

Katy Independent School District
Jenks Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Jenks Elementary

Achieving Success

Growing with technology designed for the best

Unleashing excellence to make learning fun

And embracing our differences to include everyone

Rising above the challenges we face

Striving for community in this special place.

I am a Jaguar!

Vision

Growing the Legacy

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	9
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	16
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.	18
Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	19
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.	20
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.	21
Goal 6: 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 7: Katy ISD will actively support the emotional well-being of all learners.	23
State Compensatory	25
Personnel for Jenks Elementary:	25
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment at end of year was 1612. This grew from enrollment of 1542 documented on PEIMS Snapshot data. We topped out at enrollment with a district record passing the previous record of 1602 set by WCE in previous years.

Grade Level Breakdown:

EE 26 1.82%

PK 50 3.5%

KG 214 14.99%

1st 218 15.27%

2nd 219 15.34%

3rd 242 16.95%

4th 225 15.76%

5th 234 16.39%

Ethnicity Breakdown:

Hispanic 540 37.82%

Asian 420 29.41%

White 321 22.48%

African Amer. 99 6.93%

2 or More 40 2.8%

Sub-Population Program Breakdown:

At-Risk 625 43.8%

LEP 578 40.5%

Bilingual 315 22.1%

ESL 264 18.5%

Eco Disad 303 21.2%

Spec Ed 170 11.9%

GT 75 5.3%

Demographics Strengths

- We are a diverse campus with a lot of richness in variety. This exposure to various cultures and backgrounds provides opportunities for enriching experiences for our students to learn and grow about the world outside of the immediate Katy, Texas area.
- Our population continues to grow and we are seeing enrollment over 1400 again.
- Three year data shows growth in most sub-population categories:
 - Reading
Target 66 62 65 69 67 77 67 68 64 64 59
2017 78/Y 85/Y 71/Y 76/Y - 84/Y - - - 72/Y -
2018 74/Y 72/Y 72/Y 72/Y - 79/Y - - 69/Y 75/Y 76/Y
2019 81/Y 80/Y 78/Y 78/Y - 84/Y - - 73/Y 77/Y 75/Y
 - Mathematics
Target 71 67 69 74 71 86 74 73 68 68 61
2017 80/Y 75/Y 80/Y 72/N - 91/Y - - - 84/Y -
2018 71/Y 54/N 61/N 66/N - 85/N - - 64/N 74/Y 76/Y
2019 85/Y 84/Y 76/Y 84/Y - 95/Y - - 83/Y 84/Y 71/Y
- Three Distinctions were awarded to our campus this year for our efforts in growth.

- Saw the most success in regards to growth in our Domain III category which was in our problem statement and targeted by campus for growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is constantly growing and new students are coming in all throughout the school year. This growth has seen us exceed 1400 students again. Navigating this growth in size and translating it to growth academically can always present challenges. **Root Cause:** Large campus in a rapidly growing area that demographically will remain large.

Student Academic Achievement

Student Academic Achievement Summary

STAAR 3-5 Data:

2018 2019

R - 7% DNMS 5% Growth Measures

93% Approaches 95% 76% Met or Exceeded Growth

71% Meets 75%

46% Masters 52%

M - 5% DNMS 4% Growth Measures

94% Approaches 96% 73% Met or Exceeded Growth

69% Meets 76%

42% Masters 54%

W - 14% 27/177 DNMS 17%

86% 150/177 Approaches 83%

68% 104/177 Meets 54%

24% 36/177 Masters 20%

S - 8% 10/169 DNMS 6%

92% 159/169 Approaches 94%

70% 121/169 Meets 80%

34% 60/169 Masters 54%

Student Academic Achievement Strengths

- High solid scores with growth throughout Reading, Math and Science
- Approaches - passing standard
 - 95% Reading
 - 96% Math
 - 83% Writing
 - 94% Science
- Meets
 - 75% Reading
 - 76% Math
 - 54% Writing
 - 80% Science
- Masters
 - 52% Reading
 - 54% Math
 - 20% Writing
 - 54% Science
- With Growth as our first and foremost goal, we had excellent growth measures for our STAAR and ELL measures
 - We grew in Approaches, Meets and Masters with our most significant growth obtained in the Meets and Masters for Reading, Math and Science
 - 77% of kids made progress in Reading.
 - 82% of kids made progress in Math.

Domain III saw the most significant gain from 80% - 100% and scoring us a Distinction. We also saw two more Distinctions this year through our STAAR performance.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our achievement levels are staying relatively the same and/or dropping from last year's gains in our writing scores. Many of the students who did not pass could trace their data back to the revising and editing portion. **Root Cause:** We have put a great deal of emphasis on the writing process in order to see growth in their writing. We saw several students who earned a 4, 3 or 2 not pass the overall STAAR due to their revising and editing.

School Processes & Programs

School Processes & Programs Summary

At Jenks Elementary we concentrate on hiring the "just right" person for each position. We do this with equal emphasis on the heart and passion for kids and teaching and the knowledge/experience they bring to our teams. We interview in teams to gain input from multiple perspectives and get a feel for the team dynamics that will be working together. Our motto is, "Growth for All" at Jenks. This includes all the adults in the building. To see this growth, we offer and participate in wide variety of professional learning. These activities are planned around specific needs or campus/district initiatives and usually done in high performing collaborative groups. To emphasize our need for personalized instruction in the classroom, along with our scheduled and assigned professional learning opportunities we have elected to move to offering a great deal of choice for our staff. This involves a great deal of peer facilitated sessions throughout the school year.

Our school offers many opportunities for our students as well. We believe in highly engaging lessons with multiple opportunities to collaborate in pairs and groups through the day. We use a workshop model in all subjects and grade levels with peak time given to small group instruction and individualized conferring. We have two state of the art science labs for hands-on experiences for all grade levels and they are used on a routine basis. Jenks Elementary's new design offers a variety of collaborative spaces in the classrooms, hallways and throughout the building. This design has made the entire building your learning space, not just the classrooms. We were also the proud recipients of 7 Inspiring Imagination Grants from the district and school community.

Perceptions

Perceptions Summary

How do we do business? Collaboratively - Education at Jenks is a group effort. It is too large, too connected and instruction is only enhanced when we work together to see best practices are in place and communicated to all parties involved. We strive to connect the community to our world by sending out weekly communications from the campus, grade levels and classrooms. We utilize technology for this communication as well as sending out updates and posts on social media frequently (using FB, Twitter, SeeSaw, Canvas, etc...).

Perceptions Strengths

Our CAT members rated us enthusiastically as high as possible in this category. They felt a strong part of our campus by how well informed they were. We used weekly means of communication such as the Jenks Journal, Weekly e-blasts, Grade level and Teacher Weekly Newsletters, Twitter and Facebook feeds. We also never underestimate the power of face to face impressions. We make sure all school and PTA functions are well attended to interact with students and families. Our marquee is updated frequently and birthday messages are sold by our PTA for family interaction with our messaging. We have a highly involved community who love to do for us, the students and our community as a whole. We continue to host a multitude of events for our staff, students and community to interact with one another and build our school community.

Priority Problem Statements

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
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Our campus will continue our growth in the use of the documentation of the Reader's and Writer's Workshop model to maximize the growth of all students through high quality small group and individualized instructional practices.

Evaluation Data Source(s) 1: STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

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

Performance Objective 2: Our campus will continue our growth in the use of the documentation of the Guided Math Workshop model to maximize the growth of all students through high quality small group and individualized instructional practices.

Evaluation Data Source(s) 2:

STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 2:

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

Performance Objective 3: Teachers & Staff will actively participate in routinely conducted professional learning sessions and activities in order to plan, evaluate and adjust our instructional practices based on specific data of our campus and our students in terms of physical growth (size) and academic growth (achievement) for all students.

Evaluation Data Source(s) 3:

PLC schedule, campus & district data sources & district personnel

Summative Evaluation 3:

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

Performance Objective 4: Our campus will implement the new ELA resources in all language arts areas but in particular in the areas of writing, grammar and conventions and the phonics program in order to see campus wide growth in the areas of writing revising and editing.

Evaluation Data Source(s) 4: STAAR Index Data, Campus Data, DOK campus assessments created and utilized through team collaboration

Summative Evaluation 4:

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: Our campus will increase our expertise and usage of EL strategies that are targeted to increase understanding, performance and participation of all students and specifically those identified as second language learners. We will conduct campus wide professional learning in the area of sheltered instructional practices to see growth in all our kids but in particular in our listening, speaking, reading and writing data.

Evaluation Data Source(s) 1: TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

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 2: Our campus will use our data that shows significant growth in our students through Domain III and will analyze it to see how we can capitalize and build upon our success to capture even more growth in our students this year.

