

Katy Independent School District
Katy Elementary
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: August 24, 2018

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, despite the effects of Harvey flooding on at least a third of our families and a large section of our land use zones. Our attendance rate remained at 97.418%, despite the effects of Harvey displacement on many of our families. This school year additional staffing was added in first, fifth and special education to accommodate student growth.. The additional staff created a shortage of space on the campus, causing the closure of a computer lab to accommodate the ELA instructional coach and literacy library. The campus science lab also serves as the room for the math/science instructional coach and math/science literacy library resources. An additional portable building was added to accommodate student growth. All second grade classes are housed in the portable buildings. The addition of a fourth special education teacher will enable our campus 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 2017-18 school year. The number of 504 students has also increased dramatically to 6% of the student population, many served in the Dyslexia Intervention Program.

Our current student enrollment is 26.4% At Risk, 24.8% economically disadvantaged, 4.9% ESL, 5.3% GT, 5.2% LEP and 11.1% 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. Seven new teachers, a new speech therapist and three instructional paraprofessionals have joined the campus this year. Most were hired as growth staff, with only three teachers leaving campus at the end of the school year. All teachers hired are experienced teachers, except for two, who completed their student teaching on this campus last year in the grade levels for which each was hired.

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. Students demonstrated significant gains in 5th grade math and science and 4th grade writing.
5. Special education students demonstrated increases in math and science.

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 each other.
- 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.
- The turn over rate is low, with the majority of staff leaving due to retirement.
- Each team continues to actively participate in the interview and selection process for adding staff.
- Scheduled PLCs, Vertical Team meetings, Power Up Mondays and learning walks will 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 numbers of all students scoring at meets and masters in reading in grades 3-5 needs to increase. **Root Cause:** Teachers need training and resources to best track, plan and implement strategies to target specific TEKS in reading.

Problem Statement 2: The number of all third grade students scoring at meets and masters in reading declined. **Root Cause:** Teachers need training to best identify, plan and target specific student needs in reading.

Problem Statement 3: The number of students demonstrating growth should increase. **Root Cause:** Teachers need training and resources to best monitor,

identify and implement instruction to target specific student needs in the areas of reading and math.

Student Academic Achievement

Student Academic Achievement Summary

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

Overall scaled score		93(Scaled Score)	Met Standard
Student Achievement			
STAAR Performance	69 (Component Score)	92 (Scaled Score)	Met Standard
School Progress		82 (Scaled Score)	Met Standard
Academic Growth	74 (Component Score)	79 (Scaled Score)	Met Standard
Relative Performance (Eco Dis: 19.8%)	69 (Component Score)	82 (Scaled Score)	Met Standard
Closing the Gaps	97 (Component Score)	94 (Scaled Score)	Met Standard

These scores resulted in Katy Elementary receiving a 2018 Texas Accountability Met Standard rating. The campus also earned two distinctions:

- Science
- Postsecondary Readiness

This is an increase from the number of distinctions earned last year.

A deep analysis of the above scores by grade level and by each student group reveals a significant increase in the areas of fifth grade math, fifth grade science, and fourth grade writing. There was also an increase in the number of Special Education students approaching or meeting standard in the areas of math and science. The number of economically disadvantaged students approaching or meeting standard in the areas of reading, math and science increased. The number of white students approaching or meeting standard in writing and science also increased. The number of students scoring at approaches or meets declined in the area of reading. Additionally, the percentage of student demonstrating progress in the areas of reading and math is an area that needs to be increased. The numbers of students scoring at the meets and masters levels in reading needs to also increase. Students in special education and ESL continue to struggle in the area of reading.

One focus for our campus in 2017-18 was the variance between the highest and lowest scores among student groups, with targeted intervention strategies implemented to accelerate learning and specifically increase the numbers of special education students and ELL students demonstrating growth in the areas of reading and math. Although we saw improvement in some areas, it became evident that teachers were in need of additional training and resources to best meet the targeted needs of students.

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

Student Academic Achievement Strengths

The number of special education students scoring at approaches, meets and masters grade level in third grade reading and math increased.

The number of ESL and LEP students scoring at meets and masters grade level in third grade reading and math increased.

The number of all students scoring at approaches in fourth grade reading and writing increased.

The percent of all students scoring at approaches in fourth grade writing increased from 82% to 89%, percent at meets from 54% to 74%, and percent at masters from 16% to 29%.

The percent of fourth grade economically disadvantaged students scoring at meets and masters increased in reading, math and writing.

The percent of economically disadvantaged and special education students demonstrating progress increased in the areas of reading and math.

The percent of all fifth grade students increased in reading from 92% to 96% approaches and 74% to 78% meets.

The percent of all fifth grade students increased in math from 94% to 98% approaches, 69% to 88% meets and 43% to 64% masters.

The percent of all fifth grade students increased in science from 83% to 92% approaches, 56% to 69% meets and 25% to 37% masters.

The percent of all fifth grade students demonstrating progress in math increased from 83% to 91%.

The percent of economically disadvantaged, special education and ESL students scoring at approaches and meets in reading, math and science increased.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percent of all students demonstrating progress in reading and math needs to increase to at least 90%. **Root Cause:** Teachers need additional training in how to identify, track and provide target instruction to meet the needs of each student.

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. This year our campus has been selected to participate in a district cohort to work with Lead4Ward on planning instruction. A campus core team will attend district trainings with Lead4Ward and use a trainer of trainer approach to implement practices and strategies with all staff. In January, campus and PTO funds will be 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 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 implementing Lead4Ward resources and strategies. Vertical meetings will take place each month for one hour after school, 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. Our campus contact, Jennifer Munoz, will continue to be present to assist staff in data analysis to promote all student growth at a minimum of one time per grading period during PLCs, early dismissal days, or campus staff development days. At least one administrator will attend each one of the PLC planning meetings on a weekly basis. 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. Additionally, each campus team will be provided the opportunity to do at least one learning walk off campus to another KISD school during the school year.

This year the campus is continuing in its third year implementing departmentalization in grades 1-5 in an effort to provide teachers the opportunity to increase the rigor and depth of instruction. Teachers are expected to possess the necessary knowledge and skills related to the content assigned to teach. Teachers are expected to plan collaboratively with other team members teaching the same subjects, with assistance from the ICs. A continued expectation is all classrooms will have daily differentiated instructional structures and strategies in place to support each student's targeted areas for academic growth.

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. Students utilize one of the two campus computer labs twice a week, once in ELA and the other as part of math instruction. All classrooms are equipped with the Mirror 360 capability, purchased by our PTO,

which allows teachers to project to the Smartboard from any mobile device or iPad in the classroom. The integrated use of technology across content areas and grade levels continues to increase each year. Since our school has not been retrofitted in a few years, tablets and other equipment is beginning to go out and campus funds are required to purchase replacements. Staff continues to require the use of additional tablets to assist them in doing more of the required web based programs as part of their job, but the number of units available does not meet the growing demand. Our campus will be retrofitted this fall to provide additional resources and opportunities for technology integration in the classroom.

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. Students that received intervention using the ABL strategies last year demonstrated high levels of growth compared to previous years. 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. Additionally, parent volunteers will be trained to assist and implement small group ABL activities in the lab with small groups of students, under the guidance of school staff.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers lack the time and skills to effectively utilize resources available to plan for student targeted instruction. **Root Cause:** All staff needs training on how to effectively use and access data and Lead4Ward resources available to plan for targeted instruction.

Problem Statement 2: Teachers need assistance with developing skills and procedures for monitoring the growth levels of all students according to grade level TEKS content standards. **Root Cause:** Teachers need training to effectively monitor the levels of each student by TEKS and not just by an overall grade on an assignment.

Perceptions

Perceptions Summary

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 PTO which coordinates 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, 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 speak Spanish. 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 at the Outdoor Learning Center in the fall 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 two Family Science Nights at the STEAM Center to involve and encourage family participation in science activities. All evening campus activity nights will continue to be no homework nights to encourage all families to attend and participate.

The core belief at Katy Elementary is that all staff is committed to making 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 encouraged to always taught the value of perseverance and focus on pointing out progress. 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.

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.

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 utilize 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 Jennifer Munoz from the district assessment department to analyze levels of student progress throughout the year.

Katy Elementary continues to have a low incidence of discipline referrals, despite continued growth in student enrollment. Despite a larger student body, 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 PAWS expectations. The implementation of morning meetings this year will continue to build a positive classroom environment through the development of relationships and proactively prevent bullying behaviors before they begin.

The staff turn over rate remains low, with new staff being added this year due to the departure of three staff members at the end of the 2017-18 school year and increased student enrollment. Parents and community members continue to be actively involved in the school. The number of recorded volunteers at Katy Elementary and the recorded volunteer hours provided continues to increase. Despite the damage to many of our families' homes during Hurricane Harvey, our PTO Boosterthon fundraiser earned \$25,000, only two months into hurricane recovery. Our community and parents support our students and staff. We truly believe our theme for this year puts it best: One team, One School, One Family Building a Legacy.

Perceptions Strengths

Katy Elementary works hard to maintain these strengths:

1. Continue the legacy of generations of families who attend and are actively involved in campus activities
2. Continue to recruit and increase membership to the PTO
3. 100% of all KE staff continue to be members of the PTO
4. Guests and visitors consistently report a positive atmosphere on our campus
5. Continue to maintain and increase partnerships with the City of Katy and businesses through our Partners in Education program
6. 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: Despite an overall low rate of discipline referrals, accusations of bullying continue to be reported. **Root Cause:** Students need direct instruction on building relationships and socially appropriate interactions with peers and adults.

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
- 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
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: The percent of all students demonstrating progress growth in reading and math will increase to 100%.

Evaluation Data Source(s) 1: 2019 STAAR Longitudinal Percent Progress report; TEA Accountability Rating

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

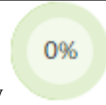
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Facilitate Lead4Ward campus training and implementation of strategies and resources to plan targeted instruction based on data analysis, through participation in a district cohort group.	2.4, 2.5, 2.6	Administrators Instructional Coaches	Student growth performance levels will increase in the areas of reading and math in grades 3-5.				
	Funding Sources: 199 - General Fund - 4000.00, 199 - General Fund PTA Donation - 3000.00						
2) Provide additional opportunities for PLCs to meet throughout the year to analyze data and plan targeted student instruction, during the school day by effectively scheduling PLC days, super specials and student programs.	2.4, 2.5, 2.6	Administrators Instructional Coaches Team Leaders	Instructional practices will reflect targeted student instruction, incorporating Lead4Ward resources and strategies, resulting in increased growth levels on TEKS for all students.				
	Funding Sources: 199 - General Fund PTA Donation - 5000.00						
3) PLCs will meet with the district assessment specialist, at least once per semester, to analyze student data to guide instructional planning, incorporating Lead4Ward strategies and resources.	2.4, 2.5, 2.6	Administrators Instructional Coaches Team Leaders	Levels of all student growth will increase.				
4) Learning walks will take place in each classroom every two weeks to monitor instructional practices and determine needs.	2.4, 2.5, 2.6	Administrators Instructional Coaches	Instructional strategies and practices will improve with frequent feedback and coaching				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 2: The percent of ELL students scoring at meets expectations in reading and math in grades 3-5 will increase to 75%.


Evaluation Data Source(s) 2: 2019 STAAR Longitudinal Percent Progress report; TEA Accountability Rating

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

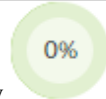
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) PLCs will meet quarterly with a representative from the district's assessment team to assist with analyzing data and planning for instruction for ELLs based on performance data.	2.4, 2.5, 2.6	Administrators Instructional Coaches ELL Lead Teacher	ELL levels of student performance will increase.				
2) Monitor ELL student progress with grade level teams on a rotational schedule during conference times at RTI meetings to collect data and collaborate with staff in regards to student needs, instructional practices and develop intervention plans.	2.4, 2.5, 2.6	Administrators ELL Lead Teacher	Increased levels of student growth for ELL students.				
3) Increase the number of teachers with ESL certification through a campus cohort support group.	2.4, 2.6	Administrators ELL Lead Teacher	More teachers will obtain ESL certification and improve instructional practices to increase the growth levels of ELL students.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 3: The percent of special education students scoring at meets expectations in reading in grades 3-5 will increase to 75%.


Evaluation Data Source(s) 3: 2019 STAAR Longitudinal Percent Progress report; TEA Accountability Rating

Summative Evaluation 3: Significant progress made toward meeting Performance Objective


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize co-teaching and in class support models for instruction in grades 3-5 to increase the numbers of students receiving instruction in the general education setting.	2.4, 2.5, 2.6	Administrators Special Education Team Leader and Teachers	Levels of growth and performance levels in reading will increase.				
2) Facilitate learning walks and collaboration with special education staff at Wolman Elementary, at least once per semester, to increase levels of student growth of special education students.	2.4, 2.5, 2.6	Administrators Instructional Coaches Special Education Team Leader	Levels of growth for special education students will increase.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.


Performance Objective 1: Teachers will collaboratively analyze student data using a variety of assessment strategies to continuously provide instruction targeted to student needs.


Evaluation Data Source(s) 1: Lead4Ward leadership report cards, Lead4Ward heat maps, DLA and common assessment scores; STAAR scores


Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) All teachers will attend campus Lead4Ward trainings, as part of a district cohort, on "Planning Instruction" and apply strategies in forming assessments and analyzing student data.</p>	2.4, 2.6	Administrators ICs Team Leaders	Increased numbers of all students demonstrating growth in reading , math, science and writing				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) All teachers will collaborate and analyze student performance data to guide instructional planning, with guidance from the district assessment liaison, prior to each grading period.</p>	2.4, 2.5, 2.6	Administrators ICs Team Leaders	Increased numbers of all students demonstrating growth in reading, math, writing and science.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: The number of reported incidents of bullying will be reduced through the school wide practice of morning meetings in grades PK-5.

Evaluation Data Source(s) 1: Discipline incident data; KISD Bullying Tip data; Number of bullying investigation reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teach and acknowledge good character traits through the character of the month program and Katy Star citizenship ribbons.	2.4, 2.5, 2.6, 3.1	Administrators Counselor Teachers	Numbers of students demonstrating appropriate character traits will increase.				
	Funding Sources: 199 - General Fund - 3000.00						
2) Schedule and implement morning meetings for the first ten minutes of each instructional day in grades PK-5.	2.4, 2.5, 2.6	Administrators Counselor Team Leaders	Numbers of alleged incidents of bullying and discipline referrals will decrease.				

= Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Implementation of morning meeting and refinement of school wide expectations for behavior will reduce the number of discipline incidents from the previous school year.


Evaluation Data Source(s) 2: Campus discipline data;

Summative Evaluation 2: Significant progress made toward meeting Performance Objective


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide training to all staff on the expectations of the school wide discipline management plan.	2.4, 2.5, 2.6, 3.1	Assistant Principal	All staff will spend the first few days of school teaching the procedures and continue to reinforce it; number of discipline referrals will decrease				
2) Facilitate quarterly PEBS meetings to review and revise the school-wide system of procedures and routines, based on data collection.	2.4, 2.5, 2.6, 3.1	Administrators PEBS committee members	Numbers of discipline incidents will decline.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Facilitate Lead4Ward campus training and implementation of strategies and resources to plan targeted instruction based on data analysis, through participation in a district cohort group.
1	1	2	Provide additional opportunities for PLCs to meet throughout the year to analyze data and plan targeted student instruction, during the school day by effectively scheduling PLC days, super specials and student programs.
1	1	3	PLCs will meet with the district assessment specialist, at least once per semester, to analyze student data to guide instructional planning, incorporating Lead4Ward strategies and resources.
1	1	4	Learning walks will take place in each classroom every two weeks to monitor instructional practices and determine needs.
1	2	1	PLCs will meet quarterly with a representative from the district's assessment team to assist with analyzing data and planning for instruction for ELLs based on performance data.
1	2	2	Monitor ELL student progress with grade level teams on a rotational schedule during conference times at RTI meetings to collect data and collaborate with staff in regards to student needs, instructional practices and develop intervention plans.
1	2	3	Increase the number of teachers with ESL certification through a campus cohort support group.
1	3	1	Utilize co-teaching and in class support models for instruction in grades 3-5 to increase the numbers of students receiving instruction in the general education setting.
1	3	2	Facilitate learning walks and collaboration with special education staff at Wolman Elementary, at least once per semester, to increase levels of student growth of special education students.
2	1	1	All teachers will attend campus Lead4Ward trainings, as part of a district cohort, on "Planning Instruction" and apply strategies in forming assessments and analyzing student data.
3	1	1	Teach and acknowledge good character traits through the character of the month program and Katy Star citizenship ribbons.
3	1	2	Schedule and implement morning meetings for the first ten minutes of each instructional day in grades PK-5.
3	2	1	Provide training to all staff on the expectations of the school wide discipline management plan.
3	2	2	Facilitate quarterly PEBS meetings to review and revise the school-wide system of procedures and routines, based on data collection.

State Compensatory

Personnel for Katy Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelli Gagliano	Teacher	Academic Support	1
Sherron Frost	Teacher	Academic Support	1

2018-2019 Campus Advisory Council

Committee Role	Name	Position
Administrator	Elizabeth Grimet	Principal
Classroom Teacher	Amanda Bryan	Third grade ELA teacher
Classroom Teacher	Shannon Stiles	Third grade self contained teacher
Classroom Teacher	Jana Miller	Kindergarten teacher
Classroom Teacher	Coby Dycus	ELL Lead Teacher
Non-classroom Professional	Yvonne Quezada	Dyslexia Intervention Teacher
District-level Professional	Liza Garza	Office of Other Languages
Parent	Todd Radke	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

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	instructional materials		\$1,000.00
1	1	1	Lead4Ward staff development training		\$3,000.00
3	1	1	Citizenship Ribbons and stickers		\$3,000.00
Sub-Total					\$7,000.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward staff development training		\$3,000.00
1	1	2	student programs		\$5,000.00
Sub-Total					\$8,000.00
Grand Total					\$15,000.00