

**Katy Independent School District**  
**District Improvement Plan**  
**2018-2019**



# Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life -- *to create the future.*

## Vision

*Be the legacy.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy.

In the 2017-18 school year, student enrollment grew to more than 78,000 served by 65 schools - including eight four-year high schools. Given the highest possible rating by the Texas Education Agency, Katy ISD offers an outstanding instructional program with facilities, equipment and materials that are among the best in the state.

Katy ISD is experiencing a shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and ELL students are a few of the changes in the student population landscape in Katy ISD. To continue its legacy of providing unparalleled learning experiences, Katy ISD has to ensure district-wide equity in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

Campuses in the high-poverty quartile do not have a higher percentage of inexperienced or out-of-field teachers when compared to the low-poverty quartile. The percentage of inexperienced and out-of-field teachers at high-poverty schools is below the state average for inexperienced and out-of-field teachers. There is no equity gap between high-minority and low-minority campuses in terms of the percentage of out-of-field teachers. There is a slight gap in the percentage of inexperienced teachers when comparing the high-minority and low-minority quartile campuses. Katy ISD campuses with a high-minority population have a higher percentage of experienced teachers when compared to the state average.

KISD works diligently to recruit and hire highly qualified staff that is reflective of the student population. The district continues to perform

well above the state average in all academic areas as our staff continues to grow and change.

See addendum for data charts.

### **Demographics Strengths**

Katy ISD is a fast growth district with changing student and staff demographics. Diversity has been shown to directly impact student learning through the promotion of creativity and the addition of differing viewpoints. As demographics of the student population have changed in Katy ISD, the staff demographics have also changed. Specifically, Asian, Hispanic and African American populations have all increased as a percentage of overall staff for the past 5 years in both the student and teacher populations. In addition, Katy ISD has increased staffing percentages to address increased needs in special program populations such as special education, career and technical education and bilingual/ESL education. The diverse demographics of Katy ISD staff continue to create a positive learning environment for all KISD students to exceed state standards in all academic areas.

According to the Equity Plan, there is a .59% difference in student engagement between high-minority and low minority campuses as indicated by student attendance data. There is no gap in student learning between high-minority and low-minority campuses as indicated by promotion rates. There is a .86% gap in student engagement and a .66% gap in student learning between high-poverty and low-poverty campuses as indicated by student attendance data and promotion rates.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.

**Problem Statement 2:** There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

## Student Academic Achievement

### Student Academic Achievement Summary

Katy ISD achieved an overall A rating in 2017-18. All Katy ISD campuses were also rated Met Standard. Students in Katy ISD are exposed to an enriching and challenging curriculum that leads to student success.

Data is disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and ELL student groups behind all other program areas. African American students also lag behind all other race/ethnicity groups in all tested areas. The same data trends that are seen with STAAR at the district level are seen with the District Learning Assessments. The District uses a variety of instructional methods to equip schools with meeting the needs of students not meeting their full potential including data team meetings, assessment council, curriculum advisories, principal collabs, ongoing support through instructional coaches, and additional professional development.

From 2017 to 2018, HS Masters Grade Level performance increased in all tested subject areas. ESL students increased at the Masters Grade Level performance level in US History. For English I and II, the composition reporting category was lower than any other reporting category for the last five years.

For SSI grades (first and second administrations 5<sup>th</sup> grade and 8<sup>th</sup> grade), 5th-grade math and reading increased with 8th-grade math having the highest growth of 4 points.

ESL students in 5th-grade math went up 5 points and 5th grade reading up 4 points from 2017 to 2018. 8th-grade reading went down 4 points and 8th-grade math went up 4 points.

Special Education data indicates an increase of 6 points in reading and 5 points in mathematics in 5<sup>th</sup> grade from 2017 to 2018. For 8<sup>th</sup> grade, students decreased 4 points in reading from 2017 to 2018.

Elementary and junior high writing STAAR scores went up 2 points from 2017 to 2018. English I results decreased by 1 point and English

II results increased by 1 point from 2017 to 2018.

In math, elementary and junior high increased by 1 point, and Algebra I HS decreased by 1 point.

Writing in elementary, junior high, and high school shows a wide gap between male vs. female students. 4th-grade writing showed 8 points difference, 7<sup>th</sup> grade writing at 8 points, English I at 11 points, and English II at 8 points.

The Special Education Department believes in the importance of ongoing and varied professional development and collaboratively working with other departments to improve targeted intervention and progress monitoring for all students to improve student outcomes for special education students. The department has identified current instructional leaders- PD Leaders that come from a variety of settings (Gen Ed, Interventions, ICs, R/ICS Teachers, and Behavior Programs) to provide professional development on early release days and is also contracting with Region 4 to provide training to TLs and DCs on early releases, as well as other instructional staff. The Special Education Department ESC staff will continue to provide ongoing professional development through a variety of models.

English learners' performance on PBMAS does not meet the state standard in several areas of PBMAS. (PBMAS 2017: ESL STAAR 3-8 Reading PL=1; ESL STAAR Science 3-8 PL=1; ESL STAAR Social Studies PL=2; ESL STAAR Writing PL=2; LEP STAAR EOC Passing Rate ELA PL=2; LEP Graduation Rate PL=1). There is a high turnover rate for secondary ESL teachers. When analyzing surrounding districts who provide a stipend to attract ESL teachers, Katy ISD is one of the few who does not provide a stipend.

CTE English learners' performance on PBMAS does not meet the state standard in English Language Arts (PL=1); CTE SPED performance on PBMAS does not meet the state standard on Science (PL=1) and English Language Arts (PL=2).

In an effort to support at-risk students, avert potential dropouts, recover previous dropouts, and help address the personal and academic needs of students, the Dropout Prevention, Intervention and Recovery Coordinators serve all KISD high school campuses to assist in coordinating overall District efforts toward the common goal of increasing graduates and reducing dropouts.

There are currently no migrant students enrolled in the district.

The district ensures all students in physical education classrooms are physically active (50% MVPA (Moderate/Vigorous Physical Activity) or greater on a daily basis) while maintaining a student to teacher ratio in each physical education class of no more than 45:1. If higher, Katy ISD provides a safety plan. The district also ensures, on an annual basis, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes (elementary)/credits (secondary) for physical education and requires all students to take one semester credit of health for graduation. The district also supports Coordinated Approach to Child Health (CATCH) initiatives in elementary/junior high and complies with all requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board.

All students in grades 6 - 12 meet with the school counselor yearly to discuss course selection, career pathways, review credits and create personal graduation plans. Students' courses are tailored to help them achieve individual goals to maximize their preparedness and potential. Career assessments, interest inventories, and other activities are also used to guide students and provide information specific to their intended career.

Higher education admissions and financial aid information is made readily available through a variety of resources, including events such as College & Career Night, Military Academies Night and Financial Information Academy, as well as through college admissions representatives who visit campuses, financial information events at some campuses, and personalized information delivered to students and parents in individual counseling sessions.

Parents are provided with a broad range of financial aid information, including grant information, at Financial Information Academy as well as at campus-based parent nights. The Advise TX College Advisor also provides information pertaining to student aid at some campuses.

Sources of information on higher education admissions and financial aid are made available through a variety of methods, including several informational events held throughout the year. All students in grades 6-12, as well as their parents, have access to Naviance, which houses extensive information on individual colleges' admissions requirements as well as information to access financial aid. Additionally, each junior high and high school campus' counseling office has a resource library and a list of websites for exploring postsecondary opportunities.

AP participation has increased while performance remains in the same range of percentage of 3+ scores. Underrepresented groups have had an increase in participation rates over the last 3 years.



Campuses have access to a variety of resources for instructional remediation. Many resources have been designed to address students with learning difficulties, or who are at-risk.

Title IA gaps demonstrating an overlap in Title I performance and non-Title I performance:

The highest Title IA Reading performance was Stephens Elem at 86% Approaches grade level. The lowest non-Title IA was Bethke at 83%

The highest Title IA Math performance was McRoberts Elem at 89% Approaches grade level. The lowest non-Title IA was Bethke at 88%

The highest Title IA Writing performance was Rhoads at 76% Approached grade level. The lowest non-Title IA was Bethke at 60%

The highest Title IA Science performance was Stephens Elem at 90% Approaches grade level. The lowest non-Title IA was Bethke at 79%

The District conducts a public hearing as required by TEC 11.252(e) and TEC 253(g) each January as part of a regular Board meeting.

**Student Academic Achievement Strengths**

On PBMAS 2017, ESL STAAR 3-8 Social Studies improved from a PL=3 to a PL=2. For LEP not served, STAAR 3-8 data improved for Science and Writing moving from a PL=2 in both, to a PL= 0 in both. LEP Annual dropout rate improved from PL=1 to PL=0. The district provides a systematic plan for certification opportunities and sheltered instruction professional development.

CTE SPED has improved performance on PBMAS moving from a PL 2 to PL 0 in mathematics; CTE SPED has improved performance on PBMAS moving from a PL 1 to PL 0 in Science.

In the Advanced Academics program, Katy ISD has expanded participation in coursework while maintaining high-performance levels on AP examinations.

There is consistency in the resources that are used for remediation purposes which are available in a variety of formats.

Grade 8 math had increases over the past 3 years (4 points gain at Approaches Grade Level, 20 points at Meets Grade Level and 14 point

gain at Masters Grade level).

Accelerated progress increased for elementary and JH reading for the past three years.

STAAR results are consistently higher than the state and Region 4.

There are increases in numbers of students taking AP coursework and increases in numbers of students achieving a 3 or higher.

Percent of students showing progress increased over 2017 in reading.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.

**Problem Statement 2:** English learners did not meet state standard in 4 areas of PBMAS: Social Studies, Writing, Science and ELA EOC.

**Problem Statement 3:** CTE English learners did not meet the state standard performance on PBMAS 2018 for English Language Arts

**Problem Statement 4:** CTE SPED did not meet the state standard performance on PBMAS 2018 for English Language Arts

**Problem Statement 5:** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

**Problem Statement 6:** There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.

**Problem Statement 7:** Writing results have been stagnant in all grade levels for the past 4 years.

**Problem Statement 8:** There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.

## **District Processes & Programs**

### **District Processes & Programs Summary**

As a high growth school district, we plan based on projected enrollment numbers. The district partners with PASA to provide the data used by the school boundary committees. Katy ISD does not utilize poverty data in planning school boundaries.

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to Canvas Module online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

The District allocates 68 dyslexia staffing units to campuses to provide support to 2,839 identified dyslexic students through direct interventions and the monitoring of in-class accommodations. Excluding salaries, the District expends approximately \$31,277 in supplemental funding in the area of dyslexia. During the 2017-2018 school year, 95 hours of dyslexia training have been offered to 254 participants. This includes 72 hours of training in the Dyslexia Intervention Basics program designed to prepare teachers to be dyslexia interventionists.

The number of industry credentials earned by students has shown an increase from 1,258 earned in 2014-15 to 2,388 earned in 2016-17 and 3,251 in 2017-18. Student enrollment in work-based learning opportunities connected to their coursework has increased from 645 students participating in 2016-17 to 695 students participating in 2017-18.

The Pregnancy Education and Parenting (PEP) program supports students who are pregnant and/or parents. The program is staffed by 3 PEP teachers. The goal of the PEP program is to prepare students to manage the responsibilities of pregnancy and parenting and to encourage school completion. During the 17-18 school year, the PEP program offered support services to 110 students through individual and group counseling, a PEP parenting course, and financial support for daycare. Of the 110 PEP students, 18 also received services through the District's Homeless Education Program. During the 17-18 school year, the district expended approximately \$8,385 in daycare assistance for 37 students. In order to reduce daycare expenses, the District participates in a Workforce Daycare Collaborative that expedites access to daycare subsidies for low-income PEP students. The District also partners with local health care agencies and community groups in support of PEP students. Donations from community partners fund a scholarship program for select PEP graduates who continue their education. During the 17-18 school year, 35 PEP students graduated.

Multiple District departments collaborate to coordinate early childhood programs. While the Office of Interventions oversees prekindergarten registration and compliance, Elementary Curriculum & Instruction writes pre-k curriculum and ensures that each pre-k teacher acquires 30 hours of professional development per year. The Office of Other Languages supports language testing to identify

eligible students, and the Special Education Department operates the Preschool Program for Children with Disabilities (PPCD). There were 1,542 prekindergarten students and 636 PPCD students enrolled in the district at the end of the 17-18 school year, and 846 students had pre-registered for the 18-19 prekindergarten program. A PPCD/pre-k blended program is offered on 6 campuses, including 2 bilingual campuses. Additionally, the Office of Interventions, Special Education Department, and Office of Other Languages collaborated to administer the Pre-IPT oral language proficiency test to 64 PPCD students in March and April to identify students eligible for pre-k. The IPT was administered to 1,106 pre-k English Learners at the end of the 17-18 school year to support their transition to Kindergarten. The Office of Interventions and Special Education Department collaborated to increase the instructional minutes for PPCD and pre-k programs by 10 additional minutes for the 2018-2019 school year. The Food Services Department consulted with the Office of Interventions on the implementation of a new law allowing all prekindergarten students to access to free breakfast and lunch beginning with the 18-19 school year.

The District's SCE funds are used to fund Academic Support Teachers (ASTs) and Pregnancy Education and Parenting (PEP) teachers. There are 163.5 AST FTEs and 3 PEP FTEs. Additionally, the most educationally disadvantaged junior highs receive \$300,000 in SCE funds to support supplementary instructional resources for at-risk students. AST staffing units are allocated to campuses based on the number of free and reduced lunch students so that low-income campuses receive increased support. The AST job description gives preference to teachers who have Masters degrees, at least 4 years of teaching experience, and specialization in math or reading. Although PEP teachers support students district-wide, they are housed on the District's most at-risk secondary campuses in order to ensure program access for the District's neediest students.

All school staff members are trained in recognizing students who may be at risk of suicide. All school counselors, LSSPs, and the district social worker are trained in conducting a lethality assessment to identify the level of threat for students expressing suicidal ideation. Lethality assessments are briefly documented in a confidential critical incident report.

School counselors and LSSPs work with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. At all campus levels, additional supports for identified students who are paired with adult mentors and with high school aged PAALs at the elementary and junior high levels.

Information specific to dating violence is delivered to students at the secondary levels.

Katy ISD has two major departments that address school and community engagement. These departments include Communications and Partners in Education. The primary aim of these departments is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through monthly leadership forums led by the superintendent. Each forum includes a representative group of students, staff, parents and community members. The District also establishes community bond advisory committees whenever major capital projects are needed, and/or are under consideration. Strategic planning committees comprised of community members are also in place to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups

consisting of parents, community and staff are also available to constituents to participate. For example, each campus facilitates a Campus Advisory Team (CAT) with staff and parent representation to collaborate with principals on school organization, budget and professional development. Representatives from each CAT serve on the District-level Katy Improvement Council (KIC) where the input is gathered on topics such as the instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Special Education Advisory Council, Career and Technical Education Advisory Group and the Student Health Advisory Council. In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Survey topics have included attendance boundary modifications, multi-bell school start schedules, and transportation model options. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Katy Update (e-newsletter), social media and via the website. Many times this information is also translated into Spanish.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders.

Katy ISD has policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. Additionally, campuses use school-wide programs, such as PBIS (Elementary) and Safe and Civil Schools (Secondary), and other specific practices which prevent student misbehavior. Campus and district administrators can easily monitor disciplinary data which includes information on incidents, actions, frequency, student demographics, and historical trends, through a robust dashboard system. Total ISS/OSS discipline placements for Katy ISD schools have decreased from 7,760 in 2014-15, to 6,382 in 2017-18, despite an increase in student enrollment during this time period. The district encourages campuses to use specific programs that meet their individual needs. Examples of these include Capturing Kids' Hearts, Character Strong, restorative practices, etc.

The demographics of the GT program do not mirror the demographics of the district. Black/African American and Hispanic/Latino students are underrepresented in the program. Every campus is served by a GT Facilitator that manages screening and monitors service. Facilitators receive training in screening processes and procedures and in the delivery of curriculum to GT students.

The Title II survey revealed requests for more opportunities for professional learning. Influencing that data was the loss of significant time

that the instructional calendar initially set aside for professional learning, but had to be reclaimed for direct student instruction because of the number of days lost by Hurricane Harvey.

Review of district dropout and completion rate data is ongoing by the Department of Student Support. All components are reviewed and plans made per [TEC 11.255] to address dropout recovery.

### **District Processes & Programs Strengths**

PASA works with the district to provide a comprehensive data set that includes trends, forecasting, and individual plot level data. This data is used to make decisions relative to enrollment growth.

Katy ISD offers a variety of trainings including face to face campus offerings and online offerings.

According to Bright Bytes surveys, students and teachers feel they have adequate access to technology at home. Students and teachers foundational, multi-media, and online skills are advanced. Teachers feel that the quality of support for technology is advanced. Teachers belief system in the use of technology is advanced.

The Office of Interventions has an aggressive training plan in place to prepare general education and special education teachers to serve as dyslexia interventionists, and the Office of Interventions, Special Education Department and Department for Legal and Governance maintain an ongoing collaboration in support of dyslexic students.

Additional industry credentials have been aligned with courses/programs providing students with more opportunities to validate their skill set via a third-party assessment.

Students receive emotional and academic support provided by the 3 PEP teachers through careful case management.

There is strong collaboration between multiple departments to coordinate early childhood programs.

Supplementary staffing ensures that campuses are able to provide intervention courses to at-risk students.

The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.

Character education is an integral component in the elementary counseling program and is consistent among our elementary campuses district-wide. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner.

Katy ISD publishes the Discipline Management Plan and Student Code of Conduct, that serves as the staff, student, and parent resource for discipline management. The district ensures cooperative development and annual review of the plan. Feedback is given by administrators, teachers, and parents in the development of the plan which provides a range of discipline options for all but the most severe behaviors. This

range includes many options, such as behavior conference/verbal reprimand, behavior contract, social skills training, and detention variations which may be selected in order to teach student appropriate behavior and reduce the loss of class time.

The Katy ISD technology department has created a “dashboard” system wherein discipline data can be easily tracked on a daily basis. This dashboard includes PEIMS-reportable data on infractions, locations, reporting parties, students involved, demographic student data, consequences administered, trends over time, etc., and presents this data in visual formats that are easy to understand. All campus administrators have access to the dashboard, as do select central office administrators.

An equity initiative is in place for Title I and low enrollment campuses due to the percentage of each underrepresented group increasing each year.

There are standardized and consistent procedures in the GT programs at each campus.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** There is a need to continue to add opportunities for students to earn industry credentials.

**Problem Statement 2:** Students report there are not adequate electronic devices in order to accommodate their academic needs. 48% of students in grades 3 through 12 still believe devices are shared at 3 to 1 or higher ratio.

**Problem Statement 3:** There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.

**Problem Statement 4:** There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

**Problem Statement 5:** The continued use of ISS/OSS placements indicates a need to decrease the number of out of class removals.

**Problem Statement 6:** There is a need to ensure equity in applying standards for GT services at all campuses.

**Problem Statement 7:** There is a need to increase the social and emotional support of gifted students.

**Problem Statement 8:** There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats, based on the Title II survey feedback.

**Problem Statement 9:** There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

## Perceptions

### Perceptions Summary

Katy ISD has multiple policies in place which prohibit bullying, including cyberbullying, as defined by state law. Procedures are in place for campus reporting, including anonymous reporting of bullying. Each campus conducts an investigation based on the allegations of the report and takes appropriate action. Parents of the victim and student accused of bullying are both notified of the results of the investigation and subsequent actions which will prevent future bullying. Based upon the data for the past three school years, reported incidents of bullying were 0.03%, 0.07% and 0.07%.

The PBMAS performance level for Title I, Part A annual dropout rate increased from level 2 to level 3 because the district Title I dropout rate increased from 3.9% in 2017 to 6.6% in 2018. The Title I, Part A graduation rate decreased from 78.2 in 2017 to 63.1% in 2018 causing the district to score a performance level of 2.

PBMAS performance level for SpED STAAR Passing rate improved from level 1 to 0 in Math and from 2 to 1 in Social Studies. Improvement is still needed in graduation and academic achievement rates.

### Perceptions Strengths

Katy ISD has robust policies and procedures in place at the District level to address bullying. Examples of District programs include Positive Behavior Interventions and Supports, Safe and Civil Schools, SafetyNet, Katy Connect, and Character Education (elementary and junior high). Each campus designs additional programs based upon the needs of their campus. Katy ISD has added a position of Coordinator for Bullying Prevention to lead many of the student bullying prevention programs. Additionally, Katy ISD has added a tip line and is monitoring the implementation of this resource with campus principals.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A community perception exists that the District is not doing enough prevention and intervention in regards to student bullying.

**Problem Statement 2:** There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

**Problem Statement 3:** There is a need to actively support the emotional well-being of students.



**Problem Statement 4:** The Title I, Part A graduation rate is 63.1% and the dropout rate is 6.6% according to the PBMAS report.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data

- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

Revised/Approved: July 24, 2017

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

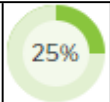
**Performance Objective 1:** The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress.

**Evaluation Data Source(s) 1:** Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.





### Summative Evaluation 1:

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading, writing and math including that of students in special populations.</p>	2.4, 2.6	Executive Directors in Division of Teaching and Learning	Improved scores on district, state and national assessments.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7 - School Processes &amp; Programs 8</p> <p>Funding Sources: 211 - Title I Part A - 182180.00, 263 - Title III LEP - 656233.00, 199 - State Comp Ed - 21630397.00, 224 - IDEA B SpEd - 11929830.00, 263 - Title III-A Immigrant - 239854.00, Deaf Education Grants - 707290.00, 199- General Fund: ESL/BIL Special Allotment - 7364282.00</p>							
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>2) Monitor the fidelity of implementation of academic and behavioral interventions (RTI) and credit recovery opportunities for at-risk students to increase graduation/completion rates and reduce the overuse of discipline practices that remove students from the classroom.</p>	2.4, 2.5	Department of Federal Programs Office of Interventions Special Education Department	<p>Increased graduation rates</p> <p>Reduction in disciplinary referrals</p> <p>PBMAS targets met for Title IA graduation rates</p> <p>Decrease in district drop-out percentage</p>				
<p>Problem Statements: Perceptions 4</p> <p>Funding Sources: 211 - Title I Part A - 30000.00, 206- McKinney-Vento - 1800.00</p>							

<p>3) Support the delivery of personalized professional learning through job-embedded coaching, integrated instruction, and professional development.</p> <p>Increase focus on coaching inexperienced teachers.</p>		<p>Executive Directors in Division of Teaching and Learning Assistant Superintendent of Student Support Services</p>	<p>Increased capacity of district, campus and instructional staff</p>				
<p>Problem Statements: Student Academic Achievement 2, 6 Funding Sources: 255 - Title II Part A TPTR - 997138.00, 244 - CTE-Perkins - 243711.00, 211 - Title I Part A - 90793.00, 263 - Title III LEP - 366750.00, 263 - Title III-A Immigrant - 318521.00</p>							
<p>4) Staff will implement the district's curriculum, and utilize a variety of instructional models to create opportunities for students to improve learning and demonstrate the Instructional Cornerstones.</p>	<p>2.4</p>	<p>Executive Directors of Curriculum and Instruction Assistant Superintendents for School Leadership and Support</p>	<p>Increases in state assessment results</p>				
<p>Funding Sources: 204- Title IV - 39500.00</p>							
<p>5) Refine and expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways and providing supplemental resources and equipment that align with industry standards and credentialing opportunities.</p>		<p>Director of Career and Technical Education</p>	<p>Increase in enrollment Increase in coherent sequences Increase in certifications earned</p>				
<p>Problem Statements: Student Academic Achievement 3, 4 Funding Sources: 244 - CTE-Perkins - 122816.00, 199- General Fund: CTE Special Allotment - 12878647.00</p>							
<p><b>PBMAS</b></p> <p>6) Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring.</p>		<p>Dropout Prevention Intervention and Recovery Coordinator</p>	<p>Reduced monthly/yearly dropouts, increased graduation and completion rates,</p>				
<p>Problem Statements: School Processes &amp; Programs 9 - Perceptions 4 Funding Sources: 199 - General Fund: High School Allotment - 1626320.00</p>							
<p>7) Increase activities to improve instruction and student engagement in STEM subjects and programs that integrate multiple disciplines by providing hands-on and field-based learning opportunities.</p>		<p>SHAW STEAM Center Staff Curriculum &amp; Instruction</p>	<p>Improved instruction and student engagement Increased student awareness of STEM related career opportunities</p>				
<p>Problem Statements: Student Academic Achievement 2, 6, 8 - Perceptions 2 Funding Sources: 204- Title IV - 96313.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Support the use of technology to inform instruction and to personalize learning through professional development for teachers, and by providing devices, content and school library resources that will improve student digital literacy skills and academic achievement.</p>		<p>Instructional Technology; Professional Learning</p>	<p>Increased use of technology in Instruction</p>				
<p>Funding Sources: 204- Title IV - 15000.00</p>							

9) Provide opportunities to ensure a smooth and effective transition for students from early childhood programs to PK and K, middle school to high school, and from high school to post secondary education.	3.2	Division of Teaching and Learning Assistant Superintendents for School Leadership and Support	Increased parent awareness of available programs				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 4 Funding Sources: 211 - Title I Part A - 55000.00						
10) Support, coordinate, and integrate services with early childhood programs, including plans for the transition of participants in such programs to local elementary school programs.		Office of Interventions Department of Special Education Office of Other Languages	Increased parental awareness of early intervention services  Increased number of special education students included in regular education pre-k classrooms  Streamlined assessment of language abilities for English language learners				
11) Design and deliver professional development on the teaching of writing.	2.4	Directors of Elementary & Secondary Curriculum and Instruction	Improved writing scores				
	Problem Statements: Student Academic Achievement 7 Funding Sources: 255 - Title II Part A TPTR - 30000.00						
<b>Critical Success Factors</b> CSF 1 12) Design quality unit plans based on the new TEKS that integrate reading and writing.	2.4	Directors of Elementary & Secondary Curriculum and Instruction	Improved writing scores				
	Problem Statements: Student Academic Achievement 7						
<b>Critical Success Factors</b> CSF 1 13) Focus on literacy across curriculum areas with professional development for teachers, IC's, principals and district staff.	2.4, 2.5	Directors of Elementary & Secondary Curriculum and Instruction	Improved reading and writing scores				
	Problem Statements: Student Academic Achievement 7						
<b>Critical Success Factors</b> CSF 1 14) Conduct interactive learning sessions about reading and writing across all content areas.	2.4	Directors of Elementary & Secondary Curriculum and Instruction	Improved reading and writing scores				
	Problem Statements: Student Academic Achievement 7						
<b>Critical Success Factors</b> CSF 1 15) Provide ongoing professional development for teachers throughout the school year from experts in the field of writing.	2.4	Directors of Elementary & Secondary Curriculum and Instruction	Improved reading and writing scores				
	Problem Statements: Student Academic Achievement 7						

<b>Critical Success Factors</b> CSF 1 16) Actively observe literacy instruction in classrooms throughout the year to identify additional levels of support needed.	Directors of Elementary & Secondary Curriculum and Instruction	Improved reading and writing scores				
	Problem Statements: Student Academic Achievement 7					
<b>Critical Success Factors</b> CSF 1 17) Provide professional development for teachers on using technology (such as TI-Navigators, Dreambox, Nearpod) in the math classroom.	Directors of Elementary & Secondary Curriculum and Instruction	Increased student engagement and conceptual understanding. Integration of process standards in instruction.				
	Problem Statements: Student Academic Achievement 8 Funding Sources: 204- Title IV - 12000.00					
<b>Critical Success Factors</b> CSF 1 18) Provide literacy libraries for SPSPSP courses to improve literacy skills of heritage language speakers.	Director of Secondary C&I	Improved literacy of heritage language speakers.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 204- Title IV - 10000.00					
19) Communicate expectations to campus counselors regarding the need to counsel students create personal graduation plans so that students can make informed curriculum choices to be prepared for success beyond high school	Director of Counseling	Students will match their program of study to support preparedness for meeting post-secondary goals.				
	Problem Statements: School Processes & Programs 9					
20) Communicate expectations to campus counselors regarding the promotion of available financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options.	Director of Counseling	Students have an increased knowledge of available financial aid opportunities.				
	Problem Statements: School Processes & Programs 9					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.
<b>Problem Statement 2:</b> English learners did not meet state standard in 4 areas of PBMAS: Social Studies, Writing, Science and ELA EOC.
<b>Problem Statement 3:</b> CTE English learners did not meet the state standard performance on PBMAS 2018 for English Language Arts
<b>Problem Statement 4:</b> CTE SPED did not meet the state standard performance on PBMAS 2018 for English Language Arts
<b>Problem Statement 5:</b> There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.

**Problem Statement 7:** Writing results have been stagnant in all grade levels for the past 4 years.

**Problem Statement 8:** There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.

### **School Processes & Programs**

**Problem Statement 4:** There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

**Problem Statement 8:** There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats, based on the Title II survey feedback.

**Problem Statement 9:** There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

### **Perceptions**

**Problem Statement 2:** There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

**Problem Statement 4:** The Title I, Part A graduation rate is 63.1% and the dropout rate is 6.6% according to the PBMAS report.



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

**Performance Objective 2:** The District will meet all indicators in all components of Domain III: Closing the Gaps.

**Evaluation Data Source(s) 2:** Domain III report

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  1) Provide professional development and technical assistance to district and campus leadership to build school improvement capacity for all identified focus schools where Domain III is less than 100% met indicators	2.4	Executive Director, Research, Assessment, and Accountability	District and campus Domain III scores for 2018-19 will include 100% met targets for every student group. Evidence of student learning will improve.				
Problem Statements: Student Academic Achievement 5, 6, 8							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 5:</b> There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.
<b>Problem Statement 8:</b> There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.


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

**Performance Objective 3:** The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

**Evaluation Data Source(s) 3:** STAAR reports from TEA and assessment vendor(s)

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading, writing and math including that of students in special populations.	2.4, 2.6	Executive Directors in Division of Teaching and Learning	Improved scores on district, state and national assessments.				
Problem Statements: Student Academic Achievement 2, 5 Funding Sources: 199 - General Fund: Special Education - 82742261.64, 199- General Fund: ESL/BIL Special Allotment - 0.00, 263 - Title III LEP - 171546.00, 263 - Title III-A Immigrant - 46000.00, 199 - State Comp Ed - 0.00							
<b>PBMAS</b> 2) Provide resources, tutorials, mentoring, and progress/attendance monitoring for homeless students to increase student achievement and graduation rates.	2.4, 2.6	Director of Federal Programs & External Funding	Increased attendance Increased graduation rates Decreased dropout rates				
Problem Statements: Student Academic Achievement 6 - Perceptions 4 Funding Sources: 206- McKinney-Vento - 7644.00							
<b>Critical Success Factors</b> CSF 1 3) Provide scholarships for low SES students to attend 6th grade PreAP Summer Bridge Program for Summer 2019	2.5	Director of Secondary C&I	Increase enrollment in advanced math courses beginning in junior high.				
Problem Statements: Student Academic Achievement 8 Funding Sources: 204- Title IV - 10000.00							
							

**Performance Objective 3 Problem Statements:**

<b>Student Academic Achievement</b>
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<b>Problem Statement 2:</b> English learners did not meet state standard in 4 areas of PBMAS: Social Studies, Writing, Science and ELA EOC.
<b>Problem Statement 5:</b> There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.
<b>Problem Statement 8:</b> There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.
<b>Perceptions</b>
<b>Problem Statement 4:</b> The Title I, Part A graduation rate is 63.1% and the dropout rate is 6.6% according to the PBMAS report.

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

**Performance Objective 4:** The percent of students meeting or exceeding progress will increase over the previous year.

**Evaluation Data Source(s) 4:** End of year STAAR report and accountability report.

**Summative Evaluation 4:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Provide professional learning in a variety of venues to secondary staff and leadership in the area of differentiation in all content areas to meet the needs of a diverse student population.	2.4	Executive Director of Secondary Curriculum and Instruction	Increased growth				
Problem Statements: Student Academic Achievement 8							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 8:</b> There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.

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





**Performance Objective 5:** The number of students completing a Dual Credit or Advanced Placement course will increase over the previous year.

