Call to Action:
Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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

Specific Result:
1.3 Review the Grading and Reporting Handbook to identify opportunities that support personalized learning.

Summary Report:
Two committees (one elementary and one secondary) consisting of central office staff and school principals, were established to begin the review process of the Grading and Reporting Handbook to identify opportunities that support personalized learning. As a result, several changes were made to the Elementary and Secondary Grading and Reporting handbooks. The definition of personalized learning was discussed and a philosophy of personalized learning was created. Examples of personalized learning were inserted into the handbooks. In addition, the committees reviewed the Katy ISD instructional cornerstones which serve as a foundation for the curriculum. The instructional cornerstones are also the foundation of the Legacy Learning Framework that is part of the overall strategic design process. The Legacy Learning Framework links multiple goals and the specific actions within those goals to provide an overall focus to the strategic plan. As Katy ISD moves forward with implementation of the strategic plan, a common theme of the Legacy Learning Framework will become evident as goals and actions are accomplished.

Upon review, the committee determined that supports for personalized learning are identified in the handbooks. Examples of personalized learning relate to differentiated instruction and a wide variety of assessment options. Currently, the Grading and Reporting Handbook specifies requirements for teachers to offer re-assessment opportunities for both elementary and secondary students to ensure they have more than one opportunity to demonstrate mastery of the objectives. The committee reported that the previously established re-assessment opportunities supported personalized learning for students. Committee members understand the diverse needs of the District which create different challenges that are unique to each campus. The Grading and Reporting Handbook has structure for consistency, but also provides flexibility for each campus to make decisions regarding re-assessment to best meet the diverse needs of all students.
Characteristics of personalized learning may include the elements of student choice, creativity, research, planning, and presentation that meet individual learning styles or strengths of students. The District believes that standardized tests do not always measure academic success and the same holds true for teacher-designed tests. Therefore, teachers are encouraged to consider a range of assessment options which may include, but are not limited to, objective examinations, portfolios, performance, projects and written responses. Furthermore, for the Elementary Grading and Reporting Handbook a previous committee had recently completed significant work on the report card areas of work habits and citizenship comment codes to provide feedback to parents. This is another example of customizing grade reporting to meet the needs of all stakeholders.

Moving forward, an annual process for review has been established which gives teachers the opportunity to provide feedback to the principals. Principals will provide feedback to the Department of School Leadership and Support. The assistant superintendents will work closely with the executive directors of elementary and secondary curriculum and instruction to implement any necessary changes to the Elementary and Secondary Grading and Reporting handbooks in the future.
Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.6 JROTC – Explore requirements to offer program and determine if students would benefit from additional JROTC programs assigned to other high schools in the District.

Summary Report:

To ensure that the District is providing students with the best opportunities to achieve their goals during and after high school, all 6th through 12th grade students were given the opportunity to participate in a student interest survey. As part of the survey, students were asked about their interest in the Junior Reserve Officer Training Corps program (JROTC). The attached PowerPoint contains the results of the survey, for the questions pertaining to JROTC, as reported by K12 Insight. The results do not reflect random sampling; therefore, they should not be generalized to all Katy ISD secondary students. Rather, results reflect only the perceptions and opinions of survey participants.

In summary, only 37% of all survey participants indicated that they would be interested in a JROTC program if it were offered on the campus. Furthermore, only 28% stated that they would be interested in a program close to their campus.

As you may recall from the JROTC presentation, it would be the responsibility of the District to fully fund the program until a JROTC program becomes authorized by the Navy. The District would be responsible for $103,000 to start a program with an annual cost of approximately $85,000. Due to the high cost of the program and the limited interest, it is not recommended at this time to pursue additional JROTC programs for Katy ISD.
JROTC Program

2018 Secondary Student Interest Survey
Results and Analysis
Did you know that Katy ISD offers a Navy JROTC program at Mayde Creek High School? (N=22,146)
Awareness of Navy JROTC Program (Continued)

Were you aware that students from any Katy ISD high school can choose to transfer to Mayde Creek High School to participate in the Navy JROTC just during the class period the program is offered while remaining enrolled at their home campus? (N=21,937)

- Yes: 19%
- No: 81%
Awareness of Navy JROTC Program (Continued)

Were you aware that students from any Katy ISD high school can choose to transfer to Mayde Creek High School as a full time student to participate in the Navy JROTC program? (N=21,932)
Interest in Navy JROTC Program (Continued)

Does the current location of the district’s existing Navy JROTC program impact your level of interest in the program? (N=19,245)

- Yes: 13%
- No: 87%

Would you be interested in Katy ISD’s Navy JROTC program if it was available in a different campus? (N=2,395)

- Yes, I’d be interested in participating in the program only if it were offered at my campus: 37% (896)
- Yes, I’d be interested in the program if it was located at a campus closer to my campus: 28% (666)
- I am not interested regardless of the location of the program: 35%
If you were to be interested in transferring to Mayde Creek High School for its Navy JROTC program, whether it was just for the class period the program is offered or as a full time Mayde Creek High School student, is having daily transportation to another the campus a concern? (N=21,751)

- Yes: 31%
- No: 69%
Key Findings - JROTC

- Awareness of the Navy JROTC Program is relatively low. Just 29% of the secondary student who took the survey said they knew that the district offers this program at Mayde Creek High School, and only 19% said they knew they could transfer to that school for just the class period during which the program is offered while remaining at their home campus for the rest of the school day.

- 896 students said they would be interested in participating in the program if it were offered at their campus, and an additional 666 students said they would be interested in the program if it was located at school closer to their home campus.

- 31% of secondary students who participated in the survey (6,743 students) said that having daily transportation to another campus would be a concern for them when considering whether to participate in the Navy JROTC program at Mayde Creek High School, either full time or just for that class period.
Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.7 Provide a report on the feasibility of expanding dual credit options for Katy ISD students.

Summary Report:

The Office of Secondary Curriculum and Instruction worked with a variety of stakeholders and provided students an interest survey to review the current status of dual credit and any further options that needed to be explored. Findings from this work and recommendations were presented to the Board of Trustees on April 23, 2018 (presentation attached). The Office of Secondary Curriculum and Instruction will prioritize and take appropriate action on the recommendations.
Dual Credit Options
Call to Action:
Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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

Specific Result 1.7:
Provide a report on the feasibility of expanding dual credit options for Katy ISD students.
Dual Credit by Definition

Dual Credit is a process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school.

(Texas Administrative Code 4.83)

Colleges and school districts enter into a partnership to offer certain Dual Credit courses and agree to collaborate with the content.

The course is a college level course designed by the partnering college, but public high school students are still required to learn the Texas Essential Knowledge and Skills (TEKS).

Currently, Dual Credit classes are free of charge to Texas public school students.

Dual Credit teachers must have a Master’s degree in the subject being taught with a few exceptions.
Current Dual Credit Program Description

- Seven of eight Katy ISD high schools currently offer dual credit (DC) classes.

- Both Houston Community College (HCC) faculty and Katy ISD faculty teach DC classes.

- The majority of DC classes are taught face to face.

- A few DC classes are now being offered on-line via distance learning to mitigate a shortage of certified staff.

- This year schools were encouraged to actively recruit certified staff to teach dual credit classes offered on their respective campuses.
• This year there are 29 sections being taught by HCC staff and 23 sections taught by Katy ISD staff.

• KISD *advertises* DC classes in the course catalog yearly.

• In 2016, HCC began offering DC classes *free of charge* to students.

• This year is the first year KISD offered economically disadvantaged students textbooks for DC classes if requested.
Benefits of Dual Credit

**Ninety percent of dual credit students will pursue further education after high school.**

Dual Credit courses help students **transition** successfully to postsecondary education.

**Students build confidence** in being able to attend postsecondary education.

Dual Credit classes prepare students with the following **skills**: time management, written communication, research skills, critical thinking, decision making, and taking responsibility.

**DC classes appeal** to a broader range of students.

Students **benefit financially** by earning college credit that is free.

2017 Hanover Best Practice Report prepared for KISD
Dual Credit Demographics

- White: 56%
- Hispanic: 29%
- AA: 7%
- Other: 8%
## Dual Credit Enrollment 2014 – 2018

<table>
<thead>
<tr>
<th>School</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katy High School</td>
<td>124</td>
<td>146</td>
<td>161</td>
<td>273</td>
<td>414</td>
</tr>
<tr>
<td>Taylor High School</td>
<td>377</td>
<td>381</td>
<td>372</td>
<td>385</td>
<td>328</td>
</tr>
<tr>
<td>Mayde Creek High School</td>
<td>280</td>
<td>211</td>
<td>109</td>
<td>173</td>
<td>202</td>
</tr>
<tr>
<td>Cinco Ranch High School</td>
<td>451</td>
<td>357</td>
<td>337</td>
<td>465</td>
<td>471</td>
</tr>
<tr>
<td>Morton Ranch High School</td>
<td>78</td>
<td>86</td>
<td>39</td>
<td>150</td>
<td>213</td>
</tr>
<tr>
<td>Seven Lakes High School</td>
<td>187</td>
<td>173</td>
<td>118</td>
<td>189</td>
<td>147</td>
</tr>
<tr>
<td>Tompkins High School</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>90</td>
<td>195</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1497</td>
<td>1354</td>
<td>1160</td>
<td>1725</td>
<td>1970</td>
</tr>
</tbody>
</table>
# Katy ISD Dual Credit Courses

The following Houston Community College Dual Credit courses are available to Katy ISD students for the 2018-2019 school year.

## English

<table>
<thead>
<tr>
<th>Dual Credit Course</th>
<th>Grade Level</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Precalculus 1113 / 1302</td>
<td>11-12</td>
<td>Advanced Math (5 credits)</td>
</tr>
</tbody>
</table>

## World Languages

<table>
<thead>
<tr>
<th>Dual Credit Course</th>
<th>Grade Level</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language 2111 / 2112</td>
<td>10 - 12</td>
<td>Spanish Level 4 (4 credits)</td>
</tr>
</tbody>
</table>

## Math

<table>
<thead>
<tr>
<th>Dual Credit Course</th>
<th>Grade Level</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra MATH 1314</td>
<td>11 - 12</td>
<td>Advanced Math (5 credits)</td>
</tr>
<tr>
<td>Elements of Calculus with Applications MATH 1325</td>
<td>11 - 12</td>
<td>Advanced Math (5 credits)</td>
</tr>
</tbody>
</table>

## Elective

<table>
<thead>
<tr>
<th>Dual Credit Course</th>
<th>Grade Level</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Speech COMM 1311</td>
<td>10 - 12</td>
<td>Elective (5 credits)</td>
</tr>
<tr>
<td>Business and Professional Speaking COMM 1321</td>
<td>10 - 12</td>
<td>Elective (5 credits)</td>
</tr>
</tbody>
</table>

## Social Studies

<table>
<thead>
<tr>
<th>Dual Credit Course</th>
<th>Grade Level</th>
<th>High School Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History HIST 1301 / 1302</td>
<td>11</td>
<td>US History (3 credits)</td>
</tr>
<tr>
<td>Government GOVT 2305</td>
<td>12</td>
<td>US Government (3 credits)</td>
</tr>
<tr>
<td>Economics ECON 2301</td>
<td>12</td>
<td>Economics (3 credits)</td>
</tr>
<tr>
<td>Psychology PSYCH 2303</td>
<td>11 - 12</td>
<td>Elective (5 credits)</td>
</tr>
</tbody>
</table>

* Algebra is the prerequisite credit for all dual credit math courses.

---

**Students must meet HCC admission requirements and the Texas Success Initiative (TSI) requirement to be eligible to take dual credit courses.**

Not all HCC Dual Credit courses are offered on Katy ISD high school campuses. Students who enroll in dual credit courses not offered at their home campus are required to provide their own transportation to HCC. These courses are indicated by the icon.
Classes Found Most Often in HS Master schedules 2014 – 2018

- US History
- English
- Government
- Economics
The purpose of this survey was to help the district make decisions about future programs to offer our students.

The survey was open from February 9 to March 5, 2018, for students in grades 6-12.

Results reflect only the perceptions and opinions of survey participants.
Feelings about Taking a College-Level Course

• Which of the following best describes your feelings about taking a college-level course while in high school? (N=22,376)

- 18% I am really excited about taking college level courses while in high school
- 29% I am somewhat excited about taking college level courses while in high school
- 41% Mixed Feelings
- 7% I am somewhat uncomfortable taking college level courses while in high school.
- 6% I am really uncomfortable taking college level courses while in high school.
Interest in Dual Credit (Continued)

Are you interested in taking a dual-credit course in Katy ISD in the future? (N=22,559)

- Yes: 15,742 (70%)
- No: 5,817 (30%)

Would you be interested in dual-credit courses if they had additional GPA points? (N=6,721)

- Yes: 5,002 (74%)
- Not interested in dual credit: 1,719 (26%)

Note: Only participations who first said they are not interested in taking a dual-credit course are shown here.
Interest in Dual Credit - By Course

- Below is a list of all the high school dual-credit courses currently offered in Katy ISD. Please select any courses that interest you. (N=21,903)

<table>
<thead>
<tr>
<th>Response</th>
<th>Count (N)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History (Hist 1301, 1302)</td>
<td>6,938</td>
<td>32%</td>
</tr>
<tr>
<td>English IV (Engl 1301, 1302)</td>
<td>4,935</td>
<td>23%</td>
</tr>
<tr>
<td>Economics (Econ 2301)</td>
<td>4,931</td>
<td>23%</td>
</tr>
<tr>
<td>Government (Govt 2301)</td>
<td>4,362</td>
<td>20%</td>
</tr>
<tr>
<td>Psychology (Psyc 2301)</td>
<td>6,252</td>
<td>29%</td>
</tr>
<tr>
<td>College Algebra (Math 1314)</td>
<td>5,116</td>
<td>23%</td>
</tr>
<tr>
<td>Plane Trigonometry (Math 1316)</td>
<td>2,007</td>
<td>9%</td>
</tr>
<tr>
<td>Elements of Calculus (Math 1325)</td>
<td>3,150</td>
<td>14%</td>
</tr>
<tr>
<td>Spanish Language (SPAN 2311, 2312)</td>
<td>6,066</td>
<td>28%</td>
</tr>
<tr>
<td>Fundamentals of Speech (Spch 1311)</td>
<td>1,879</td>
<td>9%</td>
</tr>
<tr>
<td>Business and Professional Speaking (Spch 1321)</td>
<td>4,408</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Framework (EDUC 1300)</td>
<td>1,258</td>
<td>6%</td>
</tr>
<tr>
<td>None of the above</td>
<td>4,508</td>
<td>21%</td>
</tr>
</tbody>
</table>

The sum of percentages may exceed 100% because participants could select more than one response option.
More Information

- Would you like more information about the benefits of dual credit and the dual-credit courses in Katy ISD? (N=22,573)
Data Sources Used to Collect Information

- Student Interest Survey Data
- Classroom Observations
- Enrollment Data
- Master Schedule Data
- Dual Credit teacher focus group data
- KISD Dual Credit Report given in June 2017
- Hanover Best Practice Report
- Hanover Dual Credit Program Evaluation
- Hanover Update: Dual Credit Program Evaluation Data Analysis
Recommendations for the Dual Credit Program

**Develop** a district wide recruitment plan to increase the number of Master’s teachers available to teach Dual Credit classes.

**Design** a brochure that details the benefits of Dual Credit to be used during course selection, as well as, meet with Lead counselors to update them yearly about dual credit course offerings.

**Increase** the GPA weight for Dual Credit courses (4.0 to 4.5) beginning with the Class of 2022 (incoming 9th graders in 2018).

**Update** EIC regulation to reflect GPA weight change for DC courses.

**Continue** to explore other dual credit course possibilities such as Vet. Tech, Pharm. Tech, etc.

**Continue** to use on-line options to ensure all courses students want to take are available.
Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.9 Provide a report on the feasibility of making recommendations for the Gifted & Talented Junior High Model.

Summary Report:

The Office of Gifted & Talented/Advanced Academics conducted an extensive program evaluation of the junior high gifted and talented program from spring 2017 through the fall 2017. Data was collected from multiple sources to evaluate the GT Junior High Model. Findings from this study and recommendations for improving services to identified GT students were presented to the Board of Trustees on December 11, 2017. The Office of GT and Advanced Academics will prioritize and take appropriate action on the recommendations.
Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 1:

All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result:

1.10 Provide a report on the feasibility of developing an Early College High School (ECHS).

Summary Report:

The Office of Secondary Curriculum and Instruction worked with a variety of stakeholders and provided students an interest survey to review the current interest of developing an Early College High School. Findings from this work and the process for implementing such an innovative high school were presented to the Board of Trustees on May 21, 2018. At this time, there was no action taken to move forward.
Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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.

Specific Result:

2.1 Develop a communication plan that articulates the need for customized resource allocation in response to changing demographics.

Summary Report:

In February of 2018, a presentation regarding the changing demographics of Katy ISD was presented to the Katy ISD Leadership Team by the Chief Operations Officer. The purpose of the presentation was to build a districtwide understanding of the rapid growth not only in student enrollment, but also to demonstrate the evolving diversity, as well as changes to the overall socioeconomic breakdown of Katy ISD students. Further, it was noted that these rapidly changing demographics could have a direct impact on resource allocation and the district’s ability to maintain the level of resources available. Presentation of this information will prove valuable to campus and district leaders as they develop their Campus and District Improvement Plans, to direct resources at the campus and district levels respectively.

During the presentation, district leaders were afforded the opportunity to ask questions. Additionally, participants were asked to provide input regarding future resource allocation considering changing demographics and input was solicited to plan for anticipated changes.

As a result of this input, Katy ISD leadership will be provided a yearly demographic update which will be used to aid campuses in completing the needs assessment portion of their Campus/District Improvement Plans, and should assist them in developing objectives for resource allocation for future school years.
Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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.

Specific Results:

2.3 Multi-Bell Schedule - Establish a collaborative campus and district team to study the impact of a multi-bell schedule.

Summary Report:

In response to Specific Result 2.3, a collaborative team was formed for the purpose of providing feedback regarding the impact of a potential multi-bell schedule in Katy ISD. This collaborative team consisted of representatives including all three campus levels, Curriculum, Fine Arts, Athletics, Transportation, Nutrition and Food Service, Police and district level administration.

The team met in December 2017 for the purpose of providing representatives with an opportunity to offer feedback on the impact a potential move to a multi-bell schedule would have on Katy ISD students, campuses and district operations. Potential benefits and disadvantages were identified for campuses as well as district operations. This was done through a feedback protocol.

At the conclusion of the meeting, feedback was reviewed and compiled to assist in developing a survey regarding potential changes which was then made available to all Katy ISD parents for input.
Call to Action:
Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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.

Specific Results:
2.4 Two Mile Turn-by-Turn - Examine a two mile turn-by-turn approach to determine if it provides conservation of transportation routes that would allow transition to a multi-bell schedule.

Summary:
As part of the Year 1 priorities, Katy ISD Operations staff examined the possibility of a two mile turn-by-turn approach to determine if it would provide conservation of transportation routes that would allow transition to a multi-bell schedule.

In the fall of 2017, a committee was formed to study a two mile turn-by-turn model along with the impact on the Transportation Department and their ability to maintain current levels of service to Katy ISD students. Additionally, it was hoped that the conservation of routes would allow for the potential transition to a multi-bell schedule for the various campus grade levels in the district.

A survey research firm was enlisted to provide support in developing and administering a survey to district stakeholders regarding the two mile turn-by-turn option, as well as a transition to a multi-bell schedule. The survey was made available and the results were reported to the Katy ISD Board of Trustees at the February 19, 2018 meeting. The results indicated that parents were in favor of a multi-bell schedule versus the two mile turn-by-turn option with high schools starting first, elementary schools starting second and junior high schools starting last.

The Katy ISD Transportation Department recommended that the Board of Trustees (Board) approves the move to a multi-bell schedule in the fall of 2018 with school start times mirroring those deemed most favorable by the survey. This option allows for a conservation of transportation routes which would be sustainable for the foreseeable future. Board approval for this plan was achieved on February 26, 2018.
Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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.

Specific Result:


Summary Report:

Year 1 priorities are focused on providing a safe and secure environment for digital learning. The following progress has been made on Year 1 Action Steps (see attached Action Plan Year 1 - Goal 4):

- **(Action Step 4.1.1, 4.1.7)** A comprehensive 3rd party cyber-security assessment of Katy ISD’s network, data and application security has been completed. The assessment is currently under review to close any possible gaps in Katy ISD’s cyber-security model.

- **(Action Step 4.1.3, 4.1.4, 4.1.7)** To increase engagement in bullying, cyberbullying and digital citizenship, the following actions have been taken:
  - An electronic “Tip Line” for students to use for anonymous, online reporting of bullying and cyberbullying has been prepared for release at all Katy ISD campuses.
  - In addition to mandatory Responsible Use training for staff at the beginning of each year, a course was created on Digital Citizenship for teachers and is now being taught during conference periods.
  - “Stand Up! Stand Out!” , a campaign to teach students about Digital Citizenship, was launched in early February during Digital Citizenship Week.

- **(Action Step 4.1.4, 4.1.7)** In an effort to ensure district-wide compliance with COPPA and FERPA privacy and safety guidelines, the following measures have been put into place:
  - A website was created for staff members with a comprehensive listing of approved and unapproved apps for Katy ISD.
  - Google Store and Apple iTunes have been secured and only allow approved application downloads by students and staff.
• (Action Step 4.1.2, 4.1.5) To ensure compliance with district safety, privacy and security regulations, the Katy Application Database has been developed. This database will maintain application vendor information, and in cooperation with the new contract approval process, will be a central repository for vendor related agreements, privacy information and support documentation.

• (Action Step 4.1.3, 4.1.4, 4.1.6) Canvas is the District’s official Learning Management System. This system ensures easy and secure access to a digital learning environment for students, staff and parents by providing integrated digital tools and textbooks, pre-built courses that adhere to Katy ISD curriculum standards and by providing a portal for parents to access course syllabi, assignments and calendars. We continue to make significant progress in making it a one-stop source for parents and students.
Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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.

Specific Result:

5.2 Create a “Portrait of an Educator” that encompasses the learner outcomes and the learner profile.

Summary Report:

The development of our Portrait included input from many stakeholder groups beginning with a community survey and input of the strategic design team which involved parents, students, staff, community members, and school board members.

A group of instructional coaches responded to the question “What are the most important characteristics of effective teachers?” They then reviewed the collected input, and drafted 11 visuals representing their work. The illustrations were examined by curriculum and instruction staff members and were narrowed to four options. Next, an advisory committee, consisting of teachers, instructional coaches, and campus administrators provided additional feedback. Using this information, a Katy ISD graphic designer created the final version of the Portrait of an Educator. The Portrait of an Educator will be used during the hiring process in Katy ISD by the Human Resources Department and Campus Administrators. It will also be posted to the Katy ISD website.
Goal 6 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

Goal 6:

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

Specific Result:

6.1 Develop a professional analysis of the state finance system to inform an action plan for the school board, administration and community to regain local control of tax dollars.

Summary Report:

The district continues to be in the investigative and discovery mode for this specific result.
Call to Action:
Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.

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

Specific Result:
8.1 Define responsibilities, roles and referral systems for all stakeholders to support the emotional well-being of all learners.

Summary Report:
A Katy ISD core team to support Goal 8 has been formed and meets regularly to discuss strategies to support the emotional well-being of students. This year the team worked to define the responsibilities, roles and referral systems for all stakeholders to support the emotional well-being of all learners. Attached is a table defining stakeholder roles, responsibilities and referral systems for supporting students exhibiting concerning behavior or other signs of distress as well as a flow chart illustrating the referral process.
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Role</th>
<th>Responsibilities</th>
<th>Referral System</th>
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</table>
| School staff, including: Teachers | Provide a safe and structured learning environment.                 | 1. Follow guidelines for ethical behavior as directed in the Katy ISD employee handbook.  
2. Model appropriate behavior.  
3. Model effective communication techniques.  
4. Maintain expected adult boundaries with students.  
5. Actively monitor student behavior.  
6. Be aware of changes in student behavior.  
7. Be aware of professional competency and when to make a student referral to trained school personnel.  
8. Provide pertinent information to the trained school professional.                                           | Immediately notify the school counselor, LSSP, and/or social worker if a student exhibits signs of distress, including danger to self or others. Non-campus based personnel (i.e. bus driver) should immediately notify administrator on duty who will in turn notify the school counselor, LSSP, and/or social worker. |
| Administrators                    |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| School nurse                      |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Paraprofessionals                 |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Auxiliary Staff                   |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Counselors                        | Serve as an advocate for students while providing social-emotional and academic support. | In addition to the responsibilities listed above,  
1. Conduct a risk assessment to gauge current level of danger.  
2. Identify student as low, medium or high risk of harm.  
3. Involve administrator if a threat to others is present or planned.  
4. Involve nurse if medical intervention is needed.  
5. Contact parent.  
6. Work with student to create a safety plan.  
7. Do not leave student unattended until released to parent if assessed danger level is medium to high.  
8. Complete a critical incident report for each occurrence.  
9. Follow-up with student and parent. | Provide outside resources identifying mental health professionals and areas of specialization in cases that indicate need for additional professional help outside the scope of the trained school professional. |
| LSSPs                             |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Social Worker                     |                                                                      |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
| Parents                           | Be supportive, attentive and responsive to child’s needs.            | 1. Maintain communication with school personnel.  
2. Be aware of changes in child’s behavior.  
3. Be proactive in ensuring that the child receives necessary interventions.  
4. Take action steps to ensure child’s safety outside of school.  
5. Follow-up with school counselor.                                                                                                         | Respond to indicators of need for intervention address concerns for the child’s safety and well-being.                                                                                                             |
| Students                          | Report concerns for self or others.                                 | 1. Identify trusted adults.  
2. Be aware of one’s own needs.  
3. Be aware of changes in peers’ behavior.  
4. Report concerns for self or peers to a trusted adult.                                                                                             | Report concerns for self or peers either by telling a trusted adult or through an anonymous reporting system such as Safety Net or Katy Connect.                                                        |
Process for Reporting Concerning Student Behaviors & Signs of Distress

When a student exhibits concerning behavior or other signs of distress become apparent, the chart below illustrates the process for reporting. Distress may indicate a number of concerns, including depression, anxiety, threat of harm to self or threat of harm to others.

1. **AUXILIARY STAFF MEMBER** notices a student exhibiting concerning behavior or other sign of distress.

2. **AUXILIARY STAFF MEMBER** notifies the **ADMINISTRATOR ON DUTY**, providing the student’s name and a description of the behavior and/or concern.

3. **CAMPUS STAFF MEMBER** or **ADMINISTRATOR** notifies the **SCHOOL COUNSELOR**, including the student’s name and a description of the behavior and/or concern.

4. **STUDENT** notices a peer exhibiting concerning behavior or other sign of distress.

5. **STUDENT** notifies the **SCHOOL COUNSELOR** either through a direct report or by completing a Safety Net form, describing the concern.

6. **SCHOOL COUNSELOR** meets with the **STUDENT** to evaluate the concern and complete a risk assessment. Depending on the level of risk/concern:
   - **SCHOOL COUNSELOR** notifies the **PARENT** and provides a list of resources for additional intervention if the student is at risk of harm to self or others.
   - **SCHOOL COUNSELOR** follows up with the **STUDENT** and **PARENT** to provide ongoing support for the student’s emotional well-being.
   - **SCHOOL COUNSELOR** notifies the **ADMINISTRATOR** if the student indicates risk of harming others.

7. **SCHOOL COUNSELOR** notifies the **NURSE** if the student has injured him/herself and is in need of immediate medical attention.