

**Katy Independent School District**  
**Randolph Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

The JRE Mission is for our children to reach excellence in an environment in which innovative learning experiences, enthusiasm, authentic learning, and rigorous student expectations are created in a respectful community of learners.

## Vision

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.

## Value Statement

We believe that all students deserve our very best. We will do whatever we can to help our students to growth one year or more at Randolph Elementary.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	11
Goal 2: Katy ISD will actively support the emotional well-being of all learners.	18
Goal 3: 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.	22
Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	23
Goal 5: 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.	24
Comprehensive Support Strategies	25
State Compensatory	26
Personnel for Randolph Elementary:	26
Campus Advisory Team	27
Addendums	28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Total Enrollment 1155

At-Risk 24%

Low Income 4.28%

Limited English Proficient 6%

Special Education 15.12% (3.22% increase)

Career Technology Education 0.0%

English as a Second Language 6.65%

Gifted/Talented 7%

Title I Programs 0.0%

Attendance Rate 97.5%

### Demographics Strengths

Many families move into our area because of the schools. We have many supportive parents and students that are committed to growth and success. Students join us from all over the world due to the different industries in the Houston area. We have created a very inclusive environment where all families and students feel welcome.

The attendance rate at Randolph Elementary is 97.5%.

There are a large number of teachers from around the district who seek transfers to Randolph. We include our grade level teams in the interview process. For those staff members who reside in Katy, retention is high and the majority of staff who transfer to other KISD campuses are a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE.

We continually work to build capacity for teachers through on-going professional development in various formats.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Randolph Elementary is guided by the TEKS and the Katy ISD Unit Plans which provides a scope and sequence.

Each quarter, grade level teams are provided time to map out the specific skills and standards that will be taught for the upcoming grading period.

Assessment plays a major role in planning instruction and takes on many different forms at Randolph Elementary. We believe in using authentic assessments that allow students to demonstrate their learning through performance, products and presentations. Grade level teams meet regularly to discuss what types of formative and summative assessments will be used to assess student learning. Teams create their own common assessments and meet with our instructional coaches to analyze the data to determine instructional needs.

Randolph Elementary parents, staff, and students take pride in their school and maintain high expectations for student success. We provide a safe and positive environment with a strong focus on academic excellence. There is an expectation of best instructional practices as well as building strong character in our students. Our commitment is to keep students at the center of all actions and decisions.

We operate as a professional learning community that maintains a focus on student learning and provides time for teachers to continue professional growth and collaborate regarding student data and learning.

We instituted a school-wide enrichment model on our campus in January of 2017, which affords all of our students the opportunity to explore their passions and interests and to work cooperatively with other students with the same passions and interests.

## School Processes & Programs Strengths

During PDR and Super Specials teachers look deeply at the curriculum and road map the curriculum to determine instructional strategies. Small group instruction in math meets the needs of individual students as it differentiated based on assessments.

There are a large number of teachers from around the district who seek transfers to Randolph. We include our grade level teams in the interview process. For those staff members who reside in Katy, retention is high and the majority of staff who transfer to other KISD campuses are as a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE.

We continually work to improve the teacher quality and build capacity for teachers through on-going professional development in various formats.

Teachers maintain a focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor

progress and determine appropriate intervention strategies as necessary.

## Perceptions

### Perceptions Summary

Randolph Elementary is fortunate to have excellent family and community involvement. We have a very active PTA and always seek ways to ensure parents and the community feel welcome and invited to our school. We host several events a month in which parents are invited to spend time with their children at school.

We have specific routines and procedures in place to ensure a safe and orderly working and learning environment. We use the Tribes process to create a sense of community and inclusion among staff and students. We engage in monthly drills to practice safety routines.

We strive to continuously improve our routines and procedures to ensure the safety and well-being of our students and staff.

"PAW University" (School-wide Enrichment model) was very successful and motivating to our students. We received numerous comments from parents and students about the many benefits of this time.

### Perceptions Strengths

We have a very active PTA who hosts numerous events for families throughout the year. They also raise funds to provide additional instructional materials and items to enhance the school environment to make JRE an inviting place for students to learn. We have a Watch D.O.G.S. program in which dads come and spend the day with their children and experience what it is like to be a Randolph Retriever. In addition to PTA events, the school provides many activities to include parents such as Literacy Night, STEM Night, Meet the Teacher Night, Open House and Pastries with the Principal for new families.

Each week, an Enews is sent out to inform parents of upcoming events and information.

The Tribes process has enhanced the relationships built in the classroom with staff and students.

All stakeholders provide a welcoming environment to visitors.

Tribes training is provided throughout the year for all new staff to the campus to help them feel included.

PAW University motivated students to explore something they are passionate about with other students who are not necessarily in their grade level.





# Priority Problem Statements

**Problem Statement 1:** Individual goals were not developed for all students and continuous progress was not monitored.

**Root Cause 1:** We had systems in place to analyze data and determine needs within units, but not to track continuous progress.

**Problem Statement 1 Areas:** District Context and Organization

**Problem Statement 2:** We need to show others the amazing culture and climate we have at Randolph Elementary.

**Root Cause 2:** We have tried various platforms to share great things that are happening at Randolph Elementary. We were not reaching the majority of our stakeholders.

**Problem Statement 2 Areas:** District Culture and Climate

**Problem Statement 3:** All teachers are not using technology regularly to engage students and to support and enhance the curriculum.

**Root Cause 3:** Some teachers are more reluctant to try new things and feel like it is something extra instead of supporting what they are already doing.

**Problem Statement 3 Areas:** Technology

**Problem Statement 4:** All teachers are not ESL certified.

**Root Cause 4:** In the past, it has been difficult to find workshops and test preparation sessions. It was also expensive for some teachers to become certified.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

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

- Attendance data

## **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

# Goals


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

**Performance Objective 1:** By May of 2020, 50% or more of students will achieve masters in 4th grade reading, 4th grade writing, and 5th grade science.


**Evaluation Data Source(s) 1:** DLAs  
STAAR Assessments

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Planning sessions will focus on an in-depth analysis of the depth of knowledge questioning in the different structures of the classroom as well as assessments.	Instructional Coaches Administrators Team leaders	Effective lessons which match the level of rigor of the TEKS/STAAR.		✘		
2) Lead4Ward Planning for Instruction Tools will be used during planning sessions. The administrative team will attend and discuss the planning for learning webinars throughout the year.	Instructional Coaches Administrators	Effective lessons will be developed that match the language and rigor of STAAR.				




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue


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

**Performance Objective 2:** By May 2020, 60% of students in the special education program will achieve the targeted growth measure in reading.


**Evaluation Data Source(s) 2:** DLAs  
STAAR

**Summative Evaluation 2:**

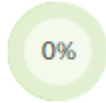
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) All special education teachers will plan with grade level teams during their planning time as well as attend professional development during PDR time.	Instructional Coaches Administration Special Ed Team Leader	Lesson plans will reflect collaboration with teams. Special education teachers will grow even more to better support their students.				
2) Resource teachers will use a systematic, research based intervention program in reading and math.	Special Ed team leader Administration	Students will meet expected growth measure.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


**Performance Objective 3:** By May of 2020, the percentage of English language learners who meet or exceed progress will increase by 10%.


**Evaluation Data Source(s) 3:** 2020 STAAR scores for English language learners in math, reading, writing, and science.


**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will use a planning template in reading, writing, math, and science to address English Language Learners' needs.	Administrators Instructional Coaches ESL teachers	10% increase in reading, writing, math and science STAAR scores.				
2) ESL support teachers will attend grade level planning as well as PDR sessions.	Instructional Coaches Administrators	Instruction is more targeted toward helping our students in the ESL program.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

**Performance Objective 4:** By May 2020, the percentage of students who "meets standard" will be 85% in reading, math and science.

**Evaluation Data Source(s) 4:** DLAs, STAAR Assessments

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Targeted plans for differentiated instruction will be made during planning time, PDR, and kid chats.	Instruction Support Team Instructional Coaches Administrators	Students' individual needs will be met and therefore students will meet the performance objective.				
2) 100% of math classrooms will plan small group instruction using the small group planning template.	Mandy Wendt - IC	Planning sheets Lesson plans Grade Level Common Assessments DLAs STAAR				
3) 100% of students will create personal goals in reading, writing and math to target and monitor their specific needs and progress.	Reading teachers Writing teachers Math teachers Instructional Coaches Administrators	Lesson Plans DLAs STAAR Walk-throughs/observations				
4) Teachers will create formal and informal assessments throughout a unit to monitor student understanding and make instructional adjustments as necessary. Teachers will analyze and ensure the appropriate depth of knowledge of questions when developing assessments.	Teachers Instructional Coaches Administrators	Reliable Formal and Informal Assessments Flexible grouping during ELT Targeted instruction				
						


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

**Performance Objective 5:** By May of 2020, the percentage of students who "meets standard" will 70% in writing.


**Evaluation Data Source(s) 5:** DLAs, STAAR Assessments

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will vertically align writing instruction (craft and content) across all grade levels.	Instructional Coaches	Teachers and students will have a common language and understanding of the content. This will greatly help students to learn and grow.				
2) Students will have more opportunities to practice writing.	Teachers Instructional Coaches	Students will improve their writing by increasing the amount of writing they produce.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 6:** Students engagement will increase.

**Evaluation Data Source(s) 6:** Observations

Walkthroughs

Learning Walks

**Summative Evaluation 6:**

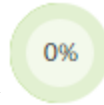
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff members will attend Ron Clark Staff Development Session.	Administration	Staff members will implement engagement strategies, impacting student performance.				
2) Staff development will include student engagement throughout the year.	Administrators Instructional Coaches	Teachers will plan lessons that are more engaging positively impacting student performance.				
3) Staff will read the book The Wild Card.	Administrators Instructional Coaches	Teachers will collaborate about their learning and implement lessons that are more engaging. This will greatly impact student learning and success.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



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

**Performance Objective 7:** By May of 2020, JRE teachers and leaders will analyze different sources of data to guide instruction and meet students' needs.

**Evaluation Data Source(s) 7:** PDR notes/topics, data tracking charts, planning data, and user reports

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Kid chats will be held at least once every nine weeks to monitor students' progress and needs.	Instructional Coaches Administration	More students will make or exceed expected progress.				

## Goal 2: Katy ISD will actively support the emotional well-being of all learners.





**Performance Objective 1:** CHAMPS will be implemented in all common areas of the school. Examples include the hallways and the cafeteria.

**Evaluation Data Source(s) 1:** Observation of CHAMPS being implemented in the building.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide staff development for all staff on CHAMPS.	APs					
2) Teams will meet to discuss CHAMPS expectations as a grade level	A-Team leaders					

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Tribes strategies will be utilized in every classroom to encourage a sense of inclusion and community in the classroom and school.

**Evaluation Data Source(s) 2:** Classroom observations

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Every new staff member will be trained in TRIBES. Returning staff will participate in TRIBES activities throughout the year.	Principal	Students and staff will feel included and valued at JRE.				

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.


**Performance Objective 3:** Staff members will be more aware of and better prepared to respond to students who have experienced social/emotional stress.

**Evaluation Data Source(s) 3:**


**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff members will complete the Kognito Training.	Administrators	Students emotional needs will be better met.				

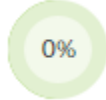
  




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 2:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 4:** The school staff will better meet the social emotional needs of students in the gifted and talented program.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Support the social and emotional needs of gifted students by addressing these needs through direct instruction in the challenge classroom as well as through counselor lessons.	GT Teacher Counselor	Students in the challenge program will better have their social and emotional needs met. They will grow more academically because their needs are met.				


**Goal 3: 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:** JRE will provide a minimum of 3 opportunities for parents and the community to be involved in curriculum based events such as STEAM Night, Family Literacy Night, and a Lunch and Learn.


**Evaluation Data Source(s) 1:** Events held

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) We will conduct at least four "Lunch and Learn" sessions about important topics to better support our children at home and the great things that are happening at JRE.	Instructional Coaches Counselor Administrators	Sign in sheets Feedback from parents/community members				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4: 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:** JRE will be staffed with highly effective, ESL certified teachers.


**Evaluation Data Source(s) 1:** Staff certification records

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) JRE staff will be encouraged to take test preparation courses and staff development to become ESL certified.	ESL teachers Administration	We will increase the amount of certified ESL teachers.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


## Goal 5: 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:** By May of 2020, all JRE teachers will increase the use of technology in their classroom across all subject areas.


**Evaluation Data Source(s) 1:** Lesson plans, observations, and data from campus technology designer

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) By May of 2020, all JRE teachers will utilize technology at least one time in each unit across all subject areas.	Campus Technology Designer Administrators Instructional Coaches	Students will be more engaged. Also, technology will be used to support and enhance the curriculum.				
2) By May of 2020, we will increase the number of iPad and/or Chromebooks in each classroom available to students.	Library Media Specialist Principal	Lessons will be enhanced, engagement increases, and students will be performing at the create level. This will require them to remember, understand, apply, analyze and evaluate the material learned.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All special education teachers will plan with grade level teams during their planning time as well as attend professional development during PDR time.
1	2	2	Resource teachers will use a systematic, research based intervention program in reading and math.

# State Compensatory

## Personnel for Randolph Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kerri Demarchi	Teacher	Academic Support	1
Tamika Holdman	Teacher	Academic Support	1

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Sybil Wells	LA/SS Instructional Coach
Administrator	Michelle Gaskamp	Principal
Non-classroom Professional	Amanda Wendt	Math Instructional Coach

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**JAMES E RANDOLPH EL (101914139) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		94	A
<b>Student Achievement</b>		94	A
<a href="#"><u>STAAR Performance</u></a>	75	94	
<a href="#"><u>College, Career and Military Readiness</u></a>			
<a href="#"><u>Graduation Rate</u></a>			
<b>School Progress</b>		88	B
<a href="#"><u>Academic Growth</u></a>	80	88	B
<a href="#"><u>Relative Performance (Eco Dis: 3.1%)</u></a>	75	80	B
<a href="#"><u>Closing the Gaps</u></a>	97	94	A

**Identification of Schools for Improvement**

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

**Distinction Designations**

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