**Evaluation Data Source(s) 5:** Course completion

**Summative Evaluation 5:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide Dual Credit textbooks to students who are economically disadvantaged free of charge.		Executive Director of Secondary C&I	Increase in enrollment of students who are economically disadvantaged.				
	Funding Sources: 199 - General Fund - 25000.00						
2) Provide Texas Success Initiative assessments free of charge to students at their home campus.		Executive Director, Research, Assessment, and Accountability	Increase in numbers of students enrolled in Dual Credit coursework. Increase in students being included in the CCMR category for the TSI data set at the district level in Domain I.				
	Problem Statements: Student Academic Achievement 1, 6						
3) Prepare students for college by providing an array of AP courses which allow the experience of taking college-level courses/exams and the opportunity to earn college credit.		Executive Director of Secondary C&I	Increased passing rate on AP Exams				
	Funding Sources: 199 - General Fund: High School Allotment - 4660923.00						
4) Promote the dual credit program with a brochure for counselors, parents and students.	2.5	Executive Director of Secondary Curriculum and Instruction	Increase dual credit enrollment.				
5) High schools will actively recruit teachers with credentials to teach dual credit as embedded faculty in partnership with HCC.		Executive Director of Secondary Curriculum and Instruction	Increased dual credit course offerings.				
<b>Critical Success Factors</b> CSF 1	2.5	Director of Secondary C&I	Increased student enrollment and success in AP Human Geography.				
	6) Create a bridge course for incoming 9th grade AP Human Geography students to develop skills to assist in preparing students for success in the course. Problem Statements: Student Academic Achievement 1, 8 Funding Sources: 204- Title IV - 18000.00						

<p align="center"><b>Critical Success Factors</b> CSF 4</p>	<p align="center">2.5</p>	<p>Director of Secondary C&amp;I</p>	<p>Increased proficiency in world languages and enrollment in upper level world language courses.</p>				
<p>7) Develop a local world language competition to engage students in developing language skills.</p>		<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 204- Title IV - 2500.00</p>					
<p align="center">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**Performance Objective 5 Problem Statements:**

<p><b>Student Academic Achievement</b></p>	
<p><b>Problem Statement 1:</b> There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.</p>	
<p><b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.</p>	
<p><b>Problem Statement 8:</b> There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.</p>	

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

**Performance Objective 6:** The District will establish structures that support a collaborative, flexible, safe, and respectful learning environment.

**Evaluation Data Source(s) 6:** District standards

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>1) Review current district standards, prototypes/programs for alignment with 1.4 including furniture, collaborative spaces, flexible seating, administrative spaces, and lighting.</p>		Chief Operations Officer	Post occupancy reviews Design development meetings				
<p>Problem Statements: Demographics 1 Funding Sources: 192 - Special Project - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>2) Determine financial impact of changing the district standard related to furniture, collaborative spaces, flexible seating, administrative spaces, and lighting.</p>		Chief Operations Officer	In the future there will be a significant financial impact to renovate campuses (utilizing bond funds) and bring them up to 21st century learning standards.				
<p>Problem Statements: Demographics 1 Funding Sources: 192 - Special Project - 0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>3) Educate staff, students and community members on the use of flexible spaces and promote usage.</p>		Chief Operations Officer	Architects and District Operations staff meet with campuses on how to operate/use building to its optimal potential				
<p>Problem Statements: Demographics 1</p>							
<p>4) Provide training for ongoing staff development for instructional and administrative staff and monitor to ensure consistent implementation of district wide and campus wide coordinated school health initiatives.</p>		PE/Health Coordinator	Teachers will effectively implement coordinated school health programs on campus.				
<p>Problem Statements: Perceptions 3</p>							
<p>5) Coordinate a campus health advisory committee to develop and support coordinated school health goals and objectives to be sure they are implemented.</p>		PE/Health Coordinator	Gain stakeholder input to develop and support school health goals and activities.				
<p>Problem Statements: School Processes &amp; Programs 4</p>							
<p>6) Communicate and monitor the expectation to campuses that physical education teachers will ensure at least 50% of the PE Class is devoted to moderate to vigorous physical activity and study related data to improve nutrition and physical activity on campus.</p>		PE/Health Coordinator	Students will be more physically active and gain knowledge regarding health and nutrition.				
<p>Problem Statements: Perceptions 3</p>							



**Performance Objective 6 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.
<b>Perceptions</b>
<b>Problem Statement 3:</b> There is a need to actively support the emotional well-being of students.







**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:** Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources.

**Evaluation Data Source(s) 1:** Adopted budget

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase stakeholder awareness of budget challenges and trade-offs through district presentations and community meetings. Furthermore, increase awareness on the part of all administrators and support staff of the resources available to meet these challenges.		Financial Services Executive Leadership Team	1)Program and resource alignment; 2) Increased Financial literacy throughout the District enabling more effective use of limited resources; 3) Accurate and timely tracking of financial activity; 4)Closer adherence to plans as outlined in campus, department and District budgets; and 5) Informed decision making as plans change throughout the year.				
2) Investigate the timing and communication plan for system upgrades to minimize impact on end users.		Technology Operations	Effective communication plan in place				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6		Chief Operations Officer	Schedule developed and implemented so capital outlay items are replaced timely.				
3) Develop a schedule for replacement of capital outlay items outside of any Bond process.	Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 0.00						
<b>Critical Success Factors</b> CSF 3	2.4	Director of Federal Programs and External Funding  Director of ESL & Bilingual	Compliance in all program areas  Provide effective language instruction educational programs for English learners.				
4) Ensure all programs are effectively implemented, documented, and evaluated in accordance with state and federal guidelines by providing technical support, training and appropriate resources.	Problem Statements: Student Academic Achievement 1, 6 Funding Sources: 211 - Title I Part A - 307281.00, 206- McKinney-Vento - 33501.00, 263 - Title III LEP - 0.00, 263 - Title III-A Immigrant - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs, reduce redundancy of services, and increase student achievement.
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.

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

**Performance Objective 1:** All campus and department leaders will utilize data in various formats to improve effectiveness and efficiencies.

**Evaluation Data Source(s) 1:** Portals and data sets available, trainings offered/number of attendees, user surveys and user reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Create portals and enhance analytics tools for district and campus staff		Director, Business Intelligence; Executive Director, Research, Assessment, and Accountability	Portals and dashboards available to campus leadership staff for instructional and administrative decision-making support				
Problem Statements: Demographics 1							
2) Train campus and departmental leadership staff to utilize data and analytics tools		Technology Customer Services Department; Enterprise Systems Department	Improve student learning and departmental efficiency through data based decision-making				
Problem Statements: Demographics 1							
							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.

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

**Performance Objective 2:** The District will provide quality professional development designed to increase educator expertise when measuring learner skill acquisition.

**Evaluation Data Source(s) 2:** Survey feedback from professional learning sessions

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Solicit feedback from students and staff on learning preferences and create a list of best assessment practices.		Executive Directors of C&I	Increased knowledge of student and staff learning preferences.				
	Problem Statements: School Processes & Programs 3, 8						
2) Identify opportunities for professional development and create a timeline for development and delivery.		Executive Directors of C&I	Professional development opportunities identified and delivered.				
	Problem Statements: School Processes & Programs 3, 8						
3) Design a rubric, identify staff to deliver professional development, and deliver professional development.		Executive Directors of C&I	Create a rubric. Identify staff involved. Progress will begin in January 2019.				
	Problem Statements: School Processes & Programs 8						
4) Design and utilize ongoing evaluation process to determine effectiveness and utilization of professional development.		Executive Directors of C&I	Evaluation process utilized. Progress will begin in January 2019.				
	Problem Statements: School Processes & Programs 8						

**Performance Objective 2 Problem Statements:**



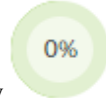

<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.
<b>Problem Statement 8:</b> There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats, based on the Title II survey feedback.

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

**Performance Objective 1:** The District will define and implement district and campus expectations for technology integration inside and outside the classroom.

**Evaluation Data Source(s) 1:** Expectations created and plan implemented as seen through lessons

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>1) Assess the technology usage within the classroom using BrightBytes Survey Student Frequency of Use During Class time</p>		Instructional Technology Director	Increased Usage of Technology in the Classroom				
<p>Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund Other Donation - 500000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>2) Provide technology training for staff and learners based on District and Campus Goals.</p>		Instructional Technology Managers	Increased Use of Technology in the Classroom				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Provide streamlined and equitable access to digital resources inside and outside the classroom for all learners</p>		Instructional Technology Director	All students will have adequate resources to access digital content.				
<p>Problem Statements: Perceptions 2</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Continue the creation of resources within the Learning Management System to share with teachers for classroom use.</p>		Instructional Technology Director	Students will have access to course content outside the classroom for instructional support.				
<p>Problem Statements: Student Academic Achievement 7 - Perceptions 2</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 7:** Writing results have been stagnant in all grade levels for the past 4 years.

**Perceptions**

**Problem Statement 2:** There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.



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

**Performance Objective 1:** All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

**Evaluation Data Source(s) 1:** Recruiting records, hiring timelines, and retention reports

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Equity Plan Strategy Critical Success Factors CSF 7</b>  1) Monitor and create a plan to address any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Recruit quality staff at both in and out of state job fairs.		Executive Director of Human Resources	Increase in high quality and effective staff employed by KISD.				
	Problem Statements: Demographics 2 Funding Sources: 255 - Title II Part A TPTR - 10000.00						
<b>Equity Plan Strategy Critical Success Factors CSF 7</b>  2) Make timely offers of employment to maximize and increase the likelihood of acquiring the best possible applicants.		Executive Director of Human Resources	Applicants are hired in a timely manner				
	Problem Statements: Demographics 1, 2						
<b>Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</b>  3) Utilize experience reserve to ensure Title I campuses hire and retain the most experienced and qualified teachers in an effort to reduce the achievement gap between Title I and non-Title campuses.	2.4, 2.6	Department of Federal Programs	Improved scores on state and district assessments. Decreased Title I campus staff turnover rate.				
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - Title I Part A - 618577.00						

<b>Critical Success Factors</b> CSF 7  4) Provide ample opportunities for English Language Arts teachers to acquire ESL certification.	2.4	Director of ESL/Bilingual	All English learners received ESL services by an ESL certified teacher.  Eliminate the need to file a TEA ESL Waiver.				
	Funding Sources: 199 - General Fund - 34500.00						
5) Purchase Talented, a Recruit/Hire/Records Management System, to assist hiring managers/principals in screening and interviewing for quality applicants in a more timely manner.		Executive Director of Human Resources	Efficiency in hiring process to ensure first choice candidates are offered positions in a timely manner.				
	Funding Sources: 199 - General Fund - 75000.00						
6) Add additional recruiting trips to universities with diverse student populations to recruit more diverse, qualified staff.		HR Coordinators	Recruit and hire a more diverse, certified staff.				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.
<b>Problem Statement 2:</b> There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.
<b>Student Academic Achievement</b>
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.



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

**Performance Objective 2:** The District will refine a plan to provide high quality professional development that fosters growth and supports all teachers and staff.

**Evaluation Data Source(s) 2:** Plan outlined and professional learning session calendar/feedback on sessions

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 7  1) Establish a collaborative team of teachers, campus administrators, and central office staff to identify district parameters that are aligned to the strategic design framework.		Assistant Superintendent for Student Support Services	Input gathered a variety of stakeholders will influence the professional development plan				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 8						
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Review professional learning plans from at least 3 comparable high performing school districts.	2.5	Assistant Superintendent for Student Support Services	Review of best practices from area districts will influence the professional development plan				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 8						
3) Create a document that provides guidance for all departments and campuses in planning for professional learning.	2.5	Assistant Superintendent for Student Support Services	Documents created to guide further action that results in a plan that fosters growth for all teachers				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 8						
<b>Critical Success Factors</b> CSF 7  4) Gather feedback from Katy Improvement Council, Instructional Coaches, Human Resources, Principals, Teacher Leadership Forum, and Student Leadership Circle.		Assistant Superintendent for Student Support Services	Feedback will result in edits, overall buy in and approval of the plan.				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 8						

<b>Critical Success Factors</b> CSF 7 5) Reconvene to review feedback and revise Professional Learning Plan.	2.5	Assistant Superintendent for Student Support Services	The revised Professional Learning Plan will be aligned to the Strategic Plan and provide guidance for creating learning sessions offered for teachers and staff.				
	Problem Statements: Student Academic Achievement 8 - School Processes & Programs 8						
<b>Critical Success Factors</b> CSF 7 6) Develop a systematic approach to communicate and ensure consistent implementation of professional learning practices.		Assistant Superintendent for Student Support Services	Announce, highlight and emphasize the Professional Development Plan at leadership trainings for campus principals, instructional coaches and Teaching and Learning staff,				

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 8:</b> There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 8:</b> There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats, based on the Title II survey feedback.


**Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.**

**Performance Objective 1:** A professional analysis of the student assessment and accountability systems will be developed to inform an action plan for the school board, administration and community to regain local control.


**Evaluation Data Source(s) 1:** Analysis completed

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Investigate and engage the best possible external professional resource(s) to help guide the analysis as the basis for the action plan.		Superintendent	External resource identified, ability to move to next steps				
2) Empower the external resource(s) to retain experts to assist in creation of the professional analysis.		Superintendent	Ability to move forward with the performance objective				
3) Empower the external resource(s) to begin the initial research into Goal 6.2.		Superintendent	Ability to move on to the next step - agreement in place.				
4) Superintendent will routinely report to the Board of Trustees developments in the process.		Superintendent	Reports to the Board of Trustees with information to help guide any possible decisions on next steps.				
5) Professional analysis is presented to the Board of Trustees.		Superintendent	Board presentation of analysis in order to guide any next steps in the performance objective.				
6) Board of Trustees will consider recommended actions by the Superintendent based on the professional analysis.		Board of Trustees	Consideration of additional actions as noted in Board minutes.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.**

**Performance Objective 1:** The current Katy ISD school-business partnership program will be replaced with an activity driven business and community partnership model that engages all stakeholders.

**Evaluation Data Source(s) 1:** New partnership program created

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Form a core Action Team. Stakeholder groups to include parents, students, community, district administrators.		Director, Community Partnerships	Create a diverse team representing all stakeholder groups to lead program redesign.				
2) Launch Action With Action Team, design process for collecting best practices and community input regarding business/community engagement in schools.		Director, Community Partnerships	Analysis of external and internal data regarding best practices in business and community engagement in schools.				
3) Administration and Action Team will research best practices.		Director, Community Partnerships	Personal interviews with business and community leaders to provide anecdotal data to incorporate in to program analysis.				
4) Administration will collect feedback from community via electronic survey.		Director, Community Partnerships	Collect data to incorporate in to program analysis.				
5) Action Team re-convenes to assimilate survey/interview results, define steps forward and begin restructuring of program.		Director, Community Partnerships	Analysis of survey and interview results to inform redesign process.				
6) Action Team reconvenes to develop district standards for business and community partnerships, create steps forward, and assign responsibility.		Director, Community Partnerships	Creating structure, procedures and expectations to guide implementation of re-designed program.				
7) Present results to Katy ISD Board of Trustees.		Director, Community Partnerships	Communication about process and goals.				
8) Administration will develop a timeline and budget for redesign and a comprehensive re-writing of all business/community engagement materials.		Director, Community Partnerships	Incorporation of redesign into Partners in Education marketing materials for 2019-2020 school year.				

9) Completely rebrand program based on Action Team decisions, including language and new program structure.		Director, Community Partnerships	Implementation of redesign at Katy ISD administrative level.				
10) Re-train campus and district business/community engagement leaders		Director, Community Partnerships	Incorporate new policies and practices throughout district and campus business and community engagement.				
11) Re-evaluate Junior Achievement for value in classroom and connection with business community		Director, Community Partnerships	Included in Action Team process				
12) Expand business involvement in the Miller Career and Technology Center (MCTC) to circumvent structural barriers to parental involvement and fundraising		Director, Community Partnerships	Included in Action Team process				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 7:** Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 2:** The District will identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

**Evaluation Data Source(s) 2:** Programs identified and listed; engagement rates, survey data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Survey school principals to identify existing campus based parent and community engagement opportunities offered.</p>		Chief Communications Officer	To obtain data on on opportunities offered from all campuses.				
Problem Statements: School Processes & Programs 4							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Develop a list of existing district level parent and community engagement opportunities.</p>		Chief Communications Officer	A comprehensive list of engagement opportunities.				
Problem Statements: School Processes & Programs 4							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Hold stakeholder group meetings to identify effectiveness and value of current opportunities, and what other types of opportunities are sought by these groups.</p>		Chief Communications Officer	Identify additional opportunities for stakeholder participation.				
Problem Statements: School Processes & Programs 4							
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Deliver report to the Superintendent and Board on existing engagement programs and opportunities to involve a greater number of stakeholders</p>		Chief Communications Officer	Share the data regarding engagement programs and opportunities.				
Problem Statements: School Processes & Programs 4							
<p>5) Implement a standardized volunteer program for all campuses with training and oversight to ensure quality volunteer involvement and engagement. PTA for all campuses has common standards and oversight and help with training.</p>		Chief Communications Officer	Quality engagement of community at all campuses.				

<b>Critical Success Factors</b> CSF 5 CSF 6  6) Provide technical assistance, support and supplemental resources to assist schools in implementing effective family and community engagement activities, including distribution of the Title I Parent and Family Engagement Policy.	3.1, 3.2	Director of Federal Programs & External Funding Director of ESL/Bilingual	Increased Volunteer Hours Increased Attendance at District & Campus Events Increased parent participation in school planning				
	Problem Statements: Student Academic Achievement 6 - School Processes & Programs 4 Funding Sources: 211 - Title I Part A - 221285.00						

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 6:</b> There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

**Goal 8: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

**Evaluation Data Source(s) 1:** Safety and security audits and safety documentation (fire drill logs).

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 3 CSF 6  1) Provide guidance for new campuses as they create emergency action plans.		Emergency Management Coordinator	New campuses are able to document the implementation of a plan to conduct training, mandatory drills, etc.				
Problem Statements: Perceptions 3							
<b>Critical Success Factors</b> CSF 3 CSF 6  2) Continue to enforce policies and procedures that promote a safe, orderly and secure environment		Emergency Management Coordinator Principals	Compliance with Security Audit recommendations.				
Problem Statements: Perceptions 3							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> There is a need to actively support the emotional well-being of students.




**Goal 8:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** The District will establish a system that proactively supports emotional well-being.

**Evaluation Data Source(s) 2:** Outline and definition of system

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6  1) Research and implement practices used in KISD and other districts for supporting social emotional learning and conflict resolution, including Positive Behavior Supports & Strategies	2.4	Director, Counseling  Instructional Officer, Autism Services & Behavior Programs	Identify best practices for supporting Social Emotional Learning				
	Problem Statements: School Processes & Programs 4 - Perceptions 1, 3 Funding Sources: 204- Title IV - 15000.00						
<b>Critical Success Factors</b> CSF 5  2) Develop a district-wide toolkit, including strategies, resources, etc., for all stakeholders	2.4, 2.6, 3.2	Director, Counseling	Provide a consistent and comprehensive set of resources				
<b>Critical Success Factors</b> CSF 5  3) Provide effective methods of reporting concerns for well-being and safety	2.4, 2.6, 3.1	Director, Counseling	Create and clarify various accessible avenues to report concerns				
<b>Critical Success Factors</b> CSF 3 CSF 5  4) Build a team of trained staff who are prepared to recognize and respond to social emotional needs of all learners	2.4, 2.6, 3.1	Director, Counseling	Build capacity of a well-trained staff to recognize and respond to social emotional needs				
	Problem Statements: Perceptions 3 Funding Sources: 204- Title IV - 133036.00						
<b>Critical Success Factors</b> CSF 6  5) Create professional development in the social and emotional needs of gifted students for campus access.	2.6	Director of GT and Advanced Academics	Increased attention to the unique needs of GT students and their social/emotional needs.				
	Problem Statements: School Processes & Programs 7						
6) Evaluate current screening practices and implementation to ensure awareness among school community, ease of access to screening process, and fidelity of implementation.	2.6	Director of GT and Advanced Academics	Increase understanding of screening process with better student representation and improved service to students.				
	Problem Statements: School Processes & Programs 6						

<b>Critical Success Factors</b> CSF 5 7) Implement Social and Emotional Advisory Curriculum for Junior high GT Students.		Director of GT and Advanced Academics	Improved services to students identified as GT.				
	Problem Statements: School Processes & Programs 7						
8) Provide programs, resources and professional development to improve school conditions for student learning including drug and violence prevention, suicide prevention and bullying and harassment prevention.		Bullying Prevent and Student Support Coordinator	Decreased discipline incidents Increased teacher/staff capacity Improved school climate				
	Director of Counseling Problem Statements: Perceptions 1, 3 Funding Sources: 204- Title IV - 22988.00						
<b>Critical Success Factors</b> CSF 6 9) Partner with schools to identify and serve gifted and talented students.	2.6	Director of GT and Advanced Academics	Students in need of intervention with GT services are identified and served.				
	Problem Statements: School Processes & Programs 6, 7 Funding Sources: 199 General Fund: GT Allotment - 3238946.00						
10) Provide programs, resources and professional development regarding trauma informed practices and resilience training to improve school conditions for student learning.		Director of Counseling	Increased teacher/staff capacity Improved school climate				
	Problem Statements: Perceptions 1, 3						
							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.
<b>Problem Statement 6:</b> There is a need to ensure equity in applying standards for GT services at all campuses.
<b>Problem Statement 7:</b> There is a need to increase the social and emotional support of gifted students.
<b>Perceptions</b>
<b>Problem Statement 1:</b> A community perception exists that the District is not doing enough prevention and intervention in regards to student bullying.
<b>Problem Statement 3:</b> There is a need to actively support the emotional well-being of students.

**Goal 8:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** The District will create training and ongoing support tailored to students, staff and parents concerning emotional well-being.

**Evaluation Data Source(s) 3:** Listing of sessions; attendance/involvement rates

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>Critical Success Factors</b> CSF 5 1) Define emotional well-being	2.4, 2.6, 3.1	Director, Counseling	Provide common understanding of components of emotional well-being				
<b>Critical Success Factors</b> CSF 3 CSF 5 2) Design presentations to address emotional well-being for staff, students, and self-care	2.4, 2.6, 3.1	Director, Counseling	Provide informative strategies which can effectively address emotional well-being				
<b>Critical Success Factors</b> CSF 3 CSF 5 3) Design presentations for parents including webinars on how to support emotional well-being.	2.4, 2.6, 3.1	Director, Counseling	Provide parents with strategies to support emotional well-being				
<b>Critical Success Factors</b> CSF 3 4) Deliver a presentation addressing emotional well-being for staff and students at the Administrative Conference.	2.4, 2.6	Director, Counseling	Provide school personnel with strategies to support emotional well-being				
<b>Critical Success Factors</b> CSF 3 CSF 7 5) Present how to address emotional well-being into the classroom at the New Teacher/New Hire Training.	2.4, 2.6	Director, Counseling	Prepare newly hired employees to address emotional well-being				
<b>Critical Success Factors</b> CSF 3 CSF 7 6) Present wellness graphic defining components of well-being through teacher trainings including webinar	2.4, 2.6	Director, Counseling	Provide teachers with consistent information on the interrelatedness of the various components of well-being				

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
TBD	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$19,942,815.83
	<b>6100 Subtotal:</b>	<b>\$19,942,815.83</b>

## District Planning Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Allison Matney	
Administrator	Nakia Coy	
Administrator	Marisa Adams	
Administrator	Tamara Jackson	

## District Improvement Plan Committee 2018-19

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Christine Caskey	Chief Academic Officer
District-level Professional	Allison Matney	Executive Director for Research, Assessment & Accountability
District-level Professional	Kimberly Lawson	Executive Director Curriculum & Instruction - Elementary
District-level Professional	Cazilda Steele	Executive Director Curriculum & Instruction - Secondary
District-level Professional	Brian Malechuk	Executive Director Special Education
District-level Professional	Terri Walker	Director - Interventions
District-level Professional	Gabriela Pulido	Drop out prevention
District-level Professional	Christy Maeker	Counseling
District-level Professional	Darlene Rankin	Instructional Technology
District-level Professional	Jamey Hynds	Director Technology
District-level Professional	Ken Gregorski	Deputy Superintendent
District-level Professional	Rhonda Ward	Assisstant Superintendent Student Support
District-level Professional	Alene Lindley	Director Secondary Curriculum and Instruction
District-level Professional	Bonnie Holland	Governance and Legal Affairs
District-level Professional	Andrea Grooms	Communication and Information
District-level Professional	Lee Crews	Chief Operations Officer
District-level Professional	Nakia Coy	Federal Programs and External Funding
District-level Professional	Sarah Martin	Director Career Technical Education
District-level Professional	Linda Shepard	Director ESL/ Other Languages
District-level Professional	Tamara Jackson	Federal Funding
District-level Professional	Howard Grimmet	Health & P.E.
District-level Professional	Yolanda Edmond	Human Resources
District-level Professional	Justin Graham	Legal Counsel

## District Funding Summary

<b>192 - Special Project</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	Building renovations and new construction		\$0.00
1	6	2	Building renovations and new construction		\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Staff, Services, Materials and Other Related Expenses		\$21,630,397.00
1	3	1	Instructional Staff, Services, Materials and Other Related Expenses (Funding included in previous strategy)		\$0.00
<b>Sub-Total</b>					\$21,630,397.00
<b>199 - General Fund: High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Instructional Staff, Services, Materials and Other Related Expenses		\$1,626,320.00
1	5	3	Instructional Staff, Services, Materials and Other Related Expenses		\$4,660,923.00
<b>Sub-Total</b>					\$6,287,243.00
<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Instructional Materials Allotment		\$25,000.00
2	1	3	Component Replacement		\$0.00
5	1	4	TEExES Subs and Reimbursement for Cost of TEExES exam #154- ESL Supplemental		\$34,500.00
5	1	5			\$75,000.00
<b>Sub-Total</b>					\$134,500.00
<b>199 - General Fund Other Donation</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

4	1	1			\$500,000.00
<b>Sub-Total</b>					\$500,000.00
<b>199 - General Fund: Special Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	Instructional Staff, Services, Materials and Other Related Expenses		\$82,742,261.64
<b>Sub-Total</b>					\$82,742,261.64
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Professional Development Opportunities to Support Title I Campuses		\$143,272.00
1	1	1	Title I Homeless Reservation- Supplemental Resources		\$38,908.00
1	1	2	Title I Homeless Reservation/ Credit Recovery		\$30,000.00
1	1	3	Title I PD Support to Campuses		\$90,793.00
1	1	9	Instructional Materials to Assist PK Transition at Title I Schools		\$50,000.00
1	1	9	Contracted Services to Assist Parents of PK students at Title I Schools		\$5,000.00
2	1	4	Title I Specialist & Financial Clerk/ Professional Development Opportunities		\$307,281.00
5	1	3	Experience Reserve		\$618,577.00
7	2	6	Title I Parent Support Specialist/Parental Involvement Reservation		\$218,285.00
7	2	6	Title I Spanish Translation of Campus and District Improvement Plans		\$3,000.00
<b>Sub-Total</b>					\$1,505,116.00
<b>263 - Title III-A Immigrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Resources / Contracted PD / Subs for PD		\$239,854.00
1	1	3	Title III Facilitators		\$318,521.00
1	3	1	Extended Day for English Learners/Science Academy/KSAT Scholarships and Salaries		\$46,000.00



2	1	4	Facilitators (amount included in Goal 1/Perf. Obj. 1/Strategy 3)		\$0.00
<b>Sub-Total</b>					\$604,375.00
<b>263 - Title III LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Resources / Contracted PD / Subs for PD		\$656,233.00
1	1	3	Title III Facilitators		\$366,750.00
1	3	1	Extended Day for English Learners/Science Academy/KSAT Scholarships and Salaries		\$171,546.00
2	1	4	Facilitators (amount included in Goal 1/Perf. Obj. 1/Strategy 3)		\$0.00
<b>Sub-Total</b>					\$1,194,529.00
<b>224 - IDEA B SpEd</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Special Education Staff and Supplemental Services		\$11,929,830.00
<b>Sub-Total</b>					\$11,929,830.00
<b>244 - CTE-Perkins</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	CTE Instructional Specialists & Professional Development		\$243,711.00
1	1	5	Instructional materials, supplies, equipment,		\$122,816.00
<b>Sub-Total</b>					\$366,527.00
<b>255 - Title II Part A TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Instructional Coach Facilitators, Curriculum Specialist, Stipends for Title I & Title III Facilitators		\$352,858.00
1	1	3	Professional Development Resources, Conferences, and Contracted Services		\$644,280.00
1	1	11	Training plan, presenters		\$30,000.00
5	1	1	Job Fair Registration and Travel Expenses		\$10,000.00
<b>Sub-Total</b>					\$1,037,138.00
<b>206- McKinney-Vento</b>					

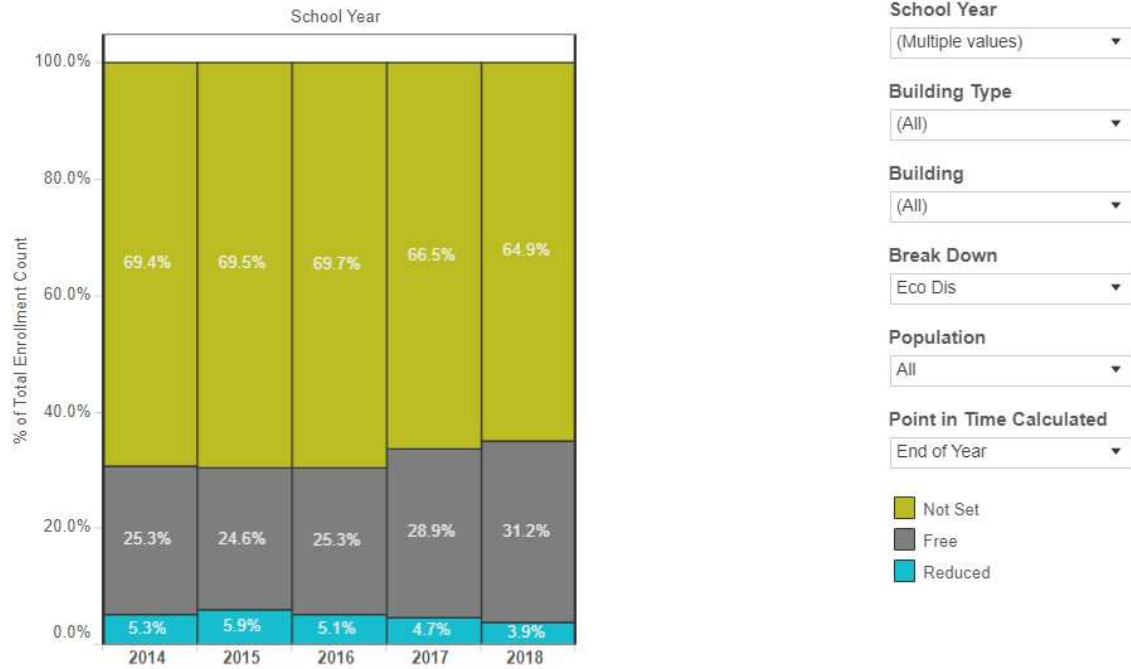
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Internet Hot Spots		\$1,800.00
1	3	2	Tutorials & Mentoring Payroll		\$7,644.00
1	3	2	Supplies/hygiene kits		\$0.00
2	1	4	Excess Cost of Homeless Transportation		\$21,225.00
2	1	4	Professional Development Related to Grant		\$4,200.00
2	1	4	Supplies including hygiene kits		\$8,076.00
<b>Sub-Total</b>					\$42,945.00
<b>204- Title IV</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Music Instructional Materials		\$14,500.00
1	1	4	Action Based Learning Training		\$10,000.00
1	1	4	Health Instructional Materials		\$15,000.00
1	1	7	Engineering Kits		\$15,811.00
1	1	7	Mixed Reality System		\$15,837.00
1	1	7	Breakout Boxes		\$3,075.00
1	1	7	Augmented Reality Sandbox		\$8,300.00
1	1	7	Dual-Control Robotics Set		\$1,000.00
1	1	7	STEM Carts		\$41,000.00
1	1	7	Cameras with Animation Studio Software		\$1,000.00
1	1	7	Robotics TECH Training		\$2,000.00
1	1	7	Instructional Materials for STEAM Center		\$8,290.00
1	1	8	Coding Training for Teachers		\$15,000.00
1	1	17	PD on using technology in the math classroom		\$12,000.00
1	1	18	Funding for literacy libraries for Spanish speakers classes		\$10,000.00
1	3	3	Scholarship funding		\$10,000.00
1	5	6	ONBoard online platform for PreAP summer bridge program		\$18,000.00
1	5	7	Funding to support language competition		\$2,500.00

8	2	1	PBIS Professional Development		\$15,000.00
8	2	4	Trauma Practitioner Training		\$133,036.00
8	2	8	Drug and Alcohol Prevention & Awareness		\$19,488.00
8	2	8	Professional Development for Bullying Prevention		\$3,500.00
<b>Sub-Total</b>					\$374,337.00
<b>199 General Fund: GT Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	2	9	GT Facilitators to serve campuses	GT Allotment	\$3,238,946.00
<b>Sub-Total</b>					\$3,238,946.00
<b>Deaf Education Grants</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Staff		\$707,290.00
<b>Sub-Total</b>					\$707,290.00
<b>199- General Fund: ESL/BIL Special Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Bilingual/ESL Allotment Staff/Contracted Services/Supplies/Employee Registration		\$7,364,282.00
1	3	1	Instructional Staff, Services, Materials and Other Related Expenses (Funding included in previous strategy)		\$0.00
<b>Sub-Total</b>					\$7,364,282.00
<b>199- General Fund: CTE Special Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Instructional Staff, Services, Materials, Equipment and Other Related Expenses		\$12,878,647.00
<b>Sub-Total</b>					\$12,878,647.00
<b>Grand Total</b>					\$152,538,363.64

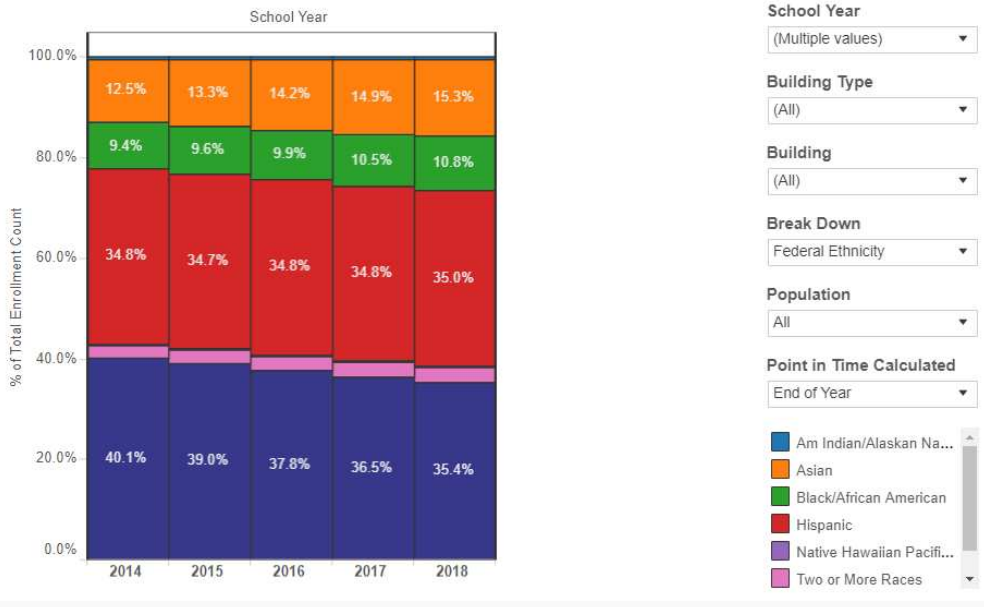
# Addendums

## 2017-18 Demographics Statistics

### Economically Disadvantaged Students



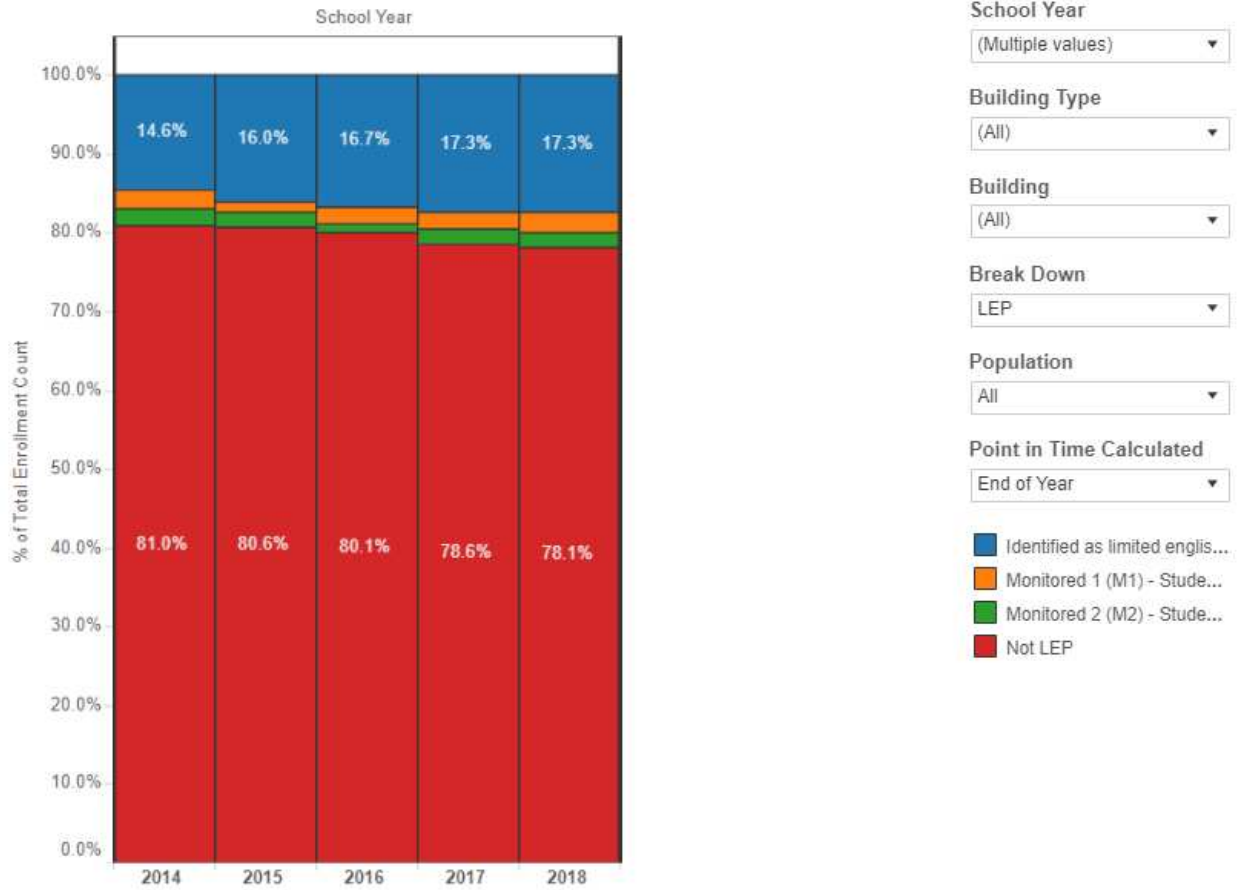
### Student Federal Ethnicity



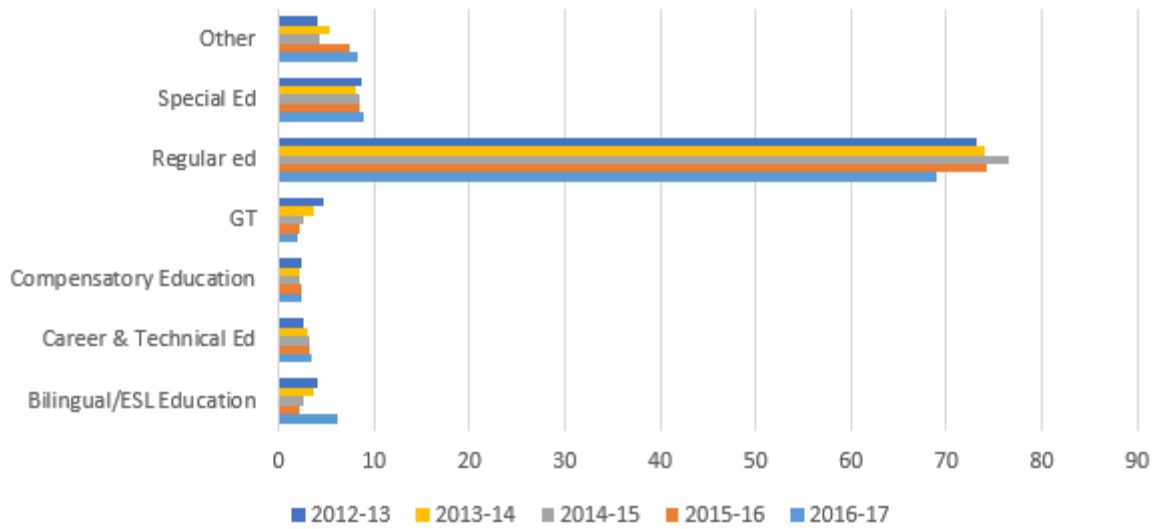
### English as a Second Language



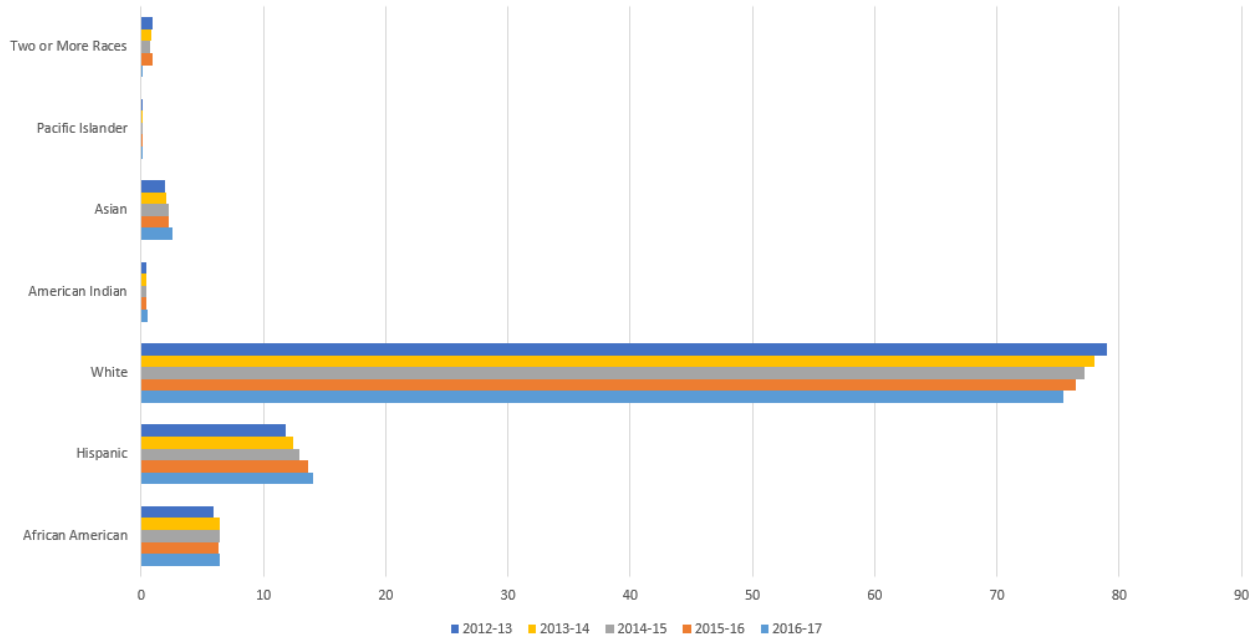
## Limited English Proficiency



### Teachers by Population Served



### Teacher Ethnicity







# Katy ISD

## 2018 STAAR Performance - Elementary

All Students, No Alt

	Reading				Math				Writing				Science			
	Tested	Apr	Meets	Master	Tested	Apr	Meets	Master	Tested	Apr	Meets	Master	Tested	Apr	Meets	Master
<b>District</b>	17,852	89%	64%	40%	17,852	91%	66%	40%	5,931	78%	57%	21%	5,923	89%	59%	31%
<b>Race/Ethnicity</b>																
African American	1,873	81%	50%	27%	1,873	83%	49%	24%	594	68%	46%	13%	659	79%	41%	17%
American Indian	68	87%	54%	34%	68	88%	59%	26%	18	67%	44%	11%	20	90%	85%	15%
Asian	2,829	96%	82%	60%	2,829	99%	90%	70%	943	93%	81%	42%	925	97%	80%	55%
Hispanic	6,181	85%	54%	29%	6,180	87%	55%	27%	2,056	70%	44%	13%	2,042	84%	47%	20%
Pacific Islander	22	91%	68%	55%	22	100%	68%	50%	8	88%	75%	25%	9	100%	78%	56%
Two or More	549	90%	65%	42%	549	92%	68%	42%	189	79%	61%	23%	180	88%	63%	33%
White	6,327	93%	72%	45%	6,328	94%	72%	43%	2,122	82%	61%	21%	2,086	93%	67%	35%
Not Indicated	3	~	~	~	3	~	~	~	1	~	~	~	2	~	~	~
<b>Student Group</b>																
At Risk	7,821	80%	43%	21%	7,820	84%	48%	22%	2,036	58%	31%	8%	2,236	76%	33%	11%
Bilingual	1,617	86%	55%	28%	1,615	89%	56%	27%	521	72%	46%	13%	468	79%	42%	15%
Eco Dis	6,152	81%	48%	24%	6,150	84%	50%	23%	2,115	66%	40%	11%	2,044	81%	42%	17%
ESL	2,378	78%	44%	24%	2,378	86%	56%	31%	610	61%	31%	6%	475	69%	27%	10%
GT	1,356	100%	98%	90%	1,358	100%	99%	89%	457	99%	96%	71%	445	100%	98%	83%
LEP (Current)	3,903	81%	47%	24%	3,901	87%	55%	29%	1,099	65%	35%	8%	865	72%	31%	10%
Special Ed	1,699	62%	30%	15%	1,700	65%	33%	16%	551	39%	19%	5%	572	64%	27%	12%

<sup>1</sup>Results from first and second administration.

