

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



Mission Statement

Rylander Elementary is committed to providing an excellent academic program where every child will have his or her individual needs met in a supportive, nurturing and safe environment. Inherent in this mission is the belief that every child can learn, and that the dedicated teacher is the catalyst.

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

Vision

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

Comprehensive Needs Assessment

Revised/Approved: August 07, 2018

Demographics

Demographics Summary

Rylander Elementary is celebrating its 15th year in Katy Independent School District. Rylander serves PK through 5th grade students. During the 2015-2016 year the campus underwent an attendance boundary modification. Since 2016, enrollment has decreased from 1,350 students to 1,074 students. There has also been a significant shift in the overall demographics of the campus. In 2016, 14% of Rylander's students qualified for free lunch. As of September 2018, this has increased to 26%. Rylander is seeing an upward trend in the enrollment of students served through ESL and special education programs. Rylander's current demographic make up includes: 21% Asian, 11% African American, 23% Hispanic, 39% White, and 5% Two or More Races. Rylander is predominantly a neighborhood school. Rylander's student groups include: 11% SPED, 39% At-Risk, 26% economically disadvantaged, 23% ESL, and 3% GT.

The driving force behind Rylander Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Their pride in their school is clearly evident as they walk down the halls, actively participate in class, and demonstrate "Rhino Responsibility" in each goal they accomplish.

In June 2018, Cheryl Glasser became the new principal at Rylander. She is the third principal to serve the community. To instruct and educate our eager students, the principal and teachers search for new teachers that not only are knowledgeable about curriculum and relevant instructional strategies, but also understand the developmental needs of students. Key qualities sought in candidates are flexibility, organization, a willingness to further their own learning, to continue growth, and to do whatever it takes to make students successful. Teachers who instruct with a "parent's heart" and with a commitment to the belief that all students can succeed, are selected to be part of the Rylander Elementary staff. In the summer of 2018, 6 new teachers were hired to join the Rylander family.

Rylander Elementary is fortunate to have the support of parents, community, and local businesses. Our PTA actively works to support the school by sending teachers to professional development opportunities, providing additional classroom enrichment materials, working as volunteers, helping fund field trips, and beautifying our school and campus grounds. Volunteer parents and community members put in an incredible number of hours working in the building and preparing instructional materials to enrich students' academic experiences. A strong academic foundation is greatly supported through the efforts of volunteers and the PTA.

For the 2018-2019 school year, Rylander has two main priorities

Growth for All:

- We are focusing on growth for all students, staff, and parents.
- We will work towards academic growth in all sub-populations so that we can close the gaps.
- We will instill growth mind set in our students.
- We will increase differentiated instruction to meet the diverse needs of our students.

Unity in Community:

- We will collaborate and work together for the benefit of our students.
- We will build on each other's strengths.
- We will celebrate our diversity and address the unique needs of individuals.
- We will foster positive relationships with each other.
- We will bridge the school and home and become one team.

Rylander Rhinos are continuing to “charge to academic excellence!”

Demographics Strengths

Rylander Elementary has a multitude of demographic strengths including:

1. Katy ISD is known as a premier district in the state of Texas and families choose to relocate to the Katy area in order to attend the schools. Parents, students, and teachers are highly committed to success.
2. Despite the significant demographic shifts in our campus in the last 3 years, Rylander students have demonstrated academic success in Domain 1 (student achievement) scoring an "A".
3. Rylander is a highly diverse campus with students speaking 31 different languages as of August 2018.
4. Rylander staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
5. Rylander staff is collaborative in their teaching approach.
6. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Rylander Elementary has experienced a dramatic demographic shift in the last year. Our special population percentages in the areas of economically disadvantaged, ESL, and at-risk have increased. A new instructional focus must be identified in order to address this need. **Root Cause:** Rapid growth in the Katy ISD has caused Rylander to be impacted by an attendance boundary modification creating a dramatic demographic shift.

Problem Statement 2: Rylander staff requires targeted professional development opportunities addressing high yield instructional strategies and educational philosophy relative to economically disadvantaged, ESL, and at-risk students. **Root Cause:** The rapid demographic shift in our student population in these targeted areas.

Student Academic Achievement

Student Academic Achievement Summary

Starting in 2017-2018, the state of Texas began using a new accountability system. School scores were released on August 15, 2018. Schools were rated in three domains:

- Domain 1: Student Achievement - A rating
- Domain 2: Student Progress - B rating and Relative Performance - B rating
- Domain 3: Closing the Gaps - C rating

On the 2018 STAAR the following scores for all grades show the percentage at approaches grade level or above.

- All Subjects:
- Reading: 92%
- Math: 95%
- Writing: 85%
- Science 88%

Rylander needs to address closing the gaps in various sub-populations. In Reading, the following students met or mastered the STAAR test:

- ALL = 71%
- African-American = 59%
- Hispanic = 63%
- White = 75%
- Asian = 81%

In math, the results are very similar. Here are the percentages of students who met or mastered the STAAR test:

- ALL = 71%
- African-American = 59%
- Hispanic = 63%
- White = 72%
- Asian = 86%

A deep analysis of the above scores by grade level and student groups reveals that while students are passing the STAAR test, there has been a decrease in the number of students who are achieving at the "meets" or "masters" grade level standard. Also, there is an increase in the number of students who did not meet or exceed progress. Intervention and extension strategies will be implemented based on student and campus needs to ensure maximum growth in all populations.

Student Academic Achievement Strengths

Rylander Elementary has a population of hard working, high achieving students. The campus is proud of many different student achievement strengths including:

- Writing scores increased from 77% in 2017 to 85% in 2018.
- Rylander meets or exceeds the district in STAAR performance levels: APPROACHES (Rylander 92%; KISD 89%); MEETS (Rylander 69%; KISD 68%); and MASTERS (Rylander 38%; KISD 38%)
- High percentages of students passing all STAAR tests despite at-risk sub-populations: All students 92%, Economically disadvantaged 85%, and ELLs 83%.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based upon the analysis of campus, district, and state formative and summative assessments, economically disadvantaged, ESL, and special education students are consistently demonstrating a lesser degree of growth when compared to other student groups. **Root Cause:** Limited exposure to real life experiences, lack of scaffolding and strategies on the part of students and teachers, and the knowledge, transfer, and application of academic vocabulary all contribute to this problem.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Rylander is guided by the TEKS and Katy ISD expectations. These promote the Katy ISD cornerstones which are collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. Assessment is a critical component when it comes to decision making. Rylander uses the concept of balanced assessment to ensure we are adequately addressing student needs and measuring student outcomes. Weekly planning meetings are held to target lesson planning, data review, strategic planning and professional learning. Paraprofessionals are included in staff development activities. Grade levels are provided with a daily common planning time and provided with a collaborative planning time once per 9 weeks to address long range goals and assessment development. Extended learning time is built into the daily schedule to provide time for remediation and enrichment. Student progress is routinely monitored and instruction is adjusted accordingly. Professional development needs are determined based on demonstrated and observed needs. Professional development rotations are provided for all teaching staff to reinforce teacher learning by discussing training, implementation, and sharing articles. Teachers are encouraged to attend both district and out of district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district level. Teachers observe each other in a collaborative learning spirit.

Creating innovative learners who can actively find and solve problems is at the core of our mission and focus. We also believe all students should have the opportunity to be educated in an emotionally and physically safe environment. When data indicates that student learning is being impacted, Rylander staff immediately work to determine the cause and adjust instruction and/or practices to ensure student success. Instructional time is protected and teachers and students are not pulled out of the classroom for unnecessary reasons.

School Processes & Programs Strengths

Rylander's process and program strengths include:

1. Collaborative planning processes ensures equity in instruction.
2. Relationship building between students, staff, and parents enhances our school community and instructional integrity.
3. Staff is growing in their ability to interpret and use common assessment data to drive instruction.
4. Innovative practices are welcomed among students, staff, and parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Grade levels sometimes feel isolated in practice due to a lack of vertical collaboration. **Root Cause:** Opportunities for vertical collaboration were limited.

Problem Statement 2: Differentiated instructional practices need to be increased to ensure maximum student growth. **Root Cause:** There is an unbalanced focus between individual student needs and required instructional components.

Perceptions

Perceptions Summary

Rylander Elementary works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year. Rylander has an active PTA and a staff PTA/parent liaison to assist with strengthening the home to school connection. A campus website is regularly updated with important information and serves as a repository for school based schedules, forms, reporting procedures, contact links, etc. Rylander is an extremely diverse community with over 31 spoken languages. Rylander utilizes several social media outlets to help keep parents informed regarding the outstanding learning experiences occurring on our campus. Parent/community nights such as Meet the Teacher, Rumble, curriculum nights, and movie nights all serve to help bring parents and school staff together toward a common purpose.

Rylander's parents, teachers, and students take pride in our school and the school's reputation for success. Rylander is perceived to be a safe and positive environment with a strong focus on academic success and building character.

One of the core beliefs at Rylander Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Rylander operates under a core system which addresses these beliefs known as PRIDE (Purpose, Responsibility, Integrity, Dependability, and Effort). Excellence is expected and students are taught that what you do you should do well and the easiest way to do it well is to do it well each and every time. Students are taught the expectations, they practice, and then PRIDE is expected.

Teachers and other staff are trained to ensure that a healthy classroom climate is created and maintained. Training also encompasses instruction relative to classroom pace and how to ensure that academics are the primary focus. It is imperative that teachers utilize the least invasive form of intervention possible to encourage student self-reliance. Teachers are aware that time should be allotted to ensure students can successfully implement and engage in classroom routines and procedures. Teachers are expected to carefully reflect on the purpose, appropriateness and justness of their classroom procedures. This helps to ensure that students feel respected.

Campus discipline data reflects a downturn in disciplinary infractions since the implementation of PBIS.

Perceptions Strengths

Rylander has a multitude of family and community involvement strengths.

- Active volunteer program which enhances parental commitment to our school
- Family events which focus on the importance of a positive relationship between home and school - spirit nights, Dads' Night Out, Grandparents' Day Lunches, Jump Rope for Heart, Family Art Night, Rumble, Grade Level Musicals, Field Days, etc.

- Junior Achievement program taught by volunteers
- Mentoring programs (KEYS, Cinco PALS) to help address the social and emotional needs of at-risk students
- Variety of communication methods used to contact parents and keep them informed (weekly update, website, School Messenger/Parent Link, Remind)
- Utilization of parent volunteers to support special event (choir, musicals, field days, fitness testing, science labs)
- Maintaining relationships with business partners
- Use of the Watch DOGS program to encourage volunteerism of fathers
- Campus Improvement Team
- Social media platforms
- Continuation of CHAMPS, Love and Logic, PBIS, and Social Thinking to help with student behavior and making good decision making.
- Safe and Drug Free Schools program emphasizing good character traits and making good decisions
- Safety Committee meeting monthly to address any safety concerns from teachers and parents
- Counseling program which includes guidance lessons, reinforcement of core essentials and character, and new student lunches emphasizing good character traits and making good decisions.
- Use of Raptor to ensure the safety of our staff and students
- Safety programs presented by the school nurse and counselors which focus on safety rules (school/playground, first aid, Stranger Danger and Alone at Home)
- Use of 4th and 5th grade students as members of the Safety Patrol
- Use of Core Essential character Education Program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Rylander experiences a lack of engagement on the part of families from countries with multiple cultural differences. **Root Cause:** Families are often unfamiliar with the expectations and practices of the US school system.

Problem Statement 2: The PBIS survey reflected that an inconsistency exists in the implementation of PBIS on the campus. **Root Cause:** Staff needs additional support and training regarding PBIS expectations.

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

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 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 failure and/or retention rates
- Local benchmark or common assessments data
- 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,
- 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
- 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
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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: By June 2019, at least 80% of Rylander students will meet or master grade-level standard on STAAR Reading.


Evaluation Data Source(s) 1: STAAR Accountability Reports will show increase from 71% to at least 80%. On-going review of district assessments will show progress towards this goal.

Summative Evaluation 1:

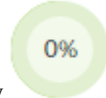
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------|----------|--------------------------|------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will implement an interactive read aloud in every Pre-K through 5th grade classroom at least 3 times weekly. | 2.4, 2.5 | ELA Coach | Increased student performance on campus, district and state assessments | | | | |
| 2) We will provide staff training on ways to address student skills in phonics and spelling. | 2.4, 2.5 | ELA Coach | Increased reading levels and improved spelling | | | | |
| 3) We will invite community members to read aloud in primary classrooms and/or read with individual students. | 2.4, 2.5 | PIE Liaison ELA Coach | Increased reading achievement and positive student attitudes towards reading | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 2: By June 2019, at least 80% of Rylander students will meet or master grade-level standard on STAAR Math.


Evaluation Data Source(s) 2: STAAR Accountability Reports will show increase from 71% to at least 80%. On-going review of district assessments will show progress towards this goal.

Summative Evaluation 2:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|--------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will increase the use of problem solving experiences so that students make real-life connections to math and improve critical thinking skills. | 2.4, 2.5 | Math Coach | Increased mastery of math TEKS involving problem-solving and critical thinking | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 3: By June 2019, at least 75% of Rylander students will meet or master grade-level standard on STAAR Writing.


Evaluation Data Source(s) 3: STAAR Accountability Reports will show increase from 66% to at least 75%. On-going review of district assessments will show progress towards this goal.

Summative Evaluation 3:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|--------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will improve alignment of writing instruction from Kinder to 5th grade through the use of vertical teams and staff development. | 2.4, 2.5 | ELA Coach | Increased student performance in writing at all grade levels | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 4: By June 2019, at least 65% of Rylander students will meet or master grade-level standard on STAAR Science.


Evaluation Data Source(s) 4: STAAR Accountability Reports will show increase from 55% to at least 65%. On-going review of district assessments will show progress towards this goal.

Summative Evaluation 4:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|-------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will increase the use of the campus Science Lab so that 5th graders utilize the lab at least twice monthly, 3rd-4th graders at least 3 times per grading period, and Kinder-2nd grade once monthly. | 2.4, 2.5 | Science Coach | Increased student performance on campus, district and state assessments | | | | |
| 2) We will expand the use of interactive word walls to increase student understanding of science vocabulary. | 2.4, 2.5 | Science Coach | Increased student performance on campus, district and state assessments | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 5: By June 2019, at least 95% of Rylander Pre-K through 2nd grade students will master district standards in reading and math.


Evaluation Data Source(s) 5: End of year report cards and assessments will show that 95% or more of our students mastered reading and math expectations. Retention lists will show a decrease in the number of retained students.

Summative Evaluation 5:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will monitor academic progress of all PreK-2nd grade students and implement intervention plans for students at-risk of not meeting district standards for end of year promotion. | 2.4, 2.6 | Principal | Reduced retention rates and increased student performance | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

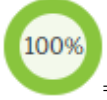
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: By June 2019, 95% of Rylander's LEP students will make at least one year's growth in language acquisition as evidenced by TELPAS.


Evaluation Data Source(s) 6: TELPAS and IPT assessments will show that students progressed at least one level of language proficiency.

Summative Evaluation 6:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------|---------------|-----------|-----------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will increase social and academic language experiences in the classroom. | 2.4, 2.5, 2.6 | ESL ISSTs | Increased achievement on TELPAS and IPT | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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: Rylander Elementary will carefully plan the allocation of all resources and staff development in all subject areas to maximize student achievement for our rapidly changing demographics.

Evaluation Data Source(s) 1: Student achievement data, campus financial records

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will re-establish a campus Literacy Library so that teachers have access to leveled, appropriate, real books for small group instruction. | 2.4, 2.5 | Principal ELA Coach | Increased access to differentiated learning materials for small group instruction | | | | |
| | Funding Sources: 199 - General Fund - 6000.00, 199 - General Fund PTA Donation - 6000.00 | | | | | | |
| 2) We will provide training for teachers so that they have the strategies and skills necessary to increase differentiation for ELLs, Special Ed, GT, and all students. | 2.4, 2.5 | Instructional Coaches | Increased teacher knowledge and understanding in differentiated teaching strategies | | | | |
| | Funding Sources: 199 - General Fund - 3000.00 | | | | | | |
| 3) We will provide hands-on, interactive, and multi-sensory learning experiences in classrooms and in the Science Lab for students by selecting high-quality learning materials and providing training for teachers. | 2.4, 2.5 | Instructional Coaches | Increased student performance on campus, district and state assessments | | | | |
| | Funding Sources: 199 - General Fund - 5000.00 | | | | | | |
| | | | | | | | |


