students who demonstrate no growth and/or regression in reading and math, as measured by STAAR testing in fourth and fifth grade. Root Cause 3: Small group instruction and Extended Learning Time is not always differentiated to meet specific targeted student needs.
Problem Statement 1: The number of EL students demonstrating growth is lower than that of English speaking students. Root Cause 1: Teachers lack training and resources to effectively target the needs of EL students in all content areas.

Student Academic Achievement

Problem Statement 1: The number of EL students scoring at approaches, meets and masters in reading, writing and math is lower than other demographic groups. **Root Cause 1:** Teachers lack resources and skills to target the needs of EL students across content areas.

Perceptions

Problem Statement 1: Differences exist in levels of students performing at mastery levels among staff on teams **Root Cause 1:** Some teachers lack training and skills to facilitate student growth

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

Performance Objective 3: Increase the number of EL students demonstrating growth in the areas of reading, writing, math, listening and speaking.

Evaluation Data Source(s) 3: TELPAS, STAAR, DLAs, Common Assessments

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Provide staff development to all content teachers on effective strategies for EL students.	ESL lead teacher ICs	The number of EL students demonstrating growth on TELPAS and STAAR will increase.				
Problem Statements: Demographics 1 - Student Academic Achievement 1						
TEA Priorities Build a foundation of reading and math 2) Facilitate a support group for teachers before, during and after obtaining ESL certification.	ESL lead teacher	The number of ESL certified teachers will increase. The numbers of EL students demonstrating growth on TELPAS and STAAR will increase.				
Problem Statements: Student Academic Achievement 1						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The number of EL students demonstrating growth is lower than that of English speaking students. Root Cause 1: Teachers lack training and resources to effectively target the needs of EL students in all content areas.
Student Academic Achievement
Problem Statement 1: The number of EL students scoring at approaches, meets and masters in reading, writing and math is lower than other demographic groups. Root Cause 1: Teachers lack resources and skills to target the needs of EL students across content areas.

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

Performance Objective 1: The number of discipline referrals and reports of bullying will continue to decrease.

Evaluation Data Source(s) 1: Discipline data, P3 data, Student safety survey, Parent safety survey

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All students will participate in Morning Meetings every day.	Assistant Principal PEBS committee	The number of discipline referrals will decrease. The number of bullying reports will decrease.				
2) The campus PEBS committee will meet quarterly to monitor and refine the campus-wide positive behavior system.	Assistant Principal	The number of discipline incidents and reports of bullying will decrease.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 2: The campus will provide a safe and secure learning environment for all students.

Evaluation Data Source(s) 2: P3 data, discipline data, student and parent safety surveys

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Intervention plans for students demonstrating an emotional need will be developed and monitored in a timely manner utilizing the P3 system.	Administrators Counselor LSSP	The risk level of identified students will decrease with targeted interventions.				

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Administrator	Elizabeth Grimet	Principal
Classroom Teacher	Shelby Bland	Fourth grade math/science teacher
Classroom Teacher	Shannon Stiles	Third grade RLA teacher
Classroom Teacher	Ashley Hoffman	Kindergarten teacher
Classroom Teacher	Coby Dycus	ELL Lead Teacher
Non-classroom Professional	Cecile Gonsoulin	Counselor
District-level Professional	Liza Garza	Office of Other Languages
Parent	Katy Garcia	Parent
Parent	Scott Miller	Parent
Parent	Laura Farnsworth	Parent
Parent	David Thelen	Parent
Parent	Alyson Lyle	Parent
Business Representative	Andy Wohlgemuth	Bass Pro Shop
Community Representative	John Davis	KEYS mentor/Pastor
Community Representative	Brenda Martin	Community member

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff development		\$2,500.00
Sub-Total					\$2,500.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Lead4Ward training		\$4,000.00
Sub-Total					\$4,000.00
Grand Total					\$6,500.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
KATY EL (101914102) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
STAAR Performance	70	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 22.4%)	70	85	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	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned