

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



Mission Statement

Jenks Elementary

Achieving Success

Growing with technology designed for the best

Unleashing excellence to make learning fun

And embracing our differences to include everyone

Rising above the challenges we face

Striving for community in this special place.

I am a Jaguar!

Vision

Growing the Legacy

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment at end of year was 1612. This grew from enrollment of 1542 documented on PEIMS Snapshot data. We topped out at enrollment with a district record passing the previous record of 1602 set by WCE in previous years.

Grade Level Breakdown:

EE	20	1.24%
PK	72	4.46%
KG	264	16.37%
1st	287	17.80%
2nd	265	16.43%
3rd	271	16.81%
4th	223	13.83%
5th	210	13.02%

Ethnicity Breakdown:

Hispanic	662	41.06%
Asian	430	26.67%

White	372	23.07%
African Amer.	93	5.76%
2 or More	49	3.03%

Sub-Population Program Breakdown:

At-Risk	870	53.97%
LEP	674	41.81%
Bilingual	437	27.1%
ESL	267	16.56%
Eco Disad	244	15.13%
Spec Ed	142	8.80%
GT	90	5.58%

Demographics Strengths

- We are a diverse campus with a lot of richness in variety. This exposure to various cultures and backgrounds provides opportunities for enriching experiences for our students to learn and grow about the world outside of the immediate Katy, Texas area.
- Younger demographic information shows those grade levels larger than our intermediate grades. If this trend continues we will have a solid foundation of children who will be with us for Kdg - 5th grade. This longevity and growth could prove to help build a strong foundation for which to build our instructional practices focused on student growth from year to year as they advance.
- Recent changes for the 2018 - 2019 school year will occur due to the opening of Campbell Elementary and our ABM process to send approx. 400 students to ACE. Trends will be reestablished for our newly modified attendance zone.
- Overall our student are achieving at high rates with our Domain 1 score of a 69 averaging to a 92 A on the new TEA Accountability A-F scale.
- 93% of our students in grades 3-5 scored Approaches Grade Level or higher on STAAR.
- 71% of our students in grade 3 - 5 scored Meets Grade Level or higher on STAAR.
- 42% of our students in grades 3 - 5 scored Masters Grade Level on STAAR.

- 483 student test areas Met or Exceeded Growth measures in grades 4 -5 on STAAR Math or Reading.
- We scored 20/20 on our Academic Achievement portion of Domain III.
- We scored 11/11 on our STAAR Component Only portion of Domain III.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Academic Growth portion of Domain III showed targeted areas for improvement in our math instruction with specific subpopulations. **Root Cause:** We missed the target for growth measures in math for Hispanic, White, Asian, and Continuously Enrolled. Since those four core areas make up a high population of our overall student body, we are targeting more specific growth measures on the campus as a whole.

Student Academic Achievement

Student Academic Achievement Summary

STAAR 3-5 Data:

R - 7% DNMS Growth Measures
93% Approaches 76% Met or Exceeded Growth
71% Meets
46% Masters

M - 5% DNMS Growth Measures
94% Approaches 73% Met or Exceeded Growth
69% Meets
42% Masters

W - 14% 27/177 DNMS
86% 150/177 Approaches
68% 104/177 Meets
24% 36/177 Masters

S - 8% 10/169 DNMS

92% 159/169 Approaches

70% 121/169 Meets

34% 60/169 Masters

Student Academic Achievement Strengths

- High solid scores throughout
- Approaches - passing standard
 - 93% Reading
 - 94% Math
 - 86% Writing
 - 92% Science
- Meets
 - 71% Reading
 - 70% Math
 - 68% Writing
 - 61% Science
- Masters
 - 46% Reading
 - 42% Math
 - 24% Writing
 - 34% Science
- With Growth as our first and foremost goal, we had excellent growth measures for our STAAR and ELL measures
 - 71% scored significant growth in Reading
 - 65% scored significant growth in Math

Significant gains were made in the areas of Writing for our Meets and Masters students. This was an identified problem area in our last CIP and I am proud of the gains made through out targeted efforts.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While a majority of our student testing areas showed significant gains (483) in growth we still had a significant portion of student testing areas that showed no growth (142) and a smaller yet important number maintain (67) their performance levels. **Root Cause:** Our demographics

changed significantly as we grew from a population of 1341 to 1612 overall on campus. We had a lot of new students coming in from all over the district, state, nation and world-wide. We will need to put in place stronger measures to chart and track growth from a set baseline over the course of the year for each individual student.

School Processes & Programs

School Processes & Programs Summary

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

Our CAT members rated us enthusiastically as high as possible in this category. They felt a strong part of our campus by how well informed they were. We used weekly means of communication such as the Jenks Journal, Weekly e-blasts, Grade level and Teacher Weekly Newsletters, Twitter and Facebook feeds. We also never underestimate the power of face to face impressions. We make sure all school and PTA functions are well attended to interact with students and families. Our marquee is updated frequently and birthday messages are sold by our PTA for family interaction with our messaging. We have a highly involved community who love to do for us, the students and our community as a whole. Our first year we had multiple events all of which were heavily attended. Events include items such as Block Party, Father-Daughter Dance, Mother-Son Game Night, International Festival, Holiday Jamboree Party, Monthly Spirit Nights, Summer Play dates, Fall Party, Spring Party and many more.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Recruiting more volunteers to key positions such as committee chairs or PTA board. **Root Cause:** As we continue to grow rapidly, more and more are coming in and we need to recruit more volunteers to handle the volume of people we house.

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
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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)
- Running Records results

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
- Migrant population, including performance, progress, discipline, attendance, and mobility

- 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: July 24, 2017

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

Performance Objective 1: Our campus will continue our growth in the use of the Reader's and Writer's Workshop model to utilize high quality small group and individualized instructional practices in order to see at least one year's growth for all students.

Evaluation Data Source(s) 1: STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

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

Performance Objective 2: Our campus will continue our growth in the use of the Guided Math Workshop model to utilize high quality small group and individualized instructional practices in order to see at least one year's growth for all students.

Evaluation Data Source(s) 2:

STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 2:

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

Performance Objective 3: Teachers & Staff will actively participate in routinely conducted PLC meetings in order to plan, evaluate and adjust our instructional practices based on data of our campus and our students.

Evaluation Data Source(s) 3:

PLC schedule, campus & district data sources & district personnel

Summative Evaluation 3:

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

Performance Objective 1: Our campus will increase our expertise and usage of ELL strategies that are targeted to increase understanding, performance and participation of all students and specifically those identified as second language learners.

Evaluation Data Source(s) 1: TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

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

Performance Objective 2: Our campus will use classroom and grade level data to establish strong baselines and to target significant growth in all groups to see each subpopulation reach and exceed the anticipated targets on STAAR Domain III (all categories).

Evaluation Data Source(s) 2: STAAR Index Data, Campus Data, Data Meetings with District and Campus Teams with Grade Levels

Summative Evaluation 2:

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

Performance Objective 1: We will incorporate the learning progressions and the numeracy progressions to conduct pre-assessments, post assessments and on-going individualized/small group assessment of our students' growth.

Evaluation Data Source(s) 1: Trainings on learning progressions and numeracy progressions, planning and lesson plans, small group and conferring documentation, pre and post assessments created.

Summative Evaluation 1:

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Staff and students will utilize technology on a routine basis in order to enhance the learning environment and deepen the engagement & success of student learning.

Evaluation Data Source(s) 1: Connected Learning Practices, Usage of our CTD, Todd Kranz and Professional Learning sessions offered by our own staff on technology topics (Nearpod, Google Docs, etc...)

Summative Evaluation 1:

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

Performance Objective 1: We will perform in high quality collaborative groups both during the hiring process and once the new members are hired to ensure we are placing high quality people on our campus, giving them the voice and the choice through collaborative processes and supporting them throughout their journey at Jenks.

Evaluation Data Source(s) 1: Collaborative interview processes, campus based new teacher academy agendas, lead mentor and specific mentorship opportunities, learning walks provided to staff, planning agendas, Google Drive documentation, IC support/modeling

Summative Evaluation 1:

Goal 6: 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: Our campus will implement a school-wide system for learning walks in all grade levels and various programs in order to increase our vertical alignment, build capacity for campus goals, mission and vision and improve quality of instruction by learning from one another directly.

Evaluation Data Source(s) 1: Learning Walk documentation, TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

Goal 6: 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: Our campus will foster a relationship among other schools in the district to implement a campus-to-campus system for learning walks at each other's campus in order to increase our alignment, build capacity for district goals, mission and vision and improve quality of instruction by learning from one another directly.

Evaluation Data Source(s) 2: Learning Walk documentation, TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data, District Data

Summative Evaluation 2:

Goal 6: 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 3: Strong communication with community, formal and informal, to establish our role of openness and dialog within the community.

Evaluation Data Source(s) 3:

Various communication tools & meeting agendas

Summative Evaluation 3:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Staff and Students will engage in Character Education practices each and every week of the school year to highlight the importance and value of quality character and to see our school community grow and form into a cohesive group working towards the same goal - growth for all.

Evaluation Data Source(s) 1: Character Education Program data

Referral data

Summative Evaluation 1:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Staff & students will feel safe and secure in our building and learning environment throughout the various locations in our unique building design. Safety Liaison will work with the Leadership Team to routinely and effectively communicate safety updates and trainings to all staff.

Evaluation Data Source(s) 2:

Safety procedures & documentation

Summative Evaluation 2:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Teachers and staff will implement a bystander program that encourages conversation and thought, models empathy and engages participants in real-world problem solving to proactively address social and emotional issues they may face or observe.

Evaluation Data Source(s) 3: I've Got Your Back Program, Curriculum & Activities surrounding program, Morning Meeting structures and practices, Posters and Pledges, Staff & Student Nominations, T-shirts, Office Referral data, Counselor referral data, Bully Tip Line data

Summative Evaluation 3:

State Compensatory

Personnel for Jenks Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Daugherty	Teacher	Academic Support	1
Karina Hernandez	Teacher	Academic Support	1
Lindsay McClellan	Teacher	Academic Support	1