

Katy Independent School District
Winborn Elementary
2023-2024 Improvement Plan



Mission Statement

In striving for excellence, Diane Winborn Elementary School's mission is to provide for all students a positive environment that educates students in every area enabling them to reach their fullest potential and attain the highest level of accomplishment.

Vision

Be Excpetional! Soar to Success!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following stakeholders were on the needs committee:

Name	Role
Lisa Frison	Principal
Nichole Frias	Assistant Principal
Lesly Richardson	Assistant Principal
Brenda Garcia	Instructional Coordinator
Lucas Sorensen	Teacher
Christi Daigre	Teacher
Cheri Hardison	Teacher
Marla Doehring	Community Representative
Becki Rojas	Community Representative
Lori Irvine	District Professional
Ashley Muzny	District Professional
Leigh Ann Masterson	Paraprofessional
Kim Specksgoor	Paraprofessional
Karina Guzman	Parent
Kathy Marinko	Parent

Name	Role
Becky Stegall	Instructional Coach
Andee Casarez	Instructional Coach

On April 12, 2023 at 3:30pm at Winborn Elementary in our LGI, the needs committee met to review the process of the Campus Needs Assessment, discussed the different forms of data that were collected, began analyzing the data, and started creating strengths and weaknesses related to the data. After looking at many pieces of data it was determined that the four highest leverage areas were: math, reading, science, and social/emotional/behavior/discipline. On May 10, 2023 the needs committee was sent an email to review the analysis of the data and to provide feedback on the information provided with the problem statements. The committee provided feedback on the root cause and assisted in developing the problem statements.

The following data points were reviewed during the April 12th meeting and through email on May 10th:

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision-making committee(s) meeting data
- State and federal planning requirements

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
- CBA, DLA, and Interim data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- F&P results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including numbers of students, academic achievement, discipline, attendance, and rates of progress for each

- student group
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Special Education/Non-Special Education population including discipline, progress, and participation data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance, and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and Talented data
- Dyslexia data
- Multi-Tiered Systems of Support (MTSS) student achievement data

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data:

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- PULSE / Stachel 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 data

Parent/ Community Data:

- Parent surveys and/or other feedback
- CAT Member Feedback

A root cause analysis was conducted and we developed our priority problem statements.

Problem Statement: We are currently classified as a School Improvement Campus.

Problem Statement: On average 40% of our students are reading below grade level.

Problem Statement: Student achievement is below the district average in math, reading, and science.

Problem Statement: Our campus continues to see students with difficulties with social skills and regulating emotions.

Problem Statement: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves.

Demographics

Demographics Summary

Student Demographics Summary:

Winborn Elementary is a neighborhood school established in 1981. The campus provides education for 700+ students from Pre-Kindergarten through 5th grade. The campus currently houses a variety of special education programs including Adaptive Behavior (AB), Autism Support and Intervention Program (ASIP), Lifeskills (3 classrooms), Early Childhood Special Education (ECSE) program. According to the our most recent data, our demographic breakdowns are as follows:

Total Enrollment: 738 (Prekindergarten - 5th Grade)

Student Groups:

At-Risk: 52.85%

Economically Disadvantaged: 65.45%

Limited English Proficient: 16%

Special Education: 28%

Career Technology Education: 0.0%

Bilingual: 0.0%

Gifted/Talented: 3.4%

Title I Programs: 100.0%

Attendance Rate: 94%

Race/Ethnicity:

Hispanic: 41%

African American: 20%

White: 27%

Asian: 4%

Two or More Races: 7.7%

Our enrollment at the campus continues to remain very consistent. Our ethnic demographics have remained stable over the past few years, but our student groups have experienced some changes. Specifically, our economically disadvantaged percentage and At-Risk percentage of students continue to climb. Additionally, an area in which our district has experienced recent tremendous growth this past year is Special Education; here at DWE, our SPED pop is currently 28% of our enrollment.

Winborn considers it a high priority to attract and hire highly-qualified teachers through the district job fair, personal connections, and other opportunities. New teachers are supported through multiple new teacher programs at both the district and campus levels. New hires are supported by the district with district-level training in August in addition to the regularly provided campus-based training led by our Lead Mentor Teachers. New teachers are provided with PBIS, campus procedures, and technology training prior to the school year. Each new teacher is given a mentor to support them throughout the year by guiding them to resources and answering their questions. Winborn Elementary will welcome 4 first-year teachers to campus for 2023-2024 academic year. The Winborn Administration team will continue to look for ways to solicit feedback from current staff. It is important for the Winborn Administrative team to evaluate current practices and recognize staff for their hard work throughout the school year. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as take necessary action. Through a classroom walkthrough rotation, the Instructional Leadership Team will discuss opportunities for growing and supporting our teachers throughout the year.

Demographics Strengths

Diane Winborn Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area for the schools and special programs to best meet the needs of their students. We have an increasing number of parents who are committed to student success.
2. With increasing diversity among our student population, DWE has become more reflective of the community and the needs of the whole child. We believe we are equipping young learners to collaborate with all types of people. We find that Winborn Elementary students are very accepting of new students regardless of race or ethnicity. We believe we are creating and preparing our future leaders.
3. Our campus attendance rate remains about the same. Families at Winborn Elementary value and understand that attendance is crucial to student success.. Eagles WANT to be a part of everything that goes on in our school!
4. With the increasing at-risk and economically disadvantaged percentage of students, DWE is identified as being school-wide Title 1.
5. Teacher retention is a staff strength for Winborn Elementary due to the family-feel environment and positive campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 52.85% of Winborn's student population is considered at-risk. This is above the district average. **Root Cause:** Many students at Winborn Elementary are classified At-Risk due to failing a readiness or state assessment. Due to this, staff need additional resources and professional development to differentiate learning experiences for struggling students.

Problem Statement 2: Only 3% of students enrolled at Winborn are identified as being GT. **Root Cause:** Teachers and parents understanding how to identify the characteristics of a GT student in poverty and at-risk conditions.

Student Learning

Student Learning Summary

All schools in Texas must meet standards and receive an A-F overall rating based on data from three domain areas. Due to the accountability rating not being released until August 2023, the most current STAAR data is from the 2021-2022 school year

The Accountability Rating Summary for 2022:

Domain 1 - Student Achievement - 78

Domain 2 - School Progress - 86

Domain 3 - Closing the Gaps - 88

The above scores resulted in Winborn Elementary receiving a 2022 Texas Accountability Rating of an Overall B rating with an 87% and two distinctions in science and comparative closing the gaps.

According to the End of Year Fountas & Pinnell Overall Reading data:

	Above Grade Level	On Grade Level	Below Grade Level
Kinder	25.83%	25.00%	49.17%
1st	37.50%	27.08%	35.42%
2nd	34.48%	24.14%	41.38%
3rd	20.35%	30.97%	48.67%
4th	22.64%	20.75%	56.60%
5th	19.23%	39.42%	41.35%

Reviewing the Interim Data from the 2022-2023 school year include the performance levels of Predicted Approaches, Predicted Meets, and Predicted Masters Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have shown mastery of the content and have a high probability of success in the next grade level.

22-23 Interim Data	Predicted Approaches	Predicted Meets	Predicted Masters	Predicted AMM Average
3rd Reading	78%	44%	20%	47
4th Reading	78%	50%	28%	52
5th Reading	69%	38%	17%	42

22-23 Interim Data	Predicted Approaches	Predicted Meets	Predicted Masters	Predicted AMM Average
3rd Math	63%	26%	11%	33
4th Math	83%	54%	32%	56
5th Math	72%	33%	14%	40
5th Science	48%	21%	8%	26

Looking deeper at the comparison between STAAR 2021, 2022, and 2023 for all grade levels, and sub-populations revealed the following:

STAAR DATA	Approaches			Meets			Masters			AMM Avg		
	2021	2022	2023	2021	2022	2023	2021	2022	2023	2021	2022	2023
All Students - Reading	77%	77%		43%	51%		21%	33%		47	54	
All Students - Math	81%	72%		47%	40%		25%	19%		51	44	
All Students - Science	79%	73%		44%	44%		14%	21%		46	46	

Student Learning Strengths

Student success at DWE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first teach. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. In the 2022-2023 school year, we focused on strengthening our instructional tasks. Implementing strong instructional tasks that are rooted in a strong instructional core focused on engaging student with the learning and the content will directly impact student achievement. This focus led to many wins in all grade levels!

When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic and student interventions throughout the school day. For our EL & Special Education students we implement a collaborative teaching model. An additional systemic intervention that we provide is during our small group instruction. During small group, staff focuses on differentiating the task in order to meet the student's needs. Our gifted and talented students attend our Challenge program once a week to meet their learning goals as well. Title 1 funding supports the need for math interventions and extensions with a Title 1 math teacher. This Title 1 teacher and math academic support teacher provide pull out support and push-in support into the classrooms. As well as providing

push in support into the classroom for EL students and SPED students, teachers have on-going progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year. Title 1 monies will also support a supplemental tutor to work with students in providing interventions and extensions for students in the areas of reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are currently classified as a School Improvement Campus. **Root Cause:** One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.

Problem Statement 2 (Prioritized): Student achievement is below the district average in math, reading, and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3 (Prioritized): On average 40% of our students are reading below grade level. **Root Cause:** Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs and are utilizing professional development by integrating it within the classroom.

Problem Statement 4: Our special education students are performing significantly below all other student groups in all areas **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers, in class support staff, and general education staff.

Problem Statement 5: 5th grade science scores need to increase at the meets and master level. **Root Cause:** All science teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. All grade levels need significant opportunities to participate in hands on instruction in the science classroom, as well as receive targeted vocabulary instruction.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Diane Winborn Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of summative and formative assessments, and by information gleaned through webinar study with Lead4ward and our district assessment office representative. We promote life skills for students including critical thinking, creative thinking, collaboration, communication, information literacy, emotional literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as linguistic accommodations, sentence stems, and resources.

Assessment plays a major role in decision making and takes on many different forms at DWE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) and Interims provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the 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 on DreamBox, TX-KEA, TPRI, TELPAS, and local assessments. Third through Fifth Grades participate in CBAs, Interims, Dreambox, STAAR, and TELPAS.

Weekly grade level learning collaboratives are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have common daily planning times that meet two times per week. SPED instructors and ESL teachers join grade level planning as their schedules allow, as well. Paraprofessionals are included in all possible staff development days.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on individual students' needs. The MTSS committee meetings are held for both academics and behavior and are held during professional learning/planning times. Once every nine weeks the MTSS coordinator (Instructional Coordinator) facilitates grade-level Student Need meetings to progress monitor student progress. After each campus-based assessment, the instructional coach facilitates data conferences with grade-level teams to adjust and monitor instruction. The data from campus assessments are used to identify students that are performing below standard and those students who are performing just at standard. MTSS meetings are scheduled by the MTSS coordinator (Instructional Coordinator), and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, interventionists, SPED, ESL, and admin. We provide before and after school tutorials and we utilize small group time for the majority of our intervention and extension.