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


Performance Objective 1: Rylander staff will work in collaborative teams to utilize student data and make informed decisions about instruction to increase student performance in all subjects.


Evaluation Data Source(s) 1: Data reports; minutes of team meetings; monitoring notebooks


Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------|--------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will conduct quarterly data reviews in collaborative teams and determine appropriate action steps based on the findings. | 2.4, 2.6 | Instructional Coaches District Data Specialist | Increased targeted instructional support for all student sub-populations | | | | |
| 2) We will implement student data tracking so that students may set learning goals, monitor individual progress, and discuss results with teachers and administrative staff. | 2.4, 2.6 | Principal | Increased progress of all students | | | | |
| 3) We will expand the use of vertical teams so that staff can collaborate on curricular alignment. | 2.4, 2.5 | Instructional Coaches | Increased alignment of curriculum and instruction across grade levels | | | | |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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: Rylander staff will utilize campus and district funding to expand technology resources and student access in classrooms.

Evaluation Data Source(s) 1: Technology inventory; fixed assets reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------|----------|------------------|--------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will research and provide technology applications to assist our ELL students with language acquisition. | 2.6 | ESL ISSTs | Increased language acquisition and vocabulary | | | | |
| 2) We will use campus and district funds to replace aging technology equipment and increase our device to student ration. | 2.5 | Media Specialist | Increased access to technology in the classrooms | | | | |
| Funding Sources: 192 - Special Project - 15000.00, 199 - General Fund - 5000.00 | | | | | | | |
| | | | | | | | |


Goal 5: 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: Rylander staff will support the community, embrace volunteerism, and work in partnership with parents and other stakeholders.


Evaluation Data Source(s) 1: Volunteer logs, parent surveys

Summative Evaluation 1:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------|--------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will research and recruit parents and community members to serve on an "Interpreter Network" so that language interpretation can be provided for limited English-speaking families. | 2.5, 3.1, 3.2 | ESL ISSTs | Increased parent participation in parent-teacher conferences and school events | | | | |
| 2) We will partner with Cinco Ranch High School to provide student mentors and tutors for our students. | 2.6 | Counselor | Increased performance in our at-risk students | | | | |
| 3) We will expand and provide new community events such as a Veterans' Day Celebration. | | Rhino Recognitions Committee | Increased community participation | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Rylander staff will promote and develop positive relationships with students and work to build appropriate social skills, growth mindset, and grit in all students.

Evaluation Data Source(s) 1: Student, staff and parent surveys; PBIS data reports

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------|--------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will implement an "Adopt-a-Class" program so that intermediate students can mentor primary students and classes can encourage one another throughout the year. | 2.5 | Counselor | Increased student participation and positive outlook on school experiences | | | | |
| 2) We will research and implement ways to celebrate student achievements such as a "Brag Board" of student accomplishments in non-academic areas or student recognitions for growth and effort in academics. | 2.5 | Counselor Challenge Teacher | Increased student participation and positive outlook on school experiences | | | | |
| 3) We will implement Morning Meetings so that classes can build community. Teachers will be trained in the Responsive Classroom model in the fall so that implementation can begin in the spring. | 2.5 | Principal Counselor | Decreased behavior problems in the classroom and improved classroom discipline | | | | |
| | Funding Sources: 199 - General Fund - 1000.00 | | | | | | |
| 4) We will provide social skills instruction in the classrooms and teach students about growth mindset. | 2.5 | Counselor | Increased student participation and positive outlook on school experiences | | | | |
| | | | | | | | |


Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Rylander will provide a safe and positive learning environment for all students and staff.


Evaluation Data Source(s) 2: Safety reports

Summative Evaluation 2:

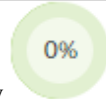
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------|-----------------------------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | June |
| 1) We will increase staff awareness and understanding of established safety procedures and collaborate to address areas of need. | | Asst. Principals Safety Liaison | Improved campus safety and staff perceptions about safety | | | | |
| 2) We will provide staff development such as Tabletop Simulations to increase knowledge and comfort level with safety procedures. | | Safety Liaison | Improved campus safety and staff perceptions about safety | | | | |
| 3) We will research and provide logical and creative consequences to address student misbehavior. | | PBIS Team | Improved student discipline | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

State Compensatory

Personnel for Rylander Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|------------------|------------|
| Dianna Foertsch | Teacher | Academic Support | 1 |
| Esther Gonzales | Teacher | Academic Support | 1 |

Campus Advisory Team

| Committee Role | Name | Position |
|-----------------------------|---------------------|------------------------------------|
| Administrator | Cheryl Glasser | Principal |
| Administrator | Cheryl Mallant | Asst. Principal |
| Administrator | Scott Thoen | Asst. Principal |
| Classroom Teacher | Angelique Shoebroek | Teacher |
| Classroom Teacher | Michelle Gargotta | Teacher |
| Classroom Teacher | Beth Brown | Teacher |
| Classroom Teacher | Karen Cooper | Teacher |
| District-level Professional | Jennifer Woolen | District Representative |
| Community Representative | Brandye Foster | Falcon Ranch HOA |
| Community Representative | John Bistares | MUD District 124 |
| Business Representative | Lisa McGarity | Brazos Valley Schools Credit Union |

Campus Based Leadership Team

| Committee Role | Name | Position |
|----------------------------|-------------------|----------------------------------|
| Administrator | Cheryl Glasser | Principal |
| Administrator | Cheryl Mallant | Asst. Principal |
| Non-classroom Professional | Melissa LeBlanc | Counselor |
| Non-classroom Professional | Rebecca McCormick | Instructional Coach Math/Science |
| Classroom Teacher | Beth Baty | Kinder Team Leader |
| Classroom Teacher | Crystal Davis | 1st Grade Team Leader |
| Classroom Teacher | Angela Loverde | 2nd Grade Team Leader |
| Classroom Teacher | Michelle Fishbeck | 3rd Grade Team Leader |
| Classroom Teacher | Melissa Hardy | 4th Grade Team Leader |
| Classroom Teacher | Jon Broadhead | 5th Grade Team Leader |
| Classroom Teacher | Hayley Heard | 5th Grade Team Leader |
| Classroom Teacher | Tim Wade | Specials Team Leader |
| Classroom Teacher | Stephanie Brown | Special Ed. Team Leader |
| Classroom Teacher | Dianna Foertsch | Support Team Leader |
| Non-classroom Professional | Debbie Davis | Librarian |

Campus Funding Summary

| 192 - Special Project | | | | | |
|----------------------------------------|------------------|-----------------|----------------------------------------------------|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 2 | Chromebooks and iPads | | \$15,000.00 |
| Sub-Total | | | | | \$15,000.00 |
| 199 - General Fund | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Literacy Library books | | \$6,000.00 |
| 2 | 1 | 2 | Seidlitz Consultant | | \$3,000.00 |
| 2 | 1 | 3 | Science Lab materials | | \$3,000.00 |
| 2 | 1 | 3 | Math materials | | \$2,000.00 |
| 4 | 1 | 2 | Chromebooks and iPads | | \$5,000.00 |
| 6 | 1 | 3 | Responsive Classroom books for staff PD | | \$1,000.00 |
| Sub-Total | | | | | \$20,000.00 |
| 199 - General Fund PTA Donation | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Literacy Library books and Classroom Library books | | \$6,000.00 |
| Sub-Total | | | | | \$6,000.00 |
| Grand Total | | | | | \$41,000.00 |

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

ROBERTA WRIGHT RYLANDER EL (101914123) - KATY ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

