Katy Independent School District

West Memorial Elementary

2022-2023 Campus Improvement Plan

WEST MEMORIAL
ELEMENTARY

Mission Statement

The mission of West Memorial Elementary is to prepare students to become successful, innovative citizens and future leaders in a rapidly changing society through a qualified, committed staff, an innovative curriculum, and an involved community.

Vision

We are building courageous dreamers that are caring, giving, and dedicated to being one family. 4 Houses, 1 Family!

Value Statement

At West Memorial Elementary, we value the diversity of our students and their educational needs. We value partnerships with parents and the community to build academic strength in each child. Through team collaboration and support from our leadership team, professional development is encouraged and enhanced. We have a strong desire and commitment to teach the whole child and achieve academic success.

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Comprehensive Needs Assessment

Revised/Approved: June 28, 2022

Demographics

Demographics Summary

West Memorial Elementary is a ECSE, Life Skills, PK-5th grade Title I campus in Katy ISD.

Total Enrollment: 821

At-Risk: 59%

Economically Disadvantaged: 68%

ESL: 24%

Special Education: 18%

Gifted/Talented: 3%

Mobility Rate: 20%

Attendance Rate: 98%

WME has a mobility rate of 20%. This is likely due to the high number of economically disadvantaged students as well as the number of apartment complexes that are zoned to our campus, which is currently 15. Students are consistently monitored as they arrive to determine a need for in class interventions and RTI. Conferences with academic support and administration are held every nine weeks to discuss students at risk and in need of interventions.

Race/Ethnicity:

African American: 25%

Asian: 5%

Hispanic: 39%

White: 24%

Two or More: 7%

All of our teachers are highly qualified and have teacher certification (alternative or traditional route). 80% of our staff are ESL certified.

Our community is extremely diverse and consists of many cultures and languages. We have single family neighborhoods, 15 apartment complexes, and many multi-generational households.

Demographics Strengths

Students and staff at West Memorial Elementary are very welcoming and friendly to new students regardless of race and ethnicity.

Teachers continue to strive towards building a family community in their classrooms through Morning Meetings including Purposefull People, and intentional relationship and team building strategies. WME will be in the 2nd year of implementation of the House System as a positive reinforcement and motivational system in the 2022-2023 school year.

A co-teach model for ESL students has continued to be a strength as ESL students demonstrated academic growth in math, reading, and writing on DLAs and TELPAS.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Memorial Elementary does not have processes in place to determine interventions that are needed for students that arrive throughout the year. **Root Cause:** There are not clear expectations and procedures for pre-assessing new students.

Problem Statement 2 (Prioritized): Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-

risk and economically disadvantaged students have the most discipline referrals. **Root Cause:** Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Problem Statement 3 (Prioritized): West Memorial Elementary continues to struggle in the area of parental/community involvement. **Root Cause:** Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Student Learning

Student Learning Summary

2019, 2021, 2022 STAAR Data Comparison										
Grade	Subject	% Approaches			% Meets			% Masters		
		2019	2021	2022	2019	2021	2022	2019	2021	2022
3	Reading	89	69	73	52	30	45	34	9	27
	Math	89	54	65	58	18	38	31	3	12
4	Reading	70	60	75	40	30	43	17	14	22
	Math	73	60	48	44	33	19	23	18	6
	Writing	69	42	N/A	34	20	N/A	11	2	N/A
5	Reading	89	82	81	52	50	49	32	35	29
	Math	91	73	67	63	45	34	45	23	10
	Science	80	62	62	56	27	21	34	8	7

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
WME	130	19	1415	58.68%	65%	38%	12%
Economic Disadvantage	85	18	1390	55.16%	59%	27%	8%
Asian	6	23	1530	73%	83%	67%	33%
Black/African American	31	17	1378	53.03%	55%	16%	6%
Hispanic	54	19	1410	58.02%	63%	43%	13%
Two or More Races	9	15	1337	45.67%	33%	11%	11%
White	30	21	1461	66.73%	83%	57%	13%
Currently Emergent Bilingual	39	20	1430	61.82%	69%	49%	13%
Special Ed Indicator	24	14	1319	43%	29%	21%	4%
	May 2022 STAAR Mathematics, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	129	17	1469	49.57%	48%	19%	6%
Economic Disadvantage	89	16	1459	48.11%	46%	15%	4%
Asian	9	22	1568	66%	78%	56%	11%
Black/African American	32	13	1408	39.31%	28%	3%	0%
Hispanic	57	16	1459	47.93%	42%	18%	4%
Two or More Races	7	17	1477	51.29%	57%	14%	14%
White	24	21	1532	60.50%	75%	33%	17%
Currently Emergent Bilingual	36	19	1498	54.56%	61%	31%	8%
Special Ed Indicator	23	11	1363	31.13%	4%	0%	0%

	May 2022 STAAR Mathematics, Grade 3						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
	May 2022 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	126	21	1565	57.35%	67%	34%	10%
Economic Disadvantage	89	20	1546	54.47%	63%	28%	7%
Asian	7	24	1635	66.29%	71%	57%	29%
Black/African American	36	18	1515	49.08%	53%	14%	6%
Hispanic	43	21	1572	58.70%	72%	35%	9%
Two or More Races	6	18	1512	48.67%	50%	33%	0%
White	34	23	1605	64.09%	76%	50%	15%
Currently Emergent Bilingual	18	22	1581	60.50%	67%	56%	6%
Second Year of Monitoring	5	28	1738	76.60%	80%	60%	60%
Special Ed Indicator	21	19	1533	51.76%	48%	24%	10%

	WME 3-5 Mathematics						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
WME	385	19	1482	55%	60%	31%	10%
Economic Disadvantage	263	18	1466	53%	56%	23%	6%
Asian	22	23	1579	68%	77%	59%	23%
Black/African American	99	16	1437	47%	45%	11%	4%
Hispanic	154	18	1474	54%	58%	31%	8%
Two or More Races	22	16	1429	48%	45%	18%	9%
White	88	22	1536	64%	78%	48%	15%
Currently Emergent Bilingual	93	20	1486	59%	66%	43%	10%
Second Year of Monitoring	5	28	1738	77%	80%	60%	60%
Special Ed Indicator	68	14	1400	42%	26%	15%	4%
	May 2022 STAAR Reading, Grade 3						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
WME	130	22	1438	65%	73%	45%	27%
Economic Disadvantage	85	21	1423	62%	71%	40%	21%
Asian	6	24	1466	71%	83%	50%	17%
Black/African American	31	22	1431	64%	71%	42%	19%
Hispanic	54	21	1426	62%	69%	44%	30%

	May 2022 STAAR Reading, Grade 3						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
Two or More Races	9	22	1426	63%	78%	33%	22%
White	30	23	1465	68%	80%	53%	33%
Currently Emergent Bilingual	39	20	1407	60%	64%	44%	21%
Special Ed Indicator	24	17	1354	51%	50%	21%	17%
	May 2022 STAAR Reading, Grade 4						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	129	24	1516	67%	75%	43%	22%
Economic Disadvantage	89	24	1513	67%	74%	45%	19%
Asian	9	27	1559	75%	78%	67%	44%
Black/African American	32	23	1486	63%	69%	31%	13%
Hispanic	57	24	1506	66%	74%	42%	19%
Two or More Races	7	25	1537	71%	86%	71%	29%
White	24	26	1554	73%	83%	46%	29%
Currently Emergent Bilingual	36	24	1521	68%	72%	50%	28%
Special Ed Indicator	23	19	1419	51%	48%	9%	4%
	May 2022 STAAR Reading, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
WME	126	27	1579	71%	81%	49%	29%
Economic Disadvantage	89	27	1568	70%	80%	48%	27%
Asian	7	26	1615	69%	57%	57%	43%
Black/African American	36	27	1571	71%	81%	53%	22%
Hispanic	43	27	1578	72%	88%	49%	28%
Two or More Races	6	24	1545	64%	67%	33%	33%
White	34	27	1587	71%	79%	47%	32%
Currently Emergent Bilingual	18	25	1544	66%	67%	44%	28%
Second Year of Monitoring	5	32	1722	84%	100%	80%	60%
Special Ed Indicator	21	23	1506	60%	67%	19%	10%

	Reading/ELA						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
WME	385	24	1510	68%	76%	46%	26%
Economic Disadvantage	263	24	1502	66%	75%	44%	22%
Asian	22	26	1551	72%	73%	59%	36%

	Reading/ELA						
	Total Students	**Raw Score**	**Scale Score**	**Percent Score**	**Approaches**	**Meets**	**Masters**
Black/African American	99	24	1500	66%	74%	42%	18%
Hispanic	154	24	1498	66%	76%	45%	25%
Two or More Races	22	24	1494	66%	77%	45%	27%
White	88	26	1536	71%	81%	49%	32%
Currently Emergent Bilingual	93	23	1477	64%	68%	46%	25%
Second Year of Monitoring	5	32	1722	84%	100%	80%	60%
Special Ed Indicator	68	19	1423	54%	54%	16%	10%

Student Learning Strengths

2020 STAAR results and campus data show strengths in the following areas:

- LEP students in 3rd Math DLA data had the highest percent of students meet approaches at 60%
- 1st year monitor students achieved 100% approaches standards on 4th and 5th grade Math STAAR and 100% achieved meets standards in 5th grade Math STAAR
- 1st year monitor students achieved the highest percentage of Meets standards on 4th grade Math STAAR
- 82% of 5th grade students scored approaches or above on the Reading STAAR
- 69% of 3rd grade students scored approaches or above on the Reading STAAR

When reviewing 20-21 Campus Fountas and Pinnel End of the year data, the following strengths were noted.

- 92% of Asian American kindergarten students were on or above grade level for reading
- Over half of our kindergarten white students were reading above or on grade level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special education students continue to show achievement gaps based on campus data. **Root Cause:** Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

Problem Statement 2 (Prioritized): Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. **Root Cause:** There was a lack of quality first time instruction and small group engagement this year.

Problem Statement 3: Less than 50% of students in all grade levels ended the 2021 school year reading on grade level or above. **Root Cause:** There was a lack of planning and preparation for quality instruction in both whole group and small group.

School Processes & Programs

School Processes & Programs Summary

The curriculum and instruction at West Memorial Elementary is driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem solving skills.

West Memorial Elementary and the district are guided by KISD cornerstones and West Memorial Elementary will focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are monitored with teacher data binders to hold teachers accountable for individual student progress. Teachers analyze both formal data such as: STAAR, DLAs, CBAs, F&P and other informal assessments throughout the year during weekly plannings, short range planning, and long rang planning to create targeted specific lesson plans and plan effective intervention in small groups. Identified students with academic needs receive targeted intervention during school hours through Response to Intervention with academic support teachers in a small group setting. Students in grades Kinder-2nd will receive extra science lessons bimonthly through the science lab and 3rd-5th grade students will receive extra science lessons weekly through the science lab. Students will receive both hands on activities in the classroom and science lab.

As part of the Katy ISD systems, West Memorial Elementary has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPad, Smart-board, document camera, and laptops/Chromebook. Wireless access points have been installed all over the building. There are two computer labs with 30 computers in each lab. The labs are used for a variety of teaching and learning programs. Additionally, there are 10 computers in the library that teachers and students use to search for books, research projects, and other educational projects. We are consistently purchasing technology to reach our student 1:1 technology goal.

Students are encouraged to use a variety of programs and apps using iPads and computers. All teachers are expected to integrate the use of Smart-board technology including document cameras into their daily activities and lessons.

School Processes & Programs Strengths

West Memorial Elementary has recognized the following strengths:

- Road maps to target specific TEKS for instruction are created by teachers and instructional coaches
- Teacher analyzed reports and data meetings with the district accountability coordinator to map out the next steps of reteach and intervention
- Teacher created common based assessments
- Weekly team planning
- Long range and short range planning with instructional coaches
- Teachers attending outside district professional development
- Providing differentiated instruction
- Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts
- Safety Drills are practiced and conducted according to district guidelines
- Students who are in need of academic strength received targeted intervention during the school day

- Implementation of math programs that motivate students to seek progress on their own learning (Dreambox challenges every 9 weeks)
- Every classroom has access to classroom assigned technology
- Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology
- All classrooms are equipped with computers, iPad, Smart-board, and document camera in keeping with current technology
- Our campus is provided a Campus Technology Coordinator
- Efficient arrival and dismissal procedures
- Consistent staff communication with parents
- Engaging and interactive lessons

Our campus is staffed with an academic support team of ten teachers and two paraprofessionals. This team serves a diverse group of students who need Tier II or Tier III intervention and support. We have a district technology support staff member that provides technology staff development opportunities for staff members to become more competent and effective with the use of technology in the classroom. Our high-quality, talented teachers set academic and personal goals at the start of the year, and they meet with the administration team at the beginning and end of the year to discuss progress made towards the goals. They also meet once a week with their colleagues for collaborative planning. The team leaders play an important role in helping new teachers adapt and hold meetings to disseminate and clarify information. Instructional Coaches will begin coaching cycles to meet each individual teacher where their needs are.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. **Root Cause:** There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

Problem Statement 2 (Prioritized): Discipline data shows physical contact and non compliance to be the top 2 actions which result in discipline referrals. **Root Cause:** Emotional regulation is not included in expected instructional curriculum or state required standards.

Problem Statement 3 (Prioritized): General education teachers, special education teachers and academic support teachers find it challenging to collaborate effectively to improve all students academic and/or behavior progress. **Root Cause:** Teachers don't see the value of these collaborative conversations.

Perceptions

Perceptions Summary

One of the core beliefs at West Memorial Elementary is that students, staff and community members thrive best in an environment that is fully immersed in positivity and clear expectations for every procedure. West Memorial adapted the PBIS model in the 21-22 school year by utilizing the Ron Clark Academy House System which will focus more on intrinsic motivation and the idea that contributing to the good of the whole can be just as rewarding as tangible rewards. This system will create a positive climate and culture for students and staff that will build character, relationships, and school spirit. The campus uses the PBIS rewards APP to award house points to students and track and recognize students and houses who are leaders in earning points. Additionally KISD has adopted Character Strong (Purposeful People in elementary) to enhance character development. A Core Team has been developed for both the House System and Purposeful People in order to facilitate implementation and analyze the efficacy of the implementation throughout the year.

At WME we will also establish school wide expectations and promote a positive learning environment.

School-Wide Expectations are summarized in the acronym, PAWS.

P - Positive Attitude

A - Act Responsibly

W - Work Hard

S - Show Respect

It is also an expectation for teachers to conduct morning meetings five days a week. The time for morning meetings is built into the master schedule. During these meetings social skills, conflict resolution strategies, and other important life skills are discussed, role played, and reviewed.

West Memorial Elementary prides itself on creating an environment where parents and community members feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone, email, communication logs and planners, as well as social media. Informational documents are sent via E-News and each homeroom teacher sends weekly newsletters highlighting important dates and activities. Teachers also keep their canvas pages up to date and share information. In addition, we offer several events and programs throughout the school year to encourage a strong, positive and responsive relationship with our community. Our front office staff greets family and community members and creates a welcoming environment.

Perceptions Strengths

West Memorial Elementary School celebrates these strengths:

Continued Implementation of PAW expectations

Daily morning meetings

Teachers facilitating conflict resolution between students

Level of engagement in lessons and tightening transition time.

Utilizing our campus Social Worker and Counselor to help students increase problem solving skills, friendship skills, conflict resolution skills and gain an empathy for others.

West Memorial Elementary School maintains relationships with Family and Community by participating in the following activities:

KEYS Mentoring Program (Keep Encouraging Youth toward Success)

PALS Mentoring Program (High School Student Mentor Program)

VIPS (Volunteers in Public Schools)

PIE (Partners in Education)

Student Buddies Program

Tears and Cheers Breakfast

PTA Meetings and Grade Level Programs

Evening Book Fair open house

Curriculum Night

Grandparent's Day

Family Fitness Nights

Read, Deed, Run

Reading Patrol

Watch D.O.G.S. (Dads of Great Students)

Core Essentials Program

Celebration of Learning

Holiday class parties

Book Character Parade

Peace Parade

Multicultural Celebration

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline data shows physical contact and non compliance to be the top 2 actions which result in discipline referrals. **Root Cause:** Emotional regulation is not included in expected instructional curriculum or state required standards.

Priority Problem Statements

Problem Statement 3: West Memorial Elementary does not have processes in place to determine interventions that are needed for students that arrive throughout the year.

Root Cause 3: There are not clear expectations and procedures for pre-assessing new students.

Problem Statement 3 Areas: Demographics

Problem Statement 1: Special education students continue to show achievement gaps based on campus data.

Root Cause 1: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention.

Root Cause 2: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 5: Discipline data shows physical contact and non compliance to be the top 2 actions which result in discipline referrals.

Root Cause 5: Emotional regulation is not included in expected instructional curriculum or state required standards.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 4: Discipline data shows that physical contact which disrupts the learning environment is the most common discipline infraction at WME, and at-risk and economically disadvantaged students have the most discipline referrals.

Root Cause 4: Lack of training opportunities in proactive relationship building and verbal de-escalation of students.

Problem Statement 4 Areas: Demographics

Problem Statement 7: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data.

Root Cause 7: There was a lack of quality first time instruction and small group engagement this year.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: West Memorial Elementary continues to struggle in the area of parental/community involvement.

Root Cause 8: Meaningful parent/school relationships are not being cultivated due to the high mobility rate of our students..

Problem Statement 8 Areas: Demographics

Problem Statement 6: General education teachers, special education teachers and academic support teachers find it challenging to collaborate effectively to improve all students academic and/or behavior progress.

Root Cause 6: Teachers don't see the value of these collaborative conversations.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Provide training and resources to Special Education teachers to ensure they can plan appropriately, have knowledge of the content that needs to be taught and the delivery of the instruction is cohesive with the grade level content.

Evaluation Data Sources: IEP goal progress, grade reports, campus, district and state assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Special education resource/ co-teachers will have a weekly designated planning time and opportunities to participate in professional learning to build stronger content knowledge and develop various strategies to support learning in the general education and special education setting. **Strategy's Expected Result/Impact:** Sped teachers are more effectively able to plan and modify the content for special education students. **Staff Responsible for Monitoring:** Special Education Team Leader, Principal, **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Professional Development - 211 - Title I Part A - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Create a more efficient master schedule to allow more consistency in the students and teachers they support and maximize learning time with a focus on special education and at risk students. **Strategy's Expected Result/Impact:** Sped teachers will support no more than 3 different grade contents. **Staff Responsible for Monitoring:** Principal, Special Education Team Leader **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percent of West Memorial Elementary Students, including those at-risk, who achieve meets and above in 3rd Grade Math will increase from 58% to 63% by July 2023.

HB3 Goal

Evaluation Data Sources: 3rd-5th grade DLA and state assessment data and Dreambox data
K-2nd grade Dreambox, teacher data binders, DLAs if applicable

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Math Teachers, including special education and intervention teachers, will participate in professional development and utilize Katy ISD resources and campus purchased resources to ensure implementation of the math workshop model, and students will be offered opportunities for tutoring before, during, and after school. **Strategy's Expected Result/Impact:** Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on CBAs, DLAs, and STAAR. In 3rd grade math the percent of students achieving meets will increase from 58% to 59% on the 2020-2021 STAAR. **Staff Responsible for Monitoring:** Math Teachers, Instructional Coach, Academic Support, Special Education Teachers, Assistant Principals, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Tutorial Pay - 211 - Title I Part A - $5,050, Materials, Supplies, Resources - 211 - Title I Part A - $2,500, Reading Materials for Staff - 211 - Title I Part A - $1,000, Staff Development - 282 - ESSER III - $12,000, Extra Duty - 282 - ESSER III - $11,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year.

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

Performance Objective 3: The percent of West Memorial Elementary 3rd grade students including those at-risk who achieve Meets and above in Reading will increase from 52% to 57% by July 2023.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: ELAR Teachers, including special education and intervention teachers, will participate in professional development and utilize Katy ISD resources and campus purchased resources to ensure implementation of readers and writers workshop and phonics lessons, and students will be offered opportunities for tutoring before, during, and after school. **Strategy's Expected Result/Impact:** Data will demonstrate student growth in target TEKS per student. Effective Instruction will result in student progress on CBAs, DLAs, and STAAR. In 3rd grade reading the percent of students achieving meets will increase from 58% to 59% on the 2020-2021 STAAR. **Staff Responsible for Monitoring:** Reading Teachers and ICs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Tutorials Pay - 211 - Title I Part A - $5,050, Supplies, Materials, Resources - 211 - Title I Part A - $2,500, Reading Materials for Students - 211 - Title I Part A - $13,000, Reading materials for Staff - 211 - Title I Part A - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. **Root Cause**: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

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

Performance Objective 4: WME staff will participate in collaborative conversations about student academic performance at least once each nine weeks as a part of MTSS processes.

Evaluation Data Sources: Data digs and kid chats

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: WME teachers will attend four school wide MTSS kid chats throughout the school year during which progress monitoring for students receiving ESL or Academic support interventions and/or tutorials will be discussed. **Strategy's Expected Result/Impact:** Teachers will collaborate about all students academic performance. **Staff Responsible for Monitoring:** RTI facilitator **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: WME teachers will attend "data digs" with academic support teachers each nine weeks to review and analyze current data with a focus on performance of at-risk students. **Strategy's Expected Result/Impact:** Teachers will analyze individual student data. **Staff Responsible for Monitoring:** Campus leadership **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **- ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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. **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. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers **- ESF Levers:** Lever 4: High-Quality Curriculum				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: ESF Annual Goal: By May 2023, at least 80% of WME teachers will implement small group instruction in reading and math and will see at least 2 small groups per content each day at least 4 days each week.

High Priority

Evaluation Data Sources: weekly planning, teacher walk throughs, leadership learning walks, lesson plans

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

Performance Objective 7: ESF 90 Day Goal: By December 2022, All Reading and Math teachers at WME will pull at least 1 small group in Reading and Math for at least 3 days each week.

Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: WME Leadership team will create and communicate an accountability tool to assess where teachers are in reaching the 90 day goal. **Strategy's Expected Result/Impact:** calibration amongst leadership team in look fors and explicit communication with staff about expectations. **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: K-3 and 5th grade Math Teachers will utilize a universal screener, and 4th grade math teachers will utilize running records to collect baseline data on students in order to begin forming targeted small groups. **Strategy's Expected Result/Impact:** Teachers will know where their students are starting mathematically so they can plan more targeted small group instruction. **Staff Responsible for Monitoring:** Math IC, Admin, Math Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: 1st-5th grade ELAR teachers will analyze Fountas and Pinnell data from the previous year and STAAR data to collect baseline data on their current students in order to begin forming targeted small groups. **Strategy's Expected Result/Impact:** Teachers will know where their students are starting mathematically so they can plan more targeted small group instruction. **Staff Responsible for Monitoring:** ELAR IC, Admin, ELAR teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Math and ELAR teachers will work with ICs and team mates to create data binders where they will track student progress in small group instruction as evidenced by anecdotal notes and small group plans. **Strategy's Expected Result/Impact:** There will be clear system that shows evidence that teachers are consistently planning and pulling for small groups and taking data on students progress in small groups. **Staff Responsible for Monitoring:** ICs, Admin, teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Math and ELAR teachers will attend small group planning with instructional coaches weekly to discuss data used to form small groups and share small group lessons and strategies. **Strategy's Expected Result/Impact:** Small group instruction will be targeted at specific TEKS and individual student needs. **Staff Responsible for Monitoring:** ICs, admin, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs
Problem Statement 1: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. **Root Cause**: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

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

Performance Objective 8: ESF 180 Day Goal: By February 2023, 60% of Reading and Math teachers at WME will pull at least 2 small groups in Reading and Math for at least 3 days each week.

Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Instructional Coaches and Math and Reading teachers will discuss high impact TEKS in Long Range Planning to guide small group instruction. **Strategy's Expected Result/Impact:** Teachers will know the most important TEKS to scaffold and reinforce through small group instruction **Staff Responsible for Monitoring:** Teachers, ICs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Instructional Coaches will implement coaching cycles with individual teachers based on their feedback, needs, and strengths. Coaching cycles may include Instructional Coaches modeling, observing, and/or meeting individually with teachers to discuss review feedback and discuss goals. **Strategy's Expected Result/Impact:** Instructional Coaches will support teachers at their level with curriculum and instruction. **Staff Responsible for Monitoring:** Admin, ICs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Leadership team will schedule weekly learning walks focused on observing small group instruction and will reserve time in each weekly leadership team meeting to debrief learning walks and plan for support for teachers who are struggling. **Strategy's Expected Result/Impact:** alignment between leadership team in supporting teachers on campus, accountability to ensure that small group instruction is happening in classrooms. **Staff Responsible for Monitoring:** leadership team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Heather Gower, Math Lead Teacher will lead a professional development on the math small group model for math teachers during a KISD professional development day. **Strategy's Expected Result/Impact:** Teachers will understand and be able to implement the expected sequence of small group instruction in math. **Staff Responsible for Monitoring:** admin, math IC **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: WME will partner with Cimarron Elementary to bring Whitney LaRocca to provide training on Words of Wonder and Patterns of Power for K-5 ELA teachers on a Katy ISD professional development day. **Strategy's Expected Result/Impact:** Teachers will have new strategies to implement in ELAR instruction to				

help student be successful.
Staff Responsible for Monitoring: ELA IC, admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year.
School Processes & Programs
Problem Statement 1: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. **Root Cause**: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

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

Performance Objective 9: ESF 270 Day Goal: By May 2023, 80% of Reading and Math teachers at WME will pull at least 2 small groups in Reading and Math for at least 3 days each week.

Evaluation Data Sources: Data Digs notes, PLC notes, Small group notes in data binders, running records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Instructional coaches and Math and ELAR teachers will use cumulative assessment data as well as previous STAAR data to continue to refine small group instruction. **Strategy's Expected Result/Impact:** Students will revisit skills that have been difficult throughout the school year and prepare for STAAR. **Staff Responsible for Monitoring:** teachers and ICs **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Reading small group instruction will follow the Rally, Try It, Try It, Link model for every small group lesson. **Strategy's Expected Result/Impact:** Teacher will model, students will have the opportunity for guided practice, and then students will be able to independently demonstrate mastery of the skill or strategy being taught. **Staff Responsible for Monitoring:** ELAR IC, ELAR teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Math small group instruction will consist of the following sequence: forward # counting, # identification, backward # counting, numeracy progression, and current skill or word problem work. **Strategy's Expected Result/Impact:** Teachers will scaffold student number sense from where they are to where they should be, thereby closing gaps in Math. **Staff Responsible for Monitoring:** Math IC, Math teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year.
School Processes & Programs
Problem Statement 1: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. **Root Cause**: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom.

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

Performance Objective 1: Provide devices, technology, technology accessories, learning materials, lab supplies, and resources to enhance the learning experience for students in grades PK-5.

Evaluation Data Sources: Budget Ledgers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: WME will purchase instructional technology, technology accessories, learning materials, lab supplies, and resources to support innovative instruction in PK-5 Classrooms during the school year as well as learning materials, resources, and snacks for summer learning on campus. **Strategy's Expected Result/Impact:** Teachers will utilize technology and materials to enhance instructional strategies and practices. **Staff Responsible for Monitoring:** Librarian, Financial Clerk, Principal **Funding Sources:** Technology and Technology Accessories - 211 - Title I Part A - $20,000, Prepared media - 211 - Title I Part A - $10,000, General Supplies - 211 - Title I Part A - $5,078				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: WME teachers will complete required district assessments and utilize data to guide instructional practices.

Evaluation Data Sources: AWARE, Cambium, Dreambox Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All students will complete district assessments (Dreambox, F&P, TX KEA, TPRI, Circle Progress Monitoring, DLAs) throughout the school year within the window specified by KISD. **Strategy's Expected Result/Impact:** General education teachers, academic support teachers, and instructional coordinators will utilize data to determine appropriate interventions for students who are not making adequate progress. **Staff Responsible for Monitoring:** Instructional coordinator, Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. **Root Cause**: There was a lack of quality first time instruction and small group engagement this year.

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: West Memorial Elementary will plan events that encourage involvement with local businesses, parents and students to engage in campus community activities.

Evaluation Data Sources: sign in sheets and invitations to events, parent and community survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Create virtual and face to face parent participation opportunities to engage parents in trainings and special events at the school including a parent training to reinforce learning using summer learning kits provided by the campus. . **Strategy's Expected Result/Impact:** Results will be based on parent survey of training benefits. Data will show 2/3 of parents found the information useful **Staff Responsible for Monitoring:** Principal, Campus appointed committee (Community engagement committee) **Title I:** 4.2 **Funding Sources:** Extra duty Paraprofessional Pay - 211 - Title I Part A - $1,010, Other Contracted Services - 211 - Title I Part A - $1,000, Reading Materials for parental involvement - 211 - Title I Part A - $5,000, Printing - 211 - Title I Part A - $1,000, General Supplies - 211 - Title I Part A - $5,000, Snacks - 211 - Title I Part A - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Develop and distribute the parent parent and family engagement policy and and compact as well as utilize Canvas, announcement videos and ENews to spotlight achievements, resources, community, KVA news and upcoming events. **Strategy's Expected Result/Impact:** Campus will send out weekly information to all WME parents with information regarding school events. Data will show all parents received a weekly email from the school to the email address on file. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: WME will plan events to prepare PK/Kinder students for the transition into school and 5th grade students for the transition to junior high. **Strategy's Expected Result/Impact:** Students will be prepared for their new learning environments and parents will l be informed of the specific needs for the transition. **Staff Responsible for Monitoring:** Principal, Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: West Memorial Elementary will utilize preventive strategies to increase the emotional well-being of students through positive support systems (e.g., Ron Clark House System, morning meetings and the implementation of school wide social emotional learning programs-Purposefull People) and continuing tiered levels of identification and intervention to monitor, assist and reduce the numbers of students who exhibit disruptive discipline behaviors (physical contact and noncompliance).

Evaluation Data Sources: discipline referrals, RTI data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement Ron Clark House System to increase positive behavior support and community relationships by creating a welcoming and supporting culture for students and staff. **Strategy's Expected Result/Impact:** Discipline data will show a decrease in discipline referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselor, Classroom Teachers **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Employee Registration - 211 - Title I Part A - $5,000, Employee Room and Board - 211 - Title I Part A - $5,000, Admin Registration - 211 - Title I Part A - $4,000, Admin Room and Board - 211 - Title I Part A - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement the Purposefull People program to increase student's social and emotional connectedness, build relationship skills with peers and adults, and develop self-management and decision making strategies to demonstrate appropriate conflict resolution. **Strategy's Expected Result/Impact:** Through student surveys, there will be an Increase in student's emotional well-being and ability to solve conflicts in a positive manner. **Staff Responsible for Monitoring:** Counselor, PurposeFull People Core Team, Teachers **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Continue to implement morning meetings and growth mindset to build a positive classroom culture establishing a climate of trust and respect where students feel supported emotionally, socially and academically. **Strategy's Expected Result/Impact:** Through student and staff surveys, there will be an increase in positive classroom climate and rapport. **Staff Responsible for Monitoring:** Classroom Teachers, Team Leaders, Assistant Principals, Principal **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. **Strategy's Expected Result/Impact:** Parents, Teachers and Students will be aware of warning signs of violent behavior or bullying and be able to proactively address these concerns to prevent violence and bullying on campus. **Staff Responsible for Monitoring:** Counselor, Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: The school counselor will implement a new student program in which she meets regularly with new students to transition them into WME. In addition she will establish a student ambassador program to allow current students opportunities to partner with and mentor new students in the same grade level/homeroom. **Strategy's Expected Result/Impact:** Student ambassadors will develop strong leadership and communication skills and create a welcoming climate for new students. New students will have a smooth transition and adjustment to their new school. **Staff Responsible for Monitoring:** Keisha Thomas- School Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: West Memorial Elementary does not have processes in place to determine interventions that are needed for students that arrive throughout the year. **Root Cause**: There are not clear expectations and procedures for pre-assessing new students.

Goal 6: 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: WME will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Evaluation Data Sources: Job fair sign in sheets, staff retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: WME administration and leadership will participate in the Katy ISD job fair and collaborate to interview and select high quality candidates. **Strategy's Expected Result/Impact:** WME will hire highly effective teachers **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: WME will have team and morale building activities throughout the school year in order to create a positive culture of staff retention. **Strategy's Expected Result/Impact:** There will be a low turnover rate at WME **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: WME will hire 2 Academic Support Teachers and a Science Lab Facilitator to provide intervention to at- risk students and hands on STEAM experiences to all students during the school year and will hire campus staff to provide summer school opportunities to students in grades 3 and 4 who are not successful on state assessments. **Strategy's Expected Result/Impact:** Students will demonstrate an improvement in content and process skills knowledge. **Staff Responsible for Monitoring:** Instructional Coaches, Instructional Coordinator, Principal **Funding Sources:** Professional Pay for Teachers - 211 - Title I Part A - $206,062				

 No Progress Accomplished Continue/Modify Discontinue

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Demographics Demographics Summary West Memorial Elementary is a ECSE, Life Skills, PK-5th grade Title I campus in Katy ISD. Total Enrollment: 821 At-Risk: 59% Economically Disadvantaged: 68% ESL: 24% Special Education: 18% Gifted/Talented: 3% Mobility Rate: 20% Attendance Rate: 98% WME has a mobility rate of 20%. This is likely due to the high number of economically disadvantaged students as well as the number of apartment complexes that are zoned to our campus, which is currently 15. Students are consistently monitored as they arrive to determine a need for in class interventions and RTI. Conferences with academic support and administration are held every nine weeks to discuss students at risk and in need of interventions. Race/Ethnicity: African American: 25% Asian: 5% Hispanic: 39% White: 24% Two or More: 7% All of our teachers are highly qualified and have teacher certification (alternative or traditional route). 80% of our staff are ESL certified. Our community is extremely diverse and consists of many cultures and languages. We have single family neighborhoods, 15 apartment complexes, and many multi-generational households.

Student Learning Strengths 2020 STAAR results and campus data show strengths in the following areas: LEP students in 3rd Math DLA data had the highest percent of students meet approaches at 60% 1st year monitor students achieved 100% approaches standards on 4th and 5th grade Math STAAR and 100% achieved meets standards in 5th grade Math STAAR 1st year monitor students achieved the highest percentage of Meets standards on 4th grade Math STAAR 82% of 5th grade students scored approaches or above on the Reading STAAR 69% of 3rd grade students scored approaches or above on the Reading STAAR When reviewing 20-21 Campus Fountas and Pinnel End of the year data, the following strengths were noted. 92% of Asian American kindergarten students were on or above grade level for reading Over half of our kindergarten white students were reading above or on grade level Problem Statements Identifying Student Learning Needs Problem Statement 1: Special education students continue to show achievement gaps based on campus data. Root Cause: Special education teachers have limited opportunities to plan with general education teachers and instructional coaches to stay up to date with curriculum, effective strategies and to be able to participate in delivery instruction in a co-teach model. Problem Statement 2: Although %AMM scores in 3rd grade Math growth, 4th and 5th grade Math showed significant decreases compared to 2021 data. Root Cause: There was a lack of quality first time instruction and small group engagement this year. Problem Statement 3: Less than 50% of students in all grade levels ended the 2021 school year reading on grade level or above. Root Cause: There was a lack of planning and preparation for quality instruction in both whole group and small group.

School Processes & Programs Summary The curriculum and instruction at West Memorial Elementary is driven by the district's scope and sequence and unit plans which promote students' learning abilities as well as the development of critical thinking and problem solving skills. West Memorial Elementary and the district are guided by KISD cornerstones and West Memorial Elementary will focus especially on student growth and achievement based on data, student ownership of learning, implementation of best strategies, enrichment opportunities and instruction. Student needs are monitored with teacher data binders to hold teachers accountable for individual student progress. Teachers analyze both formal data such as: STAAR, DLAs, CBAs, F&P and other informal assessments throughout the year during weekly plannings, short range planning, and long rang planning to create targeted specific lesson plans and plan effective intervention in small groups. Identified students with academic needs receive targeted intervention during school hours through Response to Intervention with academic support teachers in a small group setting. Students in grades Kinder-2nd will receive extra science lessons bimonthly through the science lab and 3rd-5th grade students will receive extra science lessons weekly through the science lab. Students will receive both hands on activities in the classroom and science lab. As part of the Katy ISD systems, West Memorial Elementary has access to all of the latest technological hardware and software. All

students, teachers, administrators, and staff members have access to computers, iPad, Smart-board, document camera, and laptops/Chromebook. Wireless access points have been installed all over the building. There are two computer labs with 30 computers in each lab. The labs are used for a variety of teaching and learning programs. Additionally, there are 10 computers in the library that teachers and students use to search for books, research projects, and other educational projects. We are consistently purchasing technology to reach our student 1:1 technology goal. Students are encouraged to use a variety of programs and apps using iPads and computers. All teachers are expected to integrate the use of Smart-board technology including document cameras into their daily activities and lessons. School Processes & Programs Strengths West Memorial Elementary has recognized the following strengths: Road maps to target specific TEKS for instruction are created by teachers and instructional coaches Teacher analyzed reports and data meetings with the district accountability coordinator to map out the next steps of reteach and intervention Teacher created common based assessments Weekly team planning Long range and short range planning with instructional coaches Teachers attending outside district professional development Providing differentiated instruction Teacher implemented problem solving strategies to strengthen conceptual understanding of math concepts Safety Drills are practiced and conducted according to district guidelines Students who are in need of academic strength received targeted intervention during the school day Implementation of math programs that motivate students to seek progress on their own learning (Dreambox challenges every 9 weeks) Every classroom has access to classroom assigned technology Most teachers report that access to technology has increased their skill level and confidence in the ability to use technology All classrooms are equipped with computers, iPad, Smart-board, and document camera in keeping with current technology Our campus is provided a Campus Technology Coordinator Efficient arrival and dismissal procedures Consistent staff communication with parents Engaging and interactive lessons Our campus is staffed with an academic support team of ten teachers and two paraprofessionals. This team serves a diverse group of students who need Tier II or Tier III intervention and support. We have a district technology support staff member that provides technology staff development opportunities for staff members to become more competent and effective with the use of technology in the classroom. Our high-quality, talented teachers set academic and personal goals at the start of the year, and they meet with the administration team at the beginning and end of the year to discuss progress made towards the goals. They also meet once a week with their colleagues for collaborative planning. The team leaders play an important role in helping new teachers adapt and hold meetings to disseminate and clarify information. Instructional Coaches will begin coaching cycles to meet each individual teacher where their needs are. Problem Statements Identifying School Processes & Programs Needs Problem Statement 1: General Education teachers are not effectively utilizing small group time for intervention for students who are not receiving pull out intervention. Root Cause: There are not clear expectations in place for teachers for planning and implementing small group instruction in the classroom. Problem Statement 2: Discipline data shows physical contact and non compliance to be the top 2 actions which result in discipline referrals. Root Cause: Emotional regulation is not included in expected instructional curriculum or state required standards. Problem Statement 3: General education teachers, special education teachers and academic support teachers find it challenging to collaborate effectively to improve all students academic and/or behavior progress. Root Cause: Teachers don't see the value of these collaborative conversations.

Perceptions Summary One of the core beliefs at West Memorial Elementary is that students, staff and community members thrive best in an environment that is fully immersed in positivity and clear expectations for every procedure. West Memorial adapted the PBIS model in the 21-22 school year by utilizing the Ron Clark Academy House System which will focus more on intrinsic motivation and the idea that contributing to the good of the whole can be just as rewarding as tangible rewards. This system will create a positive climate and culture for students and staff that will build character, relationships, and school spirit. The campus uses the PBIS rewards APP to award house points to students and track and recognize students and houses who are leaders in earning points. Additionally KISD has adopted Character Strong (Purposeful People in elementary) to enhance character development. A Core Team has been developed for both the House System and Purposeful People in order to facilitate implementation and analyze the efficacy of the implementation throughout the year. At WME we will also establish school wide expectations and promote a positive learning environment. School-Wide Expectations are summarized in the acronym, PAWS. P - Positive Attitude A - Act Responsibly W - Work Hard S - Show Respect It is also an expectation for teachers to conduct morning meetings five days a week. The time for morning meetings is built into the master schedule. During these meetings social skills, conflict resolution strategies, and other important life skills are discussed, role played, and reviewed. West Memorial Elementary prides itself on creating an environment where parents and

community members feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways including phone, email, communication logs and planners, as well as social media. Informational documents are sent via E-News and each homeroom teacher sends weekly newsletters highlighting important dates and activities. Teachers also keep their canvas pages up to date and share information. In addition, we offer several events and programs throughout the school year to encourage a strong, positive and responsive relationship with our community. Our front office staff greets family and community members and creates a welcoming environment. Perceptions Strengths West Memorial Elementary School celebrates these strengths: Continued Implementation of PAW expectations Daily morning meetings West Memorial Elementary Generated by Plan4Learning.com 14 of 16 Campus #103 September 20, 2022 9:40 AM Teachers facilitating conflict resolution between students Level of engagement in lessons and tightening transition time. Utilizing our campus Social Worker and Counselor to help students increase problem solving skills, friendship skills, conflict resolution skills and gain an empathy for others. West Memorial Elementary School maintains relationships with Family and Community by participating in the following activities: KEYS Mentoring Program (Keep Encouraging Youth toward Success) PALS Mentoring Program (High School Student Mentor Program) VIPS (Volunteers in Public Schools) PIE (Partners in Education) Student Buddies Program Tears and Cheers Breakfast PTA Meetings and Grade Level Programs Evening Book Fair open house Curriculum Night Grandparent's Day Family Fitness Nights Read, Deed, Run Reading Patrol Watch D.O.G.S. (Dads of Great Students) Core Essentials Program Celebration of Learning Holiday class parties West Memorial Elementary Generated by Plan4Learning.com 15 of 16 Campus #103 September 20, 2022 9:40 AM Book Character Parade Peace Parade Multicultural Celebration Problem Statements Identifying Perceptions Needs Problem Statement 1: Discipline data shows physical contact and non compliance to be the top 2 actions which result in discipline referrals. Root Cause: Emotional regulation is not included in expected instructional curriculum or state required standard

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Ashley Cody	Teacher	Title I	1
Jennifer Lightsey	Teacher	Title I	1
Loretta Thompson	Teacher	Title I	1

2022-2023 Campus Advisory Council

Committee Role	Name	Position
Administrator	Tamika Holdman	Assistant Principal
Classroom Teacher	Jamieson Sermo	5th grade teacher
Classroom Teacher	Megan Spaulding	Math Academic Support Teacher
Parent	Deborah Ayres	parent
Parent	Rachel Cunningham	parent
Parent	MaryBeth Cameron	parent
Parent	Diana Vigil	Parent
Parent	Lindsey Curiel	parent
Campus Title I Liaison	Casey Gentry	Instructional Coordinator
District-level Professional	Vivian Muldune	KISD Title I Facilitator
Classroom Teacher	Lindsey Roloff	ESL Teacher
Classroom Teacher	Hunter Kreier	4th Grade Teacher
Community Representative	Elizabeth Hodges	Community Member

Campus Funding Summary

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$4,000.00
1	2	1	Materials, Supplies, Resources		$2,500.00
1	2	1	Tutorial Pay		$5,050.00
1	2	1	Reading Materials for Staff		$1,000.00
1	3	1	Reading materials for Staff		$1,000.00
1	3	1	Tutorials Pay		$5,050.00
1	3	1	Reading Materials for Students		$13,000.00
1	3	1	Supplies, Materials, Resources		$2,500.00
2	1	1	Technology and Technology Accessories		$20,000.00
2	1	1	General Supplies		$5,078.00
2	1	1	Prepared media		$10,000.00
4	1	1	Printing		$1,000.00
4	1	1	Reading Materials for parental involvement		$5,000.00
4	1	1	Extra duty Paraprofessional Pay		$1,010.00
4	1	1	Other Contracted Services		$1,000.00
4	1	1	Snacks		$500.00
4	1	1	General Supplies		$5,000.00
5	1	1	Employee Registration		$5,000.00
5	1	1	Admin Registration		$4,000.00
5	1	1	Admin Room and Board		$4,000.00
5	1	1	Employee Room and Board		$5,000.00
6	1	3	Professional Pay for Teachers		$206,062.00
				Sub-Total	$306,750.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Staff Development		$12,000.00
1	2	1	Extra Duty		$11,000.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$23,000.00

Addendums

CONFIDENTIAL

Texas Education Agency
2019 Accountability Ratings Overall Summary
WEST MEMORIAL EL (101914103) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		82	B
STAAR Performance	54	82	
College, Career and Military Readiness			
Graduation Rate			
School Progress		81	B
Academic Growth	74	79	C
Relative Performance (Eco Dis: 49.8%)	54	81	B
Closing the Gaps	85	80	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

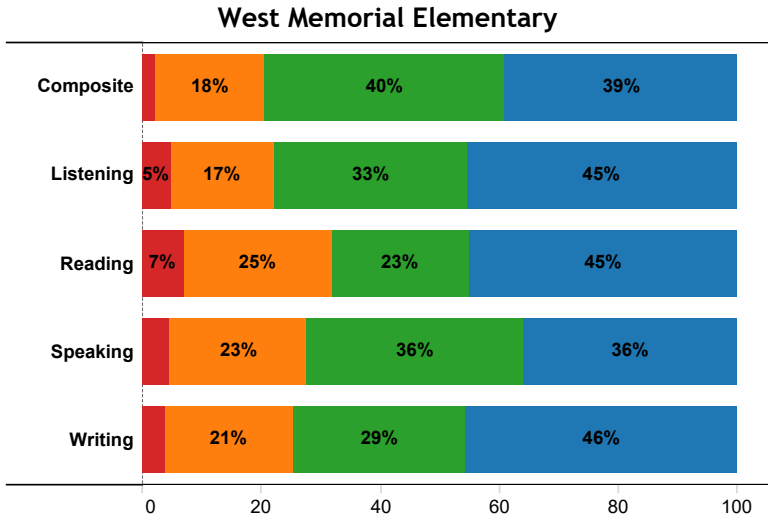
Distinction Designations

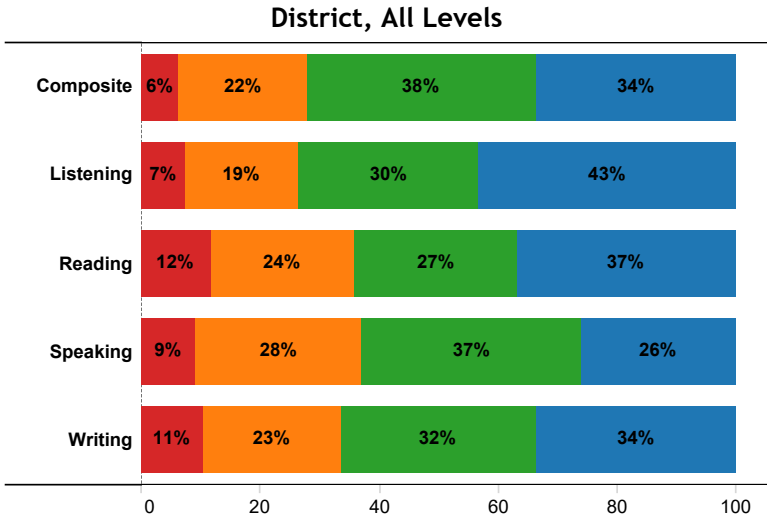
ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned

2019 TELPAS Summary
West Memorial Elementary
Excludes TELPAS Alt

Data is not masked for small numbers.
For internal use only.

Proficiency Rating Percent





Yearly Progress and Composite Rating Percent

West Memorial Elementary

	Progressed at Least One Level				Did Not Progress	
	One Level	Two Levels	Three Levels	**Total**	Lower or the Same	**Total**
Beginning					100%	**100%**
Intermediate	18%			**18%**	82%	**82%**
Advanced	23%	5%		**29%**	71%	**71%**
Adv. High	90%	10%		**100%**		
Total	**50%**	**6%**		**56%**	**44%**	**44%**

District, All Levels

	Progressed at Least One Level				Did Not Progress	
	One Level	Two Levels	Three Levels	**Total**	Lower or the Same	**Total**
Beginning					100%	**100%**
Intermediate	24%			**24%**	76%	**76%**
Advanced	29%	3%		**32%**	68%	**68%**
Adv. High	93%	7%	0%	**100%**		
Total	**53%**	**4%**	**0%**	**57%**	**43%**	**43%**

The yearly progress indicator is set to "Progressed One Level" if a student is advanced high in the current and previous year.

Proficiency Rating
Adv. High
Advanced
Intermediate
Beginning

Calculation
Percent

Year
2019

Accountability Subset
All Students

Campus Level
(All)

Campus Group
All

Campus
West Memorial Elementary

Grade
All

Student Group
(All)

Ethnicity
All

Bilingual
All

Parental Denial
All

ESL
All

Years in U.S. Schools
All

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

	2019	2020	2021	2022	2023	2024
Component	74%		75%	77%	79%	81%
Scaled	94		94	94	95	95

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	591	56%	1,901	64%	2,121	78%			706	92%			171	74%	366	30%	1,540	57%	384	57%
		2020																				
		2021		61%		64%		78%				92%				74%		35%		57%		57%
		2022		61%		64%		78%				92%				74%		40%		57%		62%
		2023		61%		64%		78%				92%				74%		45%		62%		62%
		2024		66%		64%		78%				92%				74%		50%		62%		62%

* 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	2020	2021	2022	2023	2024
Component	85%		86%	88%	90%	92%
Scaled	96		97	97	98	98

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	69	68%	170	81%	375	87%			118	95%			35	71%	40	30%	174	77%	48	71%
		2020																				
		2021		73%		81%		87%				95%				71%		35%		77%		71%
		2022		73%		81%		87%				95%				71%		40%		77%		76%
		2023		73%		81%		87%				95%				76%		45%		77%		76%
		2024		78%		81%		87%				95%				76%		50%		77%		76%

* Data source Domain 3

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

	2019	2020	2021	2022	2023	2024
Component	87%		88%	90%	92%	94%
Scaled	97		97	98	98	99

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	2019	58	70%	185	84%	318	86%			126	94%			30	90%	25	34%	42	63%	35	83%
		2020																				
		2021																				
		2022																				
		2023																				
		2024		70%		84%		86%				94%				90%		39%		68%		83%

* Data source Domain 3

The percent of Katy High School students who achieve the CCMR target will increase from 69% to 76% by July 2024.

	2019	2020	2021	2022	2023	2024
Component	69%		70%	72%	74%	76%
Scaled	92		93	93	94	94

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	74	53%	279	63%	395	72%			33	79%			29	71%	83	36%	213	58%	28	45%
		2020																				
		2021		53%		63%		72%				79%				71%		41%		58%		50%
		2022		53%		63%		72%				79%				71%		46%		58%		55%
		2023		58%		63%		72%				79%				71%		51%		58%		55%
		2024		58%		63%		72%				79%				71%		56%		58%		60%

* 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	2020	2021	2022	2023	2024
Component	57%		58%	60%	62%	64%
Scaled	87		88	90	91	91

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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%		30%
	CCMR	2019	95	43%	362	53%	116	63%			35	83%					64	16%	333	53%	60	43%
		2020																				
		2021		43%		53%		63%				83%						26%		53%		48%
		2022		48%		53%		63%				83%						31%		53%		48%
		2023		48%		53%		63%				83%						36%		53%		53%
		2024		53%		53%		63%				83%						41%		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	2020	2021	2022	2023	2024
Component	58%		59%	61%	63%	65%
Scaled	88		89	90	91	91

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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%		30%
	CCMR	2019	165	47%	454	57%	149	58%			54	81%					69	28%	460	54%	93	50%
		2020																				
		2021		52%		57%		58%				81%						33%		54%		50%
		2022		52%		57%		58%				81%						38%		54%		55%
		2023		57%		57%		58%				81%						43%		54%		55%
		2024		57%		57%		58%				81%						48%		59%		55%

* Data source Domain 3

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

	2019	2020	2021	2022	2023	2024
Component	58%		59%	61%	63%	65%
Scaled	88		89	90	91	91

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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%
	CCMR	2019	165	47%	454	57%	149	58%			54	81%					69	28%	460	54%	93	50%
		2020																				
		2021		52%		57%		58%				81%						33%		54%		50%
		2022		52%		57%		58%				81%						38%		54%		55%
		2023		57%		57%		58%				81%						43%		54%		55%
		2024		57%		57%		58%				81%						48%		59%		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	2020	2021	2022	2023	2024
Component	89%		90%	92%	94%	95%
Scaled	97		98	98	99	99

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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%
	CCMR	2019	57	89%	205	84%	336	87%			221	96%					36	47%	93	74%	50	73%
		2020																				
		2021		89%		84%		87%				96%						52%		74%		78%
		2022		89%		84%		87%				96%						57%		79%		78%
		2023		89%		84%		87%				96%						62%		79%		83%
		2024		89%		84%		87%				96%						67%		84%		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	2020	2021	2022	2023	2024
Component	82%		83%	85%	87%	89%
Scaled	96		96	96	97	97

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	48	68%	170	69%	367	83%			117	92%					38	29%	145	67%	59	53%
		2020																				
		2021		68%		69%		83%				92%						34%		67%		58%
		2022		68%		69%		83%				92%						39%		67%		63%
		2023		68%		69%		83%				92%						44%		67%		68%
		2024		68%		69%		83%				92%						49%		72%		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	2020	2021	2022	2023	2024
Component	87%		88%	90%	92%	94%
Scaled	97		97	98	98	99

* Data source Domain 1

			# African American	% African American	# Hispanic	% Hispanic	# Whtie	% 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	58	70%	185	84%	318	86%			126	94%			30	90%	25	34%	42	63%	35	83%
		2020																				
		2021		70%		84%		86%				94%				90%		39%		68%		83%
		2022		70%		84%		86%				94%				90%		44%		73%		83%
		2023		75%		84%		86%				94%				90%		49%		73%		83%
		2024		75%		84%		86%				94%				90%		54%		78%		83%

* Data source Domain 3

Goals are set for identified student groups at each campus. Actual percentages of students' performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.

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	2020	2021	2022	2023	2024
62%	60%		61%	63%	65%	67%

			# 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%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019	654	42%	2,047	46%	2,154	67%			973	87%			201	61%	739	28%	1,979	40%	2,027	57%
		2020																				
		2021		42%		46%		67%				87%				61%		33%		45%		57%
		2022		47%		46%		67%				87%				61%		38%		45%		57%
		2023		47%		46%		67%				87%				61%		43%		50%		57%
		2024		47%		51%		67%				87%				61%		48%		50%		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	2020	2021	2022	2023	2024
73%	79%		80%	82%	84%	86%

			# 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			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019					63	70%			71	92%									48	85%
		2020																				
		2021						75%				92%										90%
		2022						80%				92%										95%
		2023						85%				95%										95%
		2024						90%				95%										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	2020	2021	2022	2023	2024
30%	24%		25%	27%	29%	31%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019			70	20%													78	24%	56	25%
		2020																				
		2021				30%														24%		35%
		2022				30%														34%		35%
		2023				40%														34%		35%
		2024				40%														34%		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	2020	2021	2022	2023	2024
53%	39%		40%	42%	44%	46%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019	43	30%	104	33%	64	53%			25	48%					37	24%	96	26%	75	33%
		2020																				
		2021		30%		33%		53%				58%						24%		31%		33%
		2022		30%		38%		53%				68%						24%		31%		33%
		2023		30%		38%		53%				78%						24%		31%		38%
		2024		30%		38%		58%				78%						24%		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	2020	2021	2022	2023	2024
67%	54%		55%	57%	59%	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
Bryant	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			34	41%	74	58%														
		2020																				
		2021				46%		63%														
		2022				51%		68%														
		2023				56%		73%														
		2024				61%		78%														

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	2020	2021	2022	2023	2024
	65%		66%	68%	70%	72%

			# 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			45	44%	45	73%													50	54%
		2020																				
		2021				49%		73%														59%
		2022				54%		73%														64%
		2023				59%		73%														69%
		2024				64%		73%														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	2020	2021	2022	2023	2024
53%	46%		47%	49%	51%	53%

			# 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
Cimarron	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			29	48%	45	49%											32	38%		
		2020																				
		2021				48%		59%												43%		
		2022				48%		64%												48%		
		2023				53%		64%												53%		
		2024				58%		64%												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	2020	2021	2022	2023	2024
56%	66%		67%	69%	71%	73%

			# 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
Creech	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			42	64%	57	67%											37	62%	37	70%
		2020																				
		2021				69%		67%												67%		70%
		2022				69%		72%												72%		70%
		2023				74%		72%												72%		75%
		2024				74%		77%												77%		75%

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

2018	2019	2020	2021	2022	2023	2024
69%	60%		61%	63%	65%	67%

			# 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			33	61%	60	30%			77	82%									72	75%
		2020																				
		2021				61%		40%				87%										75%
		2022				66%		50%				87%										75%
		2023				71%		55%				87%										75%
		2024				76%		60%				87%										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	2020	2021	2022	2023	2024
74%	70%		71%	73%	75%	77%

			# 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			40	53%	68	75%			38	84%							51	51%	74	59%
		2020																				
		2021				58%		75%				84%								56%		59%
		2022				63%		75%				84%								61%		59%
		2023				63%		75%				84%								66%		64%
		2024				68%		75%				84%								66%		69%

The percent of Fielder Elementary 3rd grade students who achieve Meets and above in Math will increase from 62% to 69% by July 2024.

2018	2019	2020	2021	2022	2023	2024
54%	62%		63%	65%	67%	69%

			# 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			72	61%	63	63%											45	47%	71	63%
		2020																				
		2021				66%		63%												52%		63%
		2022				66%		63%												57%		68%
		2023				66%		68%												62%		68%
		2024				71%		68%												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	2020	2021	2022	2023	2024
36%	42%		43%	45%	47%	49%

			# 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	28	32%	84	40%													101	39%	74	49%
		2020																				
		2021		32%		40%														44%		49%
		2022		32%		45%														44%		49%
		2023		37%		45%														44%		49%
		2024		42%		50%														44%		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	2020	2021	2022	2023	2024
47%	49%		50%	52%	54%	56%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019	38	47%	38	37%	35	57%											70	49%	26	62%
		2020																				
		2021		47%		42%		62%												49%		62%
		2022		52%		47%		62%												49%		62%
		2023		52%		52%		62%												54%		62%
		2024		57%		57%		62%												54%		62%

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	2020	2021	2022	2023	2024
72%	73%		74%	76%	78%	80%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019			27	56%	61	72%			30	93%									40	78%
		2020																				
		2021				61%		77%				93%										78%
		2022				66%		82%				93%										78%
		2023				71%		82%				93%										83%
		2024				76%		87%				93%										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	2020	2021	2022	2023	2024
56%	66%		67%	69%	71%	73%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019					39	72%											25	44%	32	63%
		2020																				
		2021						72%												49%		68%
		2022						72%												54%		73%
		2023						77%												59%		73%
		2024						77%												64%		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	2020	2021	2022	2023	2024
75%	73%		74%	76%	78%	80%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019			31	61%	57	70%			70	91%							36	47%	68	76%
		2020																				
		2021				66%		70%				91%								52%		76%
		2022				71%		70%				91%								57%		76%
		2023				71%		75%				91%								62%		76%
		2024				76%		75%				91%								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	2020	2021	2022	2023	2024
51%	46%		47%	49%	51%	53%

			# 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			73	44%	29	48%									29	21%	86	41%	58	47%
		2020																				
		2021				44%		58%										26%		41%		47%
		2022				44%		63%										31%		41%		47%
		2023				44%		63%										36%		46%		47%
		2024				49%		63%										41%		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	2020	2021	2022	2023	2024
64%	73%		74%	76%	78%	80%

			# 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			73	53%	58	76%			69	93%									103	69%
		2020																				
		2021				58%		76%				93%										74%
		2022				63%		76%				93%										79%
		2023				68%		81%				93%										79%
		2024				73%		81%				93%										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	2020	2021	2022	2023	2024
62%	63%		64%	66%	68%	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
Katy	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			26	31%	79	73%														
		2020																				
		2021				36%		78%														
		2022				41%		83%														
		2023				46%		88%														
		2024				51%		93%														

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	2020	2021	2022	2023	2024
85%	88%		89%	91%	93%	95%

			# 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			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			37	84%	70	83%			71	97%									68	93%
		2020																				
		2021				89%		88%				97%										93%
		2022				94%		93%				97%										93%
		2023				94%		95%				97%										95%
		2024				95%		95%				97%										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	2020	2021	2022	2023	2024
36%	43%		44%	46%	48%	50%

			# 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			84	35%	43	56%											88	36%	61	26%
		2020																				
		2021				35%		61%												36%		26%
		2022				40%		61%												36%		36%
		2023				40%		61%												36%		41%
		2024				45%		61%												41%		41%

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

2018	2019	2020	2021	2022	2023	2024
53%	39%		40%	42%	44%	46%

			# 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	2019	43	30%	104	33%	64	53%			25	48%					37	24%	96	26%	75	33%
		2020																				
		2021		30%		33%		53%				58%						24%		31%		33%
		2022		30%		38%		53%				68%						24%		31%		33%
		2023		30%		38%		53%				78%						24%		31%		38%
		2024		30%		38%		58%				78%						24%		36%		38%

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	2020	2021	2022	2023	2024
52%	22%		23%	25%	27%	29%

			# 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	35	23%	70	14%													100	17%	51	20%
		2020																				
		2021		23%		14%														17%		30%
		2022		23%		24%														27%		30%
		2023		23%		34%														27%		30%
		2024		23%		34%														32%		40%

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

2018	2019	2020	2021	2022	2023	2024
53%	39%		40%	42%	44%	46%

			# 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	2019	43	30%	104	33%	64	53%			25	48%					37	24%	96	26%	75	33%
		2020																				
		2021		30%		33%		53%				58%						24%		31%		33%
		2022		30%		38%		53%				68%						24%		31%		33%
		2023		30%		38%		53%				78%						24%		31%		38%
		2024		30%		38%		58%				78%						24%		36%		38%

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	2020	2021	2022	2023	2024
57%	59%		60%	62%	64%	66%

			# 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			67	61%													80	58%	48	65%
		2020																				
		2021				66%														63%		65%
		2022				66%														68%		70%
		2023				71%														73%		70%
		2024				76%														73%		75%

The percent of Memorial Parkway Elementary 3rd grade students who achieve Meets and above in Math will increase from 33% to 40% by July 2024.

2018	2019	2020	2021	2022	2023	2024
43%	33%		34%	36%	38%	40%

			# 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			91	31%													73	27%	78	29%
		2020																				
		2021				31%														27%		39%
		2022				31%														32%		39%
		2023				36%														32%		39%
		2024				41%														32%		39%

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	2020	2021	2022	2023	2024
53%	45%		46%	48%	50%	52%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019	28	46%	74	41%	33	52%											96	33%	76	41%
		2020																				
		2021		46%		41%		57%												33%		41%
		2022		46%		41%		57%												33%		41%
		2023		46%		41%		57%												33%		41%
		2024		46%		41%		62%												38%		41%

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	2020	2021	2022	2023	2024
51%	56%		57%	59%	61%	63%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019					78	60%									25	40%	30	30%	25	56%
		2020																				
		2021						60%										45%		35%		56%
		2022						60%										50%		40%		56%
		2023						60%										55%		45%		56%
		2024						60%										60%		50%		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	2020	2021	2022	2023	2024
86%	81%		82%	84%	86%	88%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019					103	83%			50	88%							28	61%	53	72%
		2020																				
		2021						83%				88%								66%		77%
		2022						83%				88%								71%		82%
		2023						83%				88%								76%		87%
		2024						88%				88%								81%		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	2020	2021	2022	2023	2024
78%	86%		87%	89%	91%	93%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019					116	82%														
		2020																				
		2021						87%														
		2022						92%														
		2023						95%														
		2024						95%														

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	2020	2021	2022	2023	2024
51%	38%		39%	41%	43%	45%

			# 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			101	37%													117	34%	92	34%
		2020																				
		2021				42%														34%		39%
		2022				42%														39%		44%
		2023				47%														44%		44%
		2024				47%														49%		49%

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	2020	2021	2022	2023	2024
70%	69%		70%	72%	74%	76%

			# 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			36	50%	76	75%			29	90%							39	51%	38	74%
		2020																				
		2021				55%		75%				90%								56%		74%
		2022				60%		75%				90%								61%		74%
		2023				65%		75%				90%								66%		74%
		2024				70%		75%				90%								71%		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	2020	2021	2022	2023	2024
43%	35%		36%	38%	40%	42%

			# 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	45	18%	98	34%	29	59%											130	30%	87	38%
		2020																				
		2021		28%		34%		59%												30%		38%
		2022		28%		34%		59%												35%		38%
		2023		28%		39%		59%												35%		38%
		2024		33%		39%		59%												35%		38%

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	2020	2021	2022	2023	2024
81%	79%		80%	82%	84%	86%

			# 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			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			37	73%	72	74%			57	96%									56	84%
		2020																				
		2021				78%		79%				96%										84%
		2022				83%		84%				96%										84%
		2023				88%		89%				96%										84%
		2024				93%		89%				96%										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	2020	2021	2022	2023	2024
83%	84%		85%	87%	89%	91%

			# 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			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			37	70%	58	81%			53	96%									36	83%
		2020																				
		2021				75%		86%				96%										83%
		2022				80%		86%				96%										88%
		2023				85%		91%				96%										88%
		2024				90%		91%				96%										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	2020	2021	2022	2023	2024
50%	40%		41%	43%	45%	47%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019			76	45%													78	38%	52	52%
		2020																				
		2021				45%														43%		52%
		2022				50%														43%		52%
		2023				50%														48%		52%
		2024				55%														48%		52%

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	2020	2021	2022	2023	2024
43%	39%		40%	42%	44%	46%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019			74	35%											26	15%	85	36%	61	49%
		2020																				
		2021				35%												20%		36%		49%
		2022				40%												20%		36%		49%
		2023				40%												25%		36%		49%
		2024				45%												25%		42%		49%

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	2020	2021	2022	2023	2024
38%	58%		59%	61%	63%	65%

			# 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%		40%
	3rd Grade Math At Meets or Above	2019	25	48%	47	55%	54	61%											66	53%	33	64%
		2020																				
		2021		53%		55%		61%												58%		64%
		2022		58%		60%		61%												58%		64%
		2023		63%		60%		61%												63%		64%
		2024		63%		65%		66%												63%		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	2020	2021	2022	2023	2024
75%	63%		64%	66%	68%	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
Williams	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			47	47%	67	75%											34	44%	49	55%
		2020																				
		2021				52%		75%												49%		55%
		2022				57%		75%												54%		55%
		2023				57%		75%												59%		60%
		2024				62%		75%												64%		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	2020	2021	2022	2023	2024
84%	80%		81%	83%	85%	87%

			# 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			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019			37	89%	62	68%			37	95%									39	90%
		2020																				
		2021				94%		73%				95%										90%
		2022				94%		78%				95%										95%
		2023				95%		83%				95%										95%
		2024				95%		88%				95%										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	2020	2021	2022	2023	2024
41%	34%		35%	37%	39%	41%

			# 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			44	34%	43	30%											55	33%		
		2020																				
		2021				39%		40%												33%		
		2022				39%		50%												38%		
		2023				44%		55%												38%		
		2024				44%		60%												43%		

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	2020	2021	2022	2023	2024
35%	63%		64%	66%	68%	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
	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
Wolfe	3rd Grade Math At Meets or Above	2019																				
		2020																				
		2021																				
		2022																				
		2023																				
		2024																				

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	2020	2021	2022	2023	2024
78%	80%		81%	83%	85%	87%

			# 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					114	79%														
		2020																				
		2021						84%														
		2022						89%														
		2023						94%														
		2024						95%														

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	2020	2021	2022	2023	2024
79%	73%		74%	76%	78%	80%

			# 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%
WoodCreek	3rd Grade Math At Meets or Above	2019			37	65%	81	72%			54	85%					34	38%			46	76%
		2020																				
		2021				70%		72%				85%						43%				76%
		2022				75%		72%				85%						48%				76%
		2023				75%		77%				85%						53%				76%
		2024				80%		77%				85%						58%				76%

Goals are set for identified student groups at each campus. Actual percentages of students' performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.

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

2018	2019	2020	2021	2022	2023	2024
60%	59%		60%	62%	64%	66%

			# 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	652	44%	2,043	48%	2,154	64%			971	80%			201	63%	738	29%	1,977	40%	2,022	53%
		2020																				
		2021		44%		48%		64%				80%				63%		34%		45%		53%
		2022		49%		48%		64%				80%				63%		39%		45%		53%
		2023		49%		48%		64%				80%				63%		44%		50%		53%
		2024		49%		53%		64%				80%				63%		49%		50%		53%

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

2018	2019	2020	2021	2022	2023	2024
64%	78%		79%	81%	83%	85%

			# 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					63	68%			71	90%									48	79%
		2020																				
		2021						73%				90%										84%
		2022						78%				90%										89%
		2023						83%				90%										94%
		2024						88%				95%										94%

The percent of Bear Creek Elementary 3rd grade students who achieve Meets and above in Reading will increase from 28% to 35% by July 2024.

2018	2019	2020	2021	2022	2023	2024
40%	28%		29%	31%	33%	35%

			# 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			70	26%													78	29%	56	30%
		2020																				
		2021				36%														29%		35%
		2022				36%														34%		35%
		2023				41%														34%		35%
		2024				41%														39%		35%

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

2018	2019	2020	2021	2022	2023	2024
45%	42%		43%	45%	47%	49%

			# 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	43	28%	104	36%	64	56%			25	52%					37	16%	96	28%	75	35%
		2020																				
		2021		28%		36%		56%				62%						16%		33%		35%
		2022		33%		36%		56%				72%						16%		33%		35%
		2023		33%		36%		61%				72%						21%		33%		35%
		2024		33%		41%		61%				77%						21%		33%		35%

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

2018	2019	2020	2021	2022	2023	2024
68%	58%		59%	61%	63%	65%

			# 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 At Meets or Above	2019			34	53%	74	55%														
		2020																				
		2021				58%		60%														
		2022				63%		65%														
		2023				68%		70%														
		2024				73%		75%														

The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

2018	2019	2020	2021	2022	2023	2024
	64%		65%	67%	69%	71%

			# 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 At Meets or Above	2019			45	60%	45	64%													50	64%
		2020																				
		2021				65%		64%														69%
		2022				70%		69%														69%
		2023				70%		74%														74%
		2024				75%		74%														79%

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

2018	2019	2020	2021	2022	2023	2024
54%	41%		42%	44%	46%	48%

			# 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
*Cimarron	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019			29	34%	45	47%											32	44%		
		2020																				
		2021				34%		57%												49%		
		2022				39%		62%												49%		
		2023				44%		67%												49%		
		2024				49%		69%												49%		

The percent of Creech Elementary 3rd grade students who achieve Meets and above in Reading will increase from 61% to 68% by July 2024.

2018	2019	2020	2021	2022	2023	2024
64%	61%		62%	64%	66%	68%

			# 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
Creech	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019			42	60%	58	62%											37	54%	37	59%
		2020																				
		2021				60%		62%												59%		64%
		2022				65%		62%												64%		64%
		2023				65%		67%												69%		64%
		2024				70%		67%												69%		69%

The percent of Davidson Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

2018	2019	2020	2021	2022	2023	2024
65%	64%		65%	67%	69%	71%

			# 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 At Meets or Above	2019			33	64%	60	47%			77	79%									72	63%
		2020																				
		2021				64%		57%				79%										68%
		2022				69%		62%				79%										68%
		2023				69%		67%				79%										73%
		2024				74%		72%				79%										73%

The percent of Exley Elementary 3rd grade students who achieve Meets and above in Reading will increase from 64% to 71% by July 2024.

2018	2019	2020	2021	2022	2023	2024
66%	64%		65%	67%	69%	71%

			# 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 At Meets or Above	2019			40	55%	68	60%			38	79%							51	53%	74	55%
		2020																				
		2021				60%		60%				79%								58%		55%
		2022				60%		60%				79%								63%		60%
		2023				65%		65%				79%								63%		60%
		2024				65%		65%				79%								68%		65%

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

2018	2019	2020	2021	2022	2023	2024
58%	59%		60%	62%	64%	66%

			# 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			72	60%	63	57%											45	49%	71	59%
		2020																				
		2021				60%		62%												54%		59%
		2022				60%		62%												59%		64%
		2023				65%		62%												64%		64%
		2024				65%		67%												69%		64%

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

2018	2019	2020	2021	2022	2023	2024
43%	44%		45%	47%	49%	51%

			# 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	28	46%	84	42%													101	38%	74	43%
		2020																				
		2021		46%		42%														43%		43%
		2022		46%		47%														43%		43%
		2023		46%		47%														48%		43%
		2024		46%		52%														48%		43%

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

2018	2019	2020	2021	2022	2023	2024
40%	52%		53%	55%	57%	59%

			# 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 At Meets or Above	2019	38	47%	38	47%	35	63%											70	51%	26	58%
		2020																				
		2021		52%		52%		63%												51%		58%
		2022		52%		57%		63%												56%		58%
		2023		57%		57%		63%												61%		58%
		2024		62%		62%		63%												61%		58%

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

2018	2019	2020	2021	2022	2023	2024
65%	84%		85%	87%	89%	91%

			# 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 At Meets or Above	2019			27	85%	61	82%			30	83%									40	88%
		2020																				
		2021				85%		87%				88%										88%
		2022				90%		92%				88%										88%
		2023				90%		92%				93%										93%
		2024				95%		95%				93%										93%

The percent of Hayes Elementary 3rd grade students who achieve Meets and above in Reading will increase from 62% to 69% by July 2024.

2018	2019	2020	2021	2022	2023	2024
55%	62%		63%	65%	67%	69%

			# 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 At Meets or Above	2019					39	69%											25	36%	32	63%
		2020																				
		2021						69%												41%		68%
		2022						69%												46%		73%
		2023						74%												51%		73%
		2024						74%												56%		78%

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

2018	2019	2020	2021	2022	2023	2024
72%	69%		70%	72%	74%	76%

			# 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 At Meets or Above	2019			30	57%	57	67%			69	83%							35	46%	66	59%
		2020																				
		2021				62%		67%				83%								51%		59%
		2022				62%		67%				83%								56%		64%
		2023				67%		67%				83%								61%		64%
		2024				67%		67%				83%								66%		69%

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

2018	2019	2020	2021	2022	2023	2024
50%	45%		46%	48%	50%	52%

			# 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			72	40%	29	52%									29	14%	85	36%	57	35%
		2020																				
		2021				40%		57%										19%		36%		35%
		2022				40%		62%										24%		36%		35%
		2023				40%		62%										29%		36%		40%
		2024				40%		62%										34%		41%		40%

The percent of Jenks Elementary 3rd grade students who achieve Meets and above in Reading will increase from 71% to 78% by July 2024.