As for staff recruitment and retention, Winborn Elementary employees highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers, and actively pursue candidates through our district Job Fair and through personal connections. As our school grows each year, we add more staff members. We support every teacher new to DWE with a mentor, whether or not they are new to teaching.

New hires attend district training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All teachers who are new to DWE participate in a monthly New Teacher Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning

Teachers, parents, and students at DWE take pride in their school and the school's reputation. We are a school known for a close, family atmosphere -- one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as building the whole child. DWE goes far beyond just 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, adjustments are made, through flexible grouping, small group instruction, MTSS process, the referral process, etc. Adults are encouraged to take Learning Walks, so that everyone's teaching remains cutting edge. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons; ARDs and staffings are not held during teachers' weekly PLC team planning sessions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose.

Winborn has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboards, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. Both staff and students are proficient in technology integration. Teachers have a variety of technology available to them and multiple resources to support their use of such technology. There are staff members and training available to assist staff members with technological proficiency. The students gain technology proficiency through integration of technology into the daily functioning of the classroom. The students are exposed to a wide range of technology and given frequent opportunities to use them.

School Processes & Programs Strengths

We have many process/programmatic strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices.
2. MTSS is being utilized successfully before students are referred to special education
3. Our master schedule maximizes instructional time for each grade level, while still responsive to the developmental needs of young children
4. Interruptions are kept to a minimum during the instructional day
5. The mentoring program on our campus is most effective when a brand new teacher is paired with an experienced teacher. New staff is supported by new teacher training for the district at the beginning of the year along with opportunities throughout the year. In addition, our campus provides new teacher monthly meetings on our campus with the individual teammates and mentor teachers on the staff.

6. Safety drills are performed frequently and effectively
7. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication
8. The perceptions of the school are very positive. There is a legacy of excellence. Students and parents love Winborn Elementary. Parents work closely with the staff at Winborn Elementary to create events to bring more families and the community to our school. Throughout the year, there are several events tailored to the interests of all students and families. Families are always welcome at Winborn Elementary and we strive to have more parent involvement.
9. Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.
10. Winborn Elementary participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and students LOVE earning Dojo Points and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into DWE, you will feel welcomed by all staff and students.
11. Our Exceptional Eagle Award Assemblies recognize students excelling character. This assembly awards students every 9 weeks and celebrates their achievements. Parents are invited to participate in the celebration and are engaged in the assembly. Winborn's Exceptional Eagles encourage students to be the best they can in all areas of school!
12. We are committed to learning and growing professionally as a staff. A large portion of our campus budget goes to professional learning for our teachers, admin, and paras.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus lacks strategies for differentiating instruction and assessments for students with a wide range of abilities. **Root Cause:** Our staff needs additional professional development and a system to effectively use data to plan lessons, form small groups, differentiate instruction and create common assessments.

Problem Statement 2 (Prioritized): Our campus continues to see students with difficulties with social skills and regulating emotions. **Root Cause:** Teachers are in need of additional behavior training, including de-escalation strategies, and gaining strategies for supporting students with ADHD and Autism . In addition, we need to fully implement our schoolwide behavior system and Project Class skills, and ensure that teachers are trained in campus expectations as well as students.

Problem Statement 3: Small group instruction was is not implemented with fidelity. **Root Cause:** Formative and informative data was not utilized to inform flexible student groups and interventions for mid to high performing students.

Perceptions

Perceptions Summary

One of the core beliefs at Diane Winborn Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students find the school to be warm, welcoming, fun, challenging, and safe. Staff is similarly aligned to the students' climate perception.

Winborn created a new mission to encompass these beliefs:

We will be EXCEPTIONAL by providing enriching learning experiences, creating positive relationships, and fostering strong character through a sense of family, community, safety, and inclusivity.

Students and staff participate and demonstrate success in the school's PBIS program implemented school-wide. We encourage positive behavior and reward our students with an Exceptional Eagle Award Assembly every 9 weeks highlighting students excelling in character education. This positive program has helped us improve and reduce campus discipline and behavior creating a better environment. Each morning every homeroom class conducts a Morning Meeting to build community within the classroom. Each classroom verbalizes and posts "I can" statements with the expectations and objectives in student friendly terms. Students are able to verbalize their goal(s) for the day. Students and staff notice the seamless environment and feel supported with an equal opportunity to learn. This is consistent across grade levels and subpopulations. Small group instruction and intervention support a seamless environment and contribute to success. Since the implementation of PBIS, Morning Meetings, Project Class and our Exceptional Eagle Assemblies discipline referrals and classroom behavior incidents have decreased across the building in classrooms, cafeteria, buses, and specials.

DWE works very hard at creating a family-friendly school environment. We strive to 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 practices within the school community. As a Title 1 school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, school marquee, campus website, school Facebook and Twitter accounts, monthly newsletters, and messages through the app Remind, and app Class Dojo. Communications are provided in English and Spanish whenever possible. Our counselor provides guidance and support for students and families in need. Each year, we work with our community to recruit school supplies, backpacks, and food donations from Compassion Katy and other community partners. KISD Police Santa Cops donated toys with the help of the community, and through our district's program Food for Families we were able to assist those in need. As the inspiration of our students, we understand the importance of parent and extended family participation. Due to this, we provide a myriad of events and programs throughout the entire school year for both student and parent involvement.

Perceptions Strengths

Inside the building, students and staff feel safe. Portable buildings are gated to provide additional security but they are more vulnerable. Due to the success of PBIS, involvement in extracurricular activities, community socials, and academic support, Winborn Elementary supports the growth of the whole child and family. Students that are most satisfied are the students that are most successful at their level of involvement and achievement.

DWE plans opportunities for the community to be involved in the school such as volunteer orientations, PTA general meetings, choir performances, CATCH Night, CAT meetings, Family Book Fair, Kindergarten Reading Roundup, Fourth Grade music performance, First Grade Reading Restaurant, Curriculum Night, Instrument Ensemble, Literacy night, Title 1 community event nights, and Open House.

- The Principal's News and Notes is a newsletter that is sent home weekly electronically or available for pick up in the office.
- KEYS mentors meet weekly with an assigned students in need of additional support.
- The volunteer celebration is held as a thank you to our volunteers. In addition, we recognize them in the newsletter.
- The Principal's News and Notes, DWE website, Facebook, Twitter and Class Dojo are used to notify parents of upcoming events and information from the school.
- PIE/Business Partners are acknowledged via thank you notes & public recognition.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent engagement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Winborn needs to offer different opportunities both during the day and the evening to support their child's learning.

Priority Problem Statements

Problem Statement 1: We are currently classified as a School Improvement Campus.

Root Cause 1: One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On average 40% of our students are reading below grade level.

Root Cause 2: Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs and are utilizing professional development by integrating it within the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student achievement is below the district average in math, reading, and science.

Root Cause 3: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our campus continues to see students with difficulties with social skills and regulating emotions.

Root Cause 4: Teachers are in need of additional behavior training, including de-escalation strategies, and gaining strategies for supporting students with ADHD and Autism . In addition, we need to fully implement our schoolwide behavior system and Project Class skills, and ensure that teachers are trained in campus expectations as well as students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves.

Root Cause 5: Our staff must be creative and think outside the box when it comes to parent engagement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Winborn needs to offer different opportunities both during the day and the evening to support their child's learning.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

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





Performance Objective 1: ESF: 80% of teachers will be proficient in their planning and delivery of the mini-lesson, stations, and small group lessons using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, at-risk students, and other student groups.

High Priority

Evaluation Data Sources: STAAR scores, CBAs, Interims, Classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: SI: Leadership team will participate in learning walks once per grading period and analyze the data gathered during the learning walks to grow teachers to proficient and above in their execution of the mini lesson, stations, and small group instruction.</p> <p>Strategy's Expected Result/Impact: Effective instruction will improve student achievement.</p> <p>Staff Responsible for Monitoring: Leadership team, including, principal, assistant principal, instructional coaches, and instruction coordinator.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: SI: Teachers will meet once a month for ongoing job-embedded professional development (SLIC Time - Snacks and Learning with the IC's) focused on engaging students in a variety of meaningful tasks that encourage differentiation and "productive struggle" with the students doing the cognitive lift in learning,</p> <p>Strategy's Expected Result/Impact: Application of professional development being used in classrooms, increasing students performance.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Professional Development - 211 - Title I Part A - \$1,000, General Supplies - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: SI: Working with Instructional Coaches, teams of teachers will meet as PLCs to analyze data following CBAs and Interims. Results of assessments will drive future instruction, and will enable teachers to adjust and provide reteaching in small group where needed. Members of the Instructional Support team, SPED team, ESL team, and administration will also participate in the data analysis to help monitor the performance on the targeted student groups to ensure that our focus groups are progressing, especially our at-risk students, as well as determine students in need of tutorials.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Principal and assistant principals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials.</p> <p>Strategy's Expected Result/Impact: Application of professional development being used in classrooms, increasing students performance</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - \$1,000, Extra Duty Pay - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We are currently classified as a School Improvement Campus. Root Cause: One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.</p> <p>Problem Statement 2: Student achievement is below the district average in math, reading, and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>





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

Performance Objective 2: The percentage of Winborn Elementary students who achieve Meets and above in math will increase by 10% in 2024. Winborn Elementary will implement strategies to increase student performance that will close the academic performance gaps between student sub-populations.

High Priority

Evaluation Data Sources: STAAR Scores, 2022 Accountability ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Title 1 teachers, academic support teachers, tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Instructional Materials - 211 - Title I Part A - \$2,000, Prepared Media - 211 - Title I Part A - \$3,000, Professional Development - 211 - Title I Part A - \$2,000, Extra Duty Professionals - 211 - Title I Part A - \$1,000, Title 1 Personnel - 211 - Title I Part A - \$73,380</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.</p> <p>Strategy's Expected Result/Impact: Increase student achievement of students in all sub-populations</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials and summer learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Extra Duty Pay Professional - 211 - Title I Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: We are currently classified as a School Improvement Campus. Root Cause: One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.</p>

Student Learning

Problem Statement 2: Student achievement is below the district average in math, reading, and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.

Problem Statement 3: On average 40% of our students are reading below grade level. **Root Cause:** Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs and are utilizing professional development by integrating it within the classroom.





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

Performance Objective 3: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets or above in Math will increase to 52% in 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores, Accountability ratings 2021-2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and Instructional Coaches will monitor small group instruction in each math classroom and review data by student groups to ensure that our focus groups are progressing.</p> <p>Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers</p> <p>Staff Responsible for Monitoring: Administrators and Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: The percentage of Winborn Elementary students who achieve Meets and above in reading will increase by 10% in 2024.. Winborn Elementary will implement strategies to increase student performance that will close the academic performance gaps between student sub-populations.

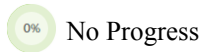
High Priority

Evaluation Data Sources: STAAR scores, 2022 Accountability ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Academic Support teachers, Title 1 teachers, tutors, Instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Title I Personnel - 211 - Title I Part A - \$73,380, Extra Duty Pay Professional - 211 - Title I Part A - \$2,000, Instructional Materials - 211 - Title I Part A - \$2,000, Prepared media - 211 - Title I Part A - \$3,000, Professional Development - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by students in all sub-populations</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Substitute Professional - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials, and summer learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Extra Duty Pay Professional - 211 - Title I Part A - \$3,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use Amira with fidelity and show evidence from the data to drive their instruction in their lesson plans. Performance on each student group will be monitored to determine effectiveness, and ensure that our focus sub-populations are progressing.</p> <p>Strategy's Expected Result/Impact: Increased reading achievement</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Instructional Coordinator, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Substitute Professional - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: We are currently classified as a School Improvement Campus. Root Cause: One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.</p> <p>Problem Statement 2: Student achievement is below the district average in math, reading, and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p> <p>Problem Statement 3: On average 40% of our students are reading below grade level. Root Cause: Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs and are utilizing professional development by integrating it within the classroom.</p>

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


Performance Objective 5: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets or above in Reading will increase to 56% in 2024.


High Priority


HB3 Goal


Evaluation Data Sources: STAAR scores, Accountability ratings 2021-2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators and Instructional Coaches will monitor small group instruction in each ELA classroom and review data by student groups to ensure that our focus groups are progressing.</p> <p>Strategy's Expected Result/Impact: Increased reading achievement by students, consistent implementation of small group instruction by teachers</p> <p>Staff Responsible for Monitoring: Administrators and Instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 6: The percentage of Winborn Elementary students who achieve Meets and above in science will increase by 10% in 2024. Winborn Elementary will implement strategies to increase student performance that will close the academic performance gaps between student sub-populations

High Priority

Evaluation Data Sources: STAAR scores, Accountability ratings 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers, Academic Support teachers, Title 1 teachers, tutors, Instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Title I Personnel - 211 - Title I Part A - \$73,380, Instructional Materials - 211 - Title I Part A - \$2,000, Prepared media - 211 - Title I Part A - \$2,000, Professional Development - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction and during after school tutorials.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Extra Duty Pay Professional - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6 Problem Statements:





Student Learning
<p>Problem Statement 1: We are currently classified as a School Improvement Campus. Root Cause: One ethnic group (White) and special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiating instruction for various student groups.</p>
<p>Problem Statement 2: Student achievement is below the district average in math, reading, and science. Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small group instruction.</p>
<p>Problem Statement 3: On average 40% of our students are reading below grade level. Root Cause: Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs and are utilizing professional development by integrating it within the classroom.</p>

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

Performance Objective 7: Winborn Elementary will improve the average daily attendance rate from 93.70% in 2022-2023 to 94.20% in 2023 - 2024 school year.

High Priority

Evaluation Data Sources: Daily and weekly attendance reports, RAAWEE reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, Administration, and ADA will monitor attendance through daily attendance rates and RAAWEE reports. Teachers and counselor will make contact with families after multiple absences</p> <p>Strategy's Expected Result/Impact: Increase in daily attendance and improved student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Administration, ADA, and counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers will work to create engaging activities, Magical Mondays, to increase attendance on Mondays and motivate students to get to school on time for the week.</p> <p>Strategy's Expected Result/Impact: Increase in daily attendance and improved student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Students and Teachers will use data to inform decision making regarding goal setting and instruction in Reading and Math, as well as to formulate small groups, intervention groups, and monitor student progress. Data meeting will be held following every District Assessment, and MTSS data meetings will be held quarterly.

Evaluation Data Sources: CBAs, DLA/Interims, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Working with instructional coaches, teams of teachers will meet on a weekly basis for planning instruction and the creation/analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Instructional Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Performance data for all District Assessments will be reviewed by the Leadership Team to determine effectiveness of first teach and small group instruction K-5.</p> <p>Strategy's Expected Result/Impact: Increased student performance by all sub-populations, teacher implementation of small group instruction,</p> <p>Staff Responsible for Monitoring: Leadership Team - Principal, Assistant Principals, Instructional Coordinator, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Intermediate students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth.</p> <p>Strategy's Expected Result/Impact: Increase in student ownership of learning and performance</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Instructional Coordinator, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Winborn Elementary will utilize preventive strategies to increase the emotional well-being of students through positive support systems (ie: PBIS, Purposeful People, Exceptional Eagle, Project Class, Morning Meetings) and continuing tiered levels of identification and intervention to promote a safe and quality environment to provide students with opportunities for a well-rounded education.

Evaluation Data Sources: Discipline Referrals, Classroom Observation Data, MTSS

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue Positive Behavior Intervention and Supports to reinforce school-wide expectations for classrooms and common areas. Utilize Class Dojo as the schoolwide system to implement PBIS and reward structures, including tangible and non-tangible incentives, including schoolwide rewards.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in positive phone calls home, increased numbers of students redeeming PBIS Rewards</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - \$1,000, Professional Development - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Regularly implement the district character education program, Purposefull People, across the grade levels through Morning Meeting and during instructional sessions. Students will be recognized each grading period during the Exceptional Eagle Assemblies to reinforce character education and engage families in celebrating the application of the character traits.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, counselor, teachers, all staff</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: General Supplies - 211 - Title I Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will be trained in Project Class and will implement social skills learning through the use of classroom lessons and other strategies.</p> <p>Strategy's Expected Result/Impact: Increase in appropriate social skills, decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, counselor, teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize tiered levels of identification and interventions (SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling, counselor lessons, and behavior interventionist) to monitor, assist and reduce the number of students who exhibit harmful behaviors towards self or others. Campus leadership team will coordinate implementation of preventative strategies, consistent documentation and individualized responses to match the needs of the student/situation.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Coordinator, Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Our campus continues to see students with difficulties with social skills and regulating emotions. Root Cause: Teachers are in need of additional behavior training, including de-escalation strategies, and gaining strategies for supporting students with ADHD and Autism . In addition, we need to fully implement our schoolwide behavior system and Project Class skills, and ensure that teachers are trained in campus expectations as well as students.</p>

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

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: 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: Increase parent and family engagement by 10% annually by offering a variety of activities and events supporting the whole child.

Evaluation Data Sources: Parent sign in sheets, parent volunteer hours

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Volunteer Orientations, and through special events such as Open House. Make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online.</p> <p>Strategy's Expected Result/Impact: Increase in parent and family engagement activities</p> <p>Staff Responsible for Monitoring: Administration, Leadership, teachers, and counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent and family engagement - General Supplies - 211 - Title I Part A - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote family and community engagement by hosting academic nights and various educational training sessions at various times, to assist parents in supporting their child, distributing parent engagement and family involvement procedures, and the parent/school compact.</p> <p>Strategy's Expected Result/Impact: Parent Attendance at events, increase in family partnerships, increase in student learning</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, counselor, Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Parent Family Engagement - 211 - Title I Part A - \$3,125</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote parent and family engagement by working to connect all parents/families on our schoolwide Class Dojo to allow them to easily engage with teachers.</p> <p>Strategy's Expected Result/Impact: Parents and families feel more connected to school.</p> <p>Staff Responsible for Monitoring: Teachers and Leadership team</p> <p>Title I: 4.2</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide PreK/Kinder transition strategies that include PreK/Kinder orientation; encourage student attendance at district offered Summer Program to identified students in the ESL program.</p> <p>Strategy's Expected Result/Impact: Increased PreK registration</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a smooth transition for 5th graders going to 6th grade by inviting JH counselors to MRE to teach about course selection, through visits from the Fine Arts departments, and through other exchanges.</p> <p>Strategy's Expected Result/Impact: Increased interest in and awareness of available JH programming, increased registration in KAP classes at JH.</p> <p>Staff Responsible for Monitoring: Administration and counselor</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions

Problem Statement 1: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent engagement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Winborn needs to offer different opportunities both during the day and the evening to support their child's learning.

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: Diane Winborn Elementary will ensure all staff members are highly qualified and provide a culture that empowers staff members to reach their highest level of potential, as well as retain staff.

Evaluation Data Sources: Retention rate, TTESS

Strategy 1 Details	Reviews			
<p>Strategy 1: New teachers (0 to 1 years experience) will meet with campus mentors once per month to learn strategies, ask questions, and build rapport and a climate of support with others.</p> <p>Strategy's Expected Result/Impact: New teachers will be supported and retained</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coordinator, Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration, Leadership, and Team Leaders for the following school year will participate in the Katy ISD Job Fair.</p> <p>Strategy's Expected Result/Impact: Hiring of highly qualified teaching staff</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote and encourage positive activities involving staff members to encourage staff cohesiveness and improvement on campus. Staff will be encouraged to participate in monthly Pulse Surveys through a district email and reminders in staff newsletters.</p> <p>Strategy's Expected Result/Impact: Staff climate and culture will be positive and concerns will be addressed with a proactive plan.</p> <p>Staff Responsible for Monitoring: Administration team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>-</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	SI: Working with Instructional Coaches, teams of teachers will meet as PLCs to analyze data following CBAs and Interims. Results of assessments will drive future instruction, and will enable teachers to adjust and provide reteaching in small group where needed. Members of the Instructional Support team, SPED team, ESL team, and administration will also participate in the data analysis to help monitor the performance on the targeted student groups to ensure that our focus groups are progressing, especially our at-risk students, as well as determine students in need of tutorials.
1	2	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer learning.
1	2	2	Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.
1	2	3	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials and summer learning.
1	4	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer tutorials.
1	4	2	Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.
1	4	3	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials, and summer learning.
1	4	4	Teachers will use Amira with fidelity and show evidence from the data to drive their instruction in their lesson plans. Performance on each student group will be monitored to determine effectiveness, and ensure that our focus sub-populations are progressing.
1	5	1	Administrators and Instructional Coaches will monitor small group instruction in each ELA classroom and review data by student groups to ensure that our focus groups are progressing.
1	6	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials.
1	6	2	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction and during after school tutorials.
2	1	1	Working with instructional coaches, teams of teachers will meet on a weekly basis for planning instruction and the creation/analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed.

Goal	Objective	Strategy	Description
2	1	2	Performance data for all District Assessments will be reviewed by the Leadership Team to determine effectiveness of first teach and small group instruction K-5.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer learning.
1	2	2	Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.
1	2	3	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials and summer learning.
1	4	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer tutorials.
1	4	2	Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units, based on disaggregation of data per student groups.
1	4	3	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction, tutorials, and summer learning.
1	4	4	Teachers will use Amira with fidelity and show evidence from the data to drive their instruction in their lesson plans. Performance on each student group will be monitored to determine effectiveness, and ensure that our focus sub-populations are progressing.
1	5	1	Administrators and Instructional Coaches will monitor small group instruction in each ELA classroom and review data by student groups to ensure that our focus groups are progressing.
1	6	1	All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by providing instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials.
1	6	2	To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students during small group instruction and during after school tutorials.
2	1	1	Working with instructional coaches, teams of teachers will meet on a weekly basis for planning instruction and the creation/analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed.
2	1	2	Performance data for all District Assessments will be reviewed by the Leadership Team to determine effectiveness of first teach and small group instruction K-5.

