

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



Mission Statement

Recognizing that education is a lifelong pursuit, the mission of Robert E. King Elementary is to inspire individual learning that will prepare students to become responsible, self-reliant, caring citizens. Understanding the importance of educating the whole child, the teachers, staff, parents, and community of RKE are committed to providing a dynamic curriculum, quality instruction, appropriate assessment, and an appreciation of the arts within a nurturing learning environment. Believing that all students in our diverse population can achieve success, Robert E King Elementary Lions are... “Roaring with pride”

Vision

Always do your best!

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Comprehensive Needs Assessment

Revised/Approved: August 22, 2019

Demographics

Demographics Summary

Robert E King Elementary, in Katy ISD, opened in August 2001 as a PK- 5 bilingual campus and became a Title 1 campus in 2007.

King Elementary enrollment of 987 included the following subpopulations: 56.7% At Risk; 17.8% Bilingual; 67% Economically Disadvantaged; 12.6% ESL; 1.1% GT; 33.3% LEP; 22.3% Special Education (excluding our early childhood cluster programs). The campus population includes 55.6% Hispanic, 22.38% White, 13.0% Black/African American, 4.57% Asian, and 3.73% claiming Two-or-More Races. The mobility rate for King Elementary is 11.8% and attendance rate is 96.38%

While the federal mandate for highly qualified requirements has now expired, Robert E King Elementary School continues to place a high priority on employing a high-quality, talented staff. The federal mandate for highly qualified Paraprofessional staff remains in effect. Professional development opportunities are provided on the campus as well as the district level. All RKE teachers are encouraged to attain ESL certification. Grade level teams are staffed for the 2019-2020 year as follows:

PreK-3; Kinder-5; 1st-5; 2nd-6; 3rd-5; 4th-7; 5th-5; ECSE-2; YCAP-1; ECAP-1; Bilingual PreK-2; Bilingual Kinder-2; Bilingual 1st-2; Bilingual 2nd-2; Bilingual 3rd-2; Bilingual 4th-2; Bilingual 5th-1; Bilingual ECSE-1

Demographics Strengths

Robert E King Elementary notes the following demographic strengths:

1. Many families move to Katy ISD just for the schools. Our community is supportive of our commitment to success.
2. Attendance rates remain above state average.

Robert E King Elementary notes the following strengths in our staff:

1. A majority of RKE teachers are ESL certified.
2. Even with growth and additional programs, only 7 teachers are new to RKE this year. Three are first year teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, especially with the increase in students identified with autism spectrum disorders and emotional disturbance. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting.

Problem Statement 2: Our GT percentage is significantly lower than district or state averages, and referrals are not proactively sought by parents or teachers. **Root Cause:** Our community - teachers and parents - need additional information regarding the characteristics of giftedness in order to make appropriate referrals.

Student Academic Achievement

Student Academic Achievement Summary

Robert E King Elementary students achieved the following results on the spring 2018 STAAR:

Reading 82%

Math 82%

Writing 75%

Science 72%

STAAR Performance:

Students meeting grade level expectations increased by 3% in reading and 9% in writing from 2018 results. Students meeting grade level expectations decreased by 6% in science.

STAAR Progress: Growth Targets

Growth targets indicate 40% of students Met a year's growth/progress in reading with 22% of students Exceeding a year's growth/progress in reading. Growth targets indicate 42% of students Met a year's growth/progress in math with 23% of students Exceeding a year's growth/progress in math.

Student Academic Achievement Strengths

Robert E King Elementary focuses on the academic growth and progress of students. The campus notes the following strengths:

1. 90% of 5th grade students met passing standard on the STAAR Reading and Math test.
2. 75% of 4th grade students met passing standard on the STAAR Writing test - an increase of 9% from 2018.
3. Significant gains in student performance were noted in writing.

4. An increase in students meeting or exceeding a year's growth in reading and math were noted.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Achievement data show that RKE students are not progressing as expected on grade level standards in Math in 3rd grade. **Root Cause:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Reading in 4th grade. **Root Cause:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact reading achievement.

Problem Statement 3: Achievement data show that RKE students are not progressing as expected on grade level standards in Science in 5th grade. **Root Cause:** Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact science achievement.

School Processes & Programs

School Processes & Programs Summary

Robert E King Elementary provides instruction and assessment following the Katy ISD curriculum, based on TEKS. A variety of research based instructional strategies are utilized to insure quality and success.

Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon ISIP, Fountas and Pinnell Assessment, DreamBox and campus benchmarks for assessment. Third through fifth grade focus on STAAR, iStation, DreamBox, FASTT Math Next Generation and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ESL/Bilingual instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ESL/Bilingual students.

Weekly grade level plannings are held with the instructional coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days and campus training, as appropriate. Grade levels have a daily common planning time. Regularly scheduled Professional Learning Collaborations (PLC) meetings, monthly meetings, and Super Specials provide opportunities for collaboration and training.

To support new teachers, RKE assigns campus mentors as well as campus buddies to all new teachers. New teachers are also provided time to observe in veteran teacher classrooms, as well as opportunities for Instructional Coaches to model lessons in their classrooms. Instructional Coaches meet with new

teachers monthly to provide support, training, and clarification of procedures.

Parents, teachers, and students at Robert E King Elementary take pride in their school and the school's reputation of success. The perception of RKE among all is that it is a safe and positive environment with a focus on academic excellence, while maintaining the tradition of "family" . There is an expectation for best instructional practices as well as building social character. RKE's focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their Professional Learning Collaborations (PLCs) and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

School Processes & Programs Strengths

Robert E King Elementary notes the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with interventions and individualized instructional plans.
3. RtI is being utilized successfully with students referred to the appropriate intervention.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Robert E King Elementary notes the following strengths in technology:

1. iPads and Chromebooks with Internet access are available for students
2. Two full computer labs are available for students with additional computers in the library
3. All classrooms are fully equipped with a variety of current technology.
4. Technology is available for parents to check out for instructional use at home.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Achievement data analysis reveals variations in rigor across grade levels, content areas, district expectations, and state standards.

Root Cause: Grade level curricula and assessments need to be vertically and horizontally aligned to the rigor of the state standards. Opportunities for Academic Support and Intervention teachers to plan and collaborate with Classroom teachers are limited.

Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. **Root Cause:** Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

Perceptions

Perceptions Summary

Robert E King Elementary promotes Positive Behavior Intervention and Supports (PBIS) campus wide. Our campus is committed to providing a safe and secure environment where students can learn, grow, and become productive members of the community.

Campus discipline data indicates the number of "Physical Contact/Creating a Disruption" incidents decreased from 103 to 69 recorded for the 2018-2019 year. Review of the referrals revealed the students involved in these incidents were limited to a few, mainly special education students, with repeated behaviors and students with behavior intervention plans.

Robert E King Elementary strives to create a family-friendly school environment. We provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and styles within the school community. RKE's Watch DOGS (Dads of Great Students) help strengthen connections between home and school, which benefits our diverse and mobile population. We update our campus website regularly, including important dates and resources to equip parents to partner in their child's education. The campus provides Spanish translations of materials. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Folders on Tuesday every week. We take pride in the fact that parents and guests report our staff as very friendly and welcoming.

Perceptions Strengths

Robert E King Elementary notes the following strengths:

1. PBIS is implemented with positive results campus wide, based on the data.
2. Zero (0) CPI Restraints were utilized for special education students during the 2018-2019 year.

Robert E King Elementary notes the following strengths:

1. Involvement of parents in a variety of events, family activities, and training through the campus.
2. Communication is provided through personal contacts, a variety of social media outlets, and the campus website, as well as printed materials.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A small number of behaviorally challenged students continue to disrupt the educational environment and interfere with academic progress of the many. **Root Cause:** Staff members need further training in working with students who have behavioral and emotional challenges.

Problem Statement 2: Parent participation does not reflect all subpopulations of our community. **Root Cause:** There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

Priority Problem Statements

Problem Statement 1: Achievement data show that RKE students are not progressing as expected on grade level standards in Math in 3rd grade.

Root Cause 1: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Reading in 4th grade.

Root Cause 2: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact reading achievement.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Achievement data show that RKE students are not progressing as expected on grade level standards in Science in 5th grade.

Root Cause 3: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact science achievement.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Data analysis shows gaps in student learning and identified TEKS requiring intervention.

Root Cause 4: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: A small number of behaviorally challenged students continue to disrupt the educational environment and interfere with academic

progress of the many.

Root Cause 5: Staff members need further training in working with students who have behavioral and emotional challenges.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Parent participation does not reflect all subpopulations of our community.

Root Cause 6: There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, especially with the increase in students identified with autism spectrum disorders and emotional disturbance.

Root Cause 7: Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting.

Problem Statement 7 Areas: Demographics

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
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Increase overall student performance on Reading STAAR to 90% during the 19-20 school year.

Evaluation Data Source(s) 1: 2020 STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in reading during King Academy, PAW, or small group instruction.	2.4, 2.5, 2.6	Title I Reading Teacher Title I Math Teacher Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading.				
TEA Priorities Build a foundation of reading and math 2) Provide professional development to focus on aligned TEKS and common expectations, data analysis, accountable talks, small group strategies and Units of Study; with guidance from Teachers College Reading and Writing Project, Office of Assessment and Accountability and the Office of Other Languages.	2.4, 2.5	ELA Instructional Coach	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.	2.4, 2.5, 2.6	Instructional Coaches Title I Science Teacher	Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase.				

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Achievement data show that RKE students are not progressing as expected on grade level standards in Reading in 4th grade. Root Cause 2: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact reading achievement.

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

Performance Objective 2: Increase student performance on Math STAAR to 90% during the 19-20 school year for all students.

Evaluation Data Source(s) 2: 2020 STAAR Scores

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Provide professional development to focus on aligned TEKS and common expectations, data analysis, small group strategies in math, with guidance from the Office of Assessment and Accountability.	2.5	Math Instructional Coach	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in math.				
TEA Priorities Build a foundation of reading and math 2) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in math during King Academy, PAW, or small group instruction.	2.4, 2.5, 2.6	Title I Math Teacher Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in math.				
Funding Sources: 192 - Special Project - 3000.00							

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

Performance Objective 3: Increase student performance on Writing STAAR to 80% and Science STAAR to 82% during the 19-20 school year.

Evaluation Data Source(s) 3: 2020 STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide additional instruction/tutorials and resources for students struggling with identified TEKS in writing and science during King Academy, PAW, or small group instruction.	2.4, 2.5, 2.6	Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in writing and science.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 263 - Title III ELA - 2500.00							
2) Ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.	2.4, 2.5, 2.6	Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase.				
Problem Statements: Student Academic Achievement 3							
3) Provide professional development opportunities for exploring science strategies, curriculum and hands on labs.	2.4, 2.5	Math/Science Instructional Coach Title I Science Teacher	Increase engaging science lessons, vertical alignment, and improve student progress and achievement in science.				
Problem Statements: Student Academic Achievement 3							
							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 3: Achievement data show that RKE students are not progressing as expected on grade level standards in Science in 5th grade. Root Cause 3: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact science achievement.

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

Performance Objective 4: Maintain student performance and continue to close gaps among all student groups, ensuring that all groups meet targets during the 19-20 school year.

Evaluation Data Source(s) 4: 2020 STAAR Scores; 2020 State Accountability Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will meet quarterly to review student achievement data in AWARE, focusing on comparing student group performance. Data will be sorted by student groups, and if improvement is not shown per student group, PAW groups will be adjusted to address students of specific, lagging student groups.	2.4, 2.5, 2.6	Instructional Coordinator Instructional Coaches	Gaps among student groups will be closed				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 4 Problem Statements:





School Processes & Programs
Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

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

Performance Objective 5: Improve student performance among ESL, LEP (not served) and Special Education student groups, ensuring that all groups meet standards as determined by PBMAS during the 19-20 school year.

Evaluation Data Source(s) 5: 2020 STAAR Scores; 2020 PBMAS Reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will meet quarterly to review student achievement data in AWARE, focusing on identified student group performance. Data will be sorted by student groups, and if improvement is not shown per student group, PAW groups will be adjusted to address students of specific, lagging student groups.</p>	2.4, 2.5, 2.6	Instructional Coordinator, Coaches	Students will meet PBMAS standards				
Problem Statements: School Processes & Programs 2							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.





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: Allocate resources to facilitate quality learning experiences and a positive work environment

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide additional tutorials for struggling students (King Academy) in reading, math, writing, and science/social studies . Title I intervention and Academic Support Teachers collaborate to provide intervention to students based on skills in a small group setting.	2.4, 2.5, 2.6	Title I Math Teacher Title I Reading Teacher Title I Science Teacher	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading, math, writing and science/social studies.				
				Problem Statements: School Processes & Programs 2 Funding Sources: 192 - Special Project - 2000.00, 211 - Title I Part A - 265760.00			
2) Provide professional development opportunities for campus staff in content and grade levels PK - 5, including reading, math, writing, science, social studies, technology, fine arts, and ELL support.	2.4, 2.5	Principal/AP	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas.				
				Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 26732.00			
3) Participate in Lead4Ward Cohort to work together with district leaders to provide high-quality professional development for teachers to strengthen the conversation around student growth and how to maximize planning for instruction.	2.4, 2.6	Campus leadership cohort	Utilize data and conversation to strengthen planning for instruction and improve student performance.				
				Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I Part A - 1475.00			
4) Participate in Lead4Ward Conferences and Training to provide high-quality professional development for teachers and to strengthen the conversation around student growth and how to maximize planning for instruction.		Principal/AP Instructional Coordinator/Coaches	Utilize data and conversation to strengthen planning for instruction and improve student performance.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 6000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Achievement data show that RKE students are not progressing as expected on grade level standards in Science in 5th grade. Root Cause 3: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact science achievement.
Problem Statement 1: Achievement data show that RKE students are not progressing as expected on grade level standards in Math in 3rd grade. Root Cause 1: Inconsistency in rigor of instruction and assessments, along with limited alignment of vertical and horizontal strategies, resources, and vocabulary impact math achievement.
School Processes & Programs
Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

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

Performance Objective 1: Develop meaningful, effective, aligned assessments that inspire and inform students and educators toward continuous improvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.	2.4, 2.5, 2.6	Instructional Coaches	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas.				

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: Secure and sustain current and next generation digital content and tools for all stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase access to and use of technology (iPads, Netbooks, Document Cameras, and software etc) to enhance instruction and increase student engagement.	2.4, 2.5, 2.6	Library Media Specialist Classroom Technology Designer	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I Part A - 2000.00, 199 - General Fund - 2000.00							
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Provide opportunities for parents to practice using technology available to students and identifying the connection with curriculum. (Technology/ Curriculum Night - Reading, Math, Science)	2.4, 2.5, 2.6, 3.2	Instructional Coaches Library Media Specialist	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
Problem Statements: Perceptions 2 Funding Sources: 211 - Title I Part A - 2300.00, 199 - General Fund - 2000.00							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Data analysis shows gaps in student learning and identified TEKS requiring intervention. Root Cause 2: Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

Perceptions





Problem Statement 2: Parent participation does not reflect all subpopulations of our community. **Root Cause 2:** There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

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: Attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Provide professional development for new teachers through mentors, buddies, book studies, professional development, and other supports.	2.4, 2.6	Instructional Coach	Increased staff morale Decreased turnover				
Funding Sources: 199 - General Fund - 2000.00							
<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>							

Goal 6: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Maintain practices and procedures to ensure a safe and orderly environment in which to learn and work

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Support better understanding of the social and emotional needs of all students (including gifted students) through professional development.	2.6	GT Facilitator Administrator	STAAR Informal observations Campus climate				
Problem Statements: Demographics 1 - Perceptions 1							
2) Maintain Watch DOGS program for role models to serve as volunteers in the school, along with PALS, KEYS, and CUBS.		Counselor	Increased parent/volunteer participation				
Funding Sources: 199 - General Fund PTA Donation - 0.00							
3) Maintain Positive Behavior Interventions and Support (PBIS) strategies for students and staff with PRIDE Point incentives, tracked in the PBIS App.		Instructional Coordinator	Increased Positive Awareness Recognition of Students Fewer behavior reports / referrals				
Funding Sources: 211 - Title I Part A - 2500.00							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, especially with the increase in students identified with autism spectrum disorders and emotional disturbance. Root Cause 1: Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting.
Perceptions
Problem Statement 1: A small number of behaviorally challenged students continue to disrupt the educational environment and interfere with academic progress of the many. Root Cause 1: Staff members need further training in working with students who have behavioral and emotional challenges.

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: Utilize strategies, processes, and activities to involve all stakeholders in a collaborative environment for decision-making

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase data based decision making through structured collaboration, including instructional coach led team planning, PLC, Super Specials, and RTI conferences, as well as increased use of common assessments.	2.4, 2.5, 2.6	Principal/AP	Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas				
Funding Sources: 199 - General Fund - 0.00							
2) Continue student recognition and incentive programs to support PBIS, including PRIDE Points, HERO, Royal Court, Pawsome Writers, Recognition Tags, FASTT Math/DreamBox.	2.5, 2.6	Campus Staff	Recognize and celebrate positive behaviors, expectations, routines and procedures throughout the campus to support a safe and secure environment and climate for learning.				
Funding Sources: 199 - General Fund - 0.00, 865 - Principal Activity - 0.00							
							


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: Provide opportunities to enhance the partnership among students, parents, staff and community members.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Ensure parent access to campus information by utilizing Parent Link (emails and texts), Katy ISD app, PBIS APP, EduLog Lite, Speak Up, campus webpage with newsletters, calendars, resources and links to district resources, with translations into Spanish. Distribute parent and family engagement communications.	3.2	Campus Webmaster Campus Staff	Provide a variety of support, communication and activities for families to increase involvement and academic connections between home and school.				
	Problem Statements: Perceptions 2 Funding Sources: 199 - General Fund - 2000.00						
2) Support transition of Preschool age children and their parents via visits to the cafeteria, library, specials classrooms, and a visit to the school bus during the spring semester, and offering Parent Lunch -n-Learn sessions. Provide a variety of support, training and activities for families of preschool age children and their parents to prepare for transition to school or grade level.	2.5	Principal/AP	Improved parent feedback on survey Pre-K/K Readiness results, feedback				
	Funding Sources: 211 - Title I Part A - 1718.00, 199 - General Fund - 0.00						
3) Assist 5th grade students with transition to 6th grade by providing field trips to the junior high, visitation with counselors, preview fine arts programs, assistance with schedule planning and orientations/ Q&A events for parents.	2.5, 2.6	Campus Staff Junior High Staff	Provide a variety of support, training and activities for students and families transitioning to junior high.				
4) Provide opportunities for students, teachers, parents and community members to collaborate and partner together. (Read-Deed-Run/Veteran's Day/ Career Day/ Genius Hour / Junior Achievement)	2.5, 3.2	Campus Staff	Provide a variety of support, training and activities for families to increase involvement and academic connections between home and school.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) Offer Family Learning Events in English and Spanish to increase parent involvement and support academics between home and school through parent orientations, curriculum nights, flipped learning opportunities, technology checkouts, and family day and night events. Provide a variety of support, training and activities for families to increase involvement and academic connections between home and school.	3.1, 3.2	Instructional Coaches	Increased parent participation				
	Funding Sources: 211 - Title I Part A - 6325.00						
6) Teachers and staff will participate in the Family Engagement Canvas Course regarding the importance of family and parent engagement.		Principal/AP	Educate teachers, specialized support personnel, principals, other school leaders, and other staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to , communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.				
							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parent participation does not reflect all subpopulations of our community. Root Cause 2: There is a lack of awareness regarding opportunities for participation and the resources that are available (such as translation services). Additionally, many parents are not able to attend due to working hours.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.
1	3	2	Ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings.

