

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



Mission Statement

Recognizing that education is a lifelong pursuit, the mission of Robert E. King Elementary is to inspire individual learning that will prepare students to become responsible, self-reliant, caring citizens. Understanding the importance of educating the whole child, the teachers, staff, parents, and community of RKE are committed to providing a dynamic curriculum, quality instruction, appropriate assessment, and an appreciation of the arts within a nurturing learning environment. Believing that all students in our diverse population can achieve success, Robert E King Elementary Lions are... “Roaring with pride”

Vision

Always do your best!

Comprehensive Needs Assessment

Revised/Approved: August 27, 2018

Demographics

Demographics Summary

Robert E King Elementary, in Katy ISD, opened in August 2001 as a PK- 5 bilingual campus and became a Title 1 campus in 2007.

Based on 2017-2018 PEIMS data, King Elementary's enrollment of 987 included the following subpopulations: 59.9% At Risk; 21.2% Bilingual; 61.3% Economically Disadvantaged; 13.4% ESL; 0.8% GT; 35.3% LEP; 15.9% Special Education (excluding our early childhood cluster programs). The campus population includes 57.93% Hispanic, 22.72% White, 11.36% Black/African American, 3.89% Asian, and 3.38% claiming Two-or-More Races. The mobility rate for King Elementary is 16.2% and attendance rate is 96.38%

While the federal mandate for highly qualified requirements has now expired, Robert E King Elementary School continues to place a high priority on employing a high-quality, talented staff. The federal mandate for highly qualified Paraprofessional staff remains in effect. Professional development opportunities are provided on the campus as well as the district level. All RKE teachers are encouraged to attain ESL certification. Grade level teams are staffed for the 2018-2019 year as follows:

PreK-3; Kinder-7; 1st-7; 2nd-6; 3rd-8; 4th-8; 5th-6

Demographics Strengths

Robert E King Elementary notes the following demographic strengths:

1. Many families move to Katy ISD just for the schools. Our community is supportive of our commitment to success.
2. Attendance rates remain above state average.

Robert E King Elementary notes the following strengths in our staff:

1. A majority of RKE teachers are ESL certified.
2. Even with the addition of 3 new specialized special education programs, only 15 teachers are new to RKE this year. Six are first year teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, especially with the increase in students identified with autism spectrum disorders and emotional disturbance. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting.

Problem Statement 2: Our GT percentage is significantly lower than district or state averages, and referrals are not proactively sought by parents or teachers. **Root Cause:** Our community - teachers and parents - need additional information regarding the characteristics of giftedness in order to make appropriate referrals.

Student Academic Achievement

Student Academic Achievement Summary

Robert E King Elementary students achieved the following results on the spring 2018 STAAR:

Reading 79%

Math 83%

Writing 66%

Science 78%

STAAR Performance:

Students meeting grade level expectations increased by 1% in reading and math from 2017 results. Students approaching grade level in math increased by 2% from 2017; however, students mastering grade level decreased by 2% in math. Performance in writing increased by 25% overall and science performance by 24%.

STAAR Progress: Growth Targets

Growth targets indicate an increase of 12% of students Met or Exceeded a year's growth/progress in reading. A decrease was noted in the percentage of students Meeting or Exceeding a year's growth/progress in math.

Student Academic Achievement Strengths

Robert E King Elementary focuses on the academic growth and progress of students. The campus notes the following strengths:

1. 91% of 5th grade students met passing standard on the STAAR Math test.
2. 66% of 4th grade students met passing standard on the STAAR Writing test - an increase of 10% from 2017.

3. Significant gains in student performance were noted in writing and science.
4. An increase in students meeting or exceeding a year's growth in reading were noted.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Achievement data show that there continues to be a gap between the scores of all students, and the scores of students who are served through special education. **Root Cause:** General and special education teachers need further training in targeted interventions through inclusion to close these gaps.

Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Math. **Root Cause:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

Problem Statement 3: Achievement data show that there is a gap between the scores of all students, and the scores of students who are Limited English Proficient and English Language Learners. **Root Cause:** Teachers need further training in instructional strategies and vocabulary development for English Language Learners.

Problem Statement 4: State Accountability data show that there is a gap in overall student achievement rates as measured in Domain III. **Root Cause:** RKE has not reviewed data with a focus on individual student group achievement.

School Processes & Programs

School Processes & Programs Summary

Robert E King Elementary provides instruction and assessment following the Katy ISD curriculum, based on TEKS. A variety of research based instructional strategies are utilized to insure quality and success.

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. Kindergarten through second grade focus upon ISIP, Fountas and Pinnell Assessment, DreamBox and campus benchmarks for assessment. Third through fifth grade focus on STAAR, iStation, DreamBox, FASTT Math Next Generation and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ESL/Bilingual instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ESL/Bilingual students.

Weekly grade level plannings are held with the instructional coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time.

To support new teachers, RKE assigns campus mentors as well as campus buddies to all new teachers. New teachers are also provided time to observe in veteran teacher classrooms. Regularly scheduled Professional Learning Collaborations (PLC) meetings, monthly meetings, and Super Specials provide opportunities for collaboration and training.

Parents, teachers, and students at Robert E King Elementary take pride in their school and the school's reputation of success. The perception of RKE among all is that it is a safe and positive environment with a focus on academic excellence, while maintaining the tradition of "family" . There is an expectation for best instructional practices as well as building social character. RKE's focus goes far beyond STAAR scores. 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, you will see adjustments 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 Professional Learning Collaborations (PLCs) and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Processes & Programs Strengths

Robert E King Elementary notes the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with interventions and individualized instructional plans.
3. RtI is being utilized successfully with students referred to the appropriate intervention.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Robert E King Elementary notes the following strengths in technology:

1. iPads and Chromebooks with Internet access are available for students
2. Two full computer labs are available for students with additional computers in the library
3. All classrooms are fully equipped with a variety of current technology
4. Technology is available for parents to check out for instructional use at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Achievement data analysis reveals variations in rigor across grade levels, content areas, district expectations, and state standards.

Root Cause: Grade level curricula and assessments need to be vertically and horizontally aligned to the rigor of the state standards.

Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. **Root Cause:** Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

Problem Statement 3: Technology is not fully integrated interactively into direct instruction, as well as independent and center use. **Root Cause:** Teachers need further training in newest hardware, software, applications and intentional integration into lesson plans.

Perceptions

Perceptions Summary

Robert E King Elementary promotes Positive Behavior Intervention and Supports (PBIS) campus wide. Our campus is committed to providing a safe and secure environment where students can learn, grow, and become productive members of the community.

Campus discipline data indicates the number of "Physical Contact/Creating a Disruption" incidents were higher than preferred at 100 recorded for the 2017-2018 year. Review of the referrals revealed the students involved in these incidents were limited to a few, mainly special education students, with repeated behaviors and students with behavior intervention plans.

Robert E King Elementary strives to create a family-friendly school environment. We provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and styles within the school community. RKE's Parent Teacher Association (PTA) and Watch DOGS (Dads of Great Students) help strengthen connections between home and school, which benefits our diverse and mobile population. We update our campus website regularly, including important dates and resources to equip parents to partner in their child's education. The campus provides Spanish translations of materials. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Folders on Tuesday every week. We take pride in the fact that parents and guests report our staff as very friendly and welcoming.

Perceptions Strengths

Robert E King Elementary notes the following strengths:

1. PBIS is implemented with positive results campus wide, based on the data.
2. Zero (0) CPI Restraints were utilized for special education students during the 2017-2018 year.

Robert E King Elementary notes the following strengths:

1. Involvement of parents in a variety of events, family activities, and trainings through the campus as well as PTA.
2. Communication through personal contacts, a variety of social media outlets, and the campus website, as well as printed materials.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A small number of intensely behaviorally challenged students continue to disrupt the educational environment and interfere with academic progress of the many. **Root Cause:** Staff members need further training in working with students who have behavioral and emotional challenges.

Problem Statement 2: Parent participation does not reflect all subpopulations of our community. **Root Cause:** There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals



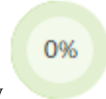

Revised/Approved: July 24, 2017

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

Performance Objective 1: Increase student performance on Reading STAAR to 95% during the 18-19 school year.

Evaluation Data Source(s) 1: 2019 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in reading during King Academy, PAW, or small group instruction.	2.4, 2.5, 2.6	Instructional Coordinator Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 192 - Special Project - 2000.00						
Critical Success Factors CSF 1 CSF 7 2) Provide professional development to focus on vocabulary development, data analysis, accountable talks, comprehension strategies, and guidance from Meredith Alvaro, Dr. Julie Jackson, and the Office of Other Languages.		Campus staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 11300.00						
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Performance Objective 1 Problem Statements:

Student Academic Achievement





Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Math. **Root Cause 2:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

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

Performance Objective 2: Increase student performance on Math STAAR to 95% during the 18-19 school year for all students.

Evaluation Data Source(s) 2: 2019 STAAR Scores

Summative Evaluation 2:

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) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in math during King Academy, PAW, or small group instruction.</p>	2.4, 2.5, 2.6	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in math.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 192 - Special Project - 7000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) Provide professional development to focus on Math data review, Greg Tang strategies PK-5, Progression Kits K-5, and Running Records 2-4 and training on DreamBox.</p>	2.4, 2.5, 2.6	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in math.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I Part A - 8000.00, 199 - General Fund - 2000.00</p>							
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Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Math. Root Cause 2: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.</p>

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

Performance Objective 3: Increase student performance on Writing STAAR to 75% and Science STAAR to 82% during the 18-19 school year.

Evaluation Data Source(s) 3: 2019 STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in writing and science during King Academy, PAW, or small group instruction.</p>	2.4, 2.5, 2.6	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in writing and science.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 263 - Title III LEP - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Insure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.</p>		Campus Staff Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase.				
<p>Problem Statements: School Processes & Programs 1, 2</p>							

Performance Objective 3 Problem Statements:

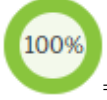



Student Academic Achievement
<p>Problem Statement 3: Achievement data show that there is a gap between the scores of all students, and the scores of students who are Limited English Proficient and English Language Learners. Root Cause 3: Teachers need further training in instructional strategies and vocabulary development for English Language Learners.</p>
School Processes & Programs
<p>Problem Statement 1: Achievement data analysis reveals variations in rigor across grade levels, content areas, district expectations, and state standards. Root Cause 1: Grade level curricula and assessments need to be vertically and horizontally aligned to the rigor of the state standards.</p>
<p>Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.</p>

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

Performance Objective 4: Increase student performance and close gaps among all student groups, ensuring that all groups meet targets during the 18-19 school year.

Evaluation Data Source(s) 4: 2019 STAAR Scores; 2019 State Accountability Report

Summative Evaluation 4:

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) Teachers will meet quarterly to review student achievement data in AWARE, focusing on comparing student group performance. Data will be sorted by student groups, and if improvement is not shown per student group, PAW groups will be adjusted to include students of specific, lagging student groups.</p>	2.4, 2.5, 2.6	Instructional Coordinator Instructional Coaches	Gaps among student groups will be closed				
<p>Problem Statements: Student Academic Achievement 4</p>							
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Performance Objective 4 Problem Statements:





Student Academic Achievement
<p>Problem Statement 4: State Accountability data show that there is a gap in overall student achievement rates as measured in Domain III. Root Cause 4: RKE has not reviewed data with a focus on individual student group achievement.</p>

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: Allocate resources to facilitate quality learning experiences and a positive work environment

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide additional tutorials for struggling students (King Academy) in reading, math, writing, and science/social studies	2.4, 2.5, 2.6	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading, math, writing and science/social studies.				
	Problem Statements: Student Academic Achievement 2, 3 - School Processes & Programs 2 Funding Sources: 192 - Special Project - 2000.00, 211 - Title I Part A - 257909.00, 263 - Title III LEP - 3500.00						
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 2) Provide professional development opportunities for campus staff in content and grade levels PK - 5, including reading, math, writing, science, social studies, technology, fine arts, and ELL support.	2.4, 2.5	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 1000.00						
Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7 3) Participate in Lead4Ward Cohort to work together to provide high-quality professional development to teachers and leaders within the district to strengthen the conversation around student growth and how to maximize planning for instruction.	2.4, 2.6	Campus leadership cohort	Utilize data and conversation to strengthen planning for instruction and improve student performance.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 1844.00						
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, especially with the increase in students identified with autism spectrum disorders and emotional disturbance. **Root Cause 1:** Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting.

Student Academic Achievement

Problem Statement 1: Achievement data show that there continues to be a gap between the scores of all students, and the scores of students who are served through special education. **Root Cause 1:** General and special education teachers need further training in targeted interventions through inclusion to close these gaps.

Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Math. **Root Cause 2:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

Problem Statement 3: Achievement data show that there is a gap between the scores of all students, and the scores of students who are Limited English Proficient and English Language Learners. **Root Cause 3:** Teachers need further training in instructional strategies and vocabulary development for English Language Learners.

School Processes & Programs

Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. **Root Cause 2:** Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

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

Performance Objective 1: Develop meaningful, effective, aligned assessments that inspire and inform students and educators toward continuous improvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Insure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.	2.4, 2.5, 2.6	Instructional Coaches Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas.				
Problem Statements: Student Academic Achievement 2							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Math. Root Cause 2: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

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: Secure and sustain current and next generation digital content and tools for all stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Increase access to and use of technology (iPads, Netbooks, Document Cameras, and software etc) to enhance instruction and increase student engagement.	2.4, 2.5, 2.6	Campus staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
	Problem Statements: School Processes & Programs 3 Funding Sources: 211 - Title I Part A - 2000.00, 199 - General Fund - 2000.00						
Critical Success Factors CSF 1 CSF 5 2) Provide opportunities for parents to practice using technology available to students and identifying the connection with curriculum. (Technology/ Curriculum Night - Reading, Math, Science)	2.4, 2.5, 2.6, 3.2	Campus Staff Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
	Problem Statements: School Processes & Programs 3 Funding Sources: 211 - Title I Part A - 2000.00, 199 - General Fund - 2000.00						

Performance Objective 1 Problem Statements:



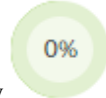

School Processes & Programs
Problem Statement 3: Technology is not fully integrated interactively into direct instruction, as well as independent and center use. Root Cause 3: Teachers need further training in newest hardware, software, applications and intentional integration into lesson plans.

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: Attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Provide professional development for new teachers through mentors, buddies, book studies, professional development, and other supports.	2.4, 2.6	Campus staff	Provide training and increase a sense of community to attract and maintain quality staff.				
Funding Sources: 199 - General Fund - 2000.00							
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Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Maintain practices and procedures to insure a safe and orderly environment in which to learn and work

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Support better understanding of the social and emotional needs of gifted students through professional development</p>		GT Facilitators Administrators	STAAR Informal observations				
<p>Problem Statements: Demographics 2 Funding Sources: 199 - General Fund - 5000.00, 211 - Title I Part A - 3000.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Maintain Watch DOGS program for role models to serve as volunteers in the school, along with PALS, KEYS, and CUBS.</p>		PTA Watch DOGS Campus Staff Counselor	Agenda List/Calendar of Watch DOGS List of Mentors / PALS and CUBS				
<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund PTA Donation - 0.00</p>							
<p>3) 5) Maintain Positive Behavior Interventions and Support (PBIS) strategies for students and staff with King Cash and Royal Reward incentives along with core essentials and values.</p>		Campus staff Counselor	Increased Positive Awareness Recognition of Students Fewer behavior reports / referrals				
<p>Problem Statements: Perceptions 1</p>							

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our GT percentage is significantly lower than district or state averages, and referrals are not proactively sought by parents or teachers. Root Cause 2: Our community - teachers and parents - need additional information regarding the characteristics of giftedness in order to make appropriate referrals.</p>
Perceptions
<p>Problem Statement 1: A small number of intensely behaviorally challenged students continue to disrupt the educational environment and interfere with academic progress of the many. Root Cause 1: Staff members need further training in working with students who have behavioral and emotional challenges.</p>

Problem Statement 2: Parent participation does not reflect all subpopulations of our community. **Root Cause 2:** There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

Goal 7: 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: Utilize strategies, processes, and activities to involve all stakeholders in a collaborative environment for decision-making

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Increase data based decision making through structured collaboration, including instructional coach led team planning, PLC, Super Specials, and RTI conferences, as well as increased use of common assessments.</p>	2.4, 2.5, 2.6	Campus Staff	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
<p>Problem Statements: School Processes & Programs 1, 2 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue student recognition and incentive programs to support PBIS, including King Cash, Royal Court, Pawsome Writers, Recognition Tags, FASTT Math/DreamBox.</p>	2.5, 2.6	Campus Staff	Recognize and celebrate positive behaviors, expectations, routines and procedures throughout the campus to support a safe and secure environment and climate for learning.				
<p>Problem Statements: Perceptions 1 Funding Sources: 199 - General Fund - 0.00, 865 - Principal Activity - 0.00</p>							

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Achievement data analysis reveals variations in rigor across grade levels, content areas, district expectations, and state standards. Root Cause 1: Grade level curricula and assessments need to be vertically and horizontally aligned to the rigor of the state standards.</p>
<p>Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.</p>
Perceptions

Problem Statement 1: A small number of intensely behaviorally challenged students continue to disrupt the educational environment and interfere with academic progress of the many. **Root Cause 1:** Staff members need further training in working with students who have behavioral and emotional challenges.





Goal 7: 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: Provide opportunities to enhance the partnership among students, parents, staff and community members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Ensure parent access to campus information by utilizing Parent Link (emails and texts), Katy ISD app, campus webpage with newsletters, calendars, resources and links to district resources, with translations into Spanish.</p>	3.2	Campus Webmaster Campus Staff	Provide a variety of support, communication and activities for families to increase involvement and academic connections between home and school.				
	<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) 4) Support transition of Preschool age children and their parents via visits to the cafeteria, library, specials classrooms, and a visit to the school bus during the spring semester.</p>		Campus Staff	Provide a variety of support, training and activities for families of preschool age children and their parents to prepare for transition to school or grade level.				
	<p>Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - 3000.00, 199 - General Fund - 0.00</p>						
<p>3) Assist 5th grade students with transition to 6th grade by providing field trips to the junior high, visitation with counselors, preview fine arts programs, assistance with schedule planning and orientations/ Q&A events for parents.</p>	2.5, 2.6	Campus Staff Junior High Staff	Provide a variety of support, training and activities for students and families transitioning to junior high.				
	<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Provide opportunities for students, teachers, parents and community members to collaborate and partner together. (Read-Deed-Run/Veteran's Day/ Career Day/ Genius Hour / Junior Achievement)</p>	2.5, 3.2	Campus Staff	Provide a variety of support, training and activities for families to increase involvement and academic connections between home and school.				
	<p>Problem Statements: Perceptions 2</p>						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Offer Family Learning Events in English and Spanish to increase parent involvement and support academics between home and school through parent orientations, curriculum nights, flipped learning opportunities, technology checkouts, and family day and night events. (Children's Museum of Houston)</p>	3.1, 3.2	Campus Staff	Provide a variety of support, training and activities for families to increase involvement and academic connections between home and school.				
<p>Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - 8000.00</p>							
<p>Critical Success Factors CSF 5</p> <p>6) Teachers and staff will participate in the Family Engagement Canvas Course regarding the importance of family and parent engagement.</p>		Campus Staff	Educate teachers, specialized support personnel, principals, other school leaders, and other staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to , communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.				
<p>Problem Statements: Perceptions 2</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Parent participation does not reflect all subpopulations of our community. Root Cause 2: There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	2	Insure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.

State Compensatory

Personnel for King Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karina Podesta	Teacher	Academic Support	1
Nicole Mull	Teacher	Academic Support	1
Pegi Williams	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our Campus Needs Assessment Process began with a review of accountability data by the administrative team. The data was reviewed and discussed with the Team Leader Group and the full faculty.

Our process continued with PLC teams analyzing the data (STAAR results, End-of-Year DLA's, final grade reports, and AWARE data) to determine "hot spots" for our campus. We determined areas of overall need, as well as gaps between sub-populations. Feedback from grade level and vertical teams was presented for review. This evaluation was the foundation for determination of problems and root causes.

The data and the proposed CNA were reviewed with the Campus Advisory Team and additional input was gathered. This input was incorporated into the draft of the CIP.

The Campus Leadership Team, comprised of the administrators and instructional coordinators, meets regularly to view and collaborate webinars provided by lead4ward. We continue to analyze data from a variety of sources (running records, ISIP, subject inventories, progress and grade reports, DLA assessments, unit tests, grade level common assessments, and teacher conferencing) to monitor progress of students

Data sources include:

- * TEA Accountability Summary reports
- * DLA reports
- * Progress reports
- * Report Card failure reports
- * Behavior reports from the Principal Dashboard
- * AWARE reports on common assessments

- * ISIP Data
- * DreamBox
- * Teacher's anecdotal records
- * Running Records
- * Extended Learning Time activity analysis
- * RTI reviews

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our process continued with PLC teams analyzing the data (STAAR results, End-of-Year DLA's, final grade reports, and AWARE data) to determine "hot spots" for our campus. We determined areas of overall need, as well as gaps between sub-populations. Feedback from grade level and vertical teams was presented for review. This evaluation was the foundation for developing the goals for the RKE Campus Improvement Plan. Problems and root causes were identified and prioritized by the faculty and Campus Advisory Team.

The data and the proposed Campus Improvement Plan were reviewed with the Campus Advisory Team and additional input was gathered. This input was incorporated into the final draft of the CIP submitted for KISD Board approval.

The Campus Leadership Team, comprised of the administrators and instructional coordinators, meets regularly to view webinars provided by lead4ward. The information is shared with faculty and Campus Advisory Team members.

2.2: Regular monitoring and revision

The Campus Improvement Plan is reviewed monthly with the CLT and formative progress checkpoints are completed as prescribed. Campus Advisory Team meetings and staff PLC meetings will be scheduled to review and monitor progress of goals.

2.3: Available to parents and community in an understandable format and language

The Campus Needs Assessment and Campus Improvement Plan are available in English on our website and printed copies are available on

campus. If a parent or community member requests translation of the plans, the principal, or principal's designee, will provide an opportunity to review the CNA and/or CIP in an understandable format and language.

2.4: Opportunities for all children to meet State standards

Students are provided strong instructional delivery in the classroom PK-5. Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day, and after school, to focus on meeting State standards.

2.5: Increased learning time and well-rounded education

Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day, and after school. Additional enrichment is also offered for 2-5 through clubs and programs sponsored by RKE staff after school.

- Strings (violins)
- Choir
- Read/Deed/Run
- STEM Club
- Garden Club
- Genius Hour
- Student Council
- Green Team (recycling)
- Writing Club
- King Academy
- PAW Time
- Extended Study

2.6: Address needs of all students, particularly at-risk

Students are provided strong instructional delivery in the classroom PK-5. Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day, and after school, to focus on meeting State standards. Identified at - risk students receive additional support and/or intervention through Special Education, Academic Support, Title 1, ESL, or Bilingual services.

- King Academy
- PAW Time
- Extended Study

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This policy was developed from input given by parents, campus staff, administrators, and district personnel. The format and language of this policy is designed to be easily read and understood. A copy of this policy will be made available to parents and other members of the community upon request. Each school that receives Title 1 funds will also develop a parental involvement policy and parent-school compact specific to that campus. Families are encouraged to attend campus meetings or offer input through phone calls, e-mail, or other contact with Title I staff. All policies will be available to families on the campus upon request, or online. For questions or suggestions regarding Title I or the Parent Involvement Policy, please call the campus at 281.237.6850. Annual Evaluation/Meetings Each year the Katy ISD Parental Involvement Policy is reviewed and evaluated by parents, campus staff members, administrators, and district personnel. Parents of Title I students can also make suggestions through the “Title I Program Family Questionnaire” (sent at the end of the school year), and at the Title I Public Meeting held in May of each year. Suggestions for campus level policies should be submitted in writing to the campus principal.

3.2: Offer flexible number of parent involvement meetings

Family Involvement/Volunteer Opportunities

King Elementary has a need for parent volunteers and offers family involvement activities. Some of these opportunities are listed below. [\(sample list from 17-18\)](#)

August: 3 – PTA delivers school supplies

9 – Meet the teacher 4:30 – 6 p.m.

16 – First day of school

September: 11 – Read, Deed, Run information sent

19 – Parent Orientation (PK, K, 2 & 4)

21 – Parent Orientation (1, 3 & 5)

22 – Volunteer Kick-off Meeting

26 – Spring Creek Spirit Night

28 – PTA Meeting, Watch DOGS and Fundraiser Kick-off

October: 3 – Read Deed Run Introduction meeting

5 – PTA Movie Night

13 – Spirit Store & ATOMIK Science

17 – Fundraiser Ends

19 – Wild About Learning Safari

23 – Chick Fil-A Spirit Night

26 – Family Fitness Night

30 – Campus Advisory Team meeting

November: 1 – Freddy’s Spirit Night 4-10 p.m.

7 – Promise to Read/Election Day – Vote!

9 – Patriotic Concert 6 p.m.

13-17 – Book Fair

14 – PTA Fundraiser Delivery

16 – Book Fair Late Night 4 – 7 p.m.

17 – ATOMIK Science Day

26-12/4 – PTA Holiday Shop

30 – Holiday Shop Late Night 6 – 8 p.m.

December: 1 – Spelling Bee

5 – Fundraiser Party Bus

6 - Menchie Spirit Night 4 – 8pm Choir performs

9 - Strings Holiday Performance

14 – PTA Meeting/Winter Concert 6 p.m.

15 – Winter Parties January: 12 – Spirit Store

16 – Parent Night with Greg Tang

22 – Wild Wing Spirit Night

23 – PTA meeting & Art Night

February: 1 – Jump Rope for Heart Kick-off

2 – ATOMIK Science Day

5 - CAT Team Meeting

5-9 Bus Driver AppreciationWeek

6 – 1000* Pizza Spirit Night 5-8 p.m.

9 – Spirit Store/4th Grade JA in a Day

14 - Friendship Parties

March: 9 – Field Day

22 – PTA Meeting/Movie Night

26 – Campus Advisory Team Meeting

28 – Smash Burger Spirit Night 4 – 9 p.m.

April: 12 – PTA Meeting/1st Grade Concert
13 – PTA Carnival 5-8 p.m.
18 – Which Wich Spirit Night 4-9 p.m.
19 – PTA Meeting/1st Grade Concert
26 – Volunteer Luncheon
27 – Spirit Store
30 - Staff Appreciation Week
May: 4 – Spirit Store
7 – Campus Advisory Team Meeting
17 – Spring Concert (Strings & Choir)
18 – 5th Grade Party
18 – End of Year Celebration (PK & PPCD)
21 – EOY Celebrations (3rd & Kinder)
22 – EOY Celebrations (4th & 1st)
23 – EOY Celebrations (5th & 2nd)
24 – Last Day of School

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Minenko	Teacher	Title I	1
Brad Finch	Teacher	Title I	1
Ellen Barton	Teacher	Title I	1
Julie Faber	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Non-classroom Professional	Connie Batey	Assistant Principal
Non-classroom Professional	Susan Sanchez	Assistant Principal
Classroom Teacher	Katherine Treadaway	Kindergarten Teacher
Classroom Teacher	Ashley Gates	4th Grade Teacher
Classroom Teacher	Julie Callahan	ESL Teacher
Classroom Teacher	Nicole Mull	AST Reading Teacher
Parent	Dawn Goodwin	Parent
Parent	Julia Calvin	Parent
Parent	Noelle Gearing	Parent
Parent	Erika Gonzalez-Toriz	Parent
Parent	Monica Pulido	Parent
District-level Professional	Jay Sonnenburg	Instructional Technology
Business Representative	Nicole Pickens	Business Representative
Non-classroom Professional	April Carrasquero	Counselor
Non-classroom Professional	Karla Guevarra	Instructional Coordinator
Non-classroom Professional	Ginger AbiHabib	Instructional Coach
Non-classroom Professional	Tina Stockton	Instructional Coach
Administrator	Tammi Wilhelm	Principal
Classroom Teacher	Rose Mendizabal	2nd Grade Teacher

Campus Leadership Team

Committee Role	Name	Position
Administrator	Tammi Wilhelm	Principal
Classroom Teacher	Meredith Trammell	Kindergarten Team Leader

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	staff for tutorials; instructional materials,		\$2,000.00
1	2	1	staff for tutorials; instructional materials		\$7,000.00
2	1	1	staff for tutorials; instructional materials		\$2,000.00
Sub-Total					\$11,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	resources, materials		\$2,000.00
4	1	1	technology, iPads, computers, instructional materials		\$2,000.00
4	1	2	technology, iPads, computers, doc cameras, instructional materials, staff to teach, snacks		\$2,000.00
5	1	1	instructional materials; consultants PD		\$2,000.00
6	1	1	instructional materials; PD consultants		\$5,000.00
7	1	1			\$0.00
7	1	2	incentives		\$0.00
7	2	1			\$0.00
7	2	2	instructional materials, staff, snacks		\$0.00
7	2	3			\$0.00
Sub-Total					\$13,000.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	staff; volunteers		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	2	PD consultants - Meredith Alvaro		\$8,800.00
1	1	2	PD consultants - Dr. Julie Jackson		\$2,500.00
1	2	2	Greg Tang consultant, resources and materials		\$8,000.00
2	1	1	staff for tutorials; instructional materials		\$2,000.00
2	1	1	Title I teacher salaries		\$255,909.00
2	1	2	professional development; resources;materials		\$1,000.00
2	1	3	professional development cohort		\$1,844.00
4	1	1	technology, iPads, computers, instructional materials		\$2,000.00
4	1	2	technology, iPads, computers, doc cameras, instructional materials, staff to teach, snacks,SIG		\$2,000.00
6	1	1	instructional materials; PD consultants		\$3,000.00
7	2	2	instructional materials, staff, snacks		\$3,000.00
7	2	5	Materials/food for parent events, CMH programs. Greg Tang Parent Math Night		\$8,000.00
Sub-Total					\$298,053.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	instructional materials, tutorials		\$2,000.00
2	1	1	staff for tutorials; instructional materials		\$3,500.00
Sub-Total					\$5,500.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	incentives		\$0.00
Sub-Total					\$0.00
Grand Total					\$327,553.00