State Compensatory

Budget for Winborn Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Winborn Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dayna Nance	Title 1	1
Lori Irwin	Teacher	1
Marianne Wise	Title 1	1
Steven Sanders	Teacher	1
Tera Lopez	Title 1	1

Title I

1.1: Comprehensive Needs Assessment

On April 12, 2023 at 3:30pm at Winborn Elementary in our LGI, the needs committee met to review the process of the Campus Needs Assessment, discussed the different forms of data that were collected, began analyzing the data, and started creating strengths and weaknesses related to the data. After looking at many pieces of data it was determined that the four highest leverage areas were: math, reading, science, and social/emotional/behavior/discipline. On May 10, 2023 the needs committee was sent an email to review the analysis of the data and to provide feedback on the information provided with the problem statements. The committee provided feedback on the root cause and assisted in developing the problem statements.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Diane Winborn Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. This program provides the information needed to develop the campus improvement plan.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team including parents;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, parents, administrators, and teachers identify student strengths, needs and the interventions that are currently in place.

They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the campus improvement plan as well as program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that

need to be made on our campus to continually improve the effectiveness of our schoolwide program.

2.2: Regular monitoring and revision

The campus improvement plan is regularly monitored with the Campus Advisory Team as well as with the Title 1 committee during the months of September, October, January, and April. Formative assessments are reviewed of each goal and the strategies to support the goals. Surveys and formative data are collected to measure the effectiveness of the goals. Revisions and adjustments are made as needed.

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

The Campus Improvement Plan is posted on our campus website, front office, and by request in English and Spanish. Each year at the Title 1 informational meeting the CIP is discussed and resources are made available to the community for more information. Should a parent require the CIP in a language other than English, an appointment may be made with the campus principal, and an interpreter will be secured. During CAT meetings and Title 1 meetings the CIP and CNA are discussed. The Principal is always available to discuss and clarify the CIP for any parents or community members.

2.4: Opportunities for all children to meet State standards

Our schoolwide strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research; such as, Balanced Literacy, STEMscopes, Dreambox, problem solving strategies, and 5 E lesson cycle. Identify how each activity in our school strengthens the academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for small group learning and common planning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-unit tests. There are also District Module Assessment, grade level common assessments, and Interim assessments that are used to measure progress. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

2.5: Increased learning time and well-rounded education

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who needs it during our small group instructional time. PBIS is implemented at DWE to support teaching social skills and character development to all students. Each homeroom classroom conducts daily Morning Meeting's to build community within the classroom. As a campus, staff and students participate in various core essential lessons, challenges, character development, and activities to support the whole child. The school counselor goes into classroom teaching character development lessons to students. In addition, the counselor works with social skills groups to support student development. Teaching the whole child is a focus at Winborn Elementary.

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

Our campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus currently has a blended early childhood program. This is a blended ECSE program and pre-kindergarten program. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them to be involved in the learning process. Through the MTSS system, all students, are monitored throughout the course of the school year. Academic performance, attendance rate, and behavioral progress are all tracked over time to observe growth and development of student progress. Students identified as needing SPED, 504, MTSS, or speech services are all cased managed and performance is documented. Individualized educational plans and behavior improvement plans are development to support students in the classroom. Eagle guides, which is a staff-student memtoring program, is implemented during the Spring semester to support students who need additional motivation, increased self-esteem, and/or encouragement in grades thrid through fifth. Winborn Elementary participates in the PALS and KEYS program to provide some of our at-risk students with mentors throughout the course of the school year.

3.1: Annually evaluate the schoolwide plan

The following data points were reviewed in April and May 2023:

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision-making committee(s) meeting data
- State and federal planning requirements

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
- CBA, DLA, and Interim data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- F&P results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including numbers of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Special Education/Non-Special Education population including discipline, progress, and participation data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance, and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and Talented data
- Dyslexia data
- Multi-Tiered Systems of Support (MTSS) student achievement data

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data:

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- PULSE / Satchel 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 data

Parent/ Community Data:

- Parent surveys and/or other feedback
- CAT Member Feedback

A root cause analysis was conducted and we developed our priority problem statements.

Problem Statement: We are currently classified as a School Improvement Campus.

Problem Statement: On average 40% of our students are reading below grade level.

Problem Statement: Student achievement is below the district average in math, reading, and science.

Problem Statement: Our campus continues to see students with difficulties with social skills and regulating emotions.

Problem Statement: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves.

4.1: Develop and distribute Parent and Family Engagement Policy

The Campus Advisory Team and Title 1 committee review and make recommendations for the Family Engagement Policy each year. The policy is adjusted to meet the needs of Winborn families. The policy is posted on the campus website as well as sent home to families at the beginning of the school year.

4.2: Offer flexible number of parent involvement meetings

Winborn staff understands that parental involvement is a major key to students' success. Parent involvement is encouraged with PTA, schoolwide Title 1 family involvement nights, grade level performances, schoolwide book fair, field trips, winter parties, and teacher-parent conferences conducted at least once a year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dayna Nance	Title 1 Reading Teacher	Title 1 Reading	1
Marianne Wise	Teacher	Title I Science Lab Teacher	1
Tera Lopez	Title 1 Math Teacher	Title 1 Math Teacher	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$1,000.00
1	1	2	General Supplies		\$1,000.00
1	1	4	General Supplies		\$1,000.00
1	1	4	Extra Duty Pay		\$1,000.00
1	2	1	Extra Duty Professionals		\$1,000.00
1	2	1	Instructional Materials		\$2,000.00
1	2	1	Professional Development		\$2,000.00
1	2	1	Prepared Media		\$3,000.00
1	2	1	Title 1 Personnel		\$73,380.00
1	2	3	Extra Duty Pay Professional		\$3,000.00
1	4	1	Instructional Materials		\$2,000.00
1	4	1	Extra Duty Pay Professional		\$2,000.00
1	4	1	Title I Personnel		\$73,380.00
1	4	1	Professional Development		\$1,000.00
1	4	1	Prepared media		\$3,000.00
1	4	2	Substitute Professional		\$1,000.00
1	4	3	Extra Duty Pay Professional		\$3,000.00
1	4	4	Substitute Professional		\$1,000.00
1	6	1	Professional Development		\$1,000.00
1	6	1	Instructional Materials		\$2,000.00
1	6	1	Prepared media		\$2,000.00
1	6	1	Title 1 Personnel		\$73,380.00
1	6	2	Extra Duty Pay Professional		\$6,000.00
3	1	1	General Supplies		\$1,000.00
3	1	1	Professional Development		\$1,000.00
3	1	2	General Supplies		\$1,000.00
4	1	1	Parent and family engagement - General Supplies		\$500.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Parent Family Engagement		\$3,125.00
				Sub-Total	\$265,765.00

Addendums



House Bill 3

Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness



Elementary Grade 3 Proficiency
Reading Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **68%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	67%	68%
Actual	60%	59%	57%	66%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	652	44%	2,043	48%	2,154	64%	20	60%	971	80%	8	50%	201	63%	738	29%	1,977	40%	2,022	53%
		2021 Actual	706	43%	2,042	45%	1,790	68%	7	71%	918	73%	9	67%	265	60%	863	26%	1,971	39%	1,943	52%
		2022 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		44%		61%		53%
	2024		49%		53%		64%		60%		80%		50%		63%		44%		61%		53%	

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	64%	78%	62%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Alexander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	17	76%	63	68%	0		71	90%	0		6	67%	18	50%	8	25%	48	79%
		2021 Actual	8	63%	17	29%	60	58%	0		50	76%	1	100%	6	67%	17	35%	25	40%	54	59%
		2022 Target		57%		76%		78%				90%				67%		50%		25%		89%
		2022 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%
		Met Target		N		Y		N				N				Y		N		Y		N
		2023		57%		76%		77%				93%				67%		50%		25%		94%
	2024		57%		76%		77%				93%				67%		50%		25%		94%	

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			29%	31%	48%	49%
Actual	40%	28%	25%	47%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bear Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Target		23%		41%		29%				75%				100%		6%		34%		35%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		23%		51%		29%				75%				100%		6%		39%		52%
	2024		23%		51%		29%				75%				100%		6%		44%		52%	

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			43%	45%	62%	63%
Actual	45%	42%	41%	61%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bethke	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Target		33%		36%		56%				72%		100%		44%		16%		33%		35%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		60%		36%		61%				72%		100%		44%		46%		33%		35%
	2024		60%		41%		61%				77%		100%		44%		46%		33%		35%	

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			59%	61%	69%	70%
Actual	68%	58%	48%	68%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bryant	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
	At Meets or Above	2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N				Y		Y		N		Y
		2023		67%		68%		70%				88%				50%		43%		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	75%	76%
Actual		64%	72%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Campbell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
	At Meets or Above	2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		Met Target		Y		N		Y				Y				N		N		N		N
		2023		57%		70%		74%		100%		67%				100%		44%		65%		74%
		2024		57%		75%		74%		100%		67%				100%		44%		65%		79%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	58%	59%
Actual	54%	41%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Cimarron	3rd Grade Reading	2019 Actual	11	18%	29	34%	45	47%	0		1	100%	0		5	60%	11	0%	32	44%	12	50%
		2021 Actual	8	25%	31	35%	31	42%	0		0		0		11	36%	11	0%	40	35%	15	33%
	At Meets or Above	2022 Target		18%		44%		62%				100%				60%		0%		44%		50%
		2022 Actual	12	50%	35	51%	42	67%	0		2	100%	0		5	20%	20	30%	54	52%	7	43%
		Met Target		Y		Y		Y				Y				N				Y		N
		2023		18%		61%		77%				100%				60%		0%		49%		50%
		2024		18%		61%		77%				100%				60%		0%		54%		50%

The percent of **Crech** Elementary 3rd grade students who achieve Meets and above in Reading will increase **61%** to **78%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			62%	64%	77%	78%
Actual	64%	61%	66%	76%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%	
Crech	3rd Grade Reading	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
		2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
	At Meets or Above	2022 Target		53%		65%		62%				75%		0%		60%		29%		64%		64%
		2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		53%		76%		67%				75%		0%		60%		29%		78%		64%
		2024		53%		76%		67%				75%		0%		60%		29%		78%		69%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	82%	83%
Actual	65%	64%	60%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Davidson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
		2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
	At Meets or Above	2022 Target		72%		69%		62%				79%				20%		33%		47%		68%
		2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
		Met Target		N		Y		Y				Y				Y		Y		Y		Y
		2023		72%		79%		67%				93%				20%		33%		47%		73%
		2024		72%		79%		72%				93%				20%		33%		47%		73%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			65%	67%	73%	74%
Actual	66%	64%	70%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Exley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
		2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
	At Meets or Above	2022 Target		59%		60%		60%		100%		79%				70%		35%		63%		60%
		2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
		Met Target		Y		Y		Y				N				Y		N		Y		Y
		2023		59%		76%		65%		100%		81%				70%		35%		63%		60%
		2024		59%		76%		65%		100%		81%				70%		35%		68%		65%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			60%	62%	82%	83%
Actual	58%	59%	65%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
		2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
		2022 Target		43%		60%		62%				88%				50%		36%		59%		64%
		2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		65%		88%				88%				50%		78%		64%		64%
	2024		43%		65%		88%				88%				50%		78%		69%		64%	

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **51%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			45%	47%	49%	51%
Actual	43%	44%	32%	40%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
		2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
		2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
		2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
		Met Target		N		N		Y				N						N		N		N
		2023		51%		47%		46%				71%				0%		16%		53%		48%
	2024		51%		47%		46%				71%				0%		16%		53%		53%	

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	40%	52%	41%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Golbow	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
	At Meets or Above	2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		57%		57%		63%				50%				50%		25%		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			85%	87%	89%	91%
Actual	65%	84%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Griffin	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
	At Meets or Above	2022 Target		100%		90%		92%				88%				92%		100%		100%		88%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		Met Target		N		N		N				Y				N		N		N		Y
		2023		100%		90%		90%				95%				92%		100%		100%		93%
		2024		100%		95%		90%				95%				92%		100%		100%		93%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			63%	65%	73%	74%
Actual	55%	62%	62%	72%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hayes	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
		2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
	At Meets or Above	2022 Target		0%		42%		69%				89%				75%		20%		46%		73%
		2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
		Met Target				Y		Y				N				Y		Y		Y		N
		2023		0%		74%		74%				89%				75%		20%		68%		73%
		2024		0%		74%		74%				89%				75%		20%		68%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			70%	72%	74%	76%
Actual	72%	69%	74%	72%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Holland	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
		2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
	At Meets or Above	2022 Target		38%		62%		67%				83%				100%		35%		56%		64%
		2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
		Met Target		Y		Y		Y				N				N		N		N		Y
		2023		38%		67%		67%				92%				100%		35%		55%		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			46%	48%	50%	52%
Actual	50%	45%	47%	43%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	72	40%	29	52%	1	100%	0		0		1	100%	29	14%	85	36%	57	35%
		2021 Actual	6	50%	73	42%	30	57%	0		0		0		1	100%	28	21%	63	40%	55	38%
		2022 Target		57%		40%		62%		100%						100%		24%		36%		35%
		2022 Actual	5	40%	81	38%	27	59%	0		0		1	0%	2	50%	28	11%	78	41%	53	38%
		Met Target		N		N		N								N		N		Y		Y
		2023		57%		40%		69%		100%						100%		21%		36%		40%
		2024		57%		40%		69%		100%						100%		21%		41%		40%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			72%	74%	78%	79%
Actual	62%	71%	67%	77%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
		2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
		2022 Target		73%		69%		71%				83%				100%		41%		74%		75%
		2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		73%		79%		76%				83%				100%		41%		75%		75%
2024		73%		79%		76%				83%				100%		41%		75%		80%		

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	61%	66%	57%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Katy	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
3rd Grade Reading At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%	
	2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%	
	2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%	
	2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%	
	Met Target		N		Y		N						Y		Y		Y		N		Y	
	2023		50%		65%		72%					0%		100%		100%		25%		51%		46%
	2024		50%		70%		72%					0%		100%		100%		25%		51%		46%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Reading will increase **82%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			83%	85%	87%	89%
Actual	78%	82%	74%	81%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Kilpatrick	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
	2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
	2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
	2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
	Met Target		Y		N		N				N				N		Y		Y		N
	2023		67%		94%		85%				92%				100%		73%		81%		89%
2024		67%		94%		90%				92%				100%		73%		81%		94%	

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			48%	50%	58%	59%
Actual	41%	47%	37%	57%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
		2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
		2022 Target		52%		40%		61%		50%		67%		0%		50%		0%		43%		44%
		2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
		Met Target		N		Y		Y		Y		N				Y				Y		Y
		2023		52%		45%		61%		50%		67%		0%		50%		0%		65%		60%
	2024		52%		50%		61%		50%		67%		0%		50%		0%		65%		60%	

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		41%	58%	59%
Actual	40%	57%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2021 Actual	43	37%	52	38%	21	43%	0		8	75%	0		3	0%	19	0%	65	37%	28	36%
		2022 Target		37%		38%		43%				75%				0%		0%		42%		41%
		2022 Actual	74	55%	93	56%	26	54%	0		18	78%	0		7	57%	44	20%	137	50%	66	59%
		Met Target		Y		Y		Y				Y								Y		Y
	2023		42%		43%		64%				75%				0%		30%		42%		41%	
2024		42%		43%		64%				75%				0%		30%		47%		46%		

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			39%	41%	51%	52%
Actual	47%	38%	36%	50%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
	At Meets or Above	2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		53%		54%		52%		0%		43%				33%		26%		38%		42%
		2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **54%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		55%	57%	59%
Actual	54%	55%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
	At Meets or Above	2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		64%		55%		63%				40%				100%		18%		57%		43%
2024		64%		60%		63%				40%				100%		18%		57%		43%		

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Reading will increase **50%** to **64%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			51%	53%	63%	64%
Actual	48%	50%	37%	62%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	23	52%	67	51%	18	39%	1	100%	2	50%	0		2	50%	12	17%	80	48%	48	50%
		2021 Actual	20	45%	65	34%	12	42%	0		1	100%	0		1	0%	15	13%	73	32%	50	30%
	At Meets or Above	2022 Target		52%		56%		39%		100%		50%				50%		17%		58%		55%
		2022 Actual	19	58%	79	62%	5	60%	0		4	100%	0		2	50%	15	40%	88	60%	60	57%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		52%		61%		39%		100%		50%				50%		17%		70%		67%
		2024		52%		61%		39%		100%		50%				50%		17%		70%		67%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			54%	56%	58%	60%
Actual	57%	53%	54%	51%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
		2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
	At Meets or Above	2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		25%		58%		58%				40%				0%		24%		58%		65%
		2024		25%		58%		58%				40%				0%		24%		58%		65%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Reading will increase **37%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			38%	40%	58%	59%
Actual	49%	37%	43%	57%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Morton Ranch	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	28	43%	74	31%	33	45%	2	0%	11	45%	0		2	0%	20	5%	96	26%	76	28%
		2021 Actual	34	35%	87	41%	15	47%	0		8	63%	0		4	75%	23	9%	92	35%	69	42%
		2022 Target		43%		36%		60%		0%		45%				0%		5%		31%		28%
		2022 Actual	36	44%	117	57%	18	72%	0		9	78%	0		6	50%	19	26%	127	52%	94	57%
		Met Target		Y		Y		Y				Y						Y		Y		Y
		2023		54%		36%		60%		0%		45%				0%		5%		62%		33%
	2024		54%		41%		60%		0%		45%				0%		5%		62%		38%	

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			58%	60%	64%	65%
Actual	61%	57%	68%	63%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Nottingham	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
		2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
		2022 Target		27%		52%		61%				87%				60%		45%		37%		52%
		2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
		Met Target		N		Y		Y				Y				Y		N		Y		Y
		2023		27%		52%		73%				87%				60%		50%		60%		52%
	2024		27%		52%		73%				87%				60%		55%		60%		52%	

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			79%	81%	83%	85%
Actual	82%	78%	83%	81%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Pattison	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
	2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
	2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
	2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
	Met Target		Y		Y		Y				Y				N		Y		Y		Y
	2023		33%		82%		85%				76%				83%		25%		76%		73%
	2024		33%		82%		85%				76%				83%		25%		76%		78%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Reading will increase **77%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			78%	80%	82%	84%
Actual	78%	77%	70%	80%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Randolph	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	8	88%	16	75%	116	72%	1	100%	22	91%	0		13	100%	15	60%	7	86%	16	75%
	2021 Actual	4	25%	33	76%	102	67%	0		28	89%	0		19	58%	22	36%	12	67%	22	68%
	2022 Target		88%		75%		82%		100%		91%				100%		60%		86%		75%
	2022 Actual	8	75%	29	76%	102	81%	0		24	83%	0		11	73%	38	55%	14	57%	13	69%
	Met Target		N		Y		N				N				N		N		N		N
	2023		88%		86%		87%		100%		91%				100%		65%		86%		75%
2024		88%		86%		92%		100%		91%				100%		65%		86%		75%	

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	42%	41%	34%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
	At Meets or Above	2022 Target		39%		45%		59%				67%		0%		100%		22%		42%		42%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		Met Target		Y		N		N				Y				N		N		N		N
		2023		39%		38%		59%				67%		0%		100%		21%		47%		47%
		2024		39%		38%		59%				67%		0%		100%		21%		52%		47%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **70%** by July 2024.

	2023	2024
Goals	69%	70%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
		2023		67%		68%		70%			88%				50%		43%		55%		50%
		2024		67%		73%		75%			88%				50%		43%		55%		50%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	75%	76%
Actual	63%	66%	69%	74%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	19	58%	36	58%	76	74%	0		29	69%	0		7	43%	19	32%	39	49%	38	61%
		2021 Actual	12	58%	32	63%	47	81%	0		36	69%	0		10	50%	23	35%	42	57%	49	61%
	At Meets or Above	2022 Target		58%		58%		74%				79%				43%		32%		59%		61%
		2022 Actual	12	67%	63	71%	56	73%	0		21	90%	0		7	71%	24	33%	70	66%	61	67%
		Met Target		Y		Y		N				Y				Y		Y		Y		Y
		2023		58%		63%		74%				79%				43%		32%		76%		77%
		2024		58%		68%		74%				79%				43%		32%		76%		77%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **33%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			34%	36%	54%	55%
Actual	43%	33%	36%	53%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	45	20%	98	37%	29	41%	1	0%	17	29%	0		5	40%	20	20%	130	28%	87	31%
		2021 Actual	42	33%	81	32%	21	62%	0		13	31%	0		11	27%	21	14%	108	30%	68	28%
	At Meets or Above	2022 Target		30%		37%		56%		0%		29%				40%		20%		33%		31%
		2022 Actual	68	49%	96	54%	23	61%	1	100%	7	43%	0		9	56%	25	16%	160	49%	73	52%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		35%		37%		61%		0%		29%				40%		26%		59%		31%
		2024		35%		42%		61%		0%		29%				40%		26%		59%		31%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			74%	76%	80%	81%
Actual	79%	73%	76%	79%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Shafer	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	19	58%	37	70%	72	67%	1	100%	57	91%	0		9	44%	14	29%	21	57%	56	71%
		2021 Actual	16	75%	22	73%	64	77%	0		54	74%	1	100%	6	100%	15	33%	30	67%	53	72%
	At Meets or Above	2022 Target		58%		75%		77%		100%		91%				44%		29%		57%		76%
		2022 Actual	24	63%	22	73%	69	75%	0		68	91%	0		17	71%	29	52%	41	46%	52	73%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		58%		80%		77%		100%		91%				44%		62%		56%		81%
		2024		58%		85%		82%		100%		91%				44%		62%		56%		81%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	83%	84%
Actual	76%	76%	77%	82%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Stanley	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	5	100%	37	62%	58	69%	0		53	89%	0		4	100%	15	47%	10	80%	36	69%
		2021 Actual	5	60%	19	74%	64	84%	1	100%	52	77%	0		10	50%	20	35%	12	42%	36	69%
	At Meets or Above	2022 Target		100%		72%		74%				89%				100%		47%		80%		74%
		2022 Actual	5	80%	26	85%	48	73%	0		53	91%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		Y		N				Y				N		Y		N		Y
		2023		100%		77%		83%				89%				100%		47%		80%		93%
		2024		100%		82%		83%				89%				100%		47%		80%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	59%	60%
Actual	46%	40%	53%	58%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Stephens	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
	2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
	2022 Target		15%		46%		64%		33%		50%				50%		26%		46%		43%
	2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
	Met Target		Y		Y		Y		Y		Y				Y		Y		Y		Y
	2023		15%		51%		64%		33%		50%				50%		38%		56%		48%
	2024		15%		51%		64%		33%		50%				50%		38%		56%		53%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	46%	48%
Actual	44%	41%	29%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Sundown	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%
3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
	2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
	2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
	2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
	Met Target		N		N		Y				Y						Y		N		N
	2023		64%		50%		36%		0%		75%				50%		34%		46%		43%
	2024		64%		50%		36%		0%		75%				50%		39%		46%		48%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			53%	55%	57%	59%
Actual	41%	52%	30%	45%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		West Memorial	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
West Memorial	3rd Grade Reading At Meets or Above	2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
		2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
		2022 Target		46%		51%		65%				67%				33%		23%		47%		55%
		2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
		Met Target		N		N		N				N				Y		N		N		N
		2023		51%		51%		63%				67%				33%		23%		50%		55%
		2024		56%		56%		63%				67%				33%		23%		50%		55%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	76%	66%	63%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Williams	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%	
Williams	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
		2022 Target		43%		57%		75%				87%				50%		27%		58%		61%
		2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
		Met Target		Y		N		Y				N				N		Y		N		N
		2023		43%		62%		75%				87%				50%		27%		58%		54%
		2024		43%		67%		75%				87%				50%		27%		58%		54%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **74%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			75%	77%	82%	83%
Actual	74%	74%	73%	81%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wilson	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
		2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
	At Meets or Above	2022 Target		89%		81%		76%		100%		81%		100%		80%		47%		50%		77%
		2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
		Met Target		N		N		Y		Y		Y				N		Y		Y		Y
		2023		89%		87%		81%		100%		81%		100%		80%		47%		76%		82%
		2024		89%		87%		81%		100%		86%		100%		80%		47%		76%		82%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			41%	43%	45%	47%
Actual	47%	40%	34%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Winborn	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	13	31%	44	41%	43	44%	0		6	50%	0		12	25%	17	6%	55	31%	24	50%
		2021 Actual	14	29%	35	40%	28	32%	0		5	40%	0		3	0%	15	0%	43	23%	10	20%
	At Meets or Above	2022 Target		31%		41%		59%				50%				25%		6%		41%		50%
		2022 Actual	23	30%	45	42%	26	42%	1	100%	4	75%	0		6	83%	33	12%	70	33%	14	29%
		Met Target		N		Y		N				Y				Y		Y		N		N
		2023		31%		41%		52%				50%				25%		22%		46%		50%
		2024		31%		46%		52%				50%				25%		22%		51%		50%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Reading will increase **48%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			49%	51%	54%	55%
Actual	30%	48%	43%	53%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wolfe	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	15	40%	12	25%	15	73%	0		2	100%	0		2	0%	5	60%	20	25%	4	25%
		2021 Actual	16	31%	22	23%	20	70%	0		2	100%	0		0		11	27%	32	31%	12	42%
		2022 Target		40%		25%		73%				100%				0%		60%		25%		25%
		2022 Actual	11	45%	25	36%	15	73%	0		5	60%	0		3	100%	12	25%	37	35%	15	27%
		Met Target		Y		Y		Y				N						N		Y		Y
		2023		40%		46%		73%				100%				0%		60%		45%		25%
		2024		40%		46%		73%				100%				0%		60%		45%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			77%	79%	81%	83%
Actual	69%	76%	77%	79%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Wolman	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Target		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		Met Target		Y		Y		N				N				Y		Y		Y		Y
		2023		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2024		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **68%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			69%	71%	86%	87%
Actual	72%	68%	73%	85%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading	2019 Actual	22	55%	36	56%	81	67%	2	100%	54	85%	0		7	57%	33	27%	22	23%	46	65%
		2021 Actual	20	65%	31	65%	54	74%	0		52	79%	0		15	80%	24	46%	26	35%	29	76%
	At Meets or Above	2022 Target		55%		66%		67%		100%		85%				57%		37%		23%		65%
		2022 Actual	24	83%	32	75%	78	83%	0		70	90%	0		17	88%	24	46%	41	73%	38	82%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		55%		85%		67%		100%		85%				57%		42%		83%		70%
		2024		55%		85%		67%		100%		85%				57%		47%		83%		70%



Elementary Grade 3 Proficiency
Mathematics Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **67%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	65%	67%
Actual	62%	60%	48%	56%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy ISD	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 Target		47%		46%		67%		65%		87%		25%		61%		38%		45%		57%
		2022 Actual	859	38%	2,320	44%	1,895	64%	15	60%	1,037	82%	10	60%	301	59%	1,064	26%	2,649	38%	1,964	53%
		Met Target		N		N		N		N		N		Y		N		N		N		N
		2023		47%		46%		67%		65%		92%		25%		61%		43%		48%		57%
		2024		47%		51%		67%		65%		92%		25%		61%		48%		48%		57%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	73%	79%	61%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Alexander	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021 Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N		N		N		Y		N		N		Y		N
		2023		57%		71%		85%				95%				67%		43%		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **24%** to **31%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			25%	27%	29%	31%
Actual	30%	24%	16%	26%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Bear Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
	2021 Actual		12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
	2022 Target			23%		40%		21%				75%				100%		6%		34%		35%
	2022 Actual		11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
	Met Target			N		N		Y				Y				N		Y		N		N
	2023			23%		33%		21%				75%				100%		6%		33%		40%
	2024			23%		33%		21%				75%				100%		6%		33%		40%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	45%	46%
Actual	53%	39%	37%	44%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Bethke	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
	2021 Actual		17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
	2022 Target			30%		38%		53%				68%		0%		44%		24%		31%		33%
	2022 Actual		32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
	Met Target			Y		N		Y				Y				Y		N		Y		Y
	2023			30%		43%		53%				78%		0%		44%		18%		31%		38%
	2024			30%		43%		58%				78%		0%		44%		18%		36%		38%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase from **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			55%	57%	60%	61%
Actual	67%	54%	45%	59%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Bryant	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
		2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
		Met Target		N		Y		N				N						N		N		Y
		2023		61%		56%		73%				84%				0%		30%		60%		33%
		2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			66%	68%	70%	72%
Actual		65%	56%	51%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Campbell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
		2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
		2022 Target		71%		54%		73%		100%		79%				100%		50%		56%		64%
		2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
		Met Target		N		N		N				N				N		N		N		N
		2023		71%		59%		59%		100%		79%				100%		50%		33%		69%
		2024		71%		64%		59%		100%		79%				100%		50%		33%		74%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	53%	46%	21%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Cimarron	3rd Grade Math At Meets or Above	2019 Actual	11	18%	29	48%	45	49%	0		1	100%	0		5	60%	11	9%	32	38%	12	58%
		2021 Actual	8	13%	31	19%	31	23%	0		0		0		11	27%	11	9%	40	18%	15	27%
		2022 Target		18%		48%		64%				100%				60%		9%		48%		58%
		2022 Actual	12	25%	34	26%	42	43%	0		2	100%	0		5	0%	20	15%	54	28%	7	29%
		Met Target		Y		N		N				Y				N		Y		N		N
		2023		18%		36%		53%				100%				60%		9%		53%		58%
		2024		18%		36%		53%				100%				60%		9%		58%		58%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	58%	63%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Creech	3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
		2021 Actual	19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
		2022 Target		53%		69%		72%				85%		0%		80%		36%		72%		70%
		2022 Actual	23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
		Met Target		N		N		N				Y				Y		N		N		N
		2023		53%		74%		73%				85%		0%		80%		36%		56%		75%
		2024		53%		74%		73%				85%		0%		80%		36%		56%		75%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			61%	63%	76%	77%
Actual	69%	60%	56%	75%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Davidson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
		2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
		2022 Target		72%		66%		50%				87%				20%		33%		40%		75%
		2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
		Met Target		N		N		Y				Y				Y		Y		Y		Y
		2023		72%		69%		55%				95%				20%		33%		40%		75%
		2024		72%		69%		60%				95%				20%		33%		40%		75%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			71%	73%	75%	77%
Actual	74%	70%	57%	62%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Exley	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
		2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
		2022 Target		53%		63%		75%		100%		84%				80%		30%		61%		59%
		2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
		Met Target		Y		N		N				N				N		N		N		N
		2023		53%		53%		75%		100%		90%				80%		30%		66%		64%
		2024		53%		53%		75%		100%		90%				80%		30%		66%		69%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			63%	65%	70%	71%
Actual	54%	62%	55%	69%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Fielder	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
		2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
		2022 Target		43%		66%		63%				88%				50%		27%		57%		68%
		2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		66%		77%				88%				50%		56%		62%		68%
		2024		43%		71%		77%				88%				50%		56%		67%		68%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			43%	45%	47%	49%
Actual	36%	42%	26%	37%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Franz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	28	32%	84	40%	24	46%	0		7	86%	0		1	100%	19	5%	101	39%	74	49%
		2021 Actual	31	16%	84	26%	13	46%	2	0%	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
		2022 Target		42%		45%		46%				86%				100%		5%		44%		49%
		2022 Actual	29	34%	83	34%	9	89%	0		5	40%	0		3	0%	21	14%	107	36%	67	45%
		Met Target		N		N		Y				N				N		Y		N		N
		2023		47%		44%		46%				86%				100%		5%		46%		49%
		2024		52%		44%		46%				86%				100%		5%		46%		49%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Math will increase from **49%** to **56%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			50%	52%	54%	56%
Actual	47%	49%	27%	35%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Golbow	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		38	47%	38	37%	35	57%	0		8	75%	0		2	50%	22	9%	70	49%	26	62%
	2021 Actual		29	28%	49	12%	26	46%	0		11	55%	0		2	0%	26	8%	69	26%	34	32%
	2022 Target			52%		47%		62%				75%				50%		9%		49%		62%
	2022 Actual		37	38%	57	26%	23	48%	1	0%	17	53%	1	0%	3	0%	26	19%	103	32%	48	33%
	Met Target			N		N		N				N				N		Y		N		N
	2023			52%		36%		62%				75%				50%		9%		54%		43%
	2024			57%		36%		62%				75%				50%		9%		54%		43%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	72%	73%	57%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Griffin	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
	2021 Actual		8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
	2022 Target			100%		66%		82%				93%				58%		56%		75%		78%
	2022 Actual		8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
	Met Target			N		Y		N				N				N		N		N		Y
	2023			100%		71%		86%				95%				58%		56%		75%		83%
	2024			100%		76%		86%				95%				58%		56%		75%		83%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			67%	69%	71%	73%
Actual	56%	66%	54%	57%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Hayes	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
	2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
	2022 Target		0%		54%		72%				89%				50%		20%		54%		73%
	2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
	Met Target				N		N				N				Y		Y		N		N
	2023		0%		54%		69%				89%				50%		20%		46%		73%
	2024		0%		54%		69%				89%				50%		20%		46%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	75%	73%	70%	70%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Holland	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%
3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
	2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
	2022 Target		25%		71%		70%				91%				100%		30%		57%		76%
	2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
	Met Target		Y		N		N				N				N		N		Y		N
	2023		25%		71%		70%				94%				100%		30%		62%		76%
	2024		25%		76%		70%				94%				100%		30%		67%		76%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			47%	49%	51%	53%
Actual	51%	46%	25%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hutsell	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	73	44%	29	48%	1	100%	0		0		1	100%	29	21%	86	41%	58	47%
		2021 Actual	6	17%	73	19%	30	43%	0		0		0		1	0%	28	7%	63	21%	55	18%
		2022 Target		43%		44%		63%		100%						100%		31%		41%		47%
		2022 Actual	5	0%	81	31%	27	67%	0		0		1	100%	2	50%	28	4%	78	36%	53	40%
		Met Target		N		N		Y								N		N		N		N
		2023		43%		41%		63%		100%						100%		14%		46%		47%
		2024		43%		41%		63%		100%						100%		14%		46%		47%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	64%	73%	66%	69%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jenks	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
		2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
		2022 Target		64%		63%		76%				93%				80%		45%		74%		79%
		2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
		Met Target		Y		N		N				N				N		N		N		N
		2023		64%		68%		77%				95%				80%		45%		74%		79%
		2024		64%		73%		77%				95%				80%		45%		74%		84%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	62%	63%	50%	49%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Katy	3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
		2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
		2022 Target		50%		41%		83%				0%		100%		100%		19%		37%		38%
		2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
		Met Target		N		Y		N						Y		N		Y		N		N
		2023		50%		46%		63%				0%		100%		100%		19%		43%		38%
		2024		50%		51%		63%				0%		100%		100%		19%		43%		38%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Math will increase from **88%** to **95%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			89%	91%	93%	95%
Actual	85%	88%	77%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%	
Kilpatrick	3rd Grade Math At Meets or Above	2019 Actual	6	67%	37	84%	70	83%	0		71	97%	0		6	83%	18	61%	16	75%	68	93%
		2021 Actual	11	64%	40	63%	55	82%	0		51	88%	0		5	40%	21	52%	12	33%	62	76%
		2022 Target		67%		94%		93%				97%				83%		61%		75%		93%
		2022 Actual	4	50%	41	71%	50	82%	0		60	90%	0		20	70%	33	70%	29	62%	57	77%
		Met Target		N		N		N				N				N		Y		N		N
		2023		67%		94%		95%				95%				83%		61%		72%		95%
		2024		67%		95%		95%				95%				83%		61%		72%		95%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase from **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			44%	46%	48%	50%
Actual	36%	43%	29%	33%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
King	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Target		39%		40%		61%		100%		100%		0%		33%		13%		36%		41%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		Met Target		Y		N		N		N		N				Y		N		N		N
		2023		39%		35%		61%		100%		100%		0%		33%		13%		41%		29%
		2024		39%		35%		61%		100%		100%		0%		33%		13%		46%		29%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		35%	38%	39%
Actual	34%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Leonard	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	43	23%	52	35%	21	43%	0		8	75%	0		3	0%	19	11%	65	23%	28	39%
		2022 Target		28%		35%		43%				75%				0%		11%		33%		39%
		2022 Actual	74	31%	93	35%	26	38%	0		18	78%	0		7	14%	44	14%	137	30%	66	42%
		Met Target		Y		Y		N				Y						Y		N		Y
		2023		28%		40%		48%				75%				0%		24%		38%		39%
		2024		33%		40%		48%				75%				0%		24%		38%		44%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **22%** to **29%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			23%	25%	27%	29%
Actual	52%	22%	24%	21%		
Met Goal			Y	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Mayde Creek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Target		23%		34%		38%		0%		57%				0%		13%		27%		30%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		Met Target		N		N		N				N						N		N		N
		2023		23%		34%		38%		0%		57%				0%		13%		24%		18%
		2024		28%		39%		38%		0%		57%				0%		13%		24%		18%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase from **25%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		3%	38%	39%
Actual	25%	37%		
Met Goal		Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McElwain	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Target		36%		25%		42%				0%				50%		13%		18%		31%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		Met Target		N		Y		N								Y		N		Y		N
		2023		36%		35%		49%				0%				50%		14%		28%		31%
		2024		36%		35%		49%				0%				50%		14%		33%		36%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Math will increase from **59%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			60%	62%	64%	66%
Actual	57%	59%	31%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
McRoberts	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	67	61%	18	72%	1	100%	2	100%	0		2	50%	12	33%	80	58%	48	65%
		2021 Actual	20	30%	65	28%	12	50%	0		1	100%	0		1	0%	15	7%	73	29%	50	24%
		2022 Target		39%		66%		72%		100%		100%				50%		33%		68%		70%
		2022 Actual	19	53%	79	53%	5	60%	0		4	75%	0		2	50%	15	40%	88	50%	60	47%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		39%		71%		72%		100%		100%				50%		33%		60%		57%
		2024		39%		76%		72%		100%		100%				50%		33%		60%		57%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase from **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			34%	36%	41%	42%
Actual	43%	33%	28%	40%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Memorial Parkway	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
		2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
		2022 Target		25%		41%		42%				40%				50%		12%		32%		39%
		2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2023		25%		42%		42%				40%				50%		12%		37%		44%
		2024		25%		42%		42%				40%				50%		12%		42%		44%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Math will increase from **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			46%	48%	50%	52%
Actual	53%	45%	30%	49%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Morton Ranch	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		28	46%	74	41%	33	52%	2	50%	11	64%	0		2	0%	20	5%	96	33%	76	41%
	2021 Actual		34	26%	88	30%	15	33%	0		8	50%	0		4	0%	23	13%	92	24%	70	34%
	2022 Target			46%		41%		62%		50%		64%				0%		5%		43%		41%
	2022 Actual		36	31%	118	50%	17	65%	0		9	67%	0		6	67%	18	17%	128	48%	95	49%
	Met Target			N		Y		Y				Y						Y		Y		Y
	2023			41%		46%		62%		50%		64%				0%		5%		43%		59%
	2024			41%		51%		62%		50%		64%				0%		5%		48%		59%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase from **56%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			57%	59%	61%	63%
Actual	51%	56%	54%	53%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Nottingham	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
	2021 Actual		11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
	2022 Target			27%		38%		60%				87%				40%		50%		40%		56%
	2022 Actual		9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
	Met Target			N		Y		N				Y				Y		N		N		N
	2023			27%		38%		61%				87%				40%		55%		47%		56%
2024		27%		38%		61%				87%				40%		60%		47%		56%		

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Math will increase from **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			82%	84%	86%	88%
Actual	86%	81%	63%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Pattison	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
	2021 Actual		10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
	2022 Target			36%		73%		83%				88%				83%		50%		71%		82%
	2022 Actual		13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
	Met Target			Y		N		N				N				Y		Y		N		N
	2023			36%		73%		83%				92%				83%		50%		63%		87%
	2024			36%		73%		88%				92%				83%		50%		63%		87%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Math will increase from **86%** to **93%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			87%	89%	91%	93%
Actual	78%	86%	71%	75%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Randolph	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		8	88%	16	94%	116	82%	1	100%	22	91%	0		13	100%	15	73%	7	100%	16	94%
	2021 Actual		4	50%	33	76%	101	67%	0		28	75%	0		19	79%	22	41%	12	67%	22	73%
	2022 Target			88%		94%		92%		100%		91%				100%		73%		100%		94%
	2022 Actual		8	88%	29	79%	102	71%	0		24	88%	0		11	73%	38	47%	14	64%	13	77%
	Met Target			Y		N		N				N				N		N		N		N
	2023			88%		94%		81%		100%		91%				100%		57%		100%		94%
2024		88%		94%		81%		100%		91%				100%		57%		100%		94%		

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Math will increase from **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			39%	41%	43%	45%
Actual	51%	38%	24%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rhoads	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
		2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
		2022 Target		30%		42%		47%				44%		0%		100%		11%		39%		44%
		2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
		Met Target		N		N		Y				N				N		N		N		N
		2023		30%		47%		47%				44%		0%		100%		14%		35%		44%
		2024		30%		47%		47%				44%		0%		100%		14%		35%		49%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **61%** by July 2024.

Goal	2023	2024
	60%	61%

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Robertson	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
		2023		61%		56%		73%			84%				0%		30%		60%		33%
		2024		61%		61%		78%			84%				0%		30%		60%		33%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			70%	72%	74%	76%
Actual	70%	69%	57%	67%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Rylander	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	19	53%	36	50%	76	75%	0		29	90%	0		7	57%	19	26%	39	51%	38	74%
		2021 Actual	12	25%	32	47%	47	70%	0		36	61%	0		10	50%	23	22%	42	40%	49	59%
		2022 Target		53%		60%		75%				90%				57%		26%		61%		74%
		2022 Actual	12	58%	64	63%	56	71%	0		21	71%	0		7	71%	25	20%	71	58%	62	61%
		Met Target		Y		Y		N				N				Y		N		N		N
		2023		53%		65%		75%				90%				57%		30%		68%		74%
		2024		53%		70%		75%				90%				57%		30%		68%		74%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **35%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			36%	38%	40%	42%
Actual	43%	35%	21%	34%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Schmalz	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	45	18%	98	34%	29	59%	1	0%	17	47%	0		5	40%	20	15%	130	30%	87	38%
		2021 Actual	42	12%	81	21%	21	52%	0		13	8%	0		11	18%	21	10%	108	19%	68	21%
		2022 Target		33%		39%		59%		0%		47%				40%		15%		35%		38%
		2022 Actual	68	25%	96	39%	24	33%	1	0%	7	43%	0		9	44%	26	12%	160	26%	73	38%
		Met Target		N		N		N				N				Y		N		N		Y
		2023		33%		44%		59%		0%		47%				40%		22%		36%		43%
		2024		33%		44%		64%		0%		47%				40%		22%		36%		43%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			80%	82%	84%	86%
Actual	81%	79%	75%	80%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Shafer	3rd Grade Math At Meets or Above	2019 Actual	19	68%	37	73%	72	74%	1	100%	57	96%	0		9	67%	14	14%	21	76%	56	84%
		2021 Actual	16	63%	22	59%	64	84%	0		55	75%	1	0%	6	83%	15	40%	30	60%	54	65%
		2022 Target		68%		83%		84%		100%		96%				67%		14%		76%		84%
		2022 Actual	24	58%	22	73%	69	77%	0		68	94%	0		17	76%	29	59%	41	76%	52	81%
		Met Target		N		N		N				N				Y		Y		N		N
		2023		68%		88%		89%		100%		96%				67%		69%		86%		84%
		2024		68%		93%		89%		100%		96%				67%		69%		86%		89%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Math will increase from **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			85%	87%	89%	91%
Actual	83%	84%	75%	77%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Stanley	3rd Grade Math At Meets or Above	2019 Actual	5	80%	37	70%	58	81%	0		53	96%	0		4	100%	15	53%	10	70%	36	83%
		2021 Actual	5	40%	20	65%	64	80%	1	100%	52	79%	0		10	60%	20	40%	12	42%	36	72%
		2022 Target		80%		80%		86%				96%				100%		53%		70%		88%
		2022 Actual	5	60%	26	65%	48	67%	0		53	96%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		N		N				Y				N		N		N		N
		2023		80%		75%		77%				96%				100%		53%		70%		88%
		2024		80%		75%		77%				96%				100%		53%		70%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase from **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			41%	43%	45%	47%
Actual	50%	40%	45%	43%		
Met Goal			Y	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Stephens	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Stephens	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Target		15%		55%		45%		0%		75%				0%		21%		48%		52%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		15%		55%		45%		0%		75%				0%		30%		47%		57%
		2024		15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			40%	42%	44%	46%
Actual	43%	39%	17%	31%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Sundown	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
Sundown	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Target		55%		40%		43%		0%		75%				0%		25%		41%		49%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		Met Target		N		N		Y				N						N		N		N
		2023		55%		38%		43%		0%		75%				0%		30%		41%		39%
		2024		55%		38%		43%		0%		75%				0%		35%		46%		39%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase from **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			59%	61%	63%	65%
Actual	38%	58%	18%	38%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		West Memorial	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
	2021 Actual		28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
	2022 Target			58%		60%		61%				89%				50%		23%		58%		64%
	2022 Actual		31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
	Met Target			N		N		N				N				N		N		N		N
	2023			26%		60%		61%				89%				50%		23%		37%		64%
	2024			26%		65%		66%				89%				50%		23%		37%		64%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	75%	63%	44%	54%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Williams	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%	
3rd Grade Math At Meets or Above	2019 Actual		7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
	2021 Actual		5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
	2022 Target			0%		57%		75%				93%				50%		27%		54%		55%
	2022 Actual		2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
	Met Target					N		N				N				Y		Y		N		N
	2023			0%		47%		75%				93%				50%		27%		47%		60%
	2024			0%		47%		75%				93%				50%		27%		47%		60%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	84%	80%	81%	84%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Wilson	3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
		2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
		2022 Target		89%		94%		78%		100%		95%		0%		60%		40%		70%		95%
		2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
		Met Target		N		N		Y		Y		Y				N		Y		Y		N
		2023		89%		87%		83%		100%		95%		0%		60%		74%		70%		95%
		2024		89%		87%		88%		100%		95%		0%		60%		74%		70%		95%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Math will increase from **34%** to **41%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			35%	37%	39%	41%
Actual	41%	34%	29%	37%		
Met Goal			N	Y		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Winborn	3rd Grade Math At Meets or Above	2019 Actual	13	31%	44	34%	43	30%	0		6	67%	0		12	33%	17	6%	55	33%	24	33%
		2021 Actual	14	14%	35	23%	28	39%	0		5	60%	0		3	33%	15	7%	43	14%	10	30%
		2022 Target		31%		39%		50%				67%				33%		6%		38%		33%
		2022 Actual	23	26%	45	33%	26	50%	1	0%	4	75%	0		6	33%	33	15%	70	24%	14	29%
		Met Target		N		N		N			Y					Y		Y		N		N
		2023		31%		44%		60%				67%				33%		6%		34%		33%
		2024		31%		44%		60%				67%				33%		6%		34%		33%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Math will increase from **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			64%	66%	68%	70%
Actual	35%	63%	28%	39%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolfe	3rd Grade Math At Meets or Above	2019 Actual	15	40%	12	50%	15	93%	0		2	100%	0		2	50%	5	40%	20	30%	4	25%	
		2021 Actual	16	13%	22	14%	20	55%	0		2	50%	0		0		11	18%	32	13%	12	25%	
		2022 Target		40%		50%		93%				100%				50%		40%		30%		25%	
		2022 Actual	11	18%	25	8%	15	73%	0		5	100%	0		3	100%	12	33%	37	22%	15	27%	
		Met Target		N		N		N				Y				Y		N		N		Y	
		2023		40%		18%		93%				100%				50%		40%		32%			25%
		2024		40%		18%		93%				100%				50%		40%		32%			25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase from **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			81%	83%	85%	87%
Actual	78%	80%	72%	79%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP		
		Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
Wolman	3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%	
		2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%	
		2022 Target		60%		85%		89%		100%		83%		100%		75%		60%		50%		85%	
		2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%	
		Met Target		Y		Y		N				N				Y		N		Y		N	
		2023		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%
		2024		60%		85%		87%		100%		83%		100%		75%		60%		50%			85%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			74%	76%	78%	80%
Actual	79%	73%	61%	73%		
Met Goal			N	N		

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
WoodCreek	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	22	64%	37	65%	81	72%	2	100%	54	85%	0		7	71%	34	38%	22	32%	46	76%
		2021 Actual	20	45%	31	55%	54	63%	0		52	69%	0		15	60%	24	29%	26	23%	29	52%
		2022 Target		64%		75%		72%		100%		85%				71%		48%		32%		76%
		2022 Actual	24	71%	32	66%	78	67%	0		70	83%	0		17	76%	24	33%	41	59%	38	79%
		Met Target		Y		N		N				N				Y		N		Y		Y
		2023		64%		75%		77%		100%		93%				71%		53%		32%		76%
		2024		64%		80%		77%		100%		93%				71%		58%		32%		76%



High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase from **74%** to **81%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		75%	77%	79%	81%
Goal Scaled		94	94	95	95
Actual Component	74%	72%	76%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy ISD	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	591	56%	1,901	64%	2,121	78%	16	66%	706	92%	8	75%	171	74%	366	30%	1,540	57%	384	57%
		2021 Actual	725	54%	2,121	63%	1,981	76%	18	44%	837	90%	13	62%	159	74%	453	72%	1,884	55%	665	53%
		2022 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
		2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
		2023 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%
		2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase from **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Cinco Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
		2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
		2022 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		Met Target		N		N		N		Y		N		N		Y		Y		N		N
		2023 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%
		2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase from **84%** to **94%** by July 2024.

	2022	2023	2024
Goal Component		92%	94%
Goal Scaled		98	99
Actual Component	84%		
Actual Scaled	96		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Jordan	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
		2024 Target																				

* Data source Domain 3

The percent of **Katy** High School students who achieve the CCMR target will increase from **69%** to **83%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		70%	72%	82%	83%
Goal Scaled		93	93	96	96
Actual Component	69%	72%	81%		
Actual Scaled	92	93	95		
Met Goal		Y	Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Katy	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	74	53%	279	63%	395	72%	2	100%	33	79%			29	71%	83	36%	213	58%	28	45%
		2021 Actual	64	53%	277	63%	390	77%	5	40%	38	84%	2	100%	31	68%	79	84%	246	59%	70	56%
		2022 Target		53%		63%		72%		100%		79%				71%		46%		58%		55%
		2022 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
		Met Target		Y		Y		Y		Y		Y				N		Y		Y		Y
		2023 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%
		2024 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase from **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Mayde Creek	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%
CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
	2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
	2022 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
	2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
	Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
	2023 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%
2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%	

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase from **58%** to **65%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		59%	61%	63%	65%
Goal Scaled		89	90	91	91
Actual Component	58%	51%	51%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
		Morton Ranch	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%
CCMR	2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
	2021 Actual	124	41%	363	48%	101	53%			39	74%	2	50%	10	60%	71	79%	391	48%	107	35%
	2022 Target		52%		57%		58%			81%		100%			57%		38%		54%		55%
	2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
	Met Target		N		N		N			N					N		Y		N		N
	2023 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%
2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%	

* Data source Domain 3

The percent of **Paetow** High School students who achieve the CCMR target will increase from **55%** to **64%** by July 2024.

	2021	2022	2023	2024
Goal Component		56%	63%	64%
Goal Scaled		87	91	91
Actual Component	55%	62%		
Actual Scaled	86	91		
Met Goal		Y		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Paetow	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
	2022 Target		54%		53%		59%		50%		79%		100%		50%		85%		57%		55%
	2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
	Met Target		N		Y		Y				Y				N		N		N		Y
	2023 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%
	2024 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%

* Data source Domain 3

The percent of **Seven Lakes** High School students who achieve the CCMR target will increase from **89%** to **95%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		90%	92%	94%	95%
Goal Scaled		98	98	99	99
Actual Component	89%	89%	91%		
Actual Scaled	97	97	98		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP
Seven Lakes	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	2019 Actual	57	89%	205	84%	336	87%	3	100%	221	96%			20	95%	36	47%	93	74%	50	73%
	2021 Actual	71	75%	220	87%	305	88%	3	100%	220	95%			23	96%	59	92%	100	74%	76	75%
	2022 Target		89%		84%		87%		100%		96%				95%		57%		79%		78%
	2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
	Met Target		N		Y		Y		Y		N				N		Y		N		Y
	2023 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%
2024 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%	

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase from **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Taylor	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
		2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
		2022 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		Met Target		N		Y		N				N		Y		Y		Y		N		N
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%		

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase from **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Tompkins	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		2022 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		Met Target		Y		N		N		N		Y		Y		N		Y		N		N
		2023 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%
2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%		

* Data source Domain 3