State Compensatory

Personnel for King Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karina Podesta	Teacher	Academic Support	1
Nicole Mull	Teacher	Academic Support	1
Pegi Williams	Teacher	Academic Support	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our Campus Needs Assessment Process began with a review of accountability data by the administrative team. The data was reviewed and discussed with the Team Leader Group and the full faculty. Campus Advisory Team members met several times to discuss data and determine areas of strength and root causes of problems.

Our process continued with PLC teams analyzing the data (STAAR results, End-of-Year DLA's, final grade reports, and AWARE data) to determine "hot spots" for our campus. We determined areas of overall need, as well as gaps between sub-populations. Feedback from grade level and vertical teams was presented for review. This evaluation was the foundation for determination of problems and root causes.

The data and the proposed CNA were reviewed with the Campus Advisory Team and additional input was gathered. This input was incorporated into the draft of the CIP.

The Campus Administrative Team, comprised of the administrators and instructional coaches, meets regularly to view and collaborate webinars provided by lead4ward. We continue to analyze data from a variety of sources (running records, ISIP, subject inventories, progress and grade reports, DLA assessments, unit tests, grade level common assessments, and teacher conferencing) to monitor progress of students

Data sources include:

- * TEA Accountability Summary reports
- * DLA reports
- * Progress reports
- * Report Card failure reports

- * Behavior reports from the Principal Dashboard
- * AWARE reports on common assessments
- * ISIP Data
- * DreamBox
- * Teacher's anecdotal records
- * Running Records
- * Extended Learning Time activity analysis
- * RTI reviews

Campus Advisory Team members finalize the CIP as documented on April 29, 2019 and August 22, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our process continued with PLC teams analyzing the data (STAAR results, End-of-Year DLA's, final grade reports, and AWARE data) to determine "hot spots" for our campus. We determined areas of overall need, as well as gaps between sub-populations. Feedback from grade level and vertical teams was presented for review. This evaluation was the foundation for developing the goals for the RKE Campus Improvement Plan. Problems and root causes were identified and prioritized by the faculty and Campus Advisory Team.

The data and the proposed Campus Improvement Plan were reviewed with the Campus Advisory Team and additional input was gathered. This input was incorporated into the final draft of the CIP submitted for KISD Board approval.

The Campus Leadership Team, comprised of the administrators and instructional coordinators, meets regularly to view webinars provided by lead4ward. The information is shared with faculty and Campus Advisory Team members.

2.2: Regular monitoring and revision

The Campus Improvement Plan is reviewed monthly with the CLT and formative progress checkpoints are completed as prescribed. Campus Advisory Team meetings and staff PLC meetings will be scheduled to review and monitor progress of goals.

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

The Campus Needs Assessment and Campus Improvement Plan are available in English and Spanish on our website and printed copies are available on campus. If a parent or community member requests translation of the plans, the principal, or principal's designee, will provide an opportunity to review the CNA and/or CIP in an understandable format and language. A copy of the CIP is also posted in the office of a nearby apartment complex for community members within our attendance zone.

2.4: Opportunities for all children to meet State standards

Strong delivery of instruction is provided in the classroom, PK-5. Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day and after school, to focus on meeting State standards. Teachers provide small group instruction based on skills data shows students have not mastered as well as extending learning opportunities for continued growth.

2.5: Increased learning time and well-rounded education

Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day, and after school. Additional enrichment is also offered for 2-5 through clubs and programs sponsored by RKE staff after school. All students in K-5 participate in Extended Learning Time (PAW) which has a designated time in the master schedule for increased learning as well as a morning meeting time for socio-emotional well being that enhances a well-rounded education.

- Strings (violins)
- Choir
- Read/Deed/Run
- STEM Club
- Garden Club

- Genius Hour
- Student Council
- Green Team (recycling)
- Writing Club
- King Academy
- PAW Time
- Extended Study

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

Students are provided strong instructional delivery in the classroom PK-5. Students in grades 3-5 are provided opportunities to participate in additional tutorials before school, during the school day, and after school, to focus on meeting State standards. Identified at - risk students receive additional support and/or intervention through Special Education, Academic Support, Title 1, ESL, or Bilingual services. At risk students are monitored through Response to Intervention with frequent PLCs and collaborative meetings to discuss intervention plans for academic growth.

- King Academy
- PAW Time
- Extended Study

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

This policy was developed from input given by parents, campus staff, administrators, and district personnel. The format and language of this policy is designed to be easily read and understood. A copy of this policy will be made available to parents and other members of the community upon request. Families are encouraged to attend campus meetings or offer input through phone calls, e-mail, or other contact with Title I staff. All policies will be available to families on the campus upon request, or online. For questions or suggestions regarding Title I or the Parent Involvement Policy, please call the campus at 281.237.6850. Annual Evaluation/Meetings Each year the Katy ISD Parental Involvement Policy is reviewed and evaluated by the Campus Advisory Team, parents, campus staff members, administrators, and district personnel. Parents of Title I students can also make suggestions through the “Title I Program Family Questionnaire” (sent at the end of the school year), and at the Title I Public Meeting held in May of each year. Suggestions for campus level policies should be

submitted in writing to the campus principal. The campus focus remains on closing the gaps for Math and Reading, as well as improving the alignment of science curriculum and instruction. The Parent and Family Engagement Policy was reviewed and revised on April 29, 2019 and August 22, 2019.

3.2: Offer flexible number of parent involvement meetings

Family Involvement/Volunteer Opportunities

King Elementary has a need for parent volunteers and offers family involvement activities which are displayed on our website and marquee. Flyers are sent home in Tuesday folders, information is emailed through RKEeNews email and they can be found on our campus newsletter. Some of these opportunities are listed below.

August:

PTA delivers school supplies

Meet the teacher

September:

Children's Museum of Houston Lunch and Learn

Read, Deed, Run

Parent Orientation (K, 2 & 4)

Parent Orientation (PK, 1, 3 & 5)

Volunteer Kick-off

PTA Meeting

Watch DOGS

Fundraiser Kick-off

Learning Together -Curriculum Night

October:

PTA Movie Night

Spirit Store

ATOMIK Science Friday

Steve Harpster Family Art Night

Family Fitness Night

Campus Advisory Team meeting

Jump Rope for Heart Kick-off

November:

Patriotic Concert

Library Pumpkin Extravaganza

Book Fair

PTA Holiday Shop

December:

Parent Night with Greg Tang

King Singers Choir Community Performance

Choir and Strings Holiday Performance

Winter Parties

January:

Spirit Store

4th Grade JA in a Day

February:

Friendship Parties

March:

Field Day

PTA Meeting/Movie Night

1st Grade Concert

April:

PTA Carnival

Volunteer Luncheon

Spirit Store

May:

Staff Appreciation Week

Spring Concert (Strings & Choir)

5th Grade Party

EOY Celebrations (3rd & Kinder)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Suszynski	Teacher	Title I	1
Brad Finch	Teacher	Title I	1
Ellen Barton	Teacher	Title I	1
Julie Faber	Teacher	Title I	1

Campus Advisory Team

Committee Role	Name	Position
Non-classroom Professional	Connie Batey	Assistant Principal
Non-classroom Professional	Susan Sanchez	Assistant Principal
Classroom Teacher	Julie Callahan	ESL Teacher
Classroom Teacher	Nicole Mull	AST Reading Teacher
Parent	Noelle Gearing	Parent
Parent	Erika Gonzalez-Toriz	Parent
Parent	Monica Pulido	Parent
District-level Professional	Jennifer Ina	Office of Interventions
Non-classroom Professional	April Carrasquero	Counselor
Non-classroom Professional	Karla Guevara	Instructional Coordinator
Non-classroom Professional	Ginger AbiHabib	Instructional Coach
Non-classroom Professional	Tina Stockton	Instructional Coach
Administrator	Tammi Wilhelm	Principal
Classroom Teacher	Rose Mendizabal	2nd Grade Teacher
Classroom Teacher	Ellen Barton	AST Reading Teacher
Parent	Ashley Lang	Parent
Parent	Meredith Trammell	Parent
Community Representative	Donna Ward	Community / Business Representative

Campus Leadership Team

Committee Role	Name	Position
Administrator	Tammi Wilhelm	Principal
Classroom Teacher	Meredith Trammell	Kindergarten Team Leader
Classroom Teacher	Michelle Teinert	PK Team Leader
Classroom Teacher	Paige Ramirez	1st Grade Team Leader
Classroom Teacher	Danielle Duffiney	2nd Grade Team Leader
Classroom Teacher	Erin Ramirez	3rd Grade Team Leader
Classroom Teacher	Amy Dougherty	4th Grade Team Leader
Classroom Teacher	Veronica Serna-Fraga	5th Grade Team Leader
Classroom Teacher	Trevor Whitman	Specials Team Leader
Classroom Teacher	Julie Faber	Academic Support Team Leader
Classroom Teacher	Karina Marroquin	Bilingual Team Leader
Classroom Teacher	Modeimi Ayala	Special Education Team Leader
Non-classroom Professional	April Carrasquero	Counselor
Non-classroom Professional	Ginger AbiHabib	Instructional Coach - Math/Science
Non-classroom Professional	Tina Stockton	Instructional Coach - Reading/Language Arts
Administrator	Karla Guevara	Instructional Coordinator
Administrator	Connie Batey	Assistant Principal
Administrator	Susan Sanchez	Assistant Principal
Classroom Teacher	Heather Krippner	Special Education Team Leader

District Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	staff for tutorials; instructional materials,		\$3,000.00
1	2	2	staff for tutorials; instructional materials,		\$3,000.00
2	1	1	Staff for tutorials; instructional materials		\$2,000.00
Sub-Total					\$8,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology, iPads, computers, instructional materials		\$2,000.00
4	1	2	technology, iPads, computers, doc cameras, instructional materials, staff to teach, snacks		\$2,000.00
5	1	1	instructional materials; consultants PD		\$2,000.00
7	1	1			\$0.00
7	1	2	incentives		\$0.00
7	2	1			\$2,000.00
7	2	2	Instructional materials, staff, snacks		\$0.00
Sub-Total					\$8,000.00
199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	staff; volunteers		\$0.00
Sub-Total					\$0.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	PD consultants - Teachers College Reading & Writing Project		\$20,000.00
2	1	1	Title I teacher salaries		\$265,760.00
2	1	2	Professional development; Resources; Materials		\$26,732.00
2	1	3	Professional Development cohort		\$1,475.00
2	1	4	Registration, materials		\$6,000.00
4	1	1	Technology, iPads, computers, instructional materials		\$2,000.00
4	1	2	technology, iPads, computers, doc cameras, instructional materials, staff to teach, snacks,SIG		\$2,300.00
6	1	3	PBIS App		\$2,500.00
7	2	2	Instructional materials, staff, snacks		\$1,718.00
7	2	5	Materials/food for parent events, CMH programs		\$6,325.00
Sub-Total					\$334,810.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	instructional materials, tutorials		\$2,500.00
Sub-Total					\$2,500.00
865 - Principal Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	incentives		\$0.00
Sub-Total					\$0.00
Grand Total					\$353,310.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
ROBERT KING EL (101914120) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		78	C
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		79	C
Academic Growth	71	74	C
Relative Performance (Eco Dis: 51.4%)	51	79	C
Closing the Gaps	85	80	B

Identification of Schools for Improvement

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

Distinction Designations

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