Evaluation Data Source(s) 2: STAAR Index Data, Campus Data, Data Meetings with District and Campus Teams with Grade Levels

Summative Evaluation 2:

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

Performance Objective 1: We will expand our usage of the learning progressions and the numeracy progressions to conduct on-going individualized and targeted small group instruction and assessments to maximize our students' growth, regardless of the level the students are working on.

Evaluation Data Source(s) 1: Trainings on learning progressions and numeracy progressions, planning and lesson plans, small group and conferring documentation, pre and post assessments created.

Summative Evaluation 1:

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

Performance Objective 2: We will continue to grow in our understanding of DOK (depth of knowledge) in order to build high quality assessments that accurately reflect both the intent and the rigor of our grade level TEKS.

Evaluation Data Source(s) 2: Training on DOK conducted, the assessments created and the student data from those assessments.

Summative Evaluation 2:

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: Staff and students will utilize technology on a routine basis in order to enhance the learning environment and deepen the engagement & success of student learning.

Evaluation Data Source(s) 1: Connected Learning Practices, Usage of our CTD, Todd Kranz and Professional Learning sessions offered by our own staff on technology topics (Nearpod, Google Docs, etc...)

Dreambox, Istation and other programs utilized in work stations and in our routine homework.

Summative Evaluation 1:

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: We will work collaboratively through out team leader council to foster, encourage and expect a culture of collaboration aimed towards growth for all, regardless of your level of experience through planning, modeling and learning about leadership for growth.

Evaluation Data Source(s) 1: Team leader council will conduct a book study over Dare To Lead by Brene Brown. We will use this professional learning to help grow our teachers, enhance our teams and support their journey in the education field.

Summative Evaluation 1:

Goal 6: 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: Our campus will implement a school-wide system for learning walks in all grade levels and various programs in order to increase our vertical alignment, build capacity for campus goals, mission and vision and improve quality of instruction by learning from one another directly.

Evaluation Data Source(s) 1: Learning Walk documentation, TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data

Summative Evaluation 1:

Goal 6: 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: Our campus will foster a relationship among other schools in the district to implement a campus-to-campus system for learning walks at each other's campus in order to increase our alignment, build capacity for district goals, mission and vision and improve quality of instruction by learning from one another directly.

Evaluation Data Source(s) 2: Learning Walk documentation, TELPAS and STAAR Index Data, ELL Progress Measures, Campus Data, District Data

Summative Evaluation 2:

Goal 6: 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 3: Strong communication with community, formal and informal, to establish our role of openness and dialog within the community.

Evaluation Data Source(s) 3:
Various communication tools & meeting agendas

Summative Evaluation 3:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Staff and Students will engage in Character Education practices each and every week of the school year to highlight the importance and value of quality character and to see our school community grow and form into a cohesive group working towards the same goal - growth for all.

Evaluation Data Source(s) 1: Character Education Program data
Referral data

Summative Evaluation 1:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Staff & students will feel safe and secure in our building and learning environment throughout the various locations in our unique building design. Safety Liaison will work with the Leadership Team to routinely and effectively communicate safety updates and trainings to all staff.

Evaluation Data Source(s) 2:
Safety procedures & documentation

Summative Evaluation 2:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 3: Teachers and staff will implement a bystander program that encourages conversation and thought, models empathy and engages participants in real-world problem solving to proactively address social and emotional issues they may face or observe.

Evaluation Data Source(s) 3: I've Got Your Back Program, Curriculum & Activities surrounding program, Morning Meeting structures and practices, Posters and Pledges, Staff & Student Nominations, T-shirts, Office Referral data, Counselor referral data, Bully Tip Line data

Summative Evaluation 3:

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 4: Support the social and emotional needs of students in specialized programs such as gifted and talented, special education, and/or 504 by addressing these needs through direct instruction or through professional learning.

Evaluation Data Source(s) 4: Training or professional learning activities done to address the social and emotional support of our special

program learners along with data to show the growth of these students.

Summative Evaluation 4:

State Compensatory

Personnel for Jenks Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Daugherty	Teacher	Academic Support	1
Karina Hernandez	Teacher	Academic Support	1
Lindsay McClellan	Teacher	Academic Support	1

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
JENKS EL (101914140) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		95	A
Student Achievement		93	A
STAAR Performance	72	93	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 10.7%)	72	80	B
Closing the Gaps	100	100	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	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned