Katy ISD Strategic Plans

2017-2022

2022-2024

As of September 2023

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(available 2024)

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(available 2024)

7.3 Build awareness around the importance of campus community engagement. *(available 2024)*

7.4 Mobilize the Board and Superintendent to advocate for Katy ISD education priorities and build community capacity for advancing public education priorities. *(available 2024)*

Goal 8 Objectives/Specific Results (Outcomes 2022-2023)

Exhibit A: 2017-2022 Working Action Plans

Goal 1 Action Plans (2017-2022)

1.1 (This Specific Result was merged into 5.5)

Goal 2 Action Plans (2017-2022)

Goal 3 Action Plans (2017-2022)

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Exhibit B: 2022-2024 Working Action Plans

Goal 1 Action Plans (2022-2024)

Goal 2 Action Plans (2023-2024)

2.1- *In progress*

Goal 3 Action Plans (2022-2024)

Goal 4 Action Plans (2022-2024)

Goal 5 Action Plans (2022-2024)

Goal 6 Action Plans (2022-2024)

Goal 7 Action Plans (2022-2024)

Goal 8 Action Plans (2022-2024)

Exhibit C: Stakeholder Groups, Summit & Survey Data Results

What is strategic planning?

What is Strategic Planning?
Strategic planning is a district-wide activity that is used to set priorities and focus energy and resources in a manner that ensures community stakeholders and district staff are working toward common goals.

What is a strategic plan?
A strategic plan is a document used to communicate district goals, and the action steps and other critical elements needed to achieve those goals.

What are the steps in strategic design?
Strategic design begins with a community-driven process in which stakeholders define the ideal learner experience in Katy ISD. This is followed by a design process wherein stakeholders come together to establish a call to action (the why of the strategic design), community beliefs about learning, learner profile, and learner outcomes and goals. Next, a team of stakeholders reviews the identified goals, develops objectives/specific results to achieve each goal, and sequences these over the length of the plan.

What are the attributes of good strategic planning?
Community involvement! Well executed strategic planning includes feedback and guidance from a broad base of community members and staff who represents varying backgrounds and perspectives.

What opportunities does the community have to participate in Katy ISD's strategic planning process?
Community surveys, education summits, focus group meetings, and planning meeting.

Strategic Planning Historic Timeline

Winter 2017	Board of Trustees Strategic Plan Kickoff
Winter 2017	Leadership Orientation to Strategic Planning
Winter 2017	Stakeholder Focus Group Discussions
Spring 2017	Community Education Summits (4)
Spring 2017	Community Survey "Highest Hopes for your Learner"
Spring 2017	*Design* Team Meetings (Goal, Beliefs, Call to Action, Learner Profile development)
Spring 2017	*Create* Team Meetings (Objectives/Specific Results identification- 2017-2022 Strategic Plan- 5 Year Plan)
Spring 2017	Internal administrative teams flush out action plans
Spring 2017	*Lead* Team Meetings (Action step review and feedback)
Winter 2018	*Design* Team Meetings (Assess action plans)
Fall 2018	Strategic Planning Team Annual Review Meeting (Create action plans)
Fall 2019	Community Based Accountability Focus Group Meetings
Fall 2019	Community Based Accountability Workshops
Winter 2020	Strategic Planning Team Annual Review Meeting
Fall 2021	Community Survey
Fall 2021	Community Education Summits (2)
Fall 2021	Board of Trustee Strategic Planning Workshop
Fall 2021	Strategic Planning "Refresh" (Planning for 2022-2024 Strategic Plan- 2 Year Plan)
Spring 2022	Board of Trustees Strategic Planning Workshop
Summer 2022	Board Update on 2-Year Plan (2022-2024)
Fall 2023	Board of Trustee Strategic Planning Workshop

Our Mission

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.

Our Vision

Be the legacy.

Our Beliefs

We believe that all learners are unique and thrive through personalized learning experiences.

We believe that when ideas and individuals are respected, a culture of mutual respect is built that benefits all stakeholders.

We believe that collaboration which honors all voices, creates ownership that drives personal accountability.

We believe that being open-minded fosters continual improvement.

We believe that meaningful relationships are vital to learner success.

We believe that effective assessment is a continual process of giving and receiving meaningful feedback that advances learning and supports a system of accountability.

We believe that our success is not determined by a single, standardized assessment.

Community Led Success

STRATEGIC PLANNING KATY

Our Call to Action

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

Our Learner Outcomes

All learners will develop and achieve personalized goals.

All students will engage in meaningful learning every day.

All learners will demonstrate leadership, integrity, respect, and character.

All learners will contribute to their community.

All students will graduate from high school prepared for life, career and post-secondary opportunities.

Our Learner Profile

The learner ...

Problem solves using:

- o Critical thinking
- o Analytical skills
- o Perseverance
- o Innovation
- o Resources
- o Collaboration
- o Ownership

Communicates through:

- o Understanding the audience
- o Active listening
- o Nonverbal interaction
- o Digital integration
- o Oral presentation
- o Writing
- o Civility

Adapts through:

- o Open-mindedness
- o Problem solving
- o Time management
- o Persistence
- o Coping skills

Contributes through:

- o Empathy
- o Active listening
- o Passionate engagement
- o Preparation
- o Investment
- o Respect
- o Confidence

2017-2022 Goals

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

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.

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

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.

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.

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

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.

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

Goal 1 Action Plan Year 3 Priorities – 2019-2020

Goal 1:

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

Specific Result:

1.2 Design innovative physical and virtual spaces that safely engage learners.

Summary Report:

The Technology Department has worked closely with Facilities and Planning to identify and design physical spaces for students and staff that incorporate technology that supports engaged learning throughout all Katy ISD schools. The learning spaces provide for flexible grouping, while encouraging collaboration among students and staff through interactive displays and Wi-Fi accessibility. Wi-Fi accessibility is also extended outside the building so online learning can be facilitated outdoors. Likewise, USB charging ports are readily available throughout school facilities, allowing for devices to be utilized as needed.

The development of new user access methods is an important component of this work.   Access to digital resources through MyKaty Cloud using ID badges or QR codes are currently being tested for use among grade levels K-2. Also, a secured self-service password portal for staff, students (excluding grades K-5) and guardians was implemented this past year. All users are now able to create, change or recover their password by way of text, email or by answering security questions.

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 1:

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

Specific Result:

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

Summary Report:

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

Upon review, the committee determined that supports for personalized learning are identified in the handbooks. Examples of personalized learning relate to differentiated instruction and a wide variety of assessment options. Currently, the Grading and Reporting Handbook specifies requirements for teachers to offer re-assessment opportunities for both elementary and secondary students to ensure they have more than one opportunity to demonstrate mastery of the objectives. The committee reported that the previously established re-assessment opportunities supported personalized learning for students. Committee members understand the diverse needs of the District which create different challenges that are unique to each campus. The Grading and Reporting Handbook has structure for consistency, but also provides flexibility for each campus to make decisions regarding re-assessment to best meet the diverse needs of all students.

Characteristics of personalized learning may include the elements of student choice, creativity, research, planning, and presentation that meet individual learning styles or strengths of students. The District believes that standardized tests do not always measure academic success and the same holds true for teacher-designed tests. Therefore, teachers are encouraged to consider a range of assessment options which may include, but are not limited to, objective examinations, portfolios, performance, projects and written responses. Furthermore, for the Elementary Grading and Reporting Handbook a previous committee had recently completed significant work on the report card areas of work habits and citizenship comment codes to provide feedback to parents. This is another example of customizing grade reporting to meet the needs of all stakeholders.

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

Strategic Plan | Specific Result Report

<div align="center">

Goal 1 Action Plan Year 2 Priorities – 2018-19

</div>

Call to Action:

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

Goal 1

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

Specific Result

1.4 Establish structures that support a collaborative, flexible, safe, and respectful learning environment.

Summary Report

There is a process used in the Facilities, Planning, and Construction department that supports the strategic plan.

All our designs, new and renovation, are developed using the current prototypes that were developed in Katy ISD. The original designs for these facilities involved all departments including operations, curriculum and technology. Design prototypes are based as follows:

Elementary:	Bethke/Jenks
Junior High:	Stockdick
High School:	Paetow

The process does include a post occupancy survey once the facility has been in use for at least one year. However, as we receive feedback from end user groups, we strive to accommodate the requests.

The current prototypes provide for collaboration spaces along with areas for flexibility in instruction. As we proceed with existing campus renovations, we work to accommodate for these areas within the existing footprint of the building so that all students can have the same learning experiences.

In both new build campuses and renovations of existing campuses, funding is provided for the campus principal to select additional flexible furniture options in addition to the standard furniture list for the grade level.

Campus safety has been implemented with upcoming future projects to provide for an integrated access control system. These upgrades are scheduled to be completed by the start of school in 2020.

Strategic Design Update

May 3, 2019

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

Facilities, Planning, and Construction was tasked with addressing the following: Specific Results

1.4 Establish structures that support a collaborative, flexible, safe, and respectful learning environment.

Safety is priority item we continue to address as ideas and processes evolve.

We will now share our collaborative spaces we have developed.

Achievement of Goals

- Historical:
  - After the 2014 Bond, the District engaged Curriculum and Instruction for design input regarding standard classrooms and collaboration spaces. The results are captured in our designs for our current elementary, junior high and high school prototypes.

- Safe and Respectful Learning Environments
  - Safety
    - Integrated Safety & Security Systems
  - Respectfulness
    - Positive Learning Environments

- Collaborative and Flexible Learning Environments
  - New Schools
    - Areas of collaboration incorporated into new prototype designs
  - Existing Campuses
    - Areas of collaboration incorporated using existing "real estate" or minor building bump outs

Current Safety Features

New Schools/Current Prototype

Elementary Schools

- Bethke
- Jenks
- Bryant
- Campbell
- Leonard
- #43
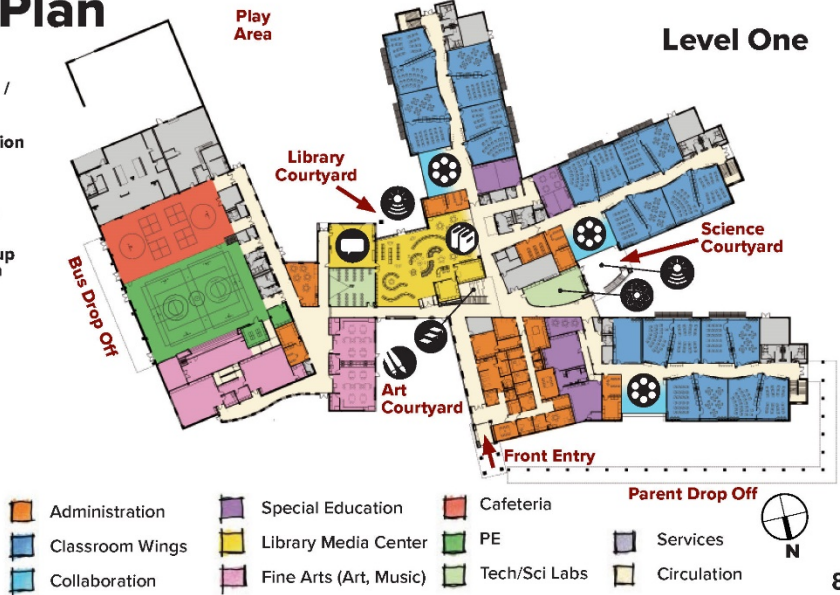
Floor Plan
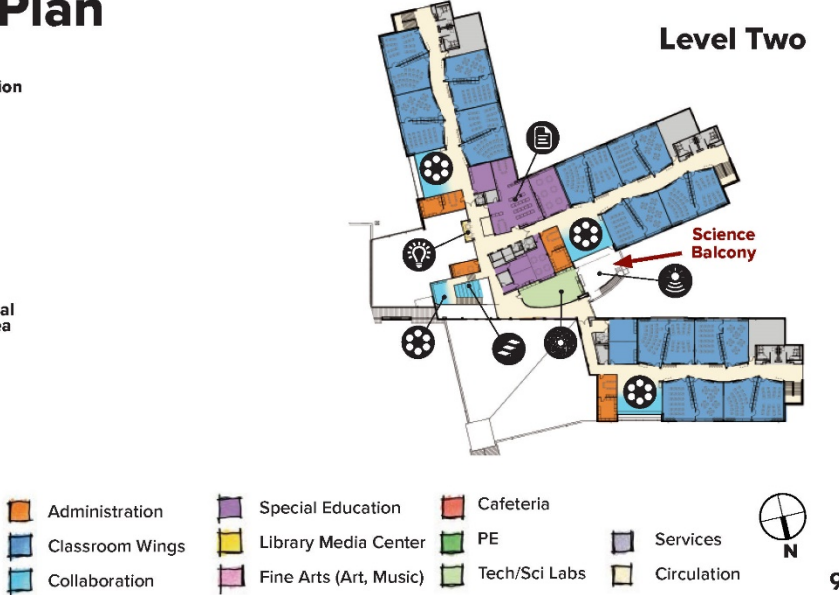
Collaboration Areas
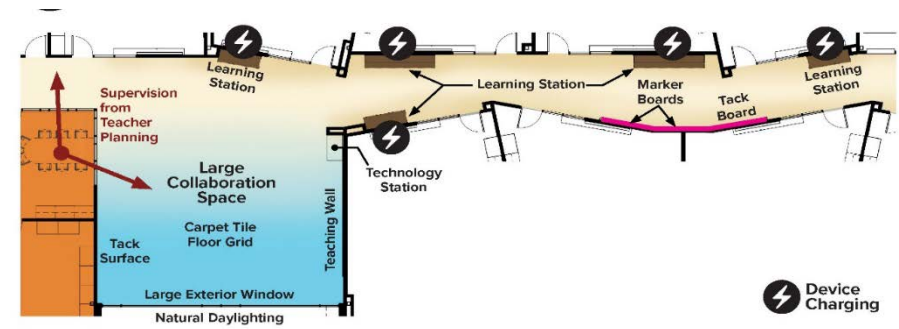
Innovative spaces have been incorporated into the building for instructional purposes. This includes areas immediately outside the classroom for small groups of students and allows for an extension of the learning environment which supports conferencing, mini-lessons, or extra space. Students can take all of their technology needs with them while they work and have the capability to recharge their devices. In addition to these small spaces, there are also larger areas which are designed for single or multiple classes to use for instruction.

💡 Learning Loft
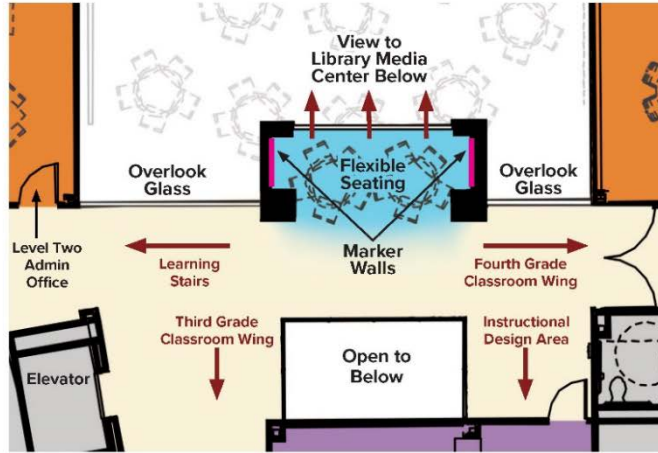
Located on the second floor above the Library Media Center is an area for students to work independently or in small groups. This area serves as an extension of the learning environment upstairs, and is visually connected to the Library Media Center. Marker walls occur on each end and the loft is furnished with flexible seating.

Outdoor Learning
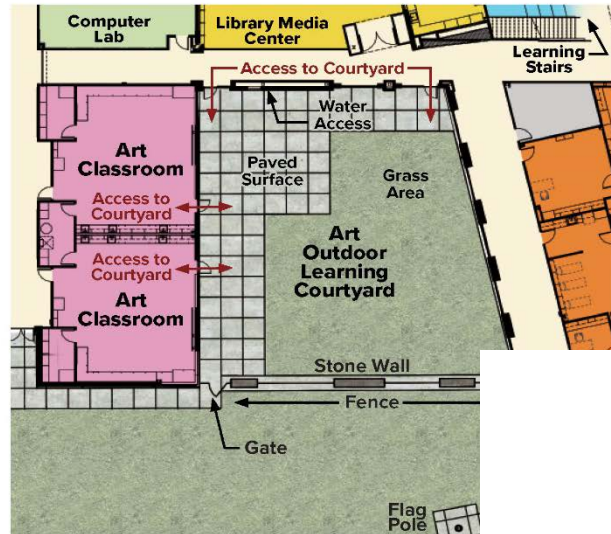
Art Classrooms
Outdoor Learning Courtyard

Outdoor spaces are designed to extend the learning environment. An Art Courtyard adjacent to the Art Rooms facilitates outdoor work and displays student work.

Outdoor Learning Courtyards

Library Media Center
Outdoor Learning Courtyard

Outdoor spaces are designed to extend the learning environment. One of the four outdoor courtyards is located adjacent to the Library Media Center with a tiered seating area and a planter for student use.

Science Labs
Outdoor Learning Courtyards

Outdoor spaces are designed to extend the learning environment. Science courtyards are located next to the science labs. The second story courtyard functions as a balcony with oversight observation opportunities. Both spaces have a standing work surface area for students.
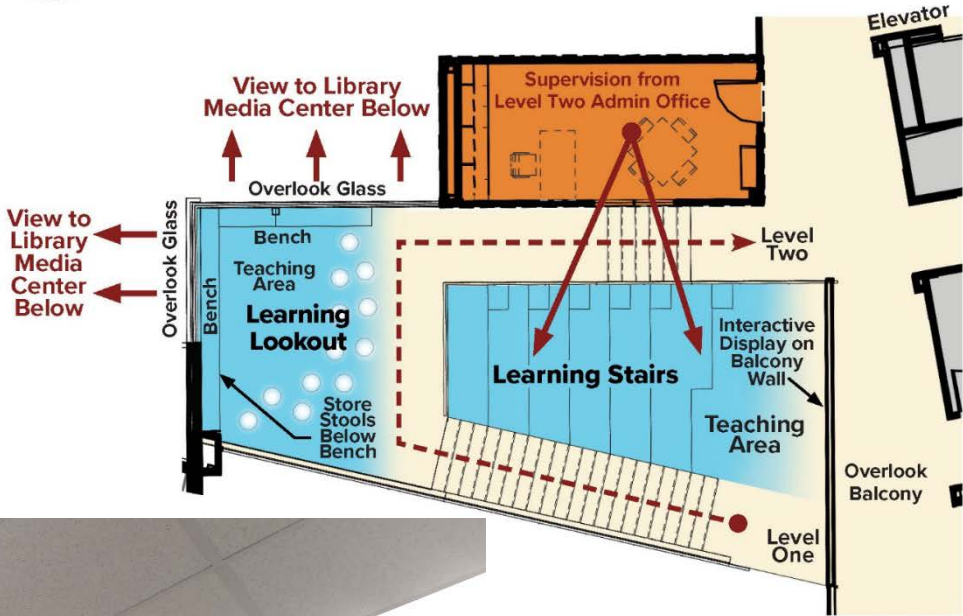
Learning Stairs

The Learning Stairs are a focal point of the campus. They provide a flexible environment for students to work individually, in pairs, or in small groups. The nature of this setting provides a positive atmosphere for learning.

Secondary Campuses

- Junior High
  - Stockdick
  - Adams
  - #17

- High School
  - Paetow
  - #9
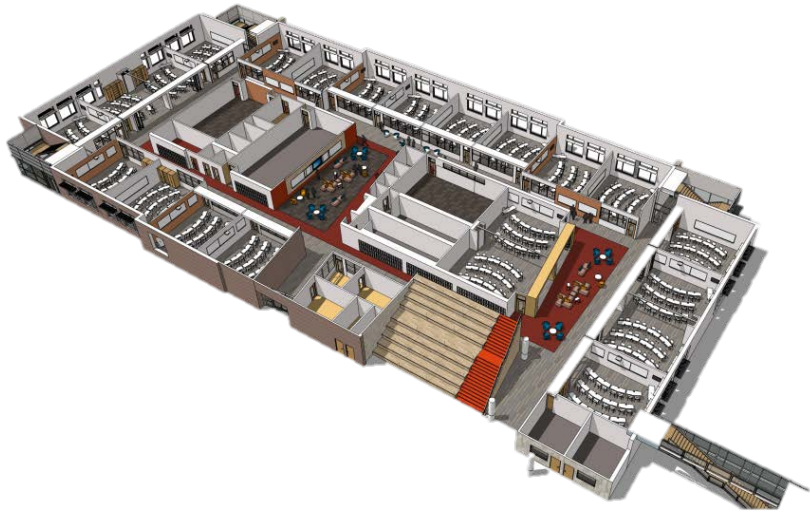
Interactive Classrooms
&
Collaboration Areas

As effective learning spaces, the classrooms are not designed for students to just sit and pay attention. Rather, the learning spaces have evolved into an interactive, multi-functional space facilitating a variety of learning modules. The ability to combine classrooms into larger learning spaces allows teachers to differentiate learning into a variety of collaborative groups for more interactive learning. Within each classroom block are multiple ways to engage, instruct, and reconfigure. Operable walls are used to accommodate different group instruction. Moveable furniture in Collaboration areas encourage student huddles and touchdown points for student/teacher conferences.
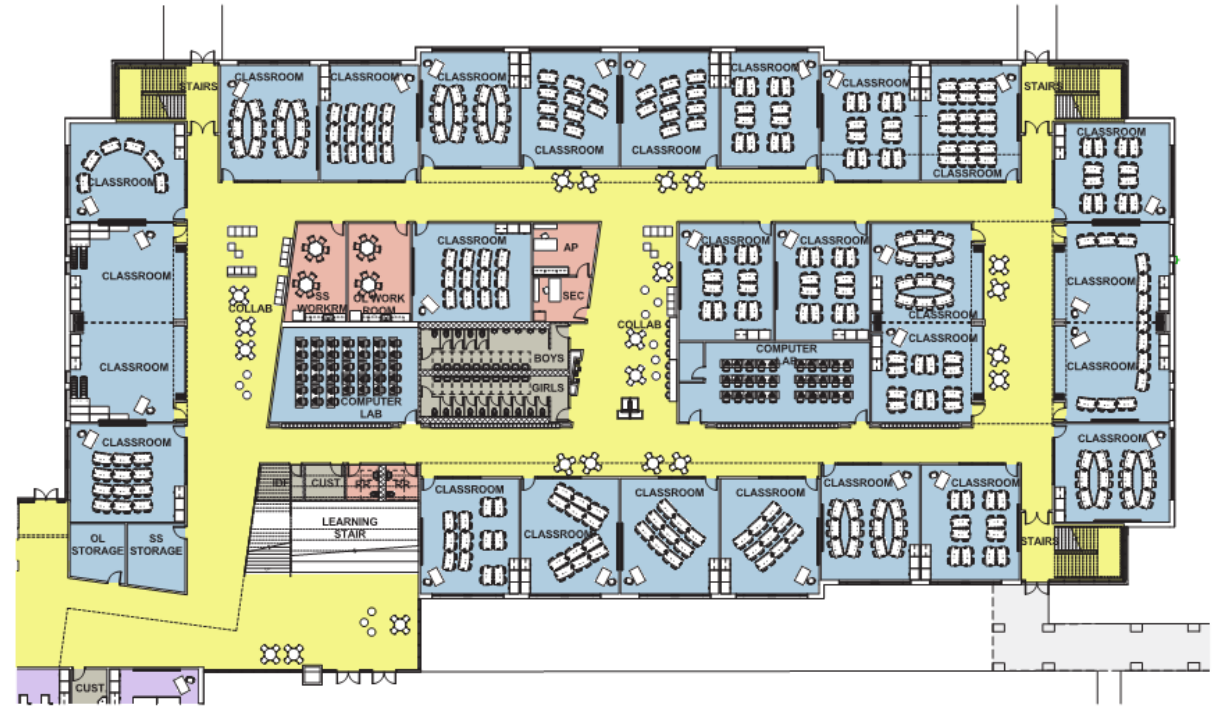
Accessible Technology

Collaboration areas meet the needs of a generation who naturally seek technology, additional charging stations for mobile devices are prevalent.
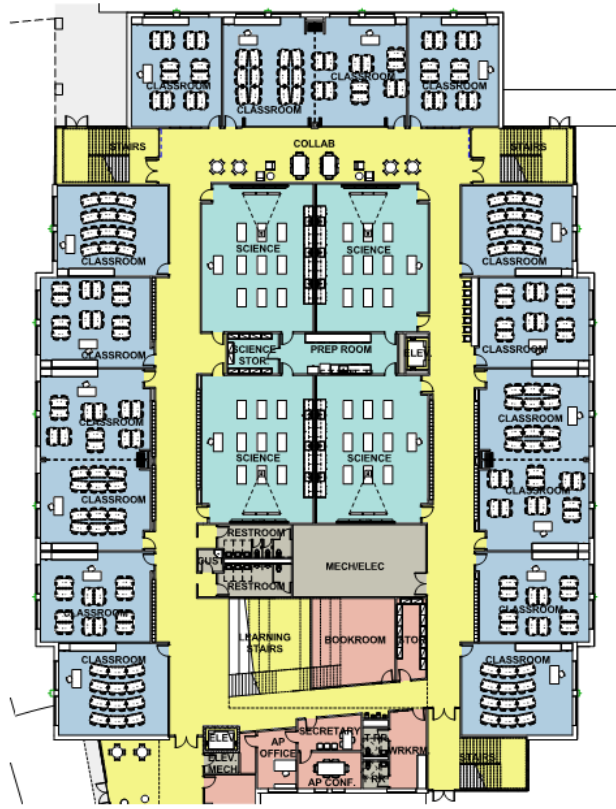
Built-in Benefits

Each school is equipped with features such as agile learning spaces with interactive white boards and mobile furniture that can be moved to create a variety of settings. These spaces have been identified by principals and instructional leaders as beneficial, if not crucial, in meeting the changing needs of education.