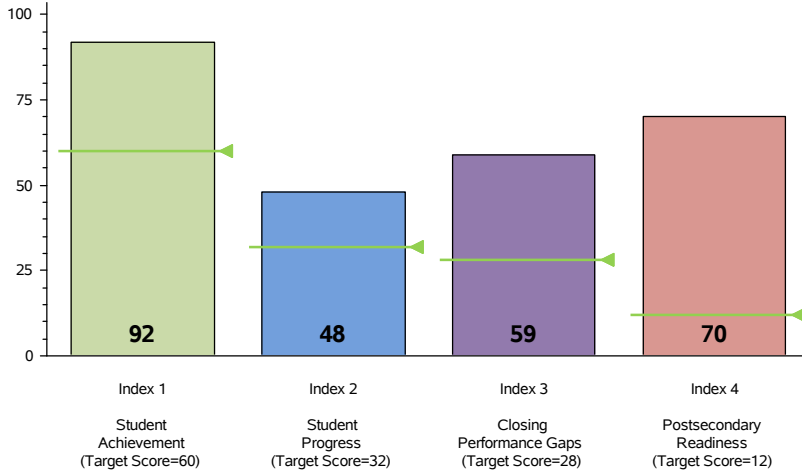
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

| | |
|----------------------------------------------------------|----------------|
| Campus Type | Elementary |
| Campus Size | 1,131 Students |
| Grade Span | PK - 05 |
| Percent Economically Disadvantaged | 16.2 |
| Percent English Language Learners | 23.4 |
| Mobility Rate | 7.4 |
| Percent Served by Special Education | 9.1 |
| Percent Enrolled in an Early College High School Program | 0.0 |

Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 1,390 | 1,507 | 92 |
| 2 - Student Progress | 771 | 1,600 | 48 |
| 3 - Closing Performance Gaps | 1,182 | 2,000 | 59 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 69.6 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 70 |

System Safeguards

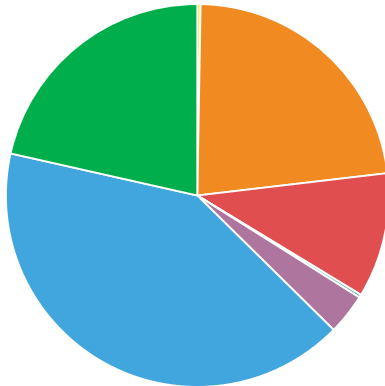
Number and Percentage of Indicators Met

| | |
|---------------------|----------------------------|
| Performance Rates | 27 out of 27 = 100% |
| Participation Rates | 16 out of 16 = 100% |
| Graduation Rates | N/A |
| Total | 43 out of 43 = 100% |

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

123 - Rylander Elementary

Student Profile



Student Statistics

| | |
|----------------------------|--------|
| Total Enrollment | 1,137 |
| At-Risk | 42.39% |
| Low Income | 16.01% |
| Limited English Proficient | 23.31% |
| Special Education | 9.59% |
| Career Technology Educat.. | 0.00% |
| Bilingual | 0.00% |
| ESL | 23.04% |
| Gifted/Talented | 3.78% |
| Title I | 0.26% |
| Attendance Rate | 97.04% |

| Race/Ethnicity | # | % |
|----------------------------------|-----|--------|
| White | 468 | 41.16% |
| Hispanic | 244 | 21.46% |
| Asian | 260 | 22.87% |
| Black/African American | 120 | 10.55% |
| Two or More Races | 39 | 3.43% |
| Am Indian/Alaskan Native | 3 | 0.26% |
| Native Hawaiian Pacific Islander | 3 | 0.26% |

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.

CIP Development Timeline and Meeting Dates

2017-2018

| | |
|--------------------|--------------------------------------------------------------|
| August 15, 2017: | Develop Needs Assessment |
| August 29, 2017: | CAT Meeting |
| September 1, 2017: | Revise CIP with input from staff, district, and CAT feedback |
| December 5, 2017: | CAT Meeting |
| January 22, 2018: | Review CIP progress |
| February 13, 2018: | CAT Meeting |
| April 2, 2018: | Review CIP Progress |
| April 10, 2018: | CAT Meeting |
| April 23, 2018: | Assess implementation of CIP with key groups, review data |