~ Denotes groups with 5 or fewer students.



# Katy ISD

## 2018 STAAR Performance - Junior High

### All Students, No Alt

	Reading				Math				Writing				Science				Social Studies				Algebra I			
	Tested	Appr	Meets	Mastr	Tested	Appr	Meets	Mastr	Tested	Appr	Meets	Mastr	Tested	Appr	Meets	Mastr	Tested	Appr	Meets	Mastr	Tested	Appr	Meets	Mastr
<b>District</b>	17,393	87%	62%	40%	15,030	89%	62%	28%	5,721	85%	64%	30%	5,913	88%	71%	48%	5,904	83%	59%	40%	2,358	100%	98%	92%
<b>Race/Ethnicity</b>																								
African American	1,919	80%	49%	26%	1,760	80%	45%	14%	651	76%	50%	19%	648	81%	54%	27%	646	76%	43%	23%	157	100%	94%	81%
American Indian	44	91%	61%	34%	41	83%	46%	27%	14	79%	64%	7%	15	73%	27%	27%	15	80%	47%	20%	3	~	~	~
Asian	2,686	95%	82%	62%	1,974	98%	88%	60%	889	95%	86%	56%	913	97%	90%	76%	912	95%	84%	69%	711	100%	100%	98%
Hispanic	6,085	81%	49%	28%	5,528	84%	49%	16%	1,957	77%	50%	18%	2,102	80%	57%	33%	2,099	74%	45%	27%	556	100%	96%	82%
Pacific Islander	24	83%	63%	42%	22	91%	64%	32%	7	71%	43%	29%	7	86%	86%	57%	7	100%	57%	43%	2	~	~	~
Two or More	514	91%	66%	45%	437	90%	63%	29%	167	90%	69%	34%	182	94%	75%	54%	182	88%	55%	38%	78	100%	100%	96%
White	6,114	92%	70%	46%	5,261	94%	71%	32%	2,036	90%	71%	33%	2,045	94%	81%	58%	2,042	90%	67%	45%	851	100%	99%	94%
Not Indicated	7	0%	0%	0%	7	14%	0%	0%	0	-	-	-	1	~	~	~	1	~	~	~	0	-	-	-
<b>Student Group</b>																								
At Risk	5,785	69%	30%	13%	5,582	77%	35%	9%	2,000	63%	30%	7%	1,960	69%	38%	17%	1,960	60%	27%	12%	201	100%	95%	82%
CTE	3,943	94%	68%	44%	2,635	93%	65%	20%	564	85%	65%	32%	3,352	91%	73%	48%	3,346	86%	60%	39%	1,301	100%	98%	91%
Eco Dis	5,890	77%	44%	24%	5,422	82%	43%	13%	1,967	73%	45%	14%	1,974	78%	52%	27%	1,972	70%	40%	22%	455	100%	96%	81%
ESL	1,574	52%	18%	6%	1,534	70%	32%	11%	526	43%	19%	3%	504	55%	30%	14%	501	46%	22%	8%	37	100%	97%	97%
GT	1,965	100%	97%	87%	1,267	100%	99%	81%	641	100%	97%	76%	720	100%	100%	94%	718	100%	96%	88%	697	100%	100%	98%
LEP (Current)	1,605	53%	18%	7%	1,560	70%	32%	11%	535	44%	19%	3%	517	55%	30%	14%	514	46%	22%	9%	40	100%	98%	95%
Special Ed	1,476	48%	20%	9%	1,457	59%	22%	5%	464	42%	18%	3%	469	49%	27%	13%	470	46%	20%	9%	19	100%	100%	100%

<sup>1</sup>Results from first and second administration.

~Denotes groups with 5 or fewer students.

-Denotes groups with no students.

# Katy ISD

## 2018 STAAR Performance - Junior High

### All Students, No Alt

	<b>Algebra I</b>			
	Tested	Approaches Grade Lvl	Meets Grade Lvl	Masters Grade Lvl
<b>District</b>	<b>2,358</b>	<b>100%</b>	<b>98%</b>	<b>92%</b>
<b>Race/Ethnicity</b>				
African American	157	100%	94%	81%
American Indian	3	~	~	~
Asian	711	100%	100%	98%
Hispanic	556	100%	96%	82%
Pacific Islander	2	~	~	~
Two or More	78	100%	100%	96%
White	851	100%	99%	94%
Not Indicated	0	-	-	-
<b>Student Group</b>				
At Risk	201	100%	95%	82%
CTE	1,301	100%	98%	91%
Eco Dis	455	100%	96%	81%
ESL	37	100%	97%	97%
GT	697	100%	100%	98%
LEP (Current)	40	100%	98%	95%
Special Ed	19	100%	100%	100%

<sup>1</sup>Results reflect the spring administration.

~Denotes groups with 5 or fewer students.



# Katy ISD

## 2018 STAAR Performance - High School

### All Students, No Alt

	English I				English II				Algebra I				Biology				US History			
	Tested	App	Meets	Mst	Tested	App	Meets	Mst	Tested	App	Meets	Mst	Tested	App	Meets	Mst	Tested	App	Meets	Mst
<b>District</b>	<b>6,407</b>	<b>81%</b>	<b>69%</b>	<b>23%</b>	<b>6,202</b>	<b>83%</b>	<b>72%</b>	<b>19%</b>	<b>3,780</b>	<b>90%</b>	<b>67%</b>	<b>39%</b>	<b>6,035</b>	<b>96%</b>	<b>83%</b>	<b>51%</b>	<b>5,338</b>	<b>97%</b>	<b>88%</b>	<b>66%</b>
<b>Race/Ethnicity</b>																				
African American	779	71%	54%	10%	778	74%	56%	9%	558	84%	57%	31%	704	92%	70%	30%	596	93%	76%	50%
American Indian	22	82%	59%	27%	18	56%	39%	6%	20	85%	45%	30%	20	95%	80%	35%	25	100%	84%	60%
Asian	875	94%	89%	52%	837	93%	89%	43%	236	97%	86%	68%	896	99%	96%	80%	640	99%	96%	83%
Hispanic	2,385	72%	56%	13%	2,248	75%	61%	11%	1,631	89%	63%	33%	2,124	94%	76%	38%	1,922	96%	83%	54%
Pacific Islander	10	80%	70%	20%	10	90%	90%	20%	9	100%	44%	22%	10	90%	80%	30%	11	100%	73%	64%
Two or More	156	88%	76%	23%	161	89%	79%	24%	88	89%	63%	40%	153	98%	89%	52%	135	99%	90%	63%
White	2,180	89%	79%	27%	2,149	89%	81%	21%	1,238	93%	73%	44%	2,127	98%	89%	59%	2,009	99%	93%	76%
Not Indicated	0	-	-	-	1	~	~	~	0	-	-	-	1	~	~	~	0	-	-	-
<b>Student Group</b>																				
At Risk	2,333	55%	33%	4%	2,351	59%	39%	3%	1,790	82%	49%	22%	1,908	88%	57%	17%	1,804	92%	69%	34%
CTE	1,717	78%	63%	17%	3,085	82%	70%	15%	1,010	90%	67%	38%	1,575	96%	84%	49%	3,295	97%	88%	62%
Eco Dis	2,379	68%	51%	9%	2,258	71%	55%	8%	1,658	88%	60%	31%	2,101	92%	71%	33%	1,793	95%	78%	48%
ESL	599	32%	16%	1%	499	33%	18%	0%	458	82%	48%	25%	459	81%	45%	13%	306	86%	55%	25%
GT	683	100%	100%	74%	496	100%	100%	68%	48	100%	94%	73%	683	100%	100%	95%	383	100%	100%	98%
LEP (Current)	613	32%	16%	1%	509	33%	19%	1%	469	82%	48%	25%	469	81%	45%	13%	316	86%	55%	26%
Special Ed	525	34%	18%	2%	438	31%	19%	1%	437	59%	27%	10%	423	74%	37%	15%	343	79%	50%	24%

<sup>1</sup>Results reflect the spring administration.

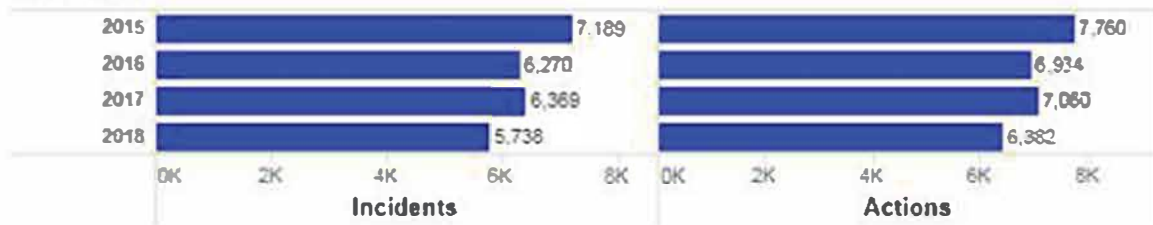
~Denotes groups with 5 or fewer students.

### ISS/OSS Removals by Ethnicity 2017-18

Federal Ethnicity	ISS Actions	OSS Actions	total removals	Total Students	Population %	Removal %
Am Indian/Alaskan Native	24	6	30	241	0.3	0.4
Asian	162	30	192	11899	15.3	2.5
Black/African American	1490	520	2010	8384	10.8	26.7
Hispanic	2331	606	2937	27275	35	39
Native Hawaiian Pacific Islander	*	*	9	105	0.1	0.1
Two or More Races	186	56	242	2391	3	3
White	1720	387	2107	27534	35.4	27.9
<b>Grand Total</b>	<b>5920</b>	<b>1607</b>	<b>7527</b>	<b>77829</b>		

### ISS/OSS Removals 2015-2018 (All Campuses)

Year Total



**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*



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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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<b>Bullying Prohibited</b>	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
<b>Retaliation</b>	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
<b>Confidentiality</b>	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>