Learning Stairs

Series of platforms used by teachers for group instruction. Stairs encourage community learning and places for collaboration outside of the classroom.

Learning Commons

Library for today's generation. Equipped with teaching walls, break-out spaces, and technology based learning equipment.

Learning Green

An outdoor classroom intended to provide walking paths, outdoor learning environments, and teaching opportunities. The enhanced green space also provides aesthetically pleasing views and potential for outdoor dining and educational opportunities.
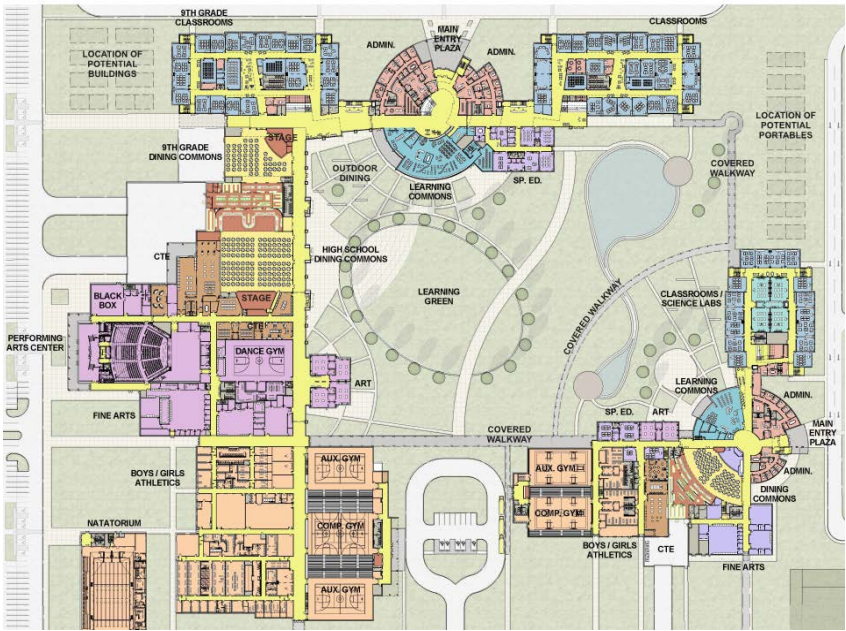
Existing Campuses

Memorial Parkway Elementary

Goal 1 Action Plan Year 5 Priorities – 2021-2022

Call to Action:

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

Goal 1:

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

Specific Result:

1.5 Provide a variety of learning experiences that address distinct learning needs, interest, aspirations and cultural backgrounds of all learners.

Summary Report:

During the fall of 2021, the Division of Teaching and Learning reviewed and evaluated instructional unit plans, resources, and programs to ensure that students have a variety of opportunities to engage in learning experiences that meet their diverse needs and interests.

Katy ISD's unit plans include instructional guidance on how to address students' individual learning needs as well as strategies and resources to meet those needs. Teacher trainings were developed and implemented on providing students choice in their learning, and authentic learning opportunities that are relevant and of interest to them. The Division of Teaching and Learning has also utilized surveys to gather feedback from teachers regarding the professional learning needs they have as it relates to meeting student needs.

Additionally, courses and pathways in Career & Technical Education, Advanced Academics, and Ethnic Studies (Mexican American & African American Studies), have been offered to address student interests, aspirations, and cultural backgrounds. Students are also invited to participate in summer enrichment opportunities that are designed to meet a variety of interests.

Learning pathways are constantly reviewed to ensure that all students have multiple opportunities to engage in coursework that is challenging, relevant, and of interest to them. The Division of Teaching and Learning will continue to provide teacher training, increase academic pathways, and gather student and teacher feedback to ensure that a variety of learning experiences area available to all students.

Golbow and Pattison Elementary Schools

Memorial Parkway Junior High

Mayde Creek High School

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 1:

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

Specific Result:

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

Summary Report:

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

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

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

JROTC Program

2018 Secondary Student Interest Survey

Results and Analysis

Awareness of Navy JROTC Program

Did you know that Katy ISD offers a Navy JROTC program at Mayde Creek High School? (N=22,146)
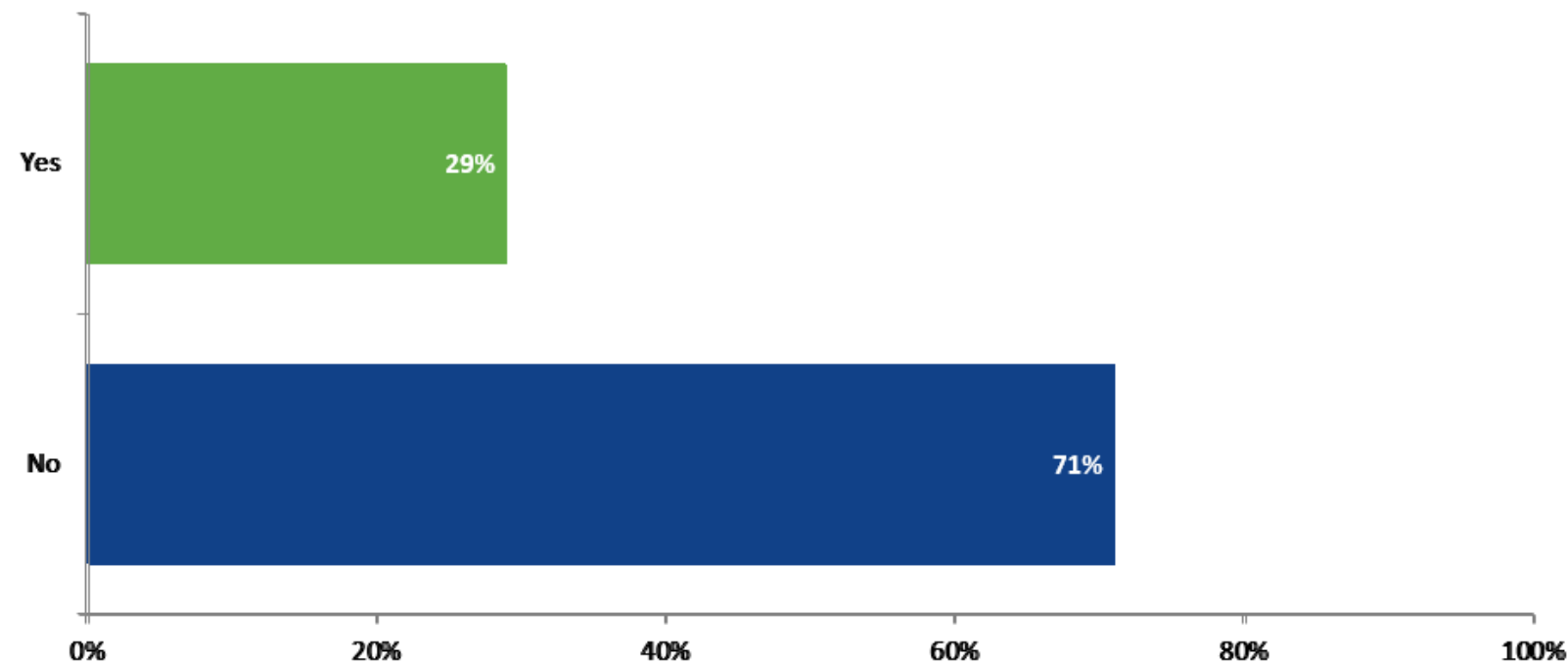
Awareness of Navy JROTC Program (Continued)

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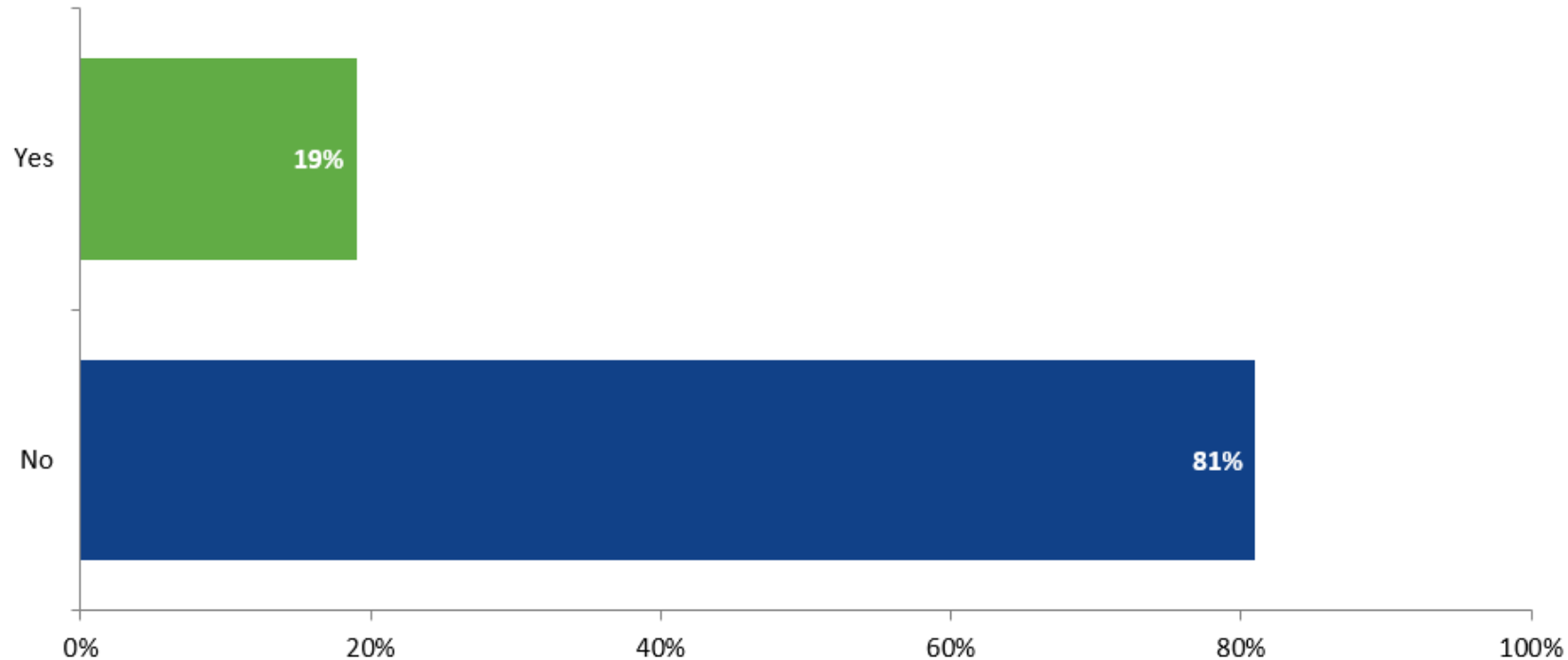
Awareness of Navy JROTC Program (Continued)

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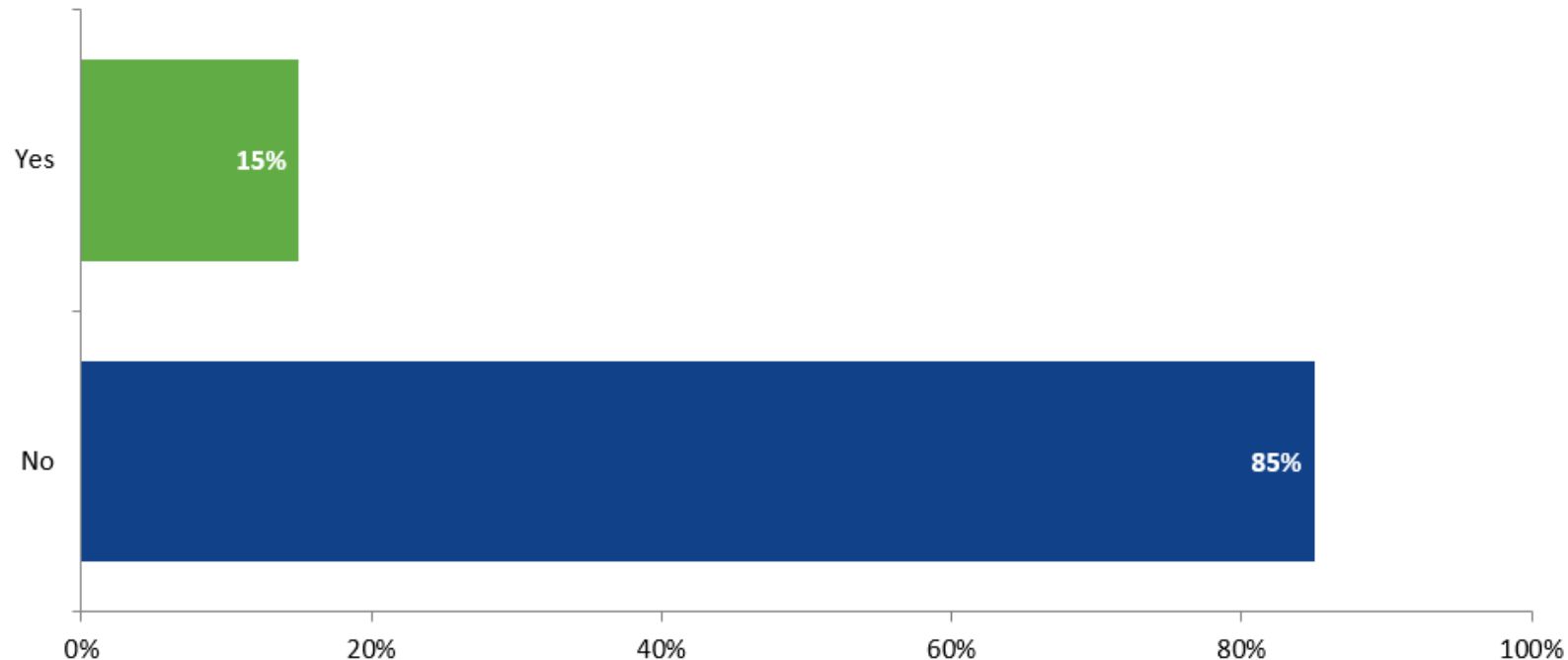
Interest in Navy JROTC Program (Continued)

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

Yes	13%
No	87%
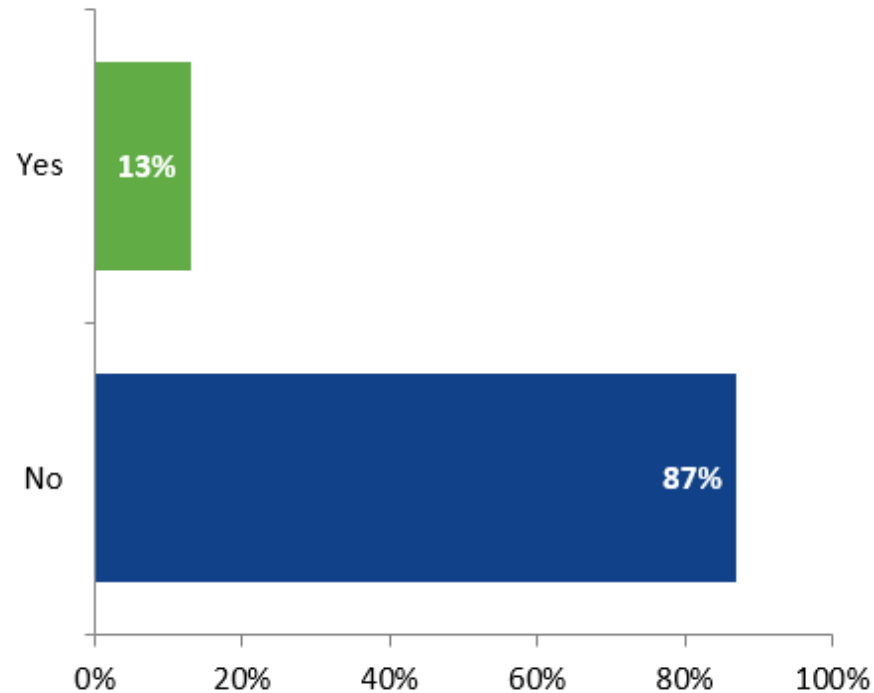
Would you be interested in Katy ISD's Navy JROTC program if it was available in a different campus? (N=2,395)

Yes, I'd be interested in participating in the program only if it were offered at my campus.	37%	896
Yes, I'd be interested in the program if it was located at a campus closer to my campus.	28%	666
I am not interested regardless of the location of the program.	35%	
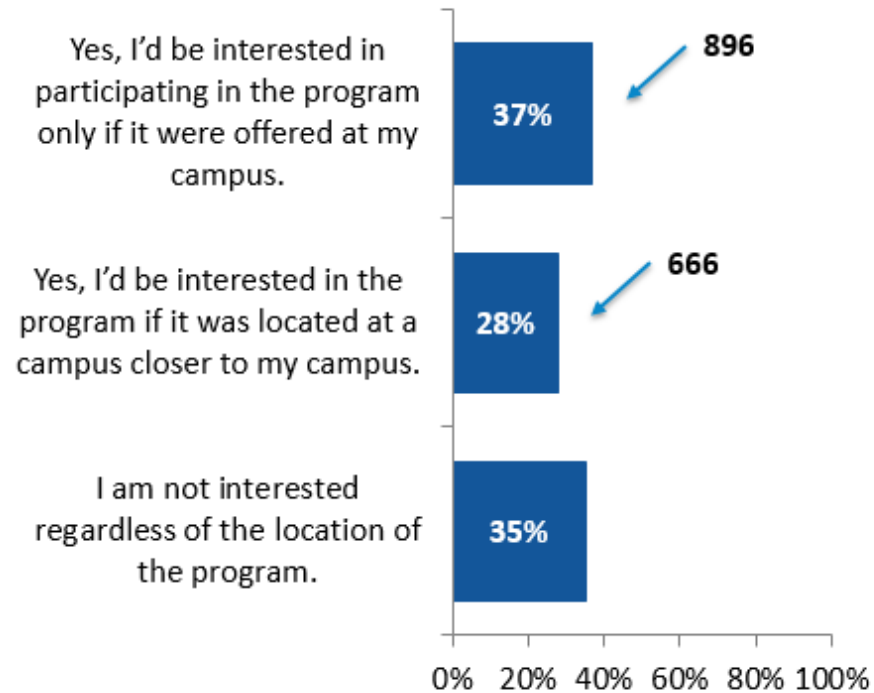
Transportation

If you were to be interested in transferring to Mayde Creek High School for its Navy JROTC program, whether it was just for the class period the program is offered or as a full time Mayde Creek High School student, is having daily transportation to another the campus a concern? (N=21,751)
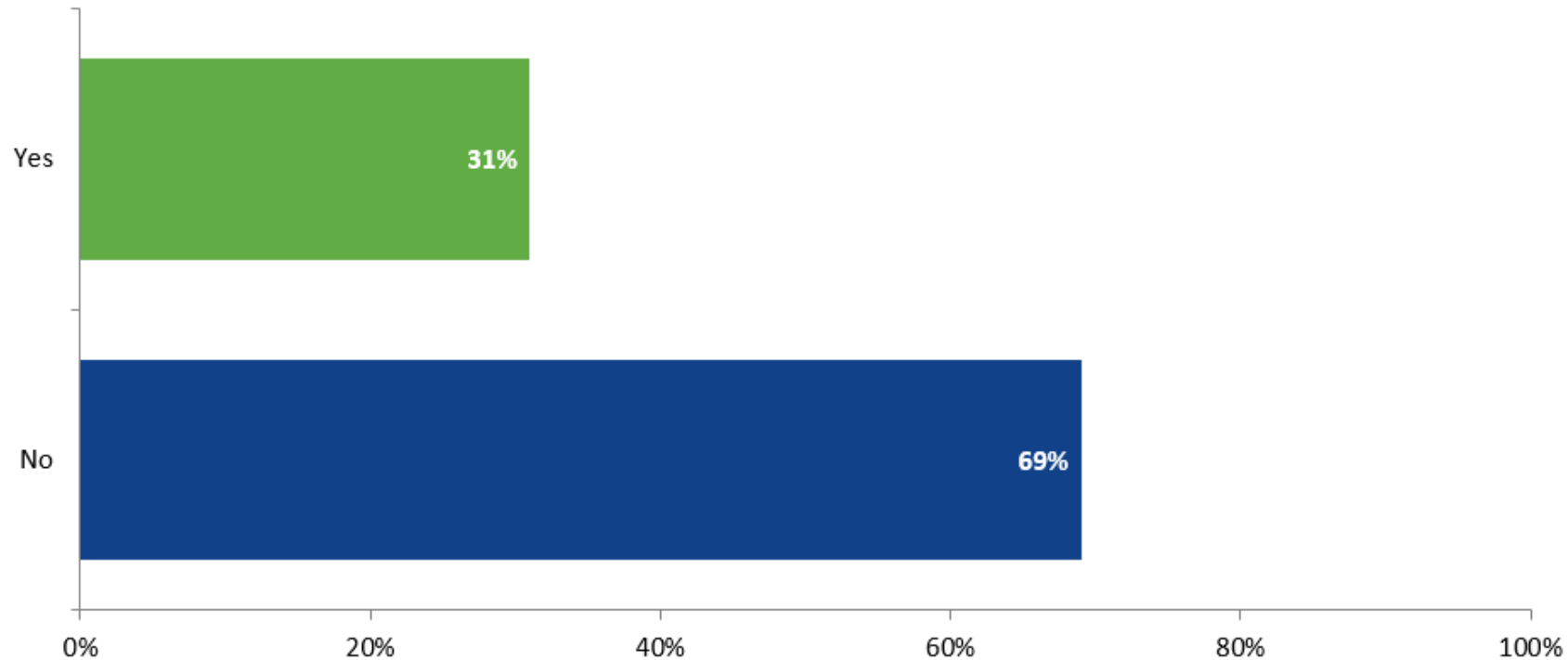
Key Findings - JROTC

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

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

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

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 1:

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

Specific Result:

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

Summary Report:

The Office of Secondary Curriculum and Instruction worked with a variety of stakeholders and provided students an interest survey to review the current status of dual credit and any further options that needed to be explored. Findings from this work and recommendations were presented to the Board of Trustees on April 23, 2018 (presentation attached). The Office of Secondary Curriculum and Instruction will prioritize and take appropriate action on the recommendations.

PRESENTED BY THE DEPARTMENT OF

SECONDARY CURRICULUM AND INSTRUCTION

APRIL 23, 2018

Dual Credit Options

Strategic Design Framework Connections

Call to Action:

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

Goal 1:

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

Specific Result 1.7:

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

Dual Credit by Definition

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

(Texas Administrative Code 4.83)

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

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

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

Dual Credit teachers must have a **Master's degree** in the subject being taught with a few exceptions.

Current Dual Credit Program Description

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

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

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

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

- This year schools were encouraged to **actively recruit** certified staff to teach dual credit classes offered on their respective campuses.

Continued… Current Dual Credit Program Description

- This year there are 29 sections being taught by HCC staff and 23 sections taught by Katy ISD staff.

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

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

- This year is the first year KISD offered economically disadvantaged students textbooks for DC classes if requested.

Katy Independent School District

Benefits of Dual Credit

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

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

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

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

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

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

2017 Hanover Best Practice Report prepared for KISD

Dual Credit Demographics

STUDENTS

■ White ■ Hispanic ■ AA ■ other

other
8%

AA
7%

White
56%

Hispanic
29%
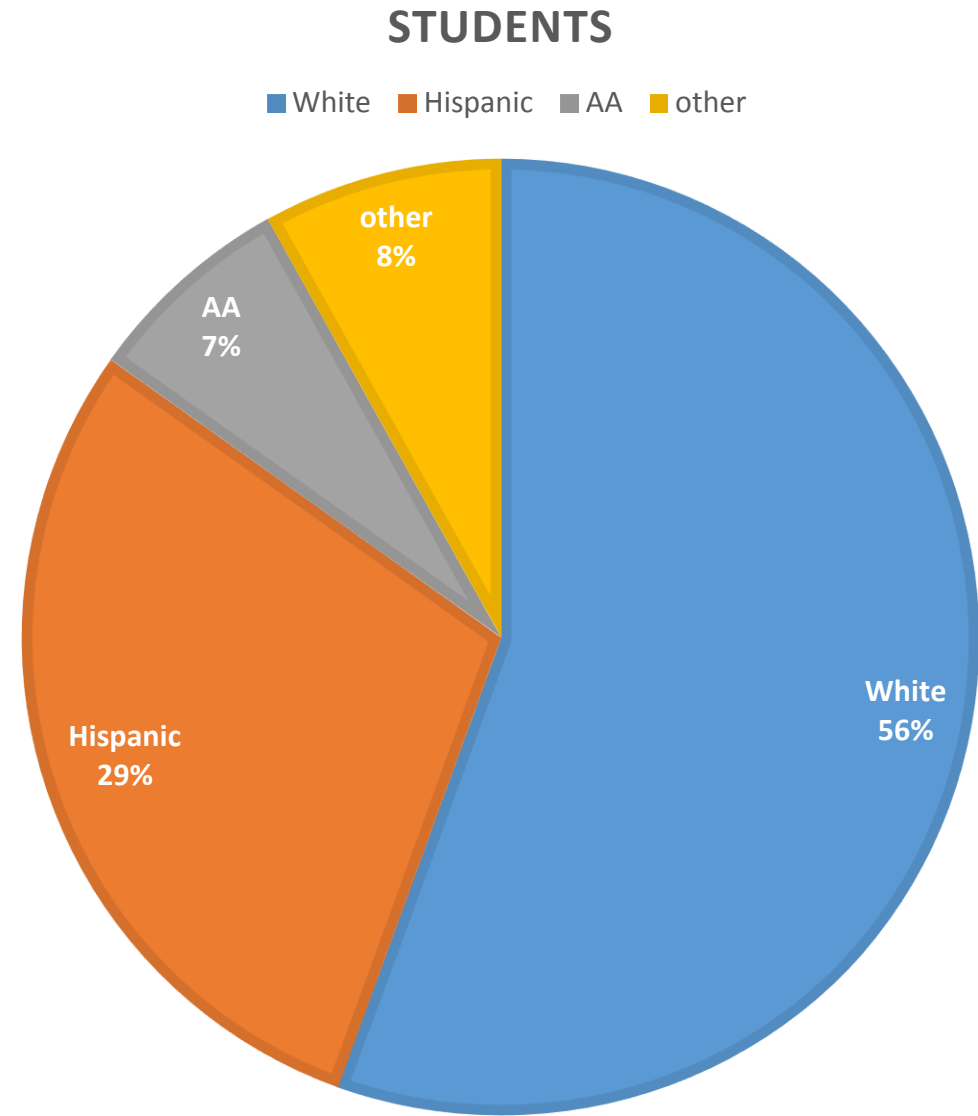
Dual Credit Enrollment 2014 – 2018

Total Number of Dual Credit Students Per Year					
School	**2014**	**2015**	**2016**	**2017**	**2018**
Katy High School	124	146	161	273	414
Taylor High School	377	381	372	385	328
Mayde Creek High School	280	211	109	173	202
Cinco Ranch High School	451	357	337	465	471
Morton Ranch High School	78	86	39	150	213
Seven Lakes High School	187	173	118	189	147
Tompkins High School	0	0	24	90	195
TOTAL	1497	1354	1160	1725	1970

Dual Credit Course Offerings

Katy ISD Dual Credit Courses

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

ENGLISH

Dual Credit Course	Grade Level	High School Credit
English - ENGLISH 1301 / 1302	12	English IV *(1 credit)* *must be taken after successful completion of English I, II, and III*

WORLD LANGUAGES

Dual Credit Course	Grade Level	High School Credit
Spanish Language - SPAN 2311 / 2312	10 - 12	Spanish Level 4 *(1 credit)*

MATH*

Dual Credit Course	Grade Level	High School Credit
College Algebra - MATH 1314	11 - 12	Advanced Math *(.5 credit)*
Elements of Calculus with Applications - MATH 1325	11 - 12	Advanced Math *(.5 credit)*
Plane Trigonometry - MATH 1316	11 - 12	Advanced Math *(.5 credit)*

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

ELECTIVE

Dual Credit Course	Grade Level	High School Credit
Fundamentals of Speech - SPCH 1311	10 - 12	Elective *(.5 credit)* *satisfies the FHSP communication skills proficiency requirement*
Business and Professional Speaking - SPCH 1321	10 - 12	Elective *(.5 credit)* *satisfies the FHSP communication skills proficiency requirement*
Learning Framework - EDUC 1300	10 - 12	Elective *(.5 credit)*

SOCIAL STUDIES

Dual Credit Course	Grade Level	High School Credit
US History* - HIST 1301 / 1302	11	US History *(1 credit)*
Government - GOVT 2305	12	US Government *(.5 credit)*
Economics - ECON 2301	12	Economics *(.5 credit)*
Psychology - PSYCH 2301	11 - 12	Elective *(.5 credit)*

Due to the end-of-course (EOC) exam requirement, Dual Credit US History must be taken on a Katy ISD campus and cannot be taken during summer school.

HCC
HOUSTON COMMUNITY COLLEGE

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

Not all HCC Dual Credit courses are offered on Katy ISD high school campuses. Students who enroll in dual credit courses not offered at their home campus are required to provide their own transportation to HCC. Those courses are indicated by the car icon.

Classes Found Most Often in HS Master schedules 2014 – 2018

52

US History

English

Government

Economics

Student Interest Survey Results – Dual Credit

The purpose of this survey was to **help the district make decisions** about **future programs** to offer our students.

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

Results reflect only the perceptions and opinions of survey participants.

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Feelings about Taking a College-Level Course

- **Which of the following best describes your feelings about taking a college-level course while in high school? (N=22,376)**
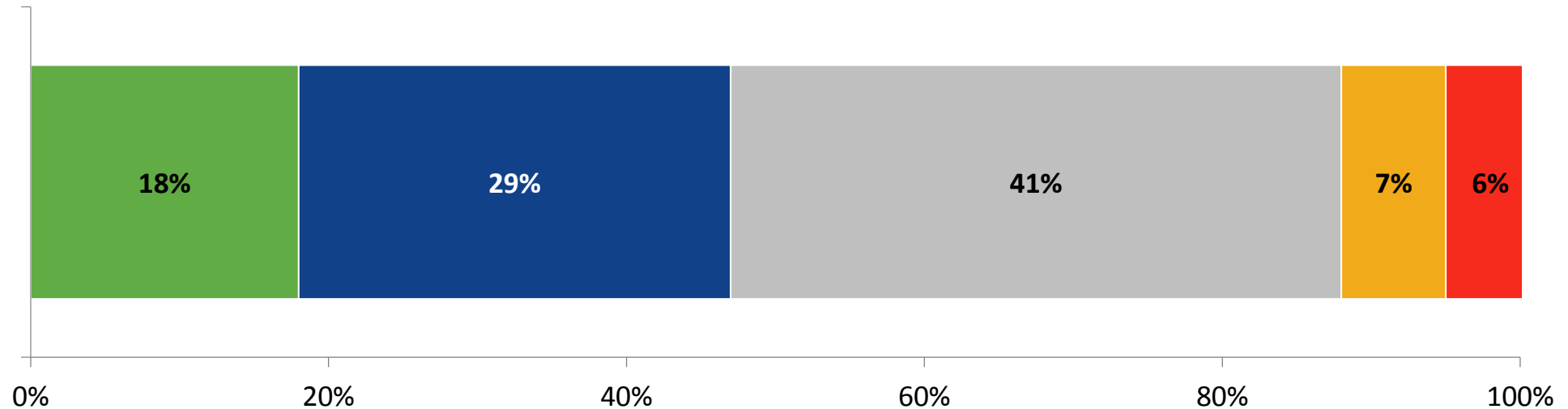
🟩	I am really excited about taking college level courses while in high school
🟦	I am somewhat excited about taking college level courses while in high school
⬜	Mixed Feelings
🟧	I am somewhat uncomfortable taking college level courses while in high school.
🟥	I am really uncomfortable taking college level courses while in high school.

Interest in Dual Credit (Continued)

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

- Yes: 70% — 15,742
- No: 30%
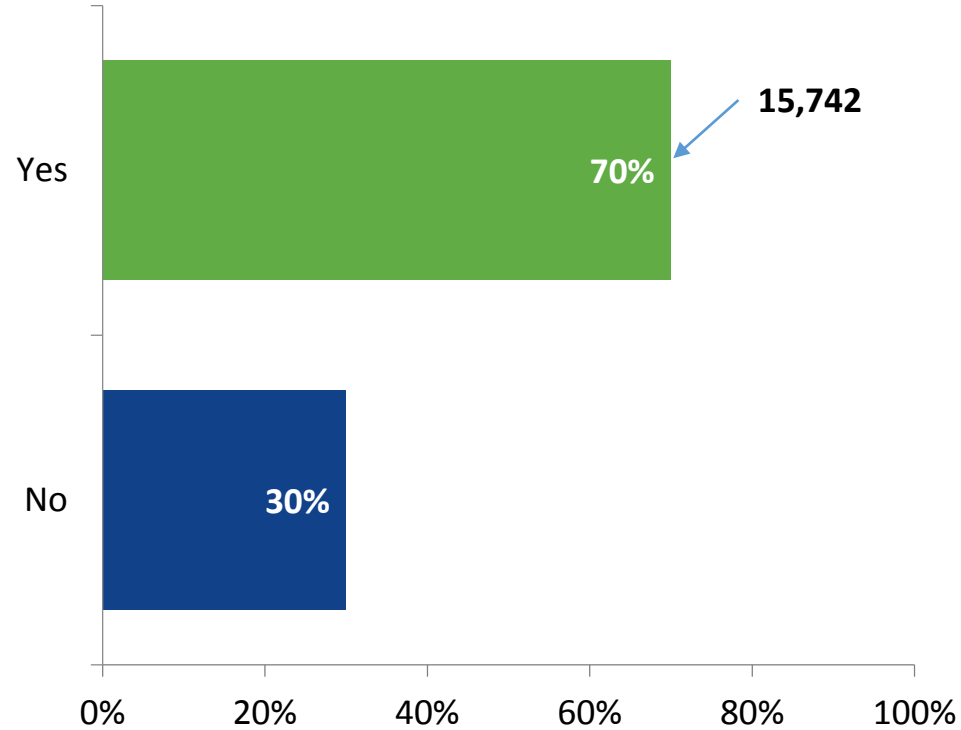
Would you be interested in dual-credit courses if they had additional GPA points? (N=6,721)
Not interested in dual credit

- Yes: 74% — 5,002
- No: 26%
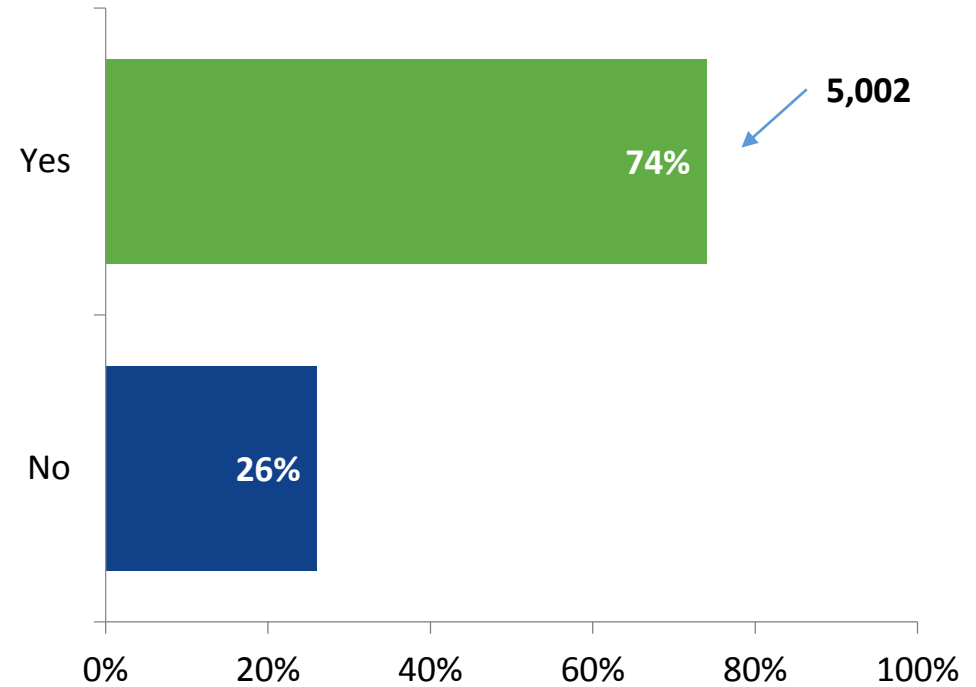
Note: *Only participations who first said they are not interested in taking a dual-credit course are shown here.*

Interest in Dual Credit - By Course

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

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

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

More Information

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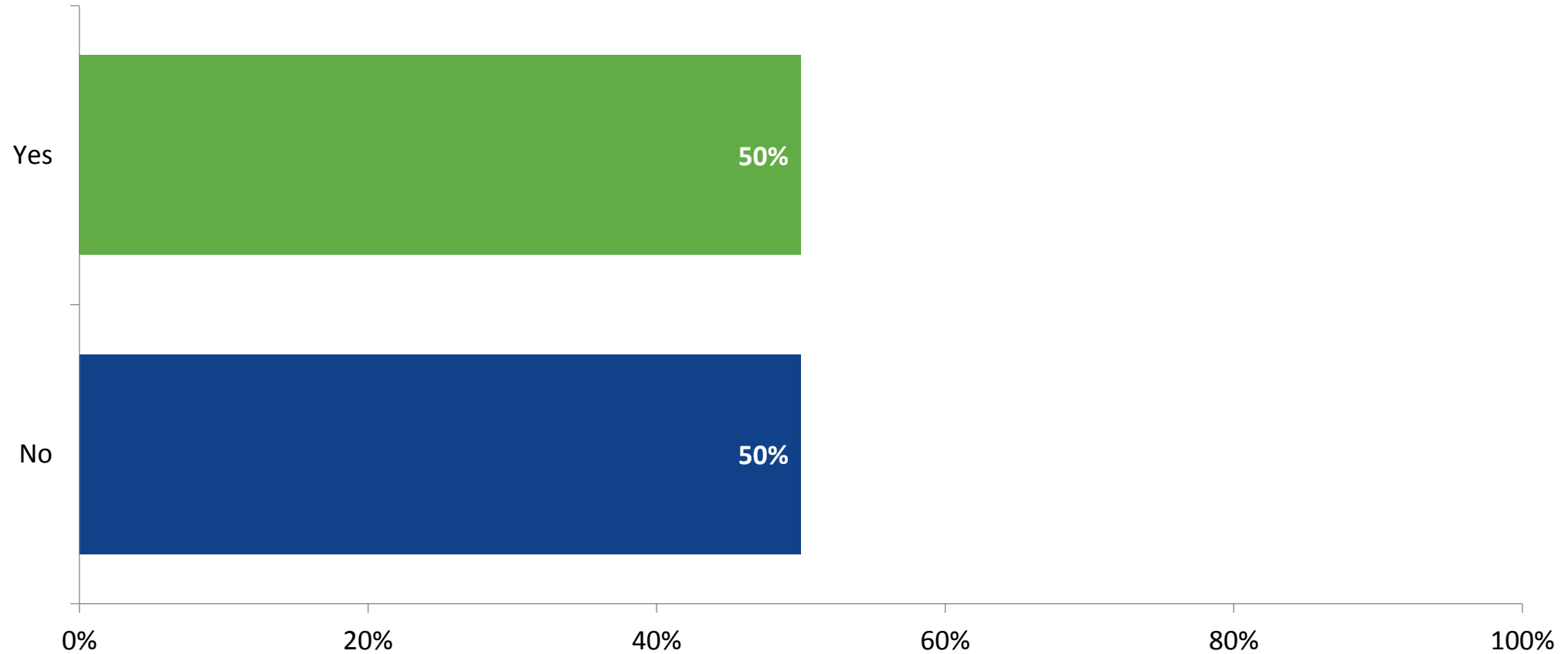
Data Sources Used to Collect Information

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

Recommendations for the Dual Credit Program

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

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

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

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

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

Continue to use on-line options to ensure all courses students want to take are available.

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Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

Goal 1:

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

Specific Result:

1.8 Identify current Career and Technical course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities and survey students to determine interest.

Summary Report:

The Office of Career and Technical Education worked with a variety of stakeholders, both internal and external, to review the current status of career and technical education programs and explore possible options for expansion and enhancement. This process also included gathering information through a student interest survey. In addition, data was collected from the Career and Technical Education Four-Year Plan to determine student interest in industries within the 15 Career Clusters. Findings from this work and recommendations were presented to the Board of Trustees on December 10, 2018. The Office of Career and Technical Education will prioritize and take appropriate action on the recommendations.

Recommendations:

1. Build partnerships with higher education
2. Increase industry credentialing opportunities
3. Promote CTE programs and benefits beginning in junior high
4. Continue involvement with workforce and economic development councils and committees
5. Conduct in-depth analysis of CTE pathways

Strategic Design Framework Connections

Call to Action:

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

Goal 1:

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

Specific Result 1.8:

Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities and survey students to determine interest.

What is Career & Technical Education?
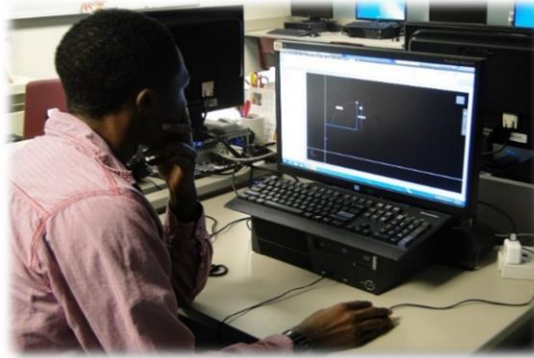
What does CTE look like in Katy ISD?

- 6 program areas

- 15 career clusters

- 100+ unique courses

- Enrollment = 18,537 in grades 9 through 12

CTE Program Areas

- Agricultural Sciences Education
- Business and Information Technology
- Engineering and Technology Education
- Family and Consumer Sciences
- Health Sciences
- Trade and Industrial Education

National Career Clusters

Agriculture, Food & Natural Resources — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Education & Training — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Human Services — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Marketing — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Architecture & Construction — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Finance — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Information Technology — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Science, Technology, Engineering & Mathematics — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Arts, A/V Technology & Communications — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Health Science — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Law, Public Safety, Corrections & Security — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Transportation, Distribution & Logistics — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Business Management & Administration — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Hospitality & Tourism — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Manufacturing — CareerClusters® PATHWAYS TO COLLEGE & CAREER READINESS

Snapshot of Katy ISD & CTE

Katy ISD

- African American: 10.77
- Asian: 15.28
- Hispanic: 35.01
- Native American: 3.09
- Pacific Islander: 0.16
- Two or more: 0.32
- White: 35.41

KISD CTE

- African American: 11.94
- Asian: 10.63
- Hispanic: 35.41
- Native American: 3.02
- Pacific Islander: 0.16
- Two or more: 0.32
- White: 38.49
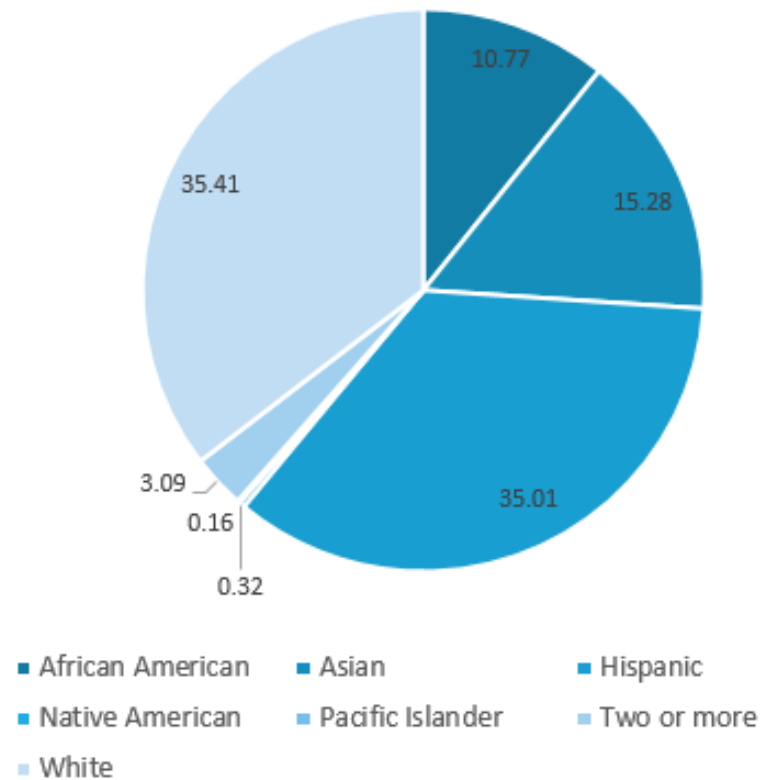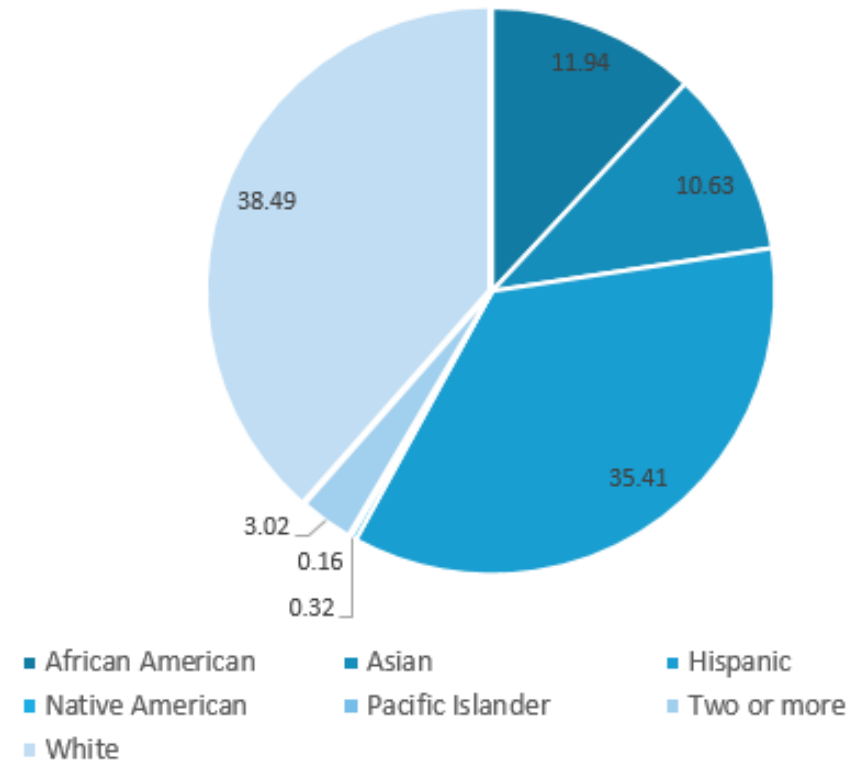
CTE Enrollment Trends
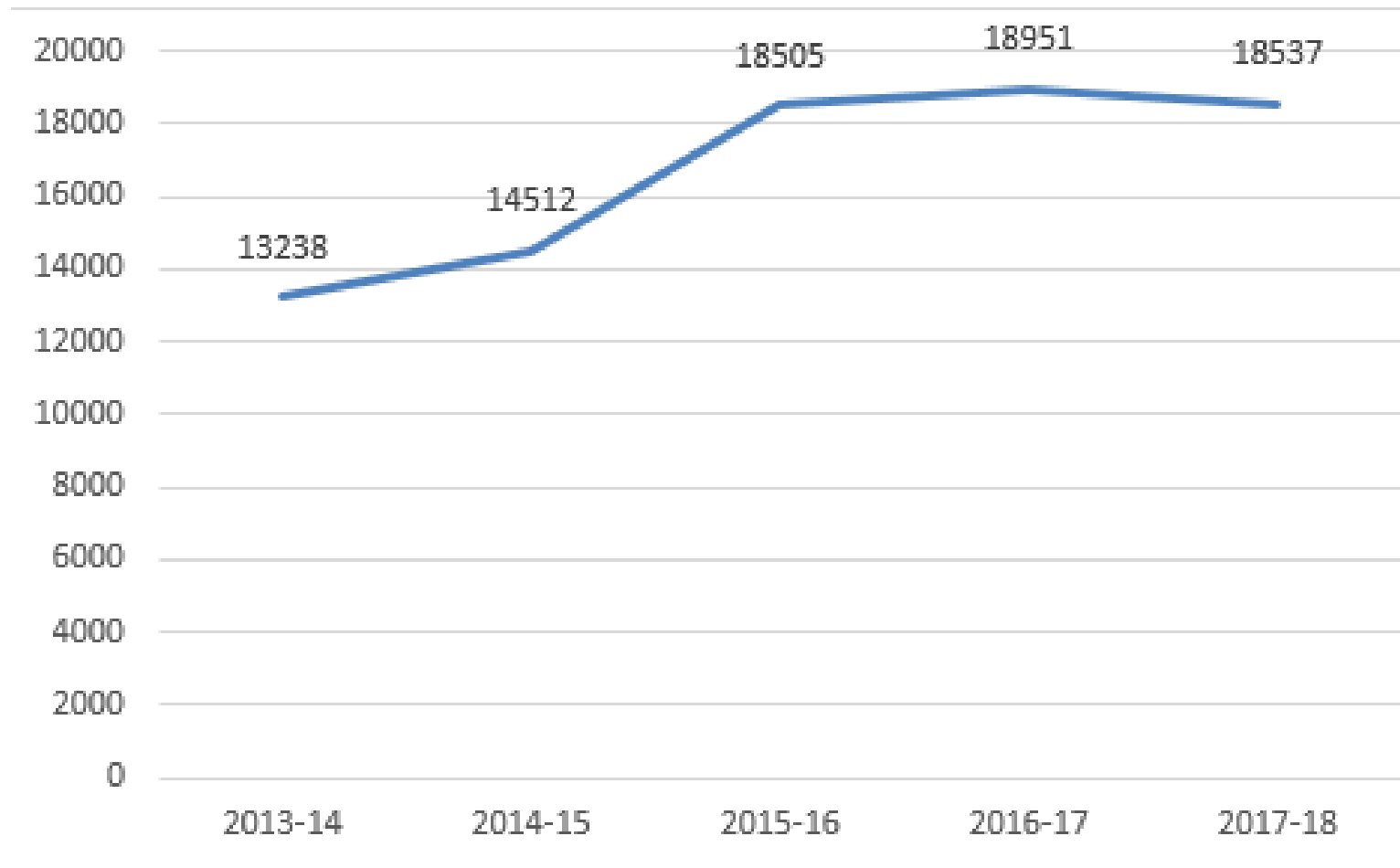
Pipeline to Industry

Prepare students with knowledge and skills to succeed in further education and the workforce.

- Student leadership development

- Work-based learning opportunities

- Industry credentialing opportunities

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Student Leadership Development
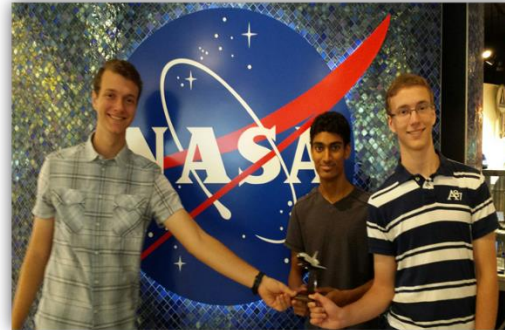
Work-based Learning Opportunities

Career Prep

- Aeropostale
- Chick-fil-A
- CVS
- Eagle's Trace Retirement
- ER Katy
- Five Below
- HEB
- Home Depot
- Houston Swim Club

Practicum

Internship

- Lifetime Athletic
- Methodist West
- Mustang
- Prosperity Bank
- Quest IRA
- Shell
- Spring Creek BBQ
- Travis Medical
- Upstream Engineering, LLC
- YMCA

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Industry Credentialing

Legend: Attempted (blue), Passed (orange)

Year	Attempted	Passed
2013-14	585	530
2014-15	1258	1081
2015-16	1765	1395
2016-17	2388	1758
2017-18	3251	2325
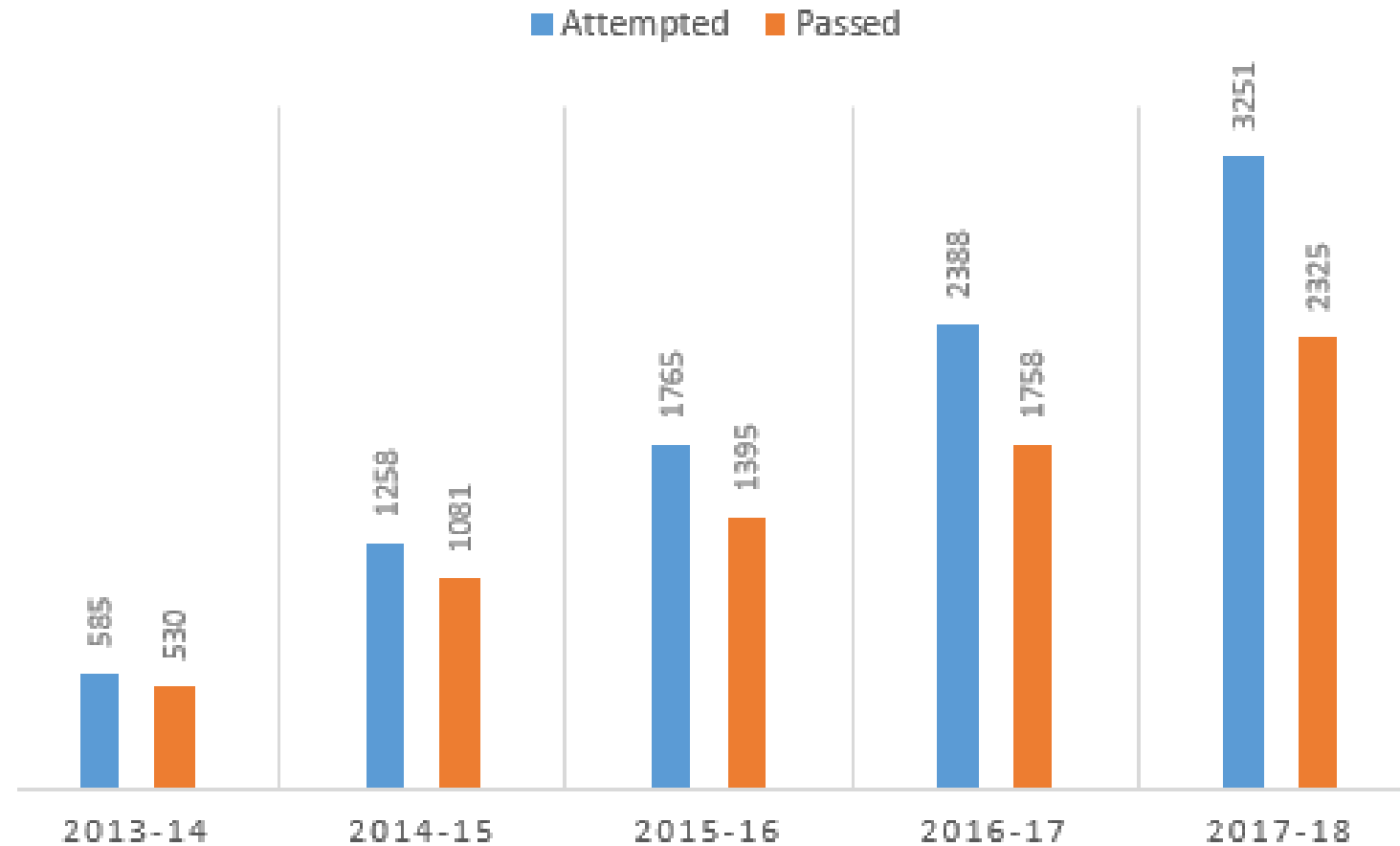
CTE Facilities
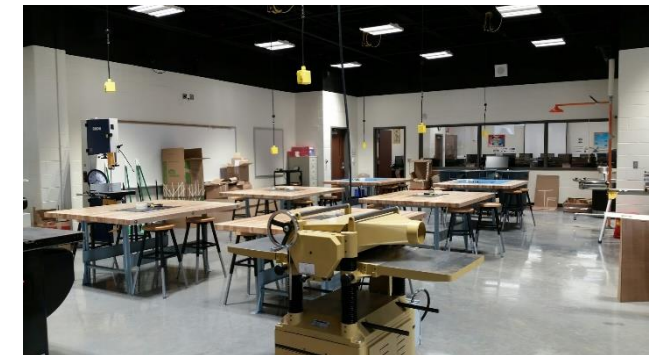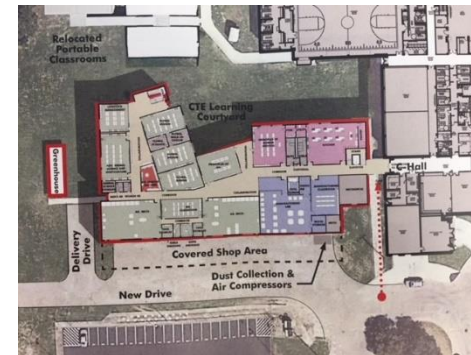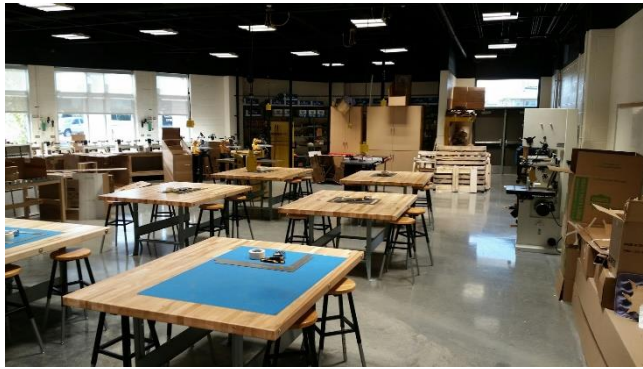
CTE Data

CTE Student Achievement - STAAR EOC

Percentage of Students Passing STAAR EOC Assessment

		Spring 2013		Spring 2014		Spring 2015		Spring 2016		Spring 2017		Spring 2018	
		# Tested	% Met Lvl2	# Tested	% Met Lvl2	# Tested	% Met Lvl2	# Tested	% Met Lvl2	# Tested	% App	# Tested	% App
Algebra I	Katy ISD	5,083	90%	5,306	90%	5,800	89%	5,833	89%	6,187	95%	6,138	94%
	CTE Students	328	92%	244	91%	315	90%	414	89%	354	96%	408	94%
Biology	Katy ISD	4,996	94%	5,304	96%	5,656	96%	5,687	95%	5,955	96%	6,035	96%
	CTE Students	486	97%	398	98%	482	99%	664	98%	603	99%	738	98%
English I	Katy ISD	5,148	81%	5,793	83%	5,806	82%	5,885	82%	6,220	82%	6,407	81%
	CTE Students	515	86%	465	89%	499	87%	680	88%	646	89%	778	85%
English II	Katy ISD	4,641	89%	5,183	85%	5,327	83%	5,790	83%	5,929	82%	6,202	83%
	CTE Students	631	93%	725	89%	864	89%	1,139	91%	1,342	89%	1,525	88%
US History	Katy ISD	24	83%	4,417	98%	4,768	97%	4,984	97%	5,279	98%	5,338	97%
	CTE Students	-	-	897	99%	1,019	98%	1,229	98%	1,400	99%	1,814	98%

[1] Does not include STAAR Alt2

CTE Student Achievement - Graduation Rate

Four Year Graduation Rates*

	State	State CTE	Region 4	Region 4 CTE	Katy	Katy CTE
Class of 2017	89.7%	95.8%	88.7%	94.0%	93.6%	97.8%
Class of 2016	89.1%	95.6%	88.3%	94.6%	93.0%	97.4%
Class of 2015	89.0%	95.6%	88.5%	94.4%	92.9%	97.2%
Class of 2014	88.3%	95.2%	87.8%	94.7%	91.8%	96.1%
Class of 2013	88.0%	94.9%	87.4%	94.0%	92.7%	97.5%
Class of 2012	87.7%	95.0%	86.7%	93.7%	92.5%	97.7%
Class of 2011	85.9%	94.5%	85.4%	93.5%	92.2%	96.9%
Class of 2010	84.3%	93.9%	83.2%	93.1%	93.0%	96.4%
Class of 2009	80.6%	91.5%	79.4%	N/A	91.5%	92.9%**

Source: TEA Four Year Graduation Rates, http://tea.texas.gov/acctres/dropcomp/years.html, Table 1 for District Data.

*Based on Federal Accountability, to match PBMAS

**From PBMAS, not available in graduation rate data search.

CTE Student Achievement - Drop Out Rate

Annual Dropout Rates, Grades 9-12*

	State	State CTE	Region 4	Region 4 CTE	Katy	Katy CTE
2016-17	1.9%	1.0%	2.3%	1.5%	0.6%	0.2%
2015-16	2.0%	1.0%	2.2%	1.4%	0.7%	0.2%
2014-15	2.1%	1.0%	2.2%	1.2%	0.9%	0.4%
2013-14	2.2%	1.1%	2.2%	1.3%	1.1%	0.6%
2012-13	2.2%	1.2%	2.3%	1.4%	1.2%	0.6%
2011-12	2.4%	1.3%	2.6%	1.7%	1.1%	0.4%
2010-11	2.4%	1.2%	2.5%	1.5%	0.7%	0.5%
2009-10	2.4%	1.2%	2.5%	1.4%	0.8%	0.5%
2008-09	2.9%	1.5%	2.9%	1.6%	1.0%	0.6%
2007-08	3.2%	1.9%	3.6%	2.3%	0.9%	0.6%

Source: TEA Annual Dropout Rate Data, http://tea.texas.gov/acctres/drop_annual/, Table 2 for District Data
*Based on State Accountability

78

State Accountability - Student Achievement Domain CCMR

College Ready

- Meet Criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/college Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associates degree
- Complete an OnRamps course
- Meet standards on a composite of indicators indicating college readiness

Career Ready

- **Earn industry-based certification**
- **CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (.5 point credit)**
- Graduate with completed IEP and workforce readiness
- **Be admitted to post-secondary industry certification program**

Military Ready

- **Enlist in the United States Armed Forces**

Student Interest Survey Results

Satisfaction with Career Preparation

| Very satisfied | Somewhat satisfied | Slightly satisfied | Not at all satisfied |
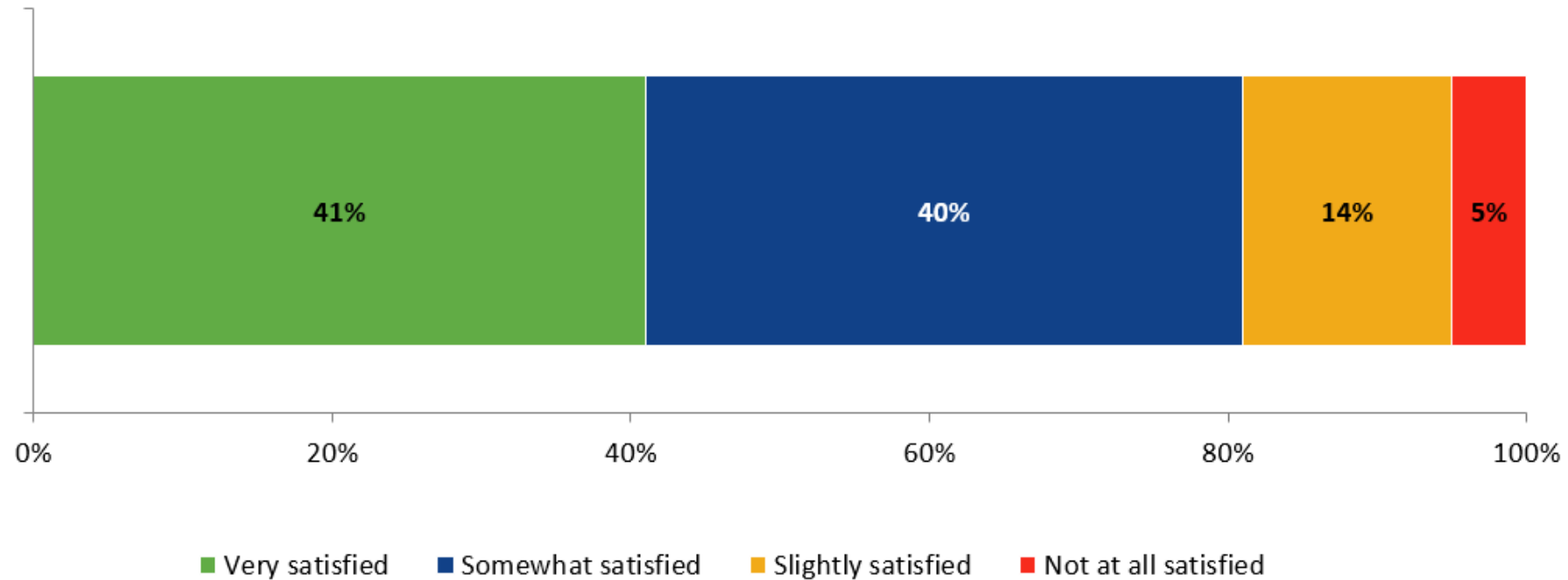
Note: *Only students who said they are enrolled in a CTE program or course answered this question.*

K12 *Insight*
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Credential, Certification, or Licensure

Have you received an industry credential, certification, or licensure, or are you working toward one, as a result of completing a CTE program? (N=2,764)

Yes **33%**

No **67%**

0% 20% 40% 60% 80% 100%
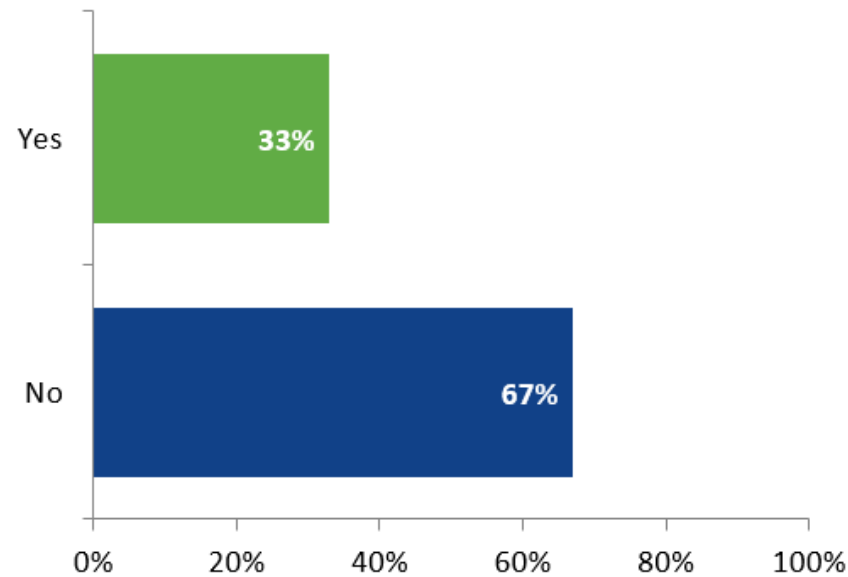
To what extent is your plan after high school related to the CTE program you are working on now? (N=2,765)

31% **48%** **21%**

0% 20% 40% 60% 80% 100%
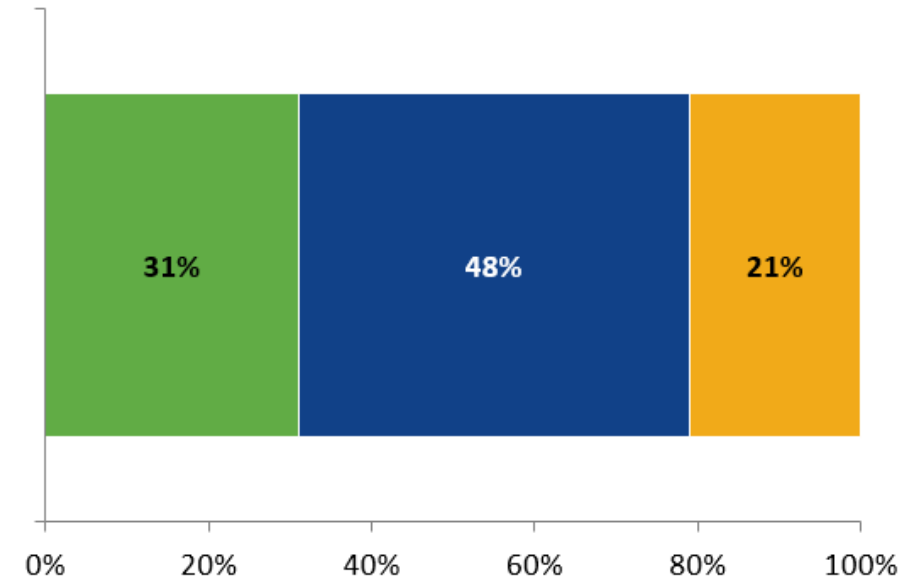
■ Closely Related ■ Somewhat Related ■ Not Related

Note: *Only students who said they are enrolled in a CTE program or course answered these questions.*

K12 Insight
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Programs of Study (Career Clusters)

Response	Count (N)	Percentage (%)
Agriculture	153	6
Architecture and Construction	124	5
Arts, Audio Video Technology, and Communications	299	11
Business Management and Administration	201	7
Education and Training	82	3
Finance	63	2
Government and Public Administration	37	1
Health Science	461	17
Hospitality and Tourism	63	2
Human Services	168	6
Information Technology	56	2
Law, Public Safety, Corrections, and Security	114	4
Manufacturing	91	3
Marketing	48	2
Science, Technology, Engineering, and Mathematics	751	27
Transportation, Distribution, and Logistics	31	1

Programs of Study (Career Clusters)

Have you heard about Katy ISD's Miller Career and Technology Center? (N=12,774)
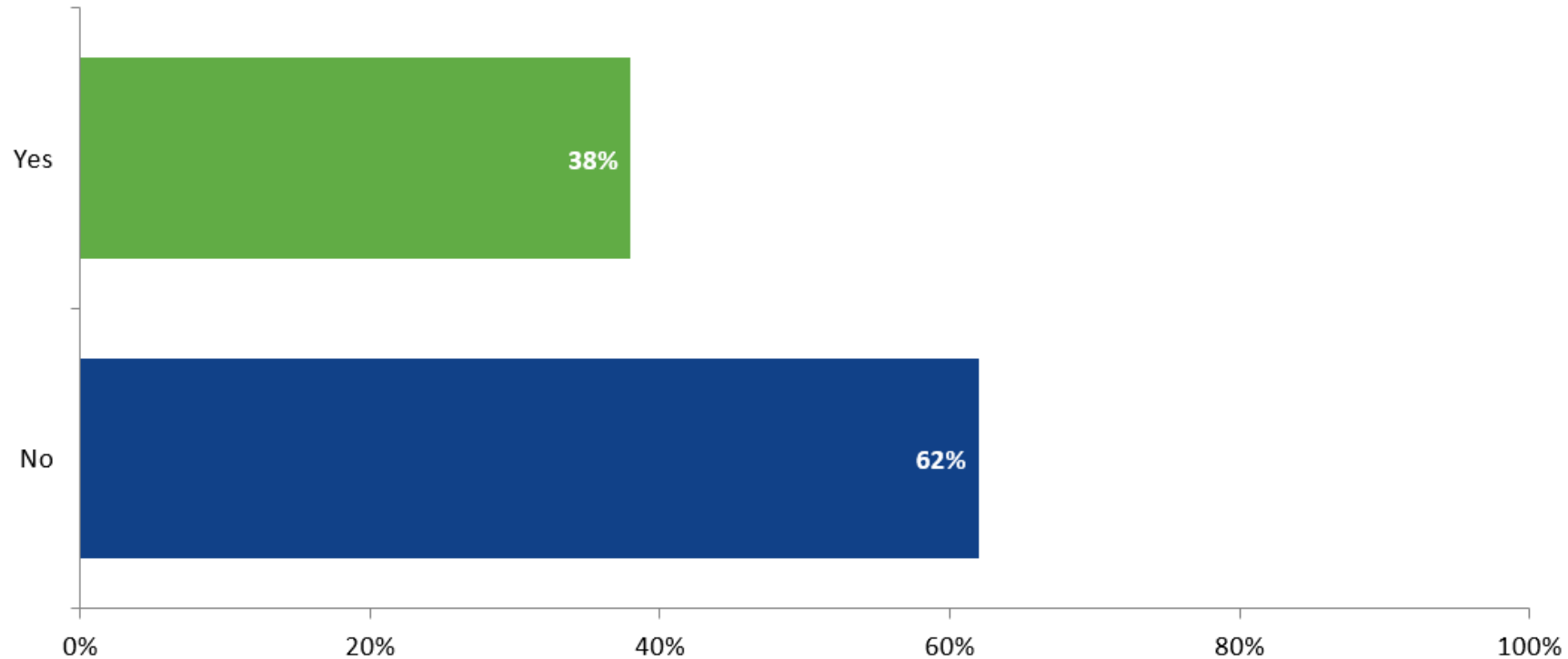
Note: *Only junior high students answered this question.*

4-Year Plan Student Responses

Student Interest
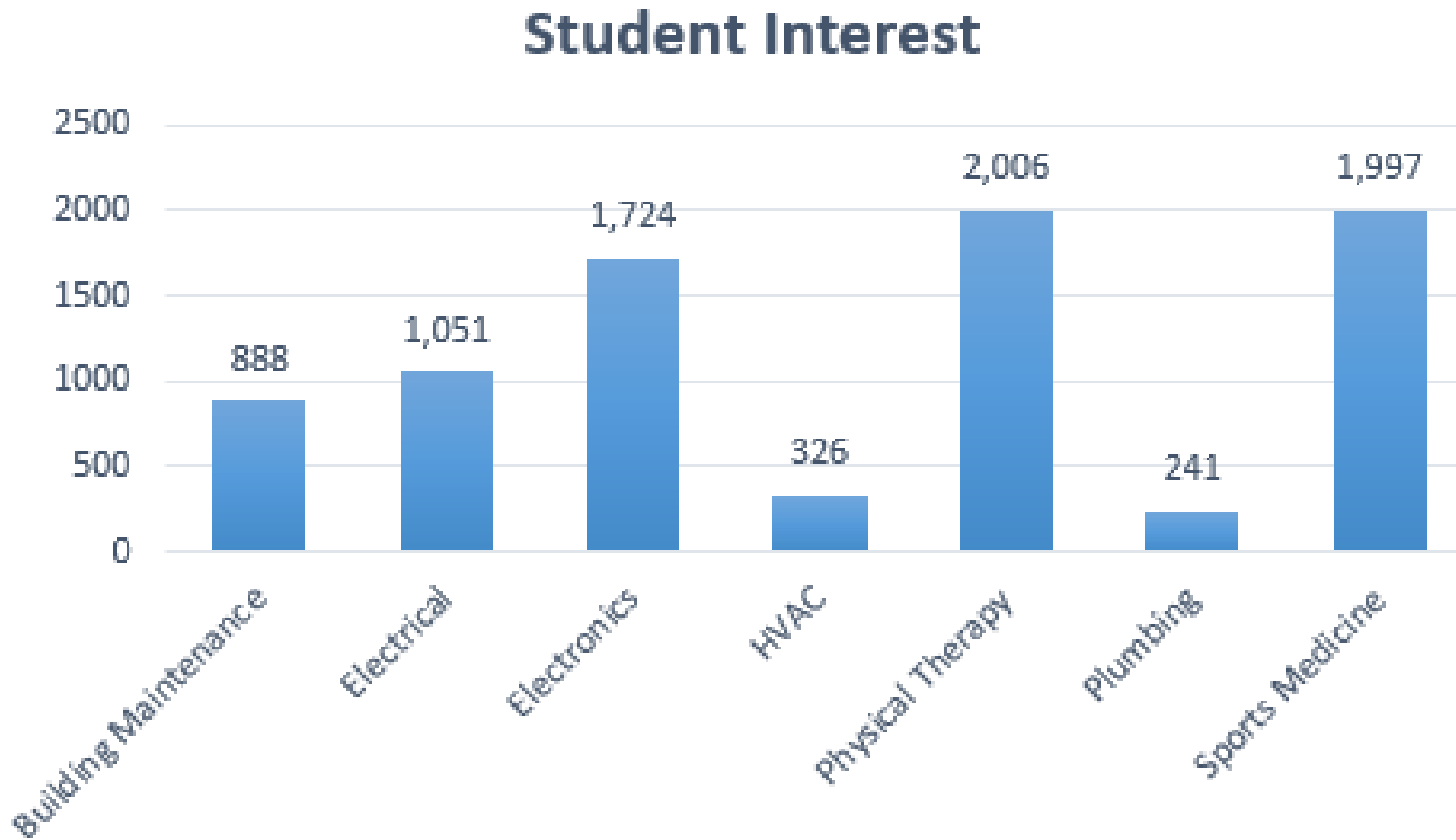
Recommendations

Summary of Recommendations

1. Build partnerships with Higher Education
2. Increase Industry Credentialing
3. Promote CTE programs and benefits beginning in junior high
4. Continue involvement with workforce and economic development councils and committees
5. Conduct in-depth analysis of CTE pathways

1. Build Partnerships

Health Science Pathway

Education & Training Pathway

2. Increase Industry Credentialing

- Review TEKS and industry standards

- Review credentialing opportunities

- Receive guidance/feedback from CTE General Advisory Council

3. Promote CTE

- Create a marketing campaign for Miller Career & Technology Center
    - o Brochure Miller Career & Technology Center
    - o Tours - elementary and junior high
    - o Video showcasing Miller programs
    - o Social Media
- Visit Junior High campuses
- Summer Camps
    - o Continue CTE STEM Maker Camp grades 6 through 8
    - o Create Miller Camp grades 8 and 9
- Engage in guidance summer professional development

4. Continue Involvement
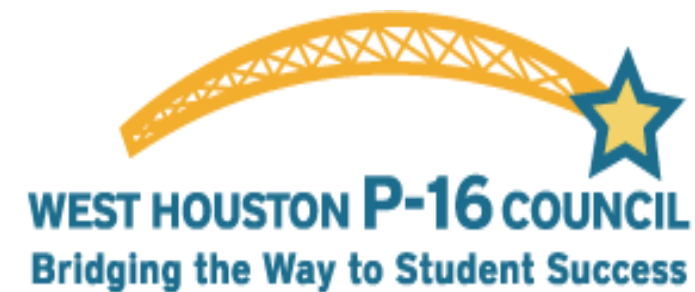
5. Conduct In-depth Analysis

Review current CTE pathways and conduct a gap analysis

Engineering

Pathway Option to Meet the STEM Endorsement

Principles of Applied Engineering
(Formerly: Concepts of Engineering & Technology)
Course: 8616/J8616
Grade: 8-10
Credits: 1

Students gain greater understanding of the various fields of science, technology, engineering, and mathematics by developing engineering communication skills, which include computer graphics, modeling and presentations to complete assignments and projects.
● Engineering theories and processes
● Computer-aided designs (Autodesk)

Engineering Design & Presentation
Course: 8602
Grade: 9-12
Credits: 1
Prerequisite: Principles of Applied Engineering

Students gain greater understanding of the engineering design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings and prototypes.
● Working drawings
● Solid Modeling (Autodesk)
● Project design and development

Engineering Science
(Formerly: Principles of Engineering)
Course: 8615
Grade: 10-12
Credits: 1
Prerequisite: Engineering Design & Presentation
Satisfies a High School Science Graduation requirement.

Students gain greater understanding of the science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations.
● Simple machines
● Electronics
● Pneumatics
● Hydraulics

Practicum in S.T.E.M.
Course: 8660V
Grade: 11-12
Credits: 2
Campus: Exclusively at MCTC
Prerequisite: Engineering Science

Students gain greater understanding of planning, managing, scientific research, and professional and technical services such as physical science, social science and engineering.
● Project development
● Technical reports
● Problem solving

Health Science

Pathway Option to Meet the Public Services Endorsement

Principles of Health Science
Course: 8093
Grades: 10-12
Credits: 1
Certification Option: Heart Saver CPR/First Aid AED

This course lays the foundation for health-care specific knowledge and skills. Students gain an overview of the various aspects of the health care industry.
● Successful completion of this course satisfies the health graduation requirement
● Learn to take vital signs and basic first aid skills

Prerequisite for Health Science Theory.

Health Science Theory
(Formerly: Health Science I)
Course: 8081
Grades: 11-12
Credits: 1

Students gain experience and develop knowledge and skills related to a variety of health careers.
● Learn skills specific to the health care field
● Cover legal and ethical issues related to health care
● Gain understanding of the systems of the body

Prerequisite for Practicum in Health Science options

Practicum in Health Science Options
Offered exclusively at Miller Career & Technology Center

Health Science II – Clinical Rotation
Course: 8082V
Grade: 12
Credits: 2
Certification Option: Basic Life Support

Students gain greater understanding of the profession by shadowing professional health care providers in the workplace.
● Rotate through various areas of clinical settings including laboratory, therapy, nursing, labor and delivery, and recovery
● Clinical sites may have specific immunization requirements

Emergency Medical Technician Basic
Course: 8085V
Grade: 12
Credits: 2
Certification Option: EMT-Basic

Students receive hands-on training in emergency care for severe illness and injury.
● Learn skills necessary for the EMS National Registry Exam
● Participate in clinical experiences in hospital emergency rooms and on ambulances

Pharmacy Tech
Course: 8086V
Grade: 12
Credits: 2
Certification Option: Registered Pharmacy Technician

This course prepares students to support pharmacists in the daily operations of retail and hospital pharmacies.
● Participate in externships at local pharmacies

AND

Pharmacology
Course: 8097V
Grade: 12
Credits: 1

This 1 credit course is taken concurrently with Pharmacy Tech as a part of the Pharmacy program requirements.
● Gain understanding of pharmacology, drug classifications and interactions, as well as legal and safety issues

Dental Assisting
Course: 8092V
Grade: 12
Credits: 2
Certification Option: Registered Dental Assistant

This course enables students to learn skills to become a registered dental assistant and provides hands-on training for students interested in a dental career.
● Participate in clinicals in local dental offices
● Learn skills including developing dental x-rays, making impressions and patient care

Additional course offerings that can be added to the Health Science pathway.
Note: These are not prerequisites for Practicum in Health Science courses.

Medical Terminology
Course: 8079
Grades: 9-12
Credits: 1

This course introduces students to the structure and use of medical terms necessary for a career in the field of health science.

Anatomy & Physiology
Course: 0415
Grades: 11-12
Credits: 1

This is a lab-oriented science course that examines body systems and anatomical structures for students interested in a career in health occupations.

***Students that do not participate in the Practicum experiences can still complete the Health Science pathway with successful completion of Principles of Health Science, Health Science Theory, Anatomy and Physiology, and one other credit of a CTE course.*

A+ Be the legacy.
Katy Independent School District

Katy Independent School District

Thank you

Strategic Plan | Specific Result Report

Goal 1 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 1:

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

Specific Result:

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

Summary Report:

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

Strategic Plan | Specific Result Report

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Goal 1 Action Plan Year 1 Priorities – 2017-2018

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Call to Action:

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

Goal 1:

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

Specific Result:

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

Summary Report:

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

Goal 2 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 2:

Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Result:

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

Summary Report:

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

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

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

Goal 2 Action Plan Year 5 Priorities – 2021-2022

Call to Action:

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

Goal 2:

Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Result:

2.2 Create a district resource allocation system that ensures equity for all students.

Summary Report:

During the 2020-2021 school year, the School Leadership & Support and Operations divisions specifically examined access to select programs and staff that support students' academic and personal success. This included reviewing the Raines High School and Miller Career & Technology Center (MCTC) programs, building out our crisis intervention and mental health team, and developing a high-quality Aspiring Principals Academy designed to cultivate candidates for future leadership positions.

This process began with identifying potential barriers to accessing specialized programs that provide students greater flexibility and options than the traditional school day. Due to increased interest and enrollment in the program previously known as Raines High School, as well as MCTC, staff looked at ways to improve upon accessibility. They examined and updated application processes for these programs to make them more easily accessible to students; re-evaluated and revised the program acceptance criteria to establish consistency and equity; and developed plans to renovate the two campuses to allow for greater enrollment capacity. The structure of the former Raines High School was re-worked to accommodate expanded programs and enrollment. As a result, the high school was rebranded to Raines Academy. Raines Academy is now located in a completely new building that opened in January 2022. This facility allows for increased student enrollment for those seeking non-traditional education tracks. The program offers flexible school day options, a school to work program, and additional structures to support students who struggle in a comprehensive high school. Simon Youth Academy, a former Katy ISD program that served as an alternative flexible school day option for students at risk of dropping out of high school, was also re-developed and is now called the Katy Flexible Day program — one of multiple programs now offered at Raines Academy. Staffing numbers were also increased ahead of the planned renovation of MCTC to support growth in student enrollment for the 2021-2022 school year. Beginning in the 2021-2022 school year, the Miller Career & Technology Center underwent a renovation to expand programs for Culinary, Veterinary Medicine, Cosmetology, Health Science, EMT, and Dental. In addition, Miller is expanding to include classes and training in construction

trades. The renovation will improve overall access to these programs by expanding learning spaces, with a long-term goal of adding new programs in the future.

In alignment with Goal 8, regarding student well-being, the District also built out a program around crisis intervention and mental health support. In review of campus, department and police data on student safety and mental health, we found that while some Katy ISD families had the means and resources to support students' mental health needs outside of the regular school day, many did not. The development of the District's crisis intervention team was the result of the continued need to support students' mental health outside of the school day, as well as the need to coordinate with community resources beyond what the District could provide. Additional licensed mental health professionals were hired by the District to support this effort, and a number of police officers were trained in mental health intervention to work collaboratively with the crisis team.

Recognizing the correlation between experienced, committed school principals and student academic success, the District has also placed a heightened focus on developing and training a pipeline of highly qualified principal candidates for potential future campus and district leadership roles. Katy ISD successfully developed an Aspiring Principals Academy, with the completion of its first cohort in June 2021. The second cohort will begin summer 2021, with the addition of two retired and highly qualified coach mentors to support first year principals.

Strategic Plan | Specific Result Report

Goal 2 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 2:

Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Results:

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

Summary Report:

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

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

At the conclusion of the meeting, feedback was reviewed and compiled to assist in developing a survey regarding potential changes which was then made available to all Katy ISD parents for input.

Strategic Plan | Specific Result Report

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Goal 2 Action Plan Year 1 Priorities – 2017-2018

</div>

Call to Action:

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

Goal 2:

Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Results:

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

Summary:

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

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

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

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

Goal 3 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

Goal 3:

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

Specific Result:

Specific Result 3.1: Organize internal educator groups who will develop a variety of appropriate measures to determine learner progress and growth.

Summary Report:

In response to Specific Result 3.1, the Katy ISD Assessment Council worked to ensure assessments that measure learner progress and growth were incorporated into curriculum and instructional materials. Measures of student growth and progress were reviewed and aligned to the District Assessment Framework.

Included in this report is the Katy ISD Assessment Framework.

Assessment Framework

Katy Independent School District Assessment Framework

Katy ISD Vision

Be the Legacy

Katy ISD Mission

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.

Strategic Design Goals

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1. All learning environments will foster engagement by integrating personalized learning experiences
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.
3. Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.
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.
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.
6. Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.
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.
8. Katy ISD will actively support the emotional well-being of all learners.

Katy Independent School District Assessment Framework

Table of Contents

Section I. Guiding Principles

Assessments for Learning

(From the Texas Association of School Administrators: Creating a New Vision for Public Education in Texas, Article III: Assessment for Learning)

Statement of Principle

Appropriate and varied types of assessments are essential for informing students about their level of success in ways that affirm and stimulate their efforts and for informing their teachers so that more customized learning experiences may be provided in a timely way. Well-conceived and well-designed assessments should also be used to reveal to parents, the school, the district, and society at large the extent to which the desired learning is occurring and what schools are doing to continuously improve.

Supporting Premises

We hold that:

a. Assessments must be framed in a system development approach to meet the information needs of all users of assessment results. The system must be balanced and reflect at least three basic levels of assessment: the classroom level, with particular attention to the impact of the assessment on the learner; the program level, which allows evaluation of program effectiveness; and the institutional level, which appropriately informs policymakers.

b. Assessments used by teachers are the most critical for improving instruction and student learning, and to be effective must reflect certain characteristics, be interpreted properly in context, and reported clearly. Conducting good assessments is a part of the art and science of good teaching that results from teacher experiences and formal teacher professional development opportunities.

c. Assessment should be used primarily for obtaining student feedback and informing the student and the teacher about the level of student conceptual understanding or skill development so that the teacher has accurate information to consider for designing additional or different learning experiences.

d. Assessment should be continuous and comprehensive using multiple tools, rubrics, and processes, and incorporate teacher judgments about student work and performance as well as the judgment of others, when needed.

e. Assessment should not be limited to nor even rely substantially on standardized tests that are primarily multiple-choice paper/pencil or on similar online instruments that can be machine-scored.

f. Standardized tests should be used primarily to identify hard-to-learn/difficult-to-teach concepts to differentiate learning experiences and focus attention on the more systemic curricular issues involving student performance. Assessments that rely exclusively on quantifiable information remove from the teacher and school informed judgment prerogatives that are necessary to be timely and productive and deny the human aspect of the daily interactions teachers have with students and each other.

g. Assessment should reflect and encourage virtual learning and incorporate ways of recognizing its value and counting it as credit in meeting graduation requirements.

h. Reports about student performances, generated as a result of assessment, should inform students, parents, the school, and the greater community about how well students are doing.

i. Sampling techniques involving all student groups should be employed periodically to evaluate programs and overall student progress. On occasion, community members or other teachers who have particular expertise may observe student performances and participate in protocols gauging the quality of student work products or examinations.

j. The voice of students should be respected, and their feedback should be solicited regarding their learning and their response to the tasks they are assigned.

k. The voice of teachers should be respected, particularly what they have to say about student performance, curriculum development, and program evaluations.

l. The voice of parents should be respected, and they should be involved in feedback processes regarding the response of their children to tasks assigned as well as parental desire to do work at home that extends the learning.

m. Assessments for learning, when they are varied and comprehensive, can also furnish important information in context as one factor among many in personnel appraisal systems, in ascertaining the performance levels of campuses and departments, and in measuring the impact of accountability systems on inspiring continuous improvement.

Beliefs about Assessment

(Adapted from the Katy ISD Teaching and Learning Division Focus Document, June 2015)

We believe that:
- Teachers should use formative and summative assessment formats to inform and guide instruction including pre-assessment.
- Students should have multiple opportunities to demonstrate learning.
- Assessments are developed prior to instruction and intended to align to Katy ISD objectives.
- Assessments measure the mastery of desired learning outcome(s).
- Performance tasks should be used to measure student progress along the Instructional Cornerstone continuum.
- A variety of assessments should be used in classrooms (i.e., authentic, project-based, formal/informal, teacher observations and/or cross-curricular assessments).
- Students should be actively involved in using evaluation criteria to self-monitor, self-reflect, and self-evaluate.

Curriculum Design –EH (LOCAL)

Assessing the curriculum:

The District shall develop and implement an assessment plan that incorporates assessments beyond the required state instruments including District-approved assessments over core objectives within the curriculum, district learning assessments, and other standardized assessments. Data collected and analyzed from these assessments shall provide information about student performance so that District curriculum can be continuously improved and can inform instruction. Data shall also be used to provide sufficient evidence that students are learning and are prepared to perform at optimal levels on both state and national assessments. A data bank of assessment items that teachers use to develop and administer classroom assessments to monitor student progress in learning shall be included in the District Assessment Plan. Teachers and administrators shall be encouraged to work collaboratively to develop campus plans for using common assessments and to track student performance based on curriculum standards and objectives.

Curriculum Development –EG (LOCAL)

Curriculum model:

The model for curriculum development, implementation, and evaluation shall include the following components: curriculum (written curriculum), instruction (taught curriculum), and evaluation (tested curriculum). The curriculum shall be stated clearly and comprehensively in writing so that the faculty know what to teach; the faculty shall teach the written curriculum; and the teacher-made tests and standardized tests shall be congruent with the written and taught curriculum. The curriculum shall encompass local goals and objectives, and skills that are identified by state and federal guidelines and mandates where applicable.

Testing Programs State Assessment – EKB (LEGAL)

State assessment of academic skills:

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code Chapter 39, Subchapter B [see TESTING IN GRADES 3–8, below]. *Education Code 39.023(a), (c), (f); 19 TAC 101.5*

A student may not receive a high school diploma until the student has performed satisfactorily on end-of-course (EOC) assessment instruments [see END-OF-COURSE ASSESSMENTS, below]. *Education Code 39.025(a); 19 TAC 101.4001*

Testing in grades 3-8:

Except as provided below, all students, other than students who are assessed under Education Code 39.023(b) (alternative assessment instrument) or 39.023(l) (LEP students) or exempted under Education Code 39.027, shall be assessed in:

1. Mathematics, annually in grades 3 through 7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;

2. Reading, annually in grades 3 through 8;

3. Writing, including spelling and grammar, in grades 4 and 7;

4. Social studies in grade 8;

5. Science in grades 5 and 8; and

6. Any other subject and grade required by federal law.

Education Code 39.023(a)

Exception:

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or

2. Is enrolled in a course for high school credit in a subject intended for students above the student's enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student's enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student's grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011

Board of Trustees Resolution

REGARDING PROPOSED LEGISLATION ON ASSESSMENT AND ACCOUNTABILITY

Whereas, Katy Independent School District (Katy ISD) is one of the fastest growing school districts in the Greater Houston area and the state of Texas; and

Whereas, Katy ISD is among the top performing school districts in the state; and

Whereas, students enrolled in the public school system across the country must adhere to the federally-mandated standardized testing requirements under the Elementary and Secondary Education Act (ESEA) and No Child Left Behind (NCLB) legislation; and

Whereas, ESEA and NCLB require students enrolled in the public school system to be assessed in Reading, Math and Science; and

Whereas, the state of Texas has instituted additional high-stakes assessments in Writing and Social Studies; and

Whereas, Texas has historically required more state-mandated, high-stakes tests for high school graduation than most other states under its assessment program1; and

Whereas, there has not been a measureable improvement in college readiness as a result of the state assessment program and

Whereas, assessments designed to provide detailed diagnostics that assist students in their learning would ultimately improve student outcomes and their trajectory for advancement; and

Whereas, local school boards do not currently have the authority to override the state's requirement for the State of Texas Assessments of Academic Readiness (STAAR) and STAAR End of Course (EOC) assessments; and

Whereas, quality instructional time is often compromised to prepare students for standardized high-stakes testing; and

Whereas, over the past twenty years, legislative efforts to address assessment and accountability have only increased the number of high-stakes tests students must take over the course of their K- 12 public school education; and

Whereas, certain proposed legislation in the 84th Legislative Session addresses the need to eliminate all state assessments that are not federally mandated under ESEA and NCLB in order to provide relief to schools and re-establish local control with regard to student assessments; and

Whereas, such legislation should also recognize the need for districts to administer local assessments in lieu of those state assessments that are proposed for elimination; and

Whereas, such local assessments would not be considered high-stakes and would have no bearing on state, nor federal accountability ratings; and

Whereas, these local assessments will be based on the Texas Essential Knowledge and Skills and funded by the state; and Wÿ.84rÿ Texas Education Code Section 28.001 states "It is the intent of the legislature that the essential knowledge and skills developed by the State Board of Education under this subchapter shall require all students to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas"; and

Whereas, Texas Education Code Section 39.022 states "The State Board of Education by rule shall create and implement a state-wide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002"; and

Whereas, Texas Education Code Section 4.002 states "To serve as a foundation for a well-balanced and appropriate education: GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics. GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science. GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies."

Resolved therefore, that Katy ISD, as a responsible community of educational leaders with a united awareness, respectfully implores and supports our legislative representatives to act; and be it

Resolved further that, in light of school districts' current challenges with high-stakes testing, that state assessments unaffiliated with federal requirements be eliminated; and be it

Resolved further that the Legislature ensure a deliberate process to safeguard the integrity of the curriculum and students' educational experience by requiring local assessments, supplemented or funded by the state, in lieu of those state assessments that will be eliminated.

Signed this 30th day of March, 2015.

Instructional Cornerstones

Collaboration: Work respectfully with others by sharing responsibilities, exchanging and evaluating knowledge and ideas, and building consensus in order to achieve a common goal.
Communication: Convey information and ideas to effectively engage the audience using a medium appropriate to the topic and purpose.
Creative Thinking: Generate a range of ideas through a meaningful process (structured or unstructured) that inspires the development of original or innovative products, performances, or solutions.
Critical Thinking: Analyze, evaluate, and synthesize information, ideas, or objects to make inferences and predictions, and draw conclusions.
Information Literacy: Utilize an inquiry process to locate evaluate a variety of information sources based on accuracy, authority, and point of view in order to accomplish a task.
Problem Solving: Identify, define, and/or explore a problem or situation, and work through a process to determine and evaluate solutions.
Social Contribution: Contribute to the betterment of one's community through service.

create the future

Independent Learner   Academically Prepared   Innovative Thinker

Responsible Citizen   Creative Problem Solver

Effective Communicator   Honorable Collaborator

Creative Thinking   Collaboration   Problem Solving   Communication   Critical Thinking

Information Literacy   Portrait of a KATY Graduate   Social Contribution

EDUCATORS IN KATY ISD...

Relationship Builders

Compassionate
Nurturing
Empathetic
Encouraging
Relatable
Motivating

Lead Learners

Forward Thinkers
Facilitators
Innovative
Reflective
Knowledgeable
Passionate
Have High Expectations
Risk Takers
Role Model
Utilize Best Practices

Relationship Builders

Lead Learners

Communicators

Collaborators

KATY
Katy Independent School District

Communicators

Active Listeners
Responsive
Purposeful
Inspiring
Engaging

Collaborators

Cooperative
Adaptable
Dedicated
Problem Solvers
Appreciative of Diverse Input

Assessment Vocabulary

Analytic Trait Rubric - a scoring tool which evaluates performances according to selected traits, with each trait receiving a separate score. For example, a piece of writing may be evaluated according to organization, use of details, attention to audience, and language usage/mechanics. Trait scores may be weighted and/or totaled.

Assessment - any systematic basis for making inferences about characteristics of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better; the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Assessment for Learning – occurs throughout the learning process. Designed to make each student's understanding visible so that teachers can decide what they can do to help students progress.

Assessment of Learning – strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to verify proficiency and make decisions about students' future programs or placements.

Authentic - refers to tasks that elicit demonstrations of knowledge and skills in ways that they are applied in the "real world." An authentic performance task also engages students and reflects the best instructional activities; thus, teaching to the task is desirable.

Balanced Assessment - has two connotations: 1) balance in format (e.g., selected response, essay, performance task); and 2) balance of purpose (pre-assessment, formative and summative/evaluative).

Benchmark Assessment Instruments – a district-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

Campus Common Assessments/Campus Based Assessments – designed collaboratively at the campus level with instructional staff. CCA/CBAs should be created to reflect the level of questioning in the TEKS and data should be used to modify instruction.

Classroom assessment – assessments that capture formative and summative processes within a classroom.

Criteria - guidelines, rules, or principles by which student responses, products, or performances are judged.

Criterion-Referenced Test – A criterion-referenced test (CRT) is administered to determine how much students know before instruction begins and after it is finished. It is used to determine whether each student has achieved specific skills or concepts. Individuals receive scores usually presented as a percentage and for individual skills tested.

District Learning Assessments (DLA) - District Learning Assessments are designed to gather evidence of student learning and are used to identify students' strengths and weaknesses as well as indicate any curriculum, instructional, or programmatic implications. They are administered according to the DLA schedule found on the Katy ISD website
http://www.katyisd.org/dept/assessment/Pages/DLA.aspx

Educational Testing Service (ETS) – ETS is a non-profit organization that offers testing and assessment services. ETS currently holds the Texas contract for STAAR administrations and administers Advanced Placement examinations.

End-of-Course Examinations – The STAAR End-of-Course (EOC) exams are criterion-referenced tests taken upon completion of a course of study to determine mastery of the TEKS. The EOCs administered are for Algebra I, Biology, English I, English II, and US History.