2018	2019	2020	2021	2022	2023	2024
62%	71%		72%	74%	76%	78%

			# 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			73	59%	58	71%			69	83%									103	65%
		2020																				
		2021				64%		71%				83%										70%
		2022				69%		71%				83%										75%
		2023				74%		76%				83%										75%
		2024				79%		76%				83%										80%

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

2018	2019	2020	2021	2022	2023	2024
61%	66%		67%	69%	71%	73%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019			26	50%	79	71%														
		2020																				
		2021				55%		76%														
		2022				60%		81%														
		2023				65%		86%														
		2024				70%		91%														

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

2018	2019	2020	2021	2022	2023	2024
78%	82%		83%	85%	87%	89%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019			37	84%	70	70%			71	92%									68	84%
		2020																				
		2021				89%		75%				92%										84%
		2022				89%		80%				92%										89%
		2023				94%		85%				92%										89%
		2024				94%		90%				92%										94%

The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 47% to 54% by July 2024.

2018	2019	2020	2021	2022	2023	2024
41%	47%		48%	50%	52%	54%

			# 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			84	40%	43	56%											88	38%	61	34%
		2020																				
		2021				40%		61%												38%		34%
		2022				40%		66%												38%		34%
		2023				45%		66%												38%		34%
		2024				45%		66%												38%		39%

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

2018	2019	2020	2021	2022	2023	2024
45%	42%		43%	45%	47%	49%

			# 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	2019	43	28%	104	36%	64	56%			25	52%					37	16%	96	28%	75	35%
		2020																				
		2021		28%		36%		56%				62%						16%		33%		35%
		2022		33%		36%		56%				72%						16%		33%		35%
		2023		33%		36%		61%				72%						21%		33%		35%
		2024		33%		41%		61%				77%						21%		33%		35%

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

2018	2019	2020	2021	2022	2023	2024
47%	38%		39%	41%	43%	45%

			# 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 At Meets or Above	2019	35	34%	70	36%													100	33%	51	27%
		2020																				
		2021		34%		36%														33%		32%
		2022		34%		41%														33%		32%
		2023		34%		41%														38%		32%
		2024		39%		41%														38%		37%

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

2018	2019	2020	2021	2022	2023	2024
45%	42%		43%	45%	47%	49%

			# 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 At Meets or Above	2019	43	28%	104	36%	64	56%			25	52%					37	16%	96	28%	75	35%
		2020																				
		2021		28%		36%		56%				62%						16%		33%		35%
		2022		33%		36%		56%				72%						16%		33%		35%
		2023		33%		36%		61%				72%						21%		33%		35%
		2024		33%		41%		61%				77%						21%		33%		35%

The percent of McRoberts Elementary 3rd grade students who achieve Meets and above in Reading will increase from 50% to 57% by July 2024.

2018	2019	2020	2021	2022	2023	2024
48%	50%		51%	53%	55%	57%

			# 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 At Meets or Above	2019			67	51%													80	48%	48	50%
		2020																				
		2021				51%														48%		50%
		2022				56%														48%		50%
		2023				56%														48%		50%
		2024				56%														48%		50%

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

2018	2019	2020	2021	2022	2023	2024
57%	53%		54%	56%	58%	60%

			# 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 At Meets or Above	2019			91	56%													73	47%	78	55%
		2020																				
		2021				56%														47%		60%
		2022				56%														52%		60%
		2023				56%														57%		60%
		2024				56%														62%		60%

The percent of Morton Ranch Elementary 3rd grade students who achieve Meets and above in Reading will increase from 37% to 44% by July 2024.

2018	2019	2020	2021	2022	2023	2024
49%	37%		38%	40%	42%	44%

			# 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	28	43%	74	31%	33	45%											96	26%	76	28%
		2020																				
		2021		43%		31%		55%												26%		28%
		2022		43%		31%		60%												26%		28%
		2023		43%		31%		60%												31%		28%
		2024		43%		36%		60%												31%		28%

The percent of Nottingham Elementary 3rd grade students who achieve Meets and above in Reading will increase from 57% to 64% by July 2024.

2018	2019	2020	2021	2022	2023	2024
61%	57%		58%	60%	62%	64%

			# 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					78	56%									25	40%	30	27%	25	52%
		2020																				
		2021						61%										40%		32%		52%
		2022						61%										45%		37%		52%
		2023						61%										50%		42%		52%
		2024						61%										55%		47%		52%

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

2018	2019	2020	2021	2022	2023	2024
82%	78%		79%	81%	83%	85%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019					102	85%			50	76%							28	50%	52	58%
		2020																				
		2021						85%				76%								55%		63%
		2022						85%				76%								60%		68%
		2023						85%				76%								65%		73%
		2024						85%				76%								70%		78%

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

2018	2019	2020	2021	2022	2023	2024
78%	77%		78%	80%	82%	84%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019					116	72%														
		2020																				
		2021						77%														
		2022						82%														
		2023						87%														
		2024						92%														

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

2018	2019	2020	2021	2022	2023	2024
42%	41%		42%	44%	46%	48%

			# 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 At Meets or Above	2019			101	35%													117	37%	92	37%
		2020																				
		2021				40%														42%		37%
		2022				45%														42%		42%
		2023				45%														47%		47%
		2024				50%														52%		47%

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

2018	2019	2020	2021	2022	2023	2024
63%	66%		67%	69%	71%	73%

			# 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 At Meets or Above	2019			36	58%	76	74%			29	69%							39	49%	38	61%
		2020																				
		2021				58%		74%				74%								54%		61%
		2022				58%		74%				79%								59%		61%
		2023				63%		74%				79%								64%		61%
		2024				68%		74%				79%								64%		66%

The percent of Schmalz Elementary 3rd grade students who achieve Meets and above in Reading will increase from 33% to 40% by July 2024.

2018	2019	2020	2021	2022	2023	2024
43%	33%		34%	36%	38%	40%

			# 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 At Meets or Above	2019	45	20%	98	37%	29	41%											130	28%	87	31%
		2020																				
		2021		30%		37%		41%												28%		31%
		2022		30%		37%		51%												28%		31%
		2023		30%		37%		61%												28%		31%
		2024		30%		37%		61%												33%		31%

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

2018	2019	2020	2021	2022	2023	2024
79%	73%		74%	76%	78%	80%

			# 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 At Meets or Above	2019			37	70%	72	67%			57	91%									56	71%
		2020																				
		2021				75%		72%				91%										71%
		2022				75%		77%				91%										76%
		2023				80%		77%				91%										81%
		2024				85%		82%				91%										81%

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

2018	2019	2020	2021	2022	2023	2024
76%	76%		77%	79%	81%	83%

			# 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 At Meets or Above	2019			37	62%	58	69%			53	89%									36	69%
		2020																				
		2021				67%		74%				89%										69%
		2022				72%		74%				89%										74%
		2023				77%		79%				89%										74%
		2024				82%		79%				89%										79%

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

2018	2019	2020	2021	2022	2023	2024
46%	40%		41%	43%	45%	47%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019			76	41%													78	36%	52	38%
		2020																				
		2021				41%														41%		38%
		2022				46%														41%		38%
		2023				46%														46%		38%
		2024				51%														46%		38%

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

2018	2019	2020	2021	2022	2023	2024
44%	41%		42%	44%	46%	48%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019			74	36%											26	19%	85	38%	61	43%
		2020																				
		2021				36%												24%		38%		43%
		2022				41%												24%		38%		43%
		2023				46%												24%		38%		43%
		2024				46%												29%		38%		43%

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

2018	2019	2020	2021	2022	2023	2024
41%	52%		53%	55%	57%	59%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019	25	36%	48	46%	54	65%											67	42%	33	55%
		2020																				
		2021		41%		46%		65%												47%		55%
		2022		46%		51%		65%												47%		55%
		2023		51%		51%		65%												52%		55%
		2024		56%		56%		65%												52%		55%

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

2018	2019	2020	2021	2022	2023	2024
76%	66%		67%	69%	71%	73%

			# 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%		29%
	3rd Grade Reading At Meets or Above	2019			46	52%	67	75%											33	48%	48	56%
		2020																				
		2021				57%		75%												53%		56%
		2022				57%		75%												58%		61%
		2023				62%		75%												63%		61%
		2024				67%		75%												63%		66%

The percent of Wilson Elementary 3rd grade students who achieve Meets and above in Reading will increase from 74% to 81% by July 2024.

2018	2019	2020	2021	2022	2023	2024
74%	74%		75%	77%	79%	81%

			# 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 At Meets or Above	2019			37	76%	62	66%			37	81%									39	72%
		2020																				
		2021				76%		71%				81%										77%
		2022				81%		76%				81%										77%
		2023				81%		81%				81%										82%
		2024				86%		81%				86%										82%

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

2018	2019	2020	2021	2022	2023	2024
47%	40%		41%	43%	45%	47%

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special	# Eco Dis	% Eco Dis	# LEP	% LEP
Winborn	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019			44	41%	43	44%											55	31%		
		2020																				
		2021				41%		54%												36%		
		2022				41%		59%												41%		
		2023				41%		64%												46%		
		2024				46%		64%												51%		

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

2018	2019	2020	2021	2022	2023	2024
30%	48%		49%	51%	53%	55%

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special	# 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																				
		2020																				
		2021																				
		2022																				
		2023																				
		2024																				

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

2018	2019	2020	2021	2022	2023	2024
69%	76%		77%	79%	81%	83%

			# 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					114	75%														
		2020																				
		2021						80%														
		2022						85%														
		2023						90%														
		2024						95%														

The percent of WoodCreek Elementary 3rd grade students who achieve Meets and above in Reading will increase from 68% to 75% by July 2024.

2018	2019	2020	2021	2022	2023	2024
72%	68%		69%	71%	73%	75%

			# 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%				45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019			36	56%	81	67%			54	85%					33	27%			46	65%
		2020																				
		2021				61%		67%				85%						32%				65%
		2022				66%		67%				85%						37%				65%
		2023				66%		67%				85%						42%				70%
		2024				71%		67%				85%						47%				70%

Goals are set for identified student groups at each campus. Actual percentages of students' performance cannot be made public for student groups with less than 25. Districts must make sure these minimum numbers are met when reporting student results in order to not violate FERPA by publishing information that can identify individual students.