Evaluation - judgment regarding the quality, value, or worth of a response, product, or performance based upon established criteria. Evaluations are usually based on multiple sources of information.

Formative Assessment - ongoing diagnostic assessment providing information to guide instruction and improve student performance.

Holistic Rubirc - a scoring tool yielding a single score based upon an overall impression of a product or performance. In holistic scoring, judgments are made by evaluating products or performances against others within the same pool, rather than against pre-established criteria.

Norm-Referenced Test – A norm-referenced test (NRT) is a standardized test that is designed to compare and rank test-takers in relation to the achievement of others. Such a test discriminates between the low and high achievers. Results are usually presented as a percentile, grade equivalent score, or stanine.

Pearson – an education publishing and assessment company which offers services to schools, students, and corporations.

Performance Task - an activity that engages students to apply their learning and develop a product or performance. A performance task can be used as a rich learning experience and/or an assessment. Since performance tasks generally do not have a single "correct" answer or solution method, evaluations of student products or performances are based on judgments guided by criteria.

Portfolio Assessment – an evaluation tool used to document student learning through a series of student-developed artifacts.

Qualitative Data – data that is typically descriptive and collected through observation and interviews. This data is collected from open-ended questions, feedback, summaries, portfolios, or narratives.

Quantitative Data – data that is in numerical form and can be categorized, ranked or measured. Quantitative data is collected through measurement and is expressed through scores, rates, percentages, or other quantities of a variable.

Reliability – the degree to which an assessment instrument produces stable and consistent results. The consistency of the measurement.

Rubric – a scoring and/or instructional tool used to measure student performance using specific tasks or criteria. Rates against a range of set targets (i.e. lacking to outstanding).

Standardized Assessment - Assessments created, tested, validated, and usually sold by an educational testing company (e.g. SAT, ACT, ACCUPLACER, TSIA) for broad public usage and data comparison, usually scored normatively.

Standards - goal statements identifying the knowledge, skills, and dispositions to be developed through instruction in the content areas.

State of Texas Assessment of Academic Readiness (STAAR) – the Texas assessment system that was implemented in 2012. Includes legally required annual assessments for reading and mathematics (grades 3-8). writing (grades 4 & 7), science (grades 5 & 8), social studies (grade 8), and end-of course for Algebra I, Biology, English I, English II, and US History.

Summative Assessment - culminating assessment for a unit, grade level, or course of study providing a status report on mastery or degree of proficiency according to identified learning outcomes.

Texas Essential Knowledge and Skills (TEKS) – the state of Texas required curriculum.

Validity – how well a test measures what it is supposed to measure.

Section II. Balanced Assessment System

Definition

The term "balanced assessment" refers to the strategic use of formative, interim, and summative measures of student performance in a way that addresses immediate student needs, informs ongoing instructional adjustments, and guides long-term educational improvement. Balanced assessment systems include a variety of instruments and processes to produce information and data for informing school administrators, parents, and teachers, and students. The system is balanced appropriately between accountability in multiple forms and student learning.

Why a Balanced Assessment System is Needed

State assessment systems do not provide sufficient, comprehensive information regarding student learning, student growth and campus success. A balanced system fills in the crucial holes a state system leaves. Assessment provides focused information for school staff to utilize in making decisions regarding student learning, instructional programs, and resource allocation. In order to gain as much information as possible, a variety of types of assessments should be used. When the system is balanced with the variety, there is an appropriate weight to summative tests, like a state examination, and formative, interim assessments that drive real-time instructional improvements.

Balanced assessment systems provide:
- Appropriate information needed by different levels in the educational system
- Information about all students
- Information on important content and skills
- Information about "what is" and "what should be done"
- Information within a specific timeframe – what can be done now
- Opportunities for choice

With balanced assessment systems comes the ability to provide reasonable short-term goals for students. Students are able to work on the content standards targeted for their knowledge level.

Formative and interim assessments provide this information in smaller segments of time so instructional staff are not waiting on one-time summative state assessments to see if students learned the skills needed for mastery of the curriculum.

Curriculum, Instruction, Assessment

The essential role of assessment in curriculum and instruction in Katy ISD uses the Understanding by Design philosophy and process to structure curriculum, instruction, and assessment. Standards/curriculum, instruction, and assessment are inextricably intertwined in the learning process—one component cannot function effectively without the other. Optimally, the three components work together to produce high levels of student achievement.
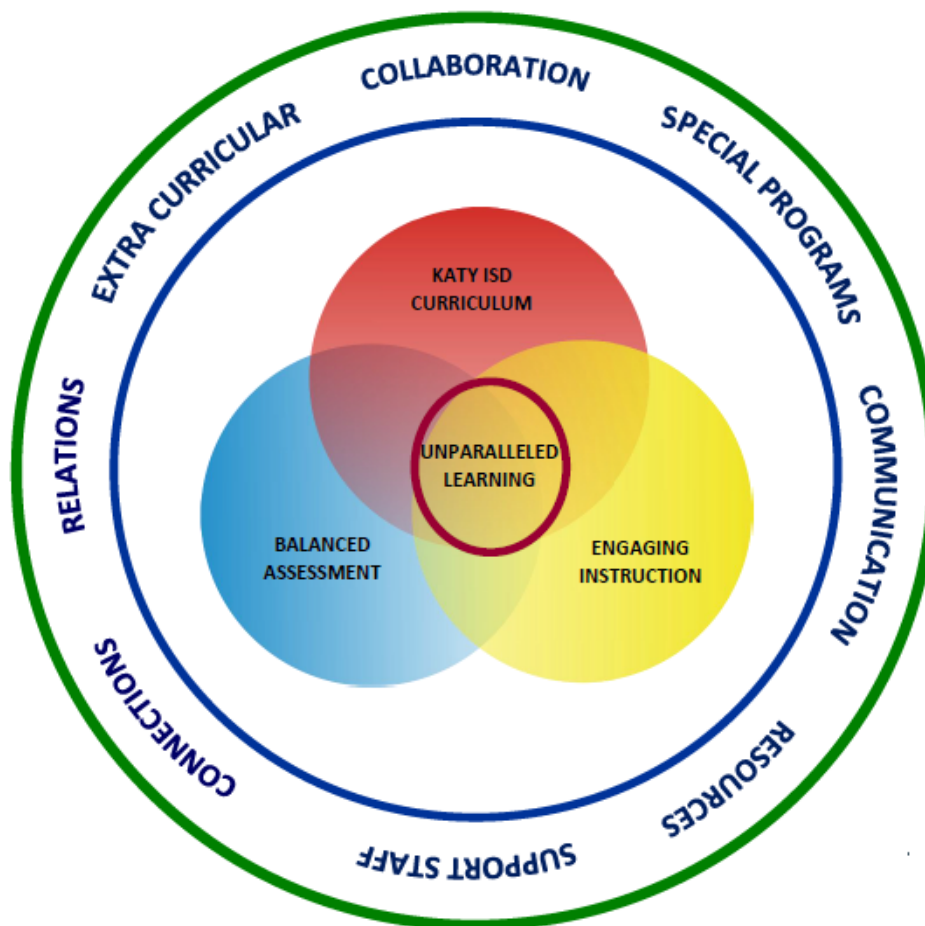
Section III. Roles and Responsibilities

Roles and Responsibilities

All district staff members are responsible for ensuring that students learn the standards related to the grade level and course and are provided opportunities to demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified although responsibilities are not limited to those listed.

District Curriculum and Assessment Staff will:

- Create a district culture that balanced assessment is understood, valued and implemented;
- Ensure that a variety of assessments are available for instructional staff to assess student learning;
- Report state, national and college assessment results to the board;
- Support campuses in the assessment process;
- Provide support for analysis and interpretation of assessment data;
- Monitor campuses to ensure assessment procedures are being followed;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Provide district assessment training sessions.

Principals will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Develop a working knowledge of the district assessment framework;
- Monitor to ensure instructional planning includes:
  - formal and informal assessments to monitor progress of all students, teachers share appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, and build awareness of their own strengths and weaknesses and track their own progress.
  - substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals.
  - analysis of student data connected to specific instructional strategies and that teachers use the results to reflect on his or her teaching.
- Monitor to ensure all activities, materials and assessments:
  - are logically sequenced

- o are relevant to students' prior understanding and real-world applications
- o integrate and reinforce concepts from other disciplines
- o provide appropriate time for student work, student reflection, lesson and lesson closure
- o deepen understanding of broader unit and course objectives
- o are vertically aligned to state and course standards
- o are appropriate for diverse learners
- Update Campus Improvement Plans to support balanced assessment;
- Facilitate and participate in campus balanced assessment training.

Campus Testing Coordinators will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Facilitate district, state, and national (e.g. PSAT, NAEP) testing;
- Monitor campus to ensure assessment procedures are being followed;
- Facilitate and participate in district and campus assessment training.

Instructional Coaches will:

- Create a campus culture where balanced assessment is understood, valued and implemented;
- Implement balanced assessment principles through training, collaboration with PLCs, and modeling.

Teachers will:

- Create a classroom culture where balanced assessment is understood, valued and implemented;
- Assess student learning with a variety of formative, interim, and summative assessments;
- Embed instructional cornerstones throughout instruction and assessment;
- Participate in instructional planning that includes:
  - o formal and informal assessments to monitor progress of all students, sharing appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, and build awareness of their own strengths and weaknesses and track their own progress.
  - o Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals.
  - o analysis of student data connected to specific instructional strategies and use results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

- Ensure all activities, materials and assessments:
    - are logically sequenced
    - are relevant to students' prior understanding and real-world applications
    - integrate and reinforce concepts from other disciplines
    - provide appropriate time for student work, student reflection, lesson and lesson closure
    - deepen understanding of broader unit and course objectives
    - are vertically aligned to state and course standards
    - are appropriate for diverse learners
- Use assessment data to drive instructional decisions;
- Allow students to demonstrate their learning in a variety of ways;
- Persist with lessons until there is evidence that all students demonstrate mastery of the objectives.
- Participate in assessment trainings and professional learning.

Students will:

- Be an active partner in the learning and assessing process;
- Assume ownership of learning;
- Use assessment information toward the attainment of personal learning goals.

Parents will:

- Be valued partners in the learning process.
- Understand that mastery of student learning is measured in a variety of assessment formats.

Section IV. Katy ISD Assessment Program

Types of Assessments

Assessments noted with an asterisk can be used to measure learner progress over time

Assessment	Definition	Level	Testers	Subject	Use of Results
Ability Test - GT	Form of psychometric assessments designed to measure general intelligence. Tests used to assess a candidate's competence and suitability for the role, and to predict future performance.	National	Grades K-12 referred for GT screening	N/A	Gifted and Talented identification
Achievement Test – GT	A standardized test that is designed to measure an individual's level of knowledge in a particular area. An achievement test focuses specifically on how much a person knows about a specific topic or area such as math, or reading.	National	Grades K-12 referred for GT screening	Reading, math	Gifted and Talented identification
ACT	The ACT is composed of four multiple-choice tests plus an optional writing component.	National	High school grades 11-12 who register to test	English, math, reading, science and optional writing	College admissions; Texas accountability system (Distinction Designations)
AP (Advanced Placement)	The AP assessments align with AP courses and are developed to cover a wide array of information for the corresponding college course.	National	Grades 9-12 for identified AP courses	various	College level credit; Texas accountability system (Distinction Designations)
*AP formative assessments	The AP formative assessments align to the AP courses and are administered throughout the AP curriculum.	Local	Grades 9-12 for identified AP courses	various	Monitor AP competency learning throughout the AP course

Assessment	Definition	Level	Testers	Subject	Use of Results
ASVAB (Armed Services Vocational Aptitude Battery)	Multiple aptitude test that measures developed abilities and helps predict future academic and occupational success in the military.	National	Grade 12 for students registered to test	Science, math, verbal, technical, spatial	One factor in military enlistment
*BAS (Benchmark Assessment System)	The Fountas & Pinnell Benchmark Assessment System is a one-on-one assessment that provides reading data that links assessment and instruction.	National	Grades K-5 – available for all	Reading	Matches student instructional and independent reading abilities to inform teachers' instruction.
Brigance: Comprehension Inventory of Basic Skills II	Identifies present levels of performance for students (aligned to TEKS) in listening and reading comprehension, spelling, quality of writing, letters, and capitalization and punctuation (reading and ELA) and number and operations, algebra, geometry, measurement, and data analysis and probability (math).	National	Grades PK-5 students receiving special education (required). Grades 6-9 students receiving special education working on a modified curriculum	Reading and Math	Provides information regarding student strengths for teacher and ARD committees.
CBE (Credit by Examination)	Validated assessments that align with grade level or course TEKS.	State	Grades K-12 who are approved to test by a counselor	Various	Credit recovery or advancement

Assessment	Definition	Level	Testers	Subject	Use of Results
Certification examinations	Examinations at the end of a professional course of study. Examinations include MOS, Adobe Creative Cloud, Comp TIA, National Registry Exam, Texas Cosmetology Exam, Pharmacy Technical Exam, CPR, ServeSafe, ASE, Texas Floral Certification, Hunters Ed, Boaters Ed, OSHA 10 hour, and GWS Welding.	National and State	Grades 9-12 for identified CTE courses	Various	Allows students to secure employment in the field.
*Comprehensive Reading Assessments EDL2 (Spanish)	Diagnostic assessments to gather evidence of student levels to guide instruction in the areas of phonological awareness, metalanguage, letter and word recognition, phonics, structural analysis, and syllabication.	Local	Grades 3-5 students who are ELL	Reading	Information for the LPAC process and to monitor achievement and growth over time.
*DLA (District Learning Assessments)	Common formative assessments designed to gather evidence of student learning.	Local	Grades 2-12 - all	Reading, writing, math, science, social studies	Guide the learning process. In secondary courses, results are used as a minor grade.
*Dreambox	Adaptive, online math program to deliver and compliment classroom instruction.	Local	Grades K-5	Math	Monitor where students are in their learning of grade level TEKS.
*Fact fluency assessment	The assessments are administered after each grading period and assess a student's automaticity in various operations and fluency strategies with basic math facts.	Local	Grades 1-5 - all	Math	Informs the teacher if the student has mastered the facts for the grading period. Provides the teacher with information on interventions needed.
Intelligence Test - GT	Assessment designed to measure the ability to think and reason rather than acquired knowledge.	National	Grades K-12 referred for GT screening	N/A	Gifted and Talented identification

Assessment	Definition	Level	Testers	Subject	Use of Results
Iowa Assessments	Nationally-norm referenced tests used to measure achievement and growth across a continuum of learning standards.	National	Grades 2-12 students who indicate a language other than English on their Home Language Survey	Reading and Language arts	Information for the LPAC process and to monitor achievement and growth over time.
IPT (IDEA Proficiency Test)	Oral tests administered to determine English and Spanish language.	National	Grades PK-12 students who indicate a language other than English on their Home Language Survey	Oral language	Provides oral language proficiency testing data to help determine a student's language designation for placement.
*I-Ready	Computer-adaptive diagnostic assessment that pinpoints student needs in the areas of phonological awareness, phonics, high frequency words, vocabulary, and comprehension (reading) and number and operations, algebra and algebraic, measurement and data, and geometry (math). Progress monitoring shows status in obtaining end of year goals.	National	Grades K-12 students receiving special education services	Reading and Math	Provides information for teacher teams and ARD committees.

Assessment	Definition	Level	Testers	Subject	Use of Results
*ISIP/ISIP Espanol	Web-delivered computer adaptive testing system that provides continuous progress monitoring in phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary and comprehension.	National	Grades K-3 students receiving instruction in Spanish	Reading	Identification of At-Risk (grades K-3); differentiate reading instruction to meet learning needs of individual students.
*mCLASS	An integrated screening, progress monitoring, and diagnostic assessment system that helps determine children's understanding of mathematical skills and concepts. Administered at the beginning, middle and end of year intervals in English or Spanish.	National	Grades K-1 - all	Math	Guide teacher information about student mathematics understanding. An overall instructional support recommendation is provided for each student.
*MI (Math Inventory)	Computer-adaptive math test that provides a measure of students' readiness for math concepts. Spanish read-aloud version is provided. (Formerly SMI)	National	Grade 2 - all	Math	Guides teacher information about student progress in math. Used as a universal screener for the RtI process.
NAEP (National Assessment of Educational Progress)	Multiple choice test conducted periodically at identified campuses.	National	Grades 4, 8, and 12 – campuses, grade levels and subjects identified by Texas Education Agency annually	Math, reading, science, writing, arts, civics, economics, geography, US history, technology and engineering literacy	Used to measure what America's students know and can do in various subject areas. The only assessment administered nationally with a selected sample.

Assessment	Definition	Level	Testers	Subject	Use of Results
*On-demand Assessments	Optional writing assessments aligned with the Katy ISD unit plans. The pre and post assessments are both administered.	Local	Grades K-5 - all	Writing	Data from the pre and post assessments are used together to determine progress in writing mechanics and idea progression. The post test can count as a major grade.
*Phonological Awareness Assessment	Assesses the phonological awareness of students receiving special education services below level in TEKS including rhyming, segmenting and blending.	Local	Grades K-1 students receiving special education services	Phonological Awareness	To guide teacher interventions for learning and measure progress in these skill areas.
*PSAT and PSAT/NMSQT	Multiple choice test that provides practice for the SAT. Provided to all grade 10 and 11 students in Katy ISD.	National	Grades 10-11 - all	Reading, math, writing	Helps predict success on the SAT. Data from the PSAT/NMSQT is also used in identification of students for National Merit status.
SAT	Multiple choice test that assesses students' academic readiness for college.	National	Grades 9-12 students who register to test	Reading, math, writing	College admissions; Texas accountability system (Distinction Designations)
SLPS (Spanish Language Proficiency Standards)	Designed to assess the progress that limited Spanish proficient (Non-LEP) students make in learning the Spanish language.	Local	Grades K-5 TWI program students	Language	To track student progress across grade levels in the acquisition of Spanish language.
*STAAR (State of Texas Assessments of Academic Readiness)	The state required assessment program. Included versions: STAAR Spanish (grades3-5) STAAR L, STAAR A, and STAAR Alternate 2.	State	Grades 3-8 - all	Reading, math, writing, science, social studies	Guides teacher information about student mastery of TEKS; Texas accountability system.

Assessment	Definition	Level	Testers	Subject	Use of Results
*STAAR EOC (State of Texas Assessments of Academic Readiness End-of-Course)	The state required assessment program for secondary courses. Included versions: STAAR L, STAAR A, and STAAR Alternate 2.	State	Grades 7-12 – students enrolled in corresponding EOC courses	Algebra I, Biology, English I, English II, US History	To guide teacher information about student mastery of TEKS; graduation requirement; Texas accountability system.
*TELPAS (Texas English Language proficiency Assessment System)	The state required assessment program for students identified as English language learners. Measures language proficiency and assesses the ELPS.	State	Grades K-12 students identified as English Language Learners	Listening, speaking, reading, writing	To guide teacher information about student mastery of English language; exit criteria from the ELL program; Texas accountability system.
*Unit Plan Performance Tasks	The unit plan sample performance task is a realistic scenario that students must engage in to demonstrate their learning. These tasks assist the teacher in determining whether the students have mastered material enough to be able to apply their knowledge in new and novel ways.	District	PK-5 - all	All	The results are used to determine if students can apply their learning.
Writing Portfolios	A gathering of writing throughout the year or course of academic career for a student.	District	All	Writing	Measure progress of writing skills and competencies.

Section V. District Learning Assessment Guidelines

Balanced Assessment

Assessment systems are utilized to improve student learning and build capacity of all stakeholders because assessment provides essential data to monitor performance and inform decisions. The purpose of assessment is to inform constructive action. Balanced assessment systems include a variety of instruments and processes to produce information and data for informing school administrators, parents, and teachers, and students. State tests alone cannot provide the necessary information. Summative (annual state tests such as STAAR and TELPAS), interim (common tests including District Learning Assessments and performance tasks administered by districts or campuses), and formative (process used to direct classroom learning and teaching) assessments all have a role to play. A balanced assessment system includes the components of content standards and assessment measures. The system must be balanced, distributing learning process support and accountability needs appropriately.
(Adapted from CCSSO Council of Chief State School Officers. (2010). Using balanced assessment systems to improve student learning and school capacity: an introduction. Retrieved from http://www.ccsso.org/Documents/Balanced%20Assessment%20Systems%20GONG.pdf)

Katy ISD supports a strong balanced assessment that includes the use of interim assessments such as the District Learning Assessments (DLAs).

Purpose of the District Learning Assessments

District Learning Assessments are designed to gather evidence of student learning and are used to identify students' strengths and weaknesses as well as indicate any curriculum, instructional, or programmatic implications.

Timeline

- Campuses will receive the student tests and answer documents according to the DLA calendars.
- The DLAs shall be administered within the window designated on the DLA calendars.
- Scanning answer documents into Eduphoria Aware can occur immediately after tests are administered - by classroom or grade level according to the scanning deadline.
- District reports will be provided via the Weekly Principal Communications one week after the scanning deadline.

Roles and Responsibilities

Principals will:

- Support the purpose of the DLAs within a balanced assessment model.
- Ensure all staff members understand their roles and responsibilities with DLAs as outlined in this document.
- Ensure that DLA assessment procedures and timelines are followed.
- Collaborate with ICs and teachers to engage in conversations about the importance of the alignment between instruction and assessment and the need for instruction to match the depth of knowledge represented by the assessment questions.
- Monitor pacing of classroom lessons to ensure that teachers are following the Unit Plans.
- Ensure clear communication with parents about DLAs. For example, through parent newsletters, e-news, website posting, etc.
- Review the results with the administrative team so all team members are examining strengths and growth areas.
- Collaborate with the ICs and teacher teams to identify areas of strength and weakness.
- Provide time for ICs and teachers to address and support identified instructional needs.
- Ensure that results are used to celebrate successes and plan for areas in need of improvement.
- Ensure that teachers communicate student strengths and weaknesses with parents as well as provide them with strategies to support their children in the learning process.

DLA Contact* will:

- Support the purpose of the DLAs within a balanced assessment model.
- Receive the student DLAs and organize distribution of tests and answer documents.
- Communicate with teachers the expectations for scanning at the campus.
- Facilitate scanning of the answer documents as testing is completed.
- Plan with the teachers for the assessment of students not present on the designated DLA days so the data can still be utilized by the teachers.
- Collect and store the DLAs after the assessments are reviewed with the students.
- Recycle DLA test books and shred the answer documents no earlier than July 1.

*The DLA contact is assigned by the Principal.

Instructional Coaches will:

- Support the purpose of the DLAs within a balanced assessment model.
- Monitor pacing of classroom lessons to ensure that teachers are following the Unit Plans.
- Support teachers in the collection of the data analysis reports as supporting documents to guide conversations.
- Facilitate data analysis protocols offered by school improvement coordinators and curriculum coordinators.
- Collaborate with teachers to address key concepts not mastered by groups of students.

Teachers will:

- Support the purpose of the DLAs within a balanced assessment model.
- Collaborate with ICs and teacher teams to ensure that instruction is aligned to the Unit Plans.
- Administer the DLAs in class within a given window.
- Plan for the assessment of students not present on the designated DLA days so the data can still be utilized for instruction.
- Generate and use data analysis reports to guide conversations within teams about areas of need for each student classroom, and grade level.
- Use the data with students to inform needed interventions or remediation.
- Use the data to celebrate successes or identify areas of growth in prior lessons.
- Review results with students to strengthen student understanding and learning.
- Communicate DLA information to parents to ensure an effective line of communication.
- Secondary teachers will also record the DLA grades in the "minor" category. This allows for the use of a flexible grading process as there is no standard set for the assessments.

District Administrators will:

- Support the purpose of the DLAs within a balanced assessment model.
- Engage Coordinators and ICs in the DLA development/revision process.
- Ensure student DLAs and answer documents are sent to campuses in a timely manner.
- Structure IC sessions to include learning opportunities for understanding the depth of each of the TEKS and various assessment items.
- Support ICs by advocating for sound instructional practices to be shared with teacher teams to ensure student mastery of the content.
- Support campus ICs and teachers by providing Eduphoria Aware training.
- Provide data supports and services for departments and campuses including the use of data protocols.
- Review results by TEKS to identify areas of support needed for Unit Plan refinement.
- Use DLA data to identify any curriculum, instructional, or programmatic implications.
- Review district level reports to celebrate successes and support improvements.
- Support the purpose of the DLAs within a balanced assessment model.

Additional Procedures

- The DLAs should be treated as an integral part of the teaching and learning process. Therefore, teachers shall not create DLA-specific student study guides, have review sessions, nor tutorials specifically for the DLA outside of what they would do on a regular basis for daily instruction or for other "minor" category assignments. Campus instruction and assessments should provide sufficient support for DLA administration and success.
- DLAs should be administered within the class period, and not be part of a STAAR-preparation process for logistics.
- Campus staff should use the data as a tool for instructional improvement in the classroom and campus setting.

Grades

Elementary:

Grades will **NOT** be taken on the DLA. DLA data should be used as a tool for goal setting and instructional adjustments.

Secondary:

Grades will be taken and will count in the "minor" category. DLA data should be used as a tool for goal setting and instructional adjustments. See "Special Populations" in regards to grading DLAs for students who receive Special Education services and supports.

Special Populations

- Students who receive Special Education services and who access the curriculum through modifications as specified in the student's IEP will take the DLAs with allowable designated supports (allowable on state testing), but will **not** receive a grade.
- Students whose ARD indicates they will be assessed with STAAR Alternate 2 will not take the DLAs.
- Students who receive §504 services may have alternate grading policies that will be determined at §504 meetings.
- Students who participate in the Bilingual program will be administered the DLAs for all subject areas assessed. The language of assessment is determined by the language of instruction. Elementary students who are new to the U.S. and who are non-English speaking may take all DLAs in Spanish.
- Students who participate in the ESL program and who are non-English speaking newcomers within their first semester of U.S. enrollment may be excluded from the DLAs at the discretion of the campus/teacher.
- Designated supports that are allowable on a state assessment should be utilized with the DLAs as documented in a student's IEP, or as outlined in §504, RtI, or LPAC paperwork.

Security

- Student copies of the DLAs should be stored where students do not have access. They do not need to be stored in locked closets like a STAAR assessment, but they should not be accessible for students to view prior to the administration.
- DLAs shall not be sent home. Parents can view a DLA at the campus upon request made to the classroom teacher.
- DLAs should be stored at the campus until the end of the year.
- Tests and answer documents are to be destroyed prior to the end of the school year.

Section VI. Assessment Framework Review Process

Assessment Framework Review Process

The Katy ISD Assessment Council will review the Assessment Framework annually in the spring. All modifications will reflect national, state and local assessment changes.

Section VII. References

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Goal 3 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 3:

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

Specific Result:

3.2 Provide quality professional development designed to increase educator expertise when measuring learner skill acquisition.

Summary Report:

In December 2019, a survey was administered to campus staff and students to identify preferred methods for demonstrating student learning and to request feedback from campus staff on the delivery of professional learning. Participants included all 174 instructional coaches, 1,100 randomly selected teachers at all levels, and approximately 3,300 students from the elementary (5th grade), junior high and high school levels.

Survey Results Summary:
- Staff identified they preferred giving choice to students to demonstrate their learning;
- Students, on the other hand, revealed they preferred demonstrations and presentations to show teachers their learning;
- Staff indicated that they preferred face-to-face learning from their peers and instructional coaches;
- The preferred times for professional development were during the school day and also in the summer.

These results were shared with the Secondary Advisory Team in February 2020. Elementary sessions were scheduled for Spring 2020, though could not occur due to the COVID-19 pandemic. Information will be shared with the Elementary Advisory Team at a later date. Further follow up will be facilitated to ensure that the survey recommendations align with District goals are integrated into practices district-wide.

Strategic Plan | Specific Result Report

Goal 3 Action Plan Year 4 Priorities – 2020-2021

Call to Action:

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

Goal 3:

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

Specific Result:

3.3 - Utilize a variety of measures to monitor the learner's progress toward skill acquisition.

3.4 - Provide timely, relevant, and actionable feedback that is focused on learner strengths and weaknesses.

Summary Report:

During the fall of 2020, the elementary and secondary curriculum teams, alongside instructional coaches, collaboratively developed a variety of measures to monitor student learning progress. These measures are now available in the District Unit Plans. Some examples include curriculum based monitoring, observations, District Learning Assessments (DLAs), student reflection, and student anecdotal records. The measures have been shared and utilized with teachers, instructional coaches, and campus administrators via Professional Learning Communities (PLCs), instructional coaches' meetings and school improvement meetings throughout the spring 2021 semester. Implementation of the measures is ongoing and will continue into the 2021-2022 school year.

PLCs and Canvas Courses pertaining to formative assessment and monitoring student progress have also been developed for teachers, instructional coaches, and administrators. The PLCs include book studies that expand upon participants' knowledge around measurements of student success and how to monitor progress. Student and teacher engagement and assessment are ongoing topics within the PLCs.

The District also continues to work with experts in the field of assessment to assist curriculum staff and instructional coaches in building formative assessments for math TEKS in grades K-5. These assessments can now be found in the interactive unit plans. Feedback will continue to be collected specifically on these learning progress measures in the fall of 2021 and adjustments will be made as needed.

Strategic Plan | Specific Result Report

Goal 4 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 4:

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

Specific Result:

4.1 (Year 1: 2017-2018): Continuously provide a safe and secure environment for digital learning.

Summary Report:

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

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

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

- *(Action Step 4.1.4, 4.1.7)* In an effort to ensure district-wide compliance with COPPA and FERPA privacy and safety guidelines, the following measures have been put into place:
    - o A website was created for staff members with a comprehensive listing of approved and unapproved apps for Katy ISD.
    - o Google Store and Apple iTunes have been secured and only allow approved application downloads by students and staff.

- *(Action Step 4.1.2, 4.1.5)* .To ensure compliance with district safety, privacy and security regulations, the Katy Application Database has been developed. This database will maintain application vendor information, and in cooperation with the new contract approval process, will be a central repository for vendor related agreements, privacy information and support documentation.

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

5/16/19

Goal 4 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 4:

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

Specific Result:

4.2 Prepare all stakeholders to effectively utilize digital resources.

Summary Report:

The number of training sessions available to teachers and staff were increased throughout the year to more effectively utilize digital resources using Canvas. Live and in-person iCamp training sessions were planned this summer, however, with the COVID-19 interruption, this work will continue through a Virtual iCamp. Virtual "live" sessions and eCourses will also be offered to continue to highlight the effective use of digital online resources inside and outside of the classroom.

The continuing focus on the effective use of digital resources has enabled Katy ISD to deploy, in a very short period, possibly one of the largest and most comprehensive online learning platforms in the country in response to the COVID-19 interruption of in-person instruction. District teachers and students were ready to use existing and familiar tools and resources in Canvas and the MyKaty Cloud to facilitate online teaching and learning in less than a week.

The core of our online platform includes MyKaty Cloud, Canvas, online textbooks, and the online Parent Help Desk. This platform played a significant role in the success of our online learning environment during the COVID-19 crisis. It allowed the district to launch a successful full scale online learning environment for the regular school year, as well as the summer semester, in a very short period of time. However, in the future, the district must have the ability to switch between in-person and online learning even faster. The objective is to increasingly blur the line between in-person and online. Therefore, as online learning initiatives progress, the district will place greater emphasis on:
- Providing Online Instructor Certification Training
- Providing more training on delivering instruction via Zoom, Microsoft TEAMS, and Adobe Connect
- Leveraging Canvas for all upper elementary and secondary teachers
- Expanding the Connected Learner Initiative for teachers

In order to provide a one-stop-shop for all services and resources required by parents and guardians, the design and testing of a new parent portal, similar to the MyKaty Cloud utilized by students, was completed. The integration of the resources needed to be accessed by parents is about 80% complete. The next step will be a thorough testing and piloting of the portal.

The evaluation of an artificial intelligent (AI) system to provide technology self-support for District users was completed this school year. Several products were reviewed, but it was determined that none of the existing products are specifically tailored for K-12 customer self-support functions. The existing systems on the market would need to be significantly modified or customized to meet the District's needs in this area. The Technology Department will continue to explore new and emerging tools in this area for future implementation.

Goal 4 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

Goal 4:

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

Specific Result:

4.3 Define and implement district and campus expectations for technology integration inside and outside the classroom.

Summary Report:

- *(Action Step 4.3.1):* Establish a baseline for the technology integration inside and outside the classroom.

  Result: The following steps were taken to gather information to achieve this objective:

  1. BrightBytes survey was conducted in the months of April and May of 2019. Approximately, 48,000 Katy ISD students and teachers participated in the survey. The results of the survey were analyzed for common themes and trends related to technology integration inside and outside the classroom.

  2. Canvas, the Katy ISD Learning Management System, data was analyzed to gain insight about online content integration for teachers and students inside and outside the classroom.

  3. myKaty Cloud data was analyzed to gain insight into application integration inside and outside the classroom. myKaty is a Single-Sign-On portal that allows students and staff to access all applications at schools or home. Katy ISD students and staff spent over 4 million hours accessing the portal during 2018-19 school year.

  4. Focus groups were conducted across the District with campus staff, students and parents at Taylor HS, Seven Lakes HS, Cardiff JH and Golbow EL to validate and gain further insight into the technology integration inside and outside the classroom at Katy ISD.

- *(Action Step 4.3.2):* Define campus expectations for technology integration.

  Result: The overwhelming majority of our students and teachers engage in an integrated technology setting for learning and instruction. Graphs A, B and C provide some insight into the integrated technology setting in Katy ISD.
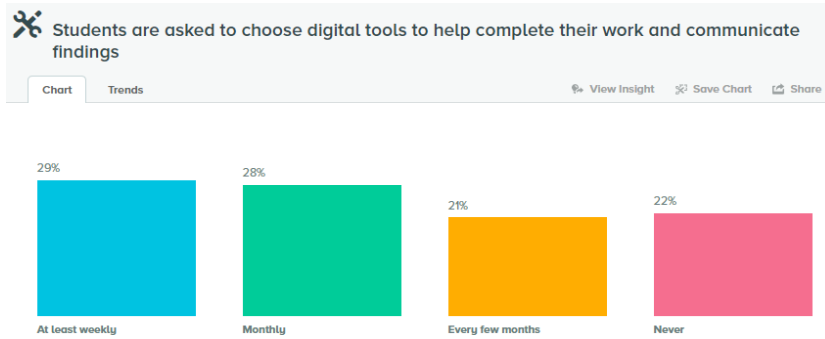
Graph A - BrighBytes: Baseline Data – 57% of students are asked to use an integrated technology approach at least monthly or greater. This graph shows students and how often they feel they are given the option to use technology tools. **Insight**: *Student perspective regarding technology integration and resources inside and outside the classroom are essential to the learning process.*

Graph B - BrightBytes: Baseline Data – 48% of teachers are posting material online for students to interact with for the integration of technology at least monthly. **Insight:** *Teacher perspective - Teachers posting digital resources enables our learners to follow up with the content multiple times.*
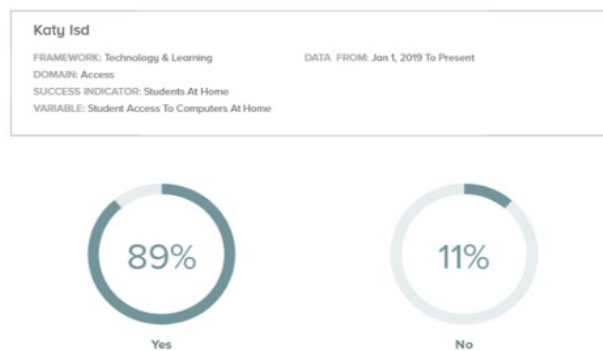
Graph C - BrightBytes: Baseline Data - 89% of our students have access to a hardware device at home. **Insight**: *Students are also able to check-out a hotspot or a device for home usage in order to access the digital content after they leave school. This ensures equity for all students. Students accessing Canvas, digital resources such as e-Textbooks, informational databases, library resources, etc. is key to the success of our learners.*

Based on the findings of the BrightBytes survey and the research conducted, the following expectations were defined:

1. Canvas offers a highly integrated environment for learning and instruction inside and outside the classroom. It contains about 8,500 integrated courses for students and staff. It also registers over 5 million logins during the school year.

Summary of Canvas Statistics for 18-19.	
Published Courses	8,958
Logins	5.8 million
Average of session after school hours	20,606
Average of session during school hours	73,698
Total # of assignments	123,346
Total # quizzes	22,465
Total # of discussions	35,175
Total # of uploaded files	714,730
Total # of video files uploaded	74,654

   ✓ **Expectation:** *The development of Canvas courses with integrated digital resources will continue for student online access for inside and outside the classroom.*

2. Almost all of the classroom technology applications are integrated into myKaty Cloud. The Cloud can be easily accessed by students and staff from anywhere and at any time by simply using a browser. It provides a Single-Sign-On where users login once to access most applications. The environment is heavily used by teachers and students with over 4 million logins during the school year. However, not all of our applications take advantage of the Single-Sign-On process.

Accessing myKaty during and after school hours. August 15, 2018 – May 24, 2019	
During School	3,421,188 Logins
After School	702,949 Logins

   ✓ **Expectation:** *All applications within myKaty cloud must be integrated into our Single-Sign-On process.*

3. Access to Katy ISD hardware and software requires a user ID and password. Obtaining these credentials in an efficient and secure way is key to accessing integrated digital resources from inside and outside the classroom. However, the process for obtaining a password is sometimes slow and requires assistance from teachers when passwords change or expire, especially at the start of the school year.

   ✓ **Expectation:** *Password management process should be simple and self-managed for all users.*

4. Providing support and information about technology resources available inside and outside the classroom to all stakeholders is often a big challenge. The sharing of information and providing support to parents related to technology resources is crucial to the success of our students. The process in which parents gain information to assist their children needs improvement.

   ✓ **Expectation:** *Parents should have easy access to technology information and support.*

5. The district offers multiple applications for parents to access student information and services from home. However, the login to some of these applications are not synced to one login and require more integration.

   ✓ **Expectation:** *Parents' login to district resources should be simple.*

- *(Action Step 4.3.3):* Provide technology training and support for staff and learners based on expectations.

   Result: Technology developed a variety of training sessions and initiatives that are focused on achieving these expectations.

1. Flexible training to teachers for content integration within Canvas and other technology integrated tools in a variety of formats. Extend training to before/after school, during conference periods, during PLN times based on teacher needs.

2. iCamp Summer Sessions for more focused training on content integration within Canvas. The following is a table of iCamp sessions and attendees.

Year	# of Sessions	# of Attendees
iCamp Summer 2019	514	Pending
iCamp Summer 2018	870	4,250

3. Incentive program in Canvas (Badging – Professional Learning) to promote skills focused on developing integrated content skills. This program was proven successful for the 2018-19 school year and we will continue to implement and grow the program for next school year.

Number of Teachers Earned Badges	1,508
Number of Badges Earned	14,713

4. Implementing the Password Portal. The process should eliminate the need for the staff to be heavily involved in the password reset process. The streamlined password reset will allow students, staff and parents to have a self-service password management. The portal is scheduled to go live in the 2019-20 school year.

5. Expanding the Parent & Student Support initiative from 8 weeks to year-round coverage. Starting in 2019-20 school year. Parents will have access to an online support form to submit questions and issues year-round.

6. Simplifying parent logins to the district payment system by establishing the "Pay-N-Go" integrated payment system. This system will integrate all payment types (meal, course, athletics, fine arts, etc...) under one platform with Single-Sign-On. This will have many benefits to our parents and the district. This was a collaborative effort among several Katy ISD departments.

7. Investigating Parent Portal for parents to access all available parent resources with a Single-Sign-On solution. myKaty Cloud has been successful for students, teachers and staff by allowing them to have a one-stop shop from anywhere to access all technology resources. Katy ISD's Technology Department has been working on the same concept for parents. The plan is to launch a pilot during 2019-20 school year.

8. Investigating Transcript Archiving and Request Portal – parents and students should be able to easily request transcripts online. Katy ISD will pilot the new transcript platform for parents, current students, and alumni students during 2019-20 school year.

- *(Action Step 4.3.4):* Provide streamlined and equitable access to support expectations inside and outside the classroom for all learners.

  Result: The integration of resources inside and outside the classroom will be available to all students, teachers and parents.

  1. Students and teachers have access to Katy ISD's integrated digital resources wherever they have an Internet connection.

  2. All Katy ISD's stakeholders have access to integrated applications based on their role within the myKaty Cloud anywhere inside and outside the classroom.

  3. The integrated and streamlined password reset portal will be available to all stakeholders inside and outside the classroom.

  4. All parents and students will be able to access the parent help and the online version at anytime and anywhere inside and outside the classroom.

  5. All Katy ISD stakeholders inside and outside the district, will be able to take advantage of the new "Pay-N-Go" platform.

- *(Action Step 4.3.5):* Continue the creation of aligned resources within the Learning Management System to share with teachers for classroom use.

  Result: This is an ongoing effort where Canvas courses are developed and enhanced with the suggested resources. Ongoing training assists teachers, Instructional Coaches, and the Teaching and Learning Division in developing courses to ensure an integrated approach for digital resources.

Goal 5 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 5:

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

Specific Result:

5.1 Sustain a comprehensive, equitable compensation benefit plan for all employees.

Summary Report:

The District employed the services of the Texas Association of School Boards (TASB) to perform a pay system review for Katy ISD. This review was requested to ensure Katy ISD's market competitiveness. TASB reviewed the District's current pay system in its entirety with the following objectives in mind:

- Evaluate competitive market prices;
- Determine whether Katy ISD employees are being paid within an appropriate market range;
- Determine whether Katy ISD positions have been placed correctly in the existing District pay structure;
- Build or align District pay structures with the competitive job market.

Following the pay system review, TASB's proposed changes were incorporated into a new District pay structure. The new pay structure provides for a competitive and equitable pay system across the District's compensation plans.

Strategic Plan | Specific Result Report

Goal 5 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 5:

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

Specific Result:

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

Summary Report:

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

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

Goal 5 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 5:

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

Specific Result:

5.3 Create a framework that District leaders can utilize to increase teacher/staff recognition.

Summary Report:

Based on analyses of staff feedback provided through the District's annual workplace culture survey, it was determined that a centralized location was needed to collect data and details on staff accolades that could be utilized to increase the level at which employees are recognized for their contributions to Katy ISD's mission. This was achieved through the development of an awards and recognitions database designed for campus and department reporting of staff accomplishments. The database will be utilized by campus principals and site administrators to provide information about staff recognitions that can then be shared on a districtwide level through communications channels and events facilitated by the Communications Department and the Internal & Community Relations Department. Also, an "Appreciation Ideas Clearinghouse" was established as an online platform for school and central office leaders to share recognition ideas that could be implemented at the campus or department level.

These databases will be launched districtwide during the Fall 2020 semester, along with training and FAQs that will address expectations for content and communication regarding recognitions. The training documents and database pilot will be completed over the summer of the 2020-21 school year.

Finally, existing staff awards program were also examined to establish equity across employee recognitions. The Employee of the Year program, which previously recognized primarily teachers, principals, and nurses "of the year" was expanded to include over 17 recognition categories (as listed below).

Employee of the Year Recognition Categories:

Campus Teachers of the Year

Rookie Teachers of the Year

Districtwide Elementary & Secondary Campus Teachers of the Year

Districtwide Elementary & Secondary Rookie Teachers of the Year

Districtwide Library Media Specialists of the Year

Districtwide Elementary & Secondary Licensed Specialist in School Psychology Employee of the Year

Districtwide Maintenance & Operations Employee of the Year

Districtwide Nutrition & Food Services Employee of the Year

Districtwide Transportation Employee of the Year

Districtwide Substitute of the Year

Districtwide Nurse of the Year

Districtwide Instructional Paraprofessional Employees of the Year: Elementary & Secondary

Districtwide Support Paraprofessional Employees of the Year: Administrative, Elementary & Secondary

Districtwide School Counselor - Elementary, Junior High and High School

Districtwide Assistant Principals of the Year

Districtwide Principals of the Year: Elementary & Secondary

Districtwide Law Enforcement Employees of the Year: Supervisor, Officer, Patrol Officer, Telecommunicator, Support Services

Goal 5 Action Plan Year 5 Priorities – 2021-2022

Call to Action:

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

Goal 5:

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

Specific Result:

5.4 Expand the teacher mentoring program to address the needs of all teachers – both experienced and inexperienced teachers.

Summary Report:

In response to Specific Result 5.4, a collaborative team was formed for the purpose of expanding the teacher mentoring program in Katy ISD. The collaborative team consisted of campus and district leaders, former rookie teachers of the year, and current mentors. The team met throughout fall and spring of the 2021 – 2022 school year for the purpose of redesigning the current Katy ISD Mentor Program. The team sought feedback from stakeholders on the current and proposed program changes. The feedback received assisted in the culmination of the newly expanded Katy ISD new teacher mentor program.

Specific changes to the current program include 1) expanding the program to include two years of support for new teachers, 2) reducing the ratio of mentor to new teacher(s) from 1:4 to 1:2 for junior high and elementary, and a reduction of 1:3 to 1:2 for high school, and 3) strengthening district support by providing trainings on a variety of topics throughout the year.

The Professional Development Department will continue to monitor and make adjustments as needed to support our new teachers in Katy ISD.

Goal 5 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

Goal 5:

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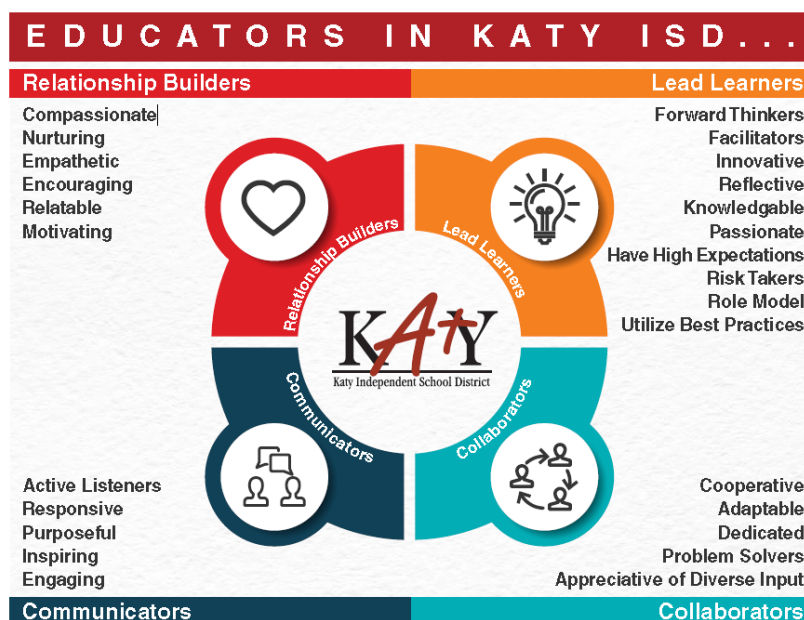
Specific Result:

5.5 Refine a plan to provide high quality professional development that fosters growth and supports all teachers and staff.

Summary Report:

Following a review of existing components of the Katy ISD Professional Learning plan, as well as a review of comparable plans from other school districts, a draft document was created by a collaborative committee of campus and central office staff to provide guidance for all campuses and departments in planning for professional learning. In an effort to gather broad and extensive feedback, multiple stakeholder groups were presented the draft plan and suggested edits were collected. Over 500 pieces of feedback were provided by the following stakeholder groups;

- Katy Improvement Council
- Student Leadership Forum
- Elementary and Secondary Instructional Coaches
- Elementary and Secondary Content Coordinators
- Campus Principals
- Human Resources
- Cabinet
- Student Support Services Leadership Team
- Teaching and Learning Executive Leadership Team

After feedback was considered, a final version was prepared and approved by the Katy Improvement Council at the April 9, 2019 meeting.

The Katy ISD Professional Learning plan is attached.

Katy ISD Professional Learning Plan

In an organization of educational excellence, all employees share responsibility in creating learning experiences that contribute to successful outcomes for students. Katy ISD honors the professional contributions of all staff by providing high-quality professional learning which empowers students to reach their personal best. Continuous dedication to individual growth creates a culture that attracts and retains high-quality staff.

Guiding Principles - Katy ISD invests in and values the contributions of all employees, encouraging growth and refinement of skills and practices. In order for the District to continue as the leader in educational excellence, the following principles inform and guide professional learning:

- Professional learning is innovative and relevant with sustained support for implementation.
- Professional learning incorporates personalized learning, differentiated to meet the needs and support the goals of participants, which leads to purposeful change in practice.
- Professional learning is grounded in current research-based practices and data that guide learning content and processes.
- Professional learning aligns with District and Campus improvement plans and the Strategic Design Framework.
- Professional learning is conducted in an environment that encourages participants to be purposeful, present, and positive.
- Professional learning is developed through systematic feedback that promotes and informs continuous improvement.

All departments and campuses are stakeholders in a community of learners and share responsibility for providing high-quality professional learning. Commitment to these guiding principles serves to inform, guide, and stimulate the creation of learning experiences which build professional capacity and expertise to maximize student achievement.

Goal 5 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 5:

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

Specific Result:

5.6 Analyze perceptions of workplace culture and develop systems to improve and support engagement among employees.

Summary Report:

For the past three years, the District has administered an annual workplace culture survey to measure staff engagement and identify employee needs. The data has demonstrated that employees feel as though they are a part of something meaningful, believe they are adequately trained for their positions, and that their concerns are heard by managers. However, the data has also shown that a number of staff desire more opportunities to share input about District and campus operations, and would like for the District to develop additional avenues to inform staff about decisions and topics that directly impact them.

In the Fall of 2019, the District administered a follow-up survey titled, Employee Communications Survey, to measure and better understand the effectiveness of Katy ISD's current employee communications practices, as well as identify new approaches to staff engagement. The results informed action steps that materialized in Year 3 Specific Results 5.3 and 5.7, including the development of a staff recognitions database and employee communication tools, such as the weekly Dish enews and Katy Commons intranet site that were designed to provide informative content, increase awareness, and support staff engagement.

Goal 5 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 5:

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

Specific Result:

5.7 Establish internal communications channels to provide information and engaging content to improve communications, increase awareness, and encourage collaboration and participation among staff.

Summary Report:

The District administers an annual employee survey that measures staff engagement and workplace culture. Survey results have consistently shown a need to enhance internal communications in order to better support staff members' informational needs.

This past school year, the Internal & Community Relations Department, alongside the Strategic Design team, have worked to establish internal and external communication platforms reflective of the informational needs identified by staff in the annual survey.

The District Dish, a weekly staff enews was created and launched as a broader form of communication regarding District items. This platform provides an outlet for divisions and departments to share content directly impacting Katy ISD staff.

At the same time, a new staff intranet site titled, "Katy Commons," was also launched and is used as an extension of The Dish. Katy Commons is an online website that includes the capability to archive past Dish items and allows for two-way dialogue among staff users.

Goal 6 Action Plan Year 4 Priorities – 2020-2021

Call to Action:

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

Goal 6:

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

Specific Result:

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

Summary Report:

The 86th Texas Legislature, Regular Session convened on January 8, 2019 and adjourned May 27, 2019. House Bill 3 (HB 3) was a sweeping and historic school finance bill that was passed as part of the 86th Legislative Session. HB 3 addressed flaws in the state finance system and significantly changed the landscape of school finance. The bill provided money to increase teacher compensation, reduce recapture, and reduce local property taxes. The Texas Education Agency described HB 3 as one of the most transformative Texas education bills in recent history. With HB 3 and the changes to public school finance, we have determined that it was no longer necessary to continue with a professional analysis of the state finance system.

Strategic Plan | Specific Result Report

Goal 6 Action Plan Year 4 Priorities – 2020-2021

Call to Action:

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

Goal 6:

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

Specific Result:

6.2 Develop a professional analysis of the student assessment and accountability systems to inform an action plan for the school board, administration, and community to regain local control.

Summary Report:

The Department of Research, Assessment, and Accountability worked with Dr. Rudy Guerra, Professor at Rice University to conduct statistical research on various assessment measures. These measures included STAAR, SAT, PSAT, AP, Katy ISD District Learning Assessments (DLAs), and high school GPAs. The analysis examined the correlation between STAAR compared to other metrics of achievement. Although there was variation in the degree of correlation, the analysis proves useful as Katy ISD administration can use the results to inform future analysis and processes in the assessment systems. As an example, knowing that the correlation between English I STAAR EOC and the Evidence Based Reading and Writing portion of the SAT is statistically significant ($r \approx .7$), staff can identify students who will do well on the SAT and those who may need additional SAT preparation prior to taking that exam for college entrance.

The compilation of this analysis allows administration to utilize the various data sets in harmony with each other rather than stand-alone data points. This gives a more complex picture of students and their achievement levels so they can be surrounded with specific supports.

Katy Independent School District
Report on the Correlation between STARR and other Measures of Assessment

Rudy Guerra, Ph.D.

January 20, 2020

Contents

1 Overview

The State of Texas Assessments of Academic Readiness (STAAR) exam is a state exam administered yearly to all Texas public school students in grades 3 through 12. The STAAR exam is the state's testing program and is based on state curriculum standards in core subjects including, reading, writing, mathematics, science, and social studies. STAAR tests are designed to measure what students are learning at a given grade level and whether or not they are prepared for the next grade level. The goal is to ensure that all students receive the academic training to be academically successful.

This report provides the results of a study on the correlation between performance on the STAAR exam and other independent metrics of academic achievement by students in the Katy Independent School District (KISD).

For middle school students (grades 6 to 8), we compare their STAAR achievement to District Learning Assessment (DLA) scores and class grades. District Learning Assessments are similar to the STAAR exam except they are designed and administered by KISD and administered up to three times a year.

For high school students, we compare the STAAR exam to national exams of the PSAT, SAT, and AP.

A student's raw score on a given STAAR exam (e.g., Algebra 1) is defined as the number of correctly answered questions. The STAAR exam is scored on a unique scale that converts a student's raw score into a 'scale score.' The scale score takes into account the difficulty level of the specific set of questions on which it is based. It quantifies a student's performance relative to the passing standards or proficiency levels. Scale scores allow direct comparisons of student performance between specific sets of test questions from different test administrations.

Scale scores can also be interpreted across different sets of test questions. Relative mastery of an exam's subject matter may be summarized by ordered categories, or 'threshold scores,' defined by yearly cutoff points of the scale scores. The threshold scores for a given STAAR exam (e.g., Biology) will be one of the following as determined by the yearly cutoff points:

- Did Not Meet Grade Level (Did Not Meet)
- Approaches Grade Level (Approaches)
- Meets Grade Level (Meets)
- Masters Grade Level (Masters)

2 Data Used

Demographic data was provided for all 77,000 students within the Katy school district in the 2015-2016 school year. These data include student ID number, grade in 2015-2016, ethnicity, at-risk-indicator and school attended.

2.1 Middle School

For the middle school population, the data included test scores for the STAAR exam taken in the 2015-2016 school year. These STAAR scores are for exams in Reading, Mathematics, Science, and Writing for students in grades 6, 7, 8. The data also included District Learning Assessment (DLA) scores and class grades for each of the students. For each subject, most students have two class grades and two DLA scores. For instance, a 6th grader will have a Reading 6 class in the fall and in the spring. She might also take a Reading 6 DLA in the fall and spring. In order to have a single grade for Reading 6, we averaged the fall and spring grades. Similarly, the two DLA scores for Reading 6 were averaged. In general, multiple scores for the same item were averaged per student.

For each academic year, the Texas Education Agency (TEA) determines different cutoffs (of scaled scores) for the threshold scores across different subjects and grades. In 2016-17, the threshold scores were defined as follows for Reading and Mathematics in grades 6-8. For example, a student would have to have a scaled score of at least 1688 to be classified as Meets Grade Level and at least 1798 for Masters Grade Level. There were a total of $n = 5,043$ students who took the STAAR Mathematics 7 exam in 2016-17.

Middle School Cutoffs for STAAR Achievement in 2015-16

Subject	Not Meet	Approaches	Meets	Masters	n[1]
Reading 6	1024-1504	1517-1618	1629-1698	1718-2079	5110
Mathematics 6	1153-1523	1536-1641	1653-1761	1772-2188	5253
Reading 7	1071-1556	1567-1656	1674-1732	1753-2131	5117
Mathematics 7	1141-1563	1575-1676	1688-1787	1798-2214	5043
Reading 8	1093-1575	1587-1687	1700-1773	1783-2173	5171
Mathematics 8	1138-1590	1595-1682	1700-1832	1854-2236	3245

[1]n = sample size

2.2 High School

For grades 9-12, test scores for the STAAR exam were provided for the years 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18. Scores for the SAT, PSAT, and AP test were provided for the years 2016-17 to 2017-18. The STAAR exams included EOC English I, EOC English II, EOC Algebra I, EOC Biology and EOC US History.

For each student, if the SAT, PSAT, or an AP exam was taken more than once, the scores for each test were averaged for each student. As an example, cutoffs for the STAAR exams are given below for 2015-2016.

High School Cutoffs for STAAR Achievement in 2015-16

Subject	Not Meet	Approaches	Meets	Masters	n[1]
English I	1557 - 3750	3775 - 3963	4000 - 4656	4691 - 7065	15,522
English II	1414 - 3750	3775 - 3984	4000 - 4747	4831 - 6999	19,325
US History	1525 - 3534	3550 - 3981	4000 - 4406	4440 - 6451	11,279
Algebra I	1937 - 3500	3550 - 3975	4000 - 4300	4333 - 6110	15,020
Biology	1878 - 3500	3550 - 3951	4000 - 4488	4576 - 6195	14,096

[1]n = sample size

3   Middle School Study

3.1   6th Grade STAAR

In this section we look at 6th graders taking the 6th grade STAAR exams. The 6th grade STAAR exams include a STAAR 6 Reading and a STAAR 6 Math. For the 2015-2016 school year, there were 5,828 6th graders in the Katy Independent School District who took the 6th grade STAAR exams. For these 5,828 6th graders, we have (averaged) DLA scores and (averaged) class grades. There were 5,110 students who took the Reading 6 STAAR exam and 5,253 students who took the Mathematics 6 STAAR exam.

3.1.1   6th Grade Math

We report on the correlation of test scores in Mathematics between (1) STAAR Math and DLA Math; (2) STAAR Math and CLASS grade in Math; (3) DLA Math and CLASS grade in Math. Figure 1 shows the pairwise scatterplots of the three mathematics exams. The color coding corresponds to the four achievement groups. All three plots show positive correlation in that higher scores on one exam tend to correspond to higher scores on the second exam. The pair of exams that give the highest correlation based on all students are STAAR Math and DLA Math with a correlation of $r = .81$. The correlation between DLA and CLASS, as well as that between STAAR and CLASS, are both 0.52.

Grade 6 Test Correlations in 2015-16

Exams	Math	Reading
STARR - DLA	.81	.69
CLASS - DLA	.52	.67
STAAR - CLASS	.52	.66

Considering the correlation between STAAR and DLA within each of the four achievement groups, the highest correlation of $r = .56$ is among the students that have achieved a Masters Grade Level. The predictability between STARR and DLA is better among Masters students, than in the other three groups of achievement for this pair of exams. The correlations between DLA and Class and between STAAR and Class are about the same and lower than between STAAR and DLA.
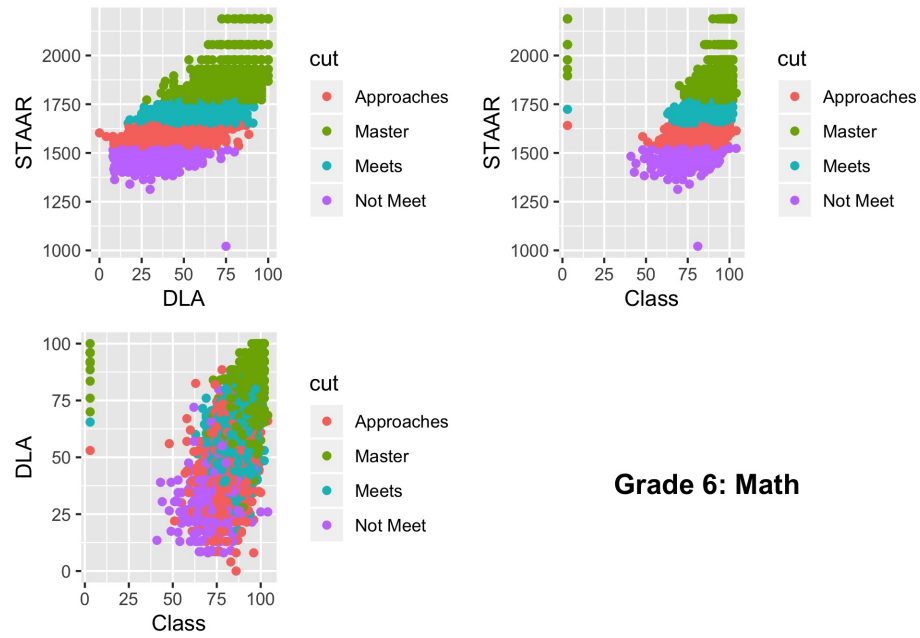
Figure 1: Pairwise scatterplots between 6th grade mathematics exams.

We look at the distribution of DLA scores and the distribution of STAAR scores of 6th graders by ethnicity and at-risk designation and economically-disadvantaged indication.
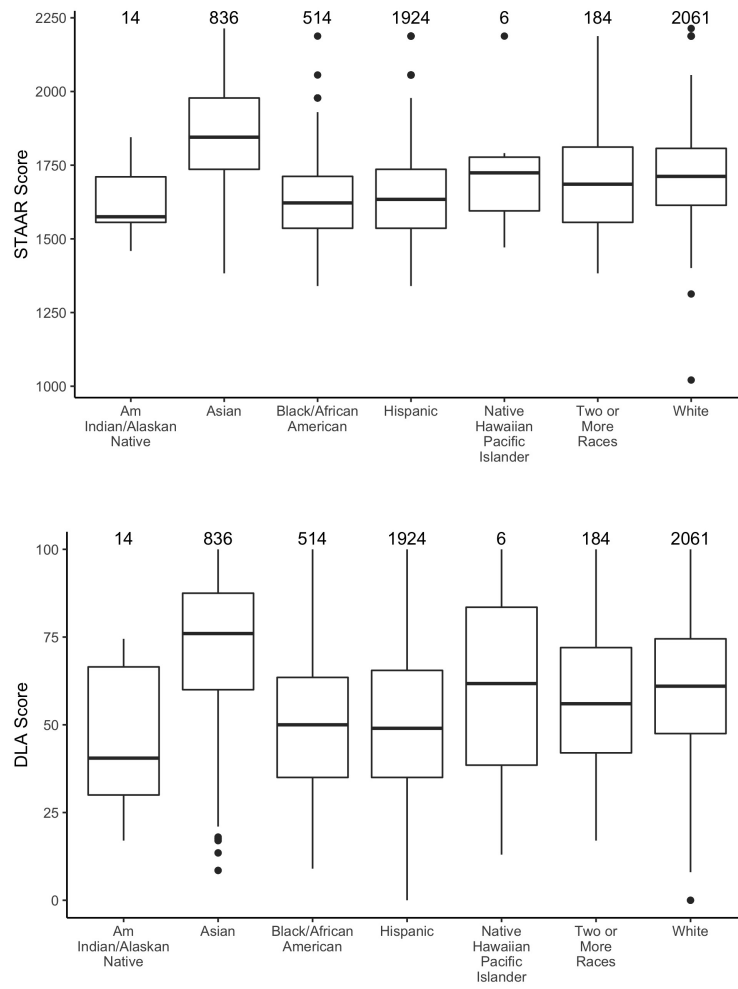
Figure 2: Grade 6 Math STAAR and DLA scores by Ethnicity
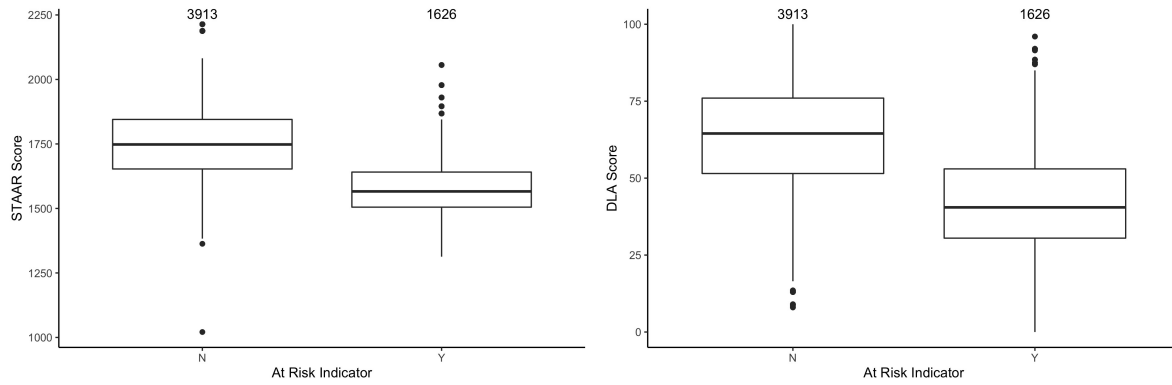
Figure 3: Grade 6 Math: STAAR and DLA Scores by At-Risk Indicator
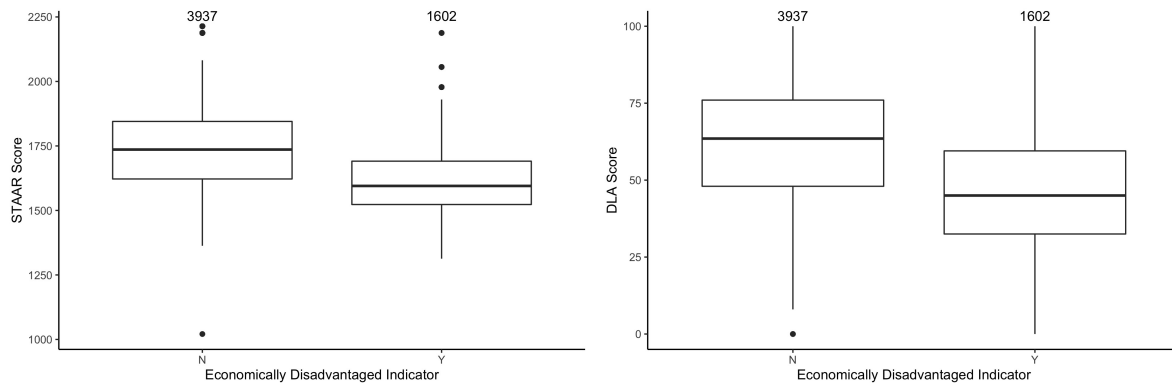
Figure 4: Grade 6 Math: STAAR and DLA Scores by Economically Disadvantaged Indicator

3.1.2   6th Grade Reading

We look at the relationship of test scores between (1) 6th grade STAAR reading and 6th grade reading DLA, (2) 6th grade STAAR reading and 6th grade reading classroom grades, and (3) 6th grade reading DLA and 6th grade reading classroom grades. We look at the scores of a random subset of 200 students for each cutoff.
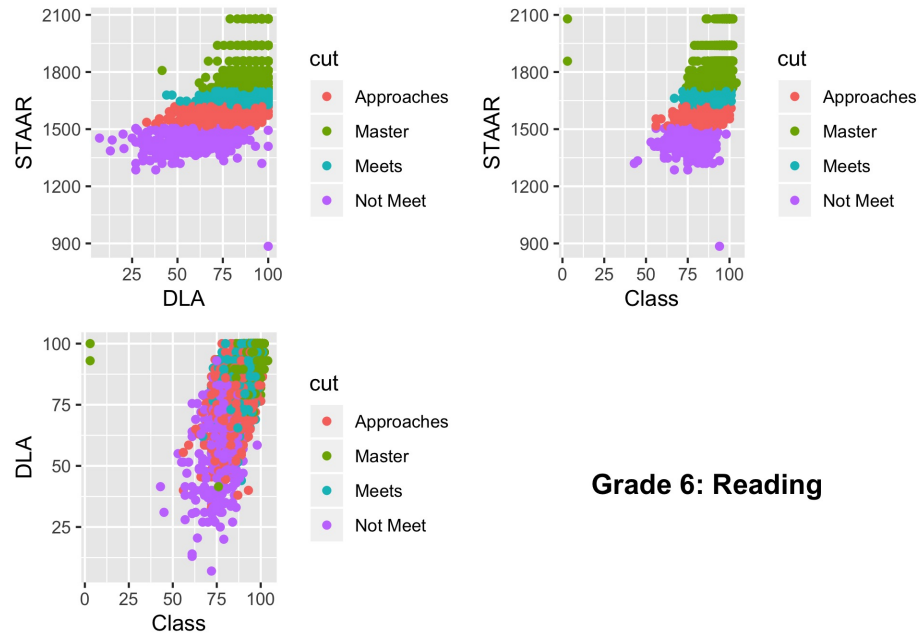
Figure 5: Pairwise scatterplots between 6th grade reading exams.

We look at the distribution of DLA scores and the distribution of STAAR scores of 6th graders by ethnicity and at-risk designation and economically-disadvantaged-indication.
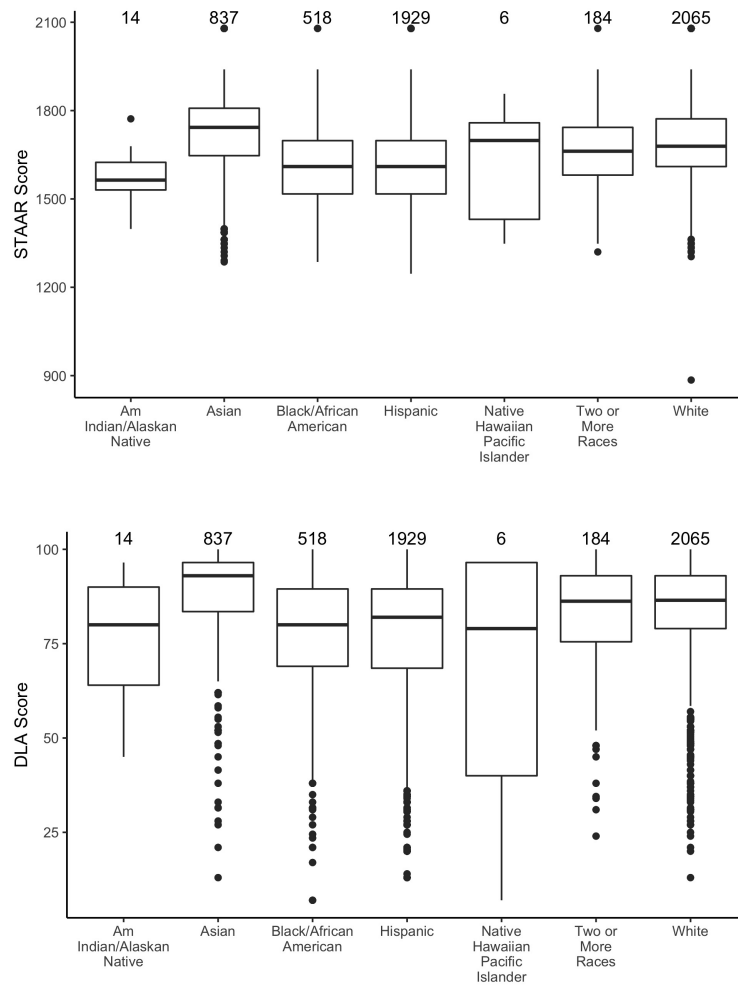
Figure 6: Grade 6 Reading: STAAR and DLA Scores by Ethnicity
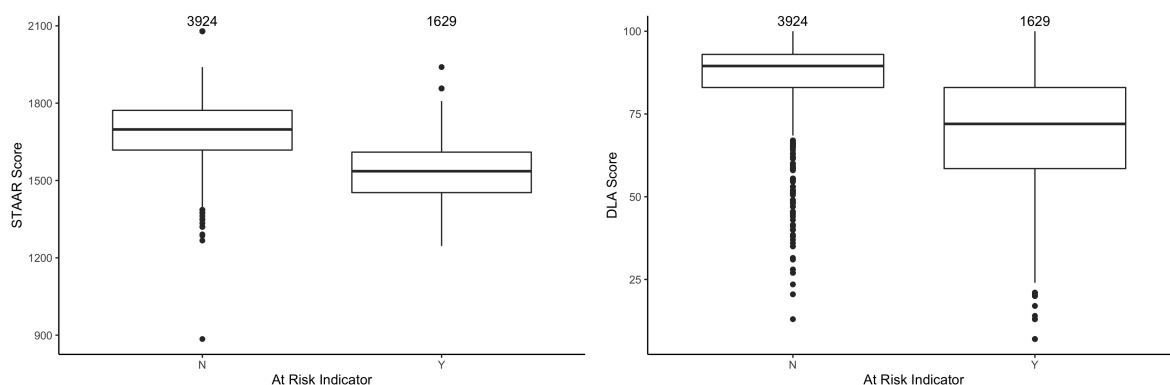
Figure 7: Grade 6 Reading: STAAR and DLA Scores by At-Risk Indicator
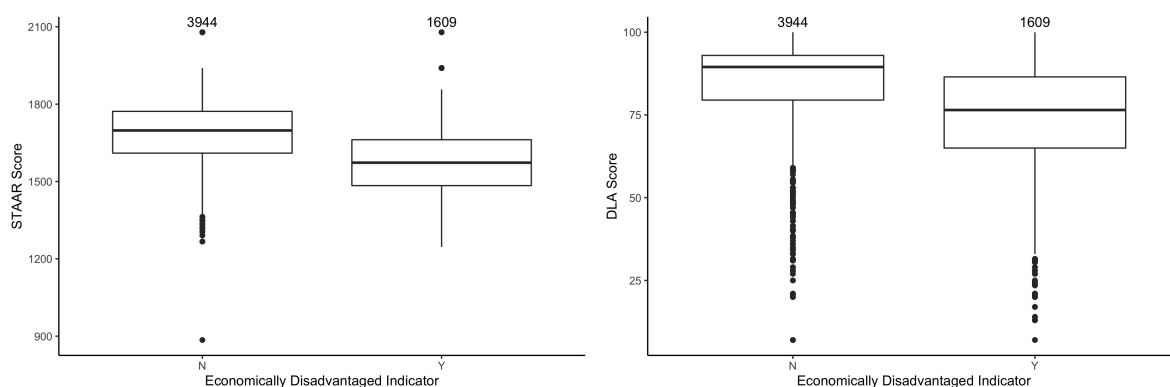
Figure 8: Grade 6 Reading: STAAR and DLA Scores by Economically Disadvantaged Indicator

3.2   7th Grade Students and 7th Grade STAAR

In this section, we analyze 7th grade students who took the 7th grade STAAR in the 7th grade. The 7th grade STAAR exams include a STAAR 7 Reading and a STAAR 7 Math.

For the 2015-2016 school year, there were 5,445 7th graders in the Katy Independent School District who took the 7th grade STAAR exams. Of these 5,445 7th graders, we have combined STAAR scores, DLA scores, and class scores for 5,117 in reading and 5,043 in mathematics.

3.2.1 7th Grade Math

We look at the relationship of test scores between (1) 7th grade STAAR math and 7th grade math DLA, (2) 7th grade STAAR math and 7th grade math classroom grades, and (3) 7th grade math DLA and 7th grade math classroom grades.

Grade 7 Test Correlations in 2015-16

Exams	Math	Reading
STARR - DLA	.82	.68
CLASS - DLA	.54	.62
STAAR - CLASS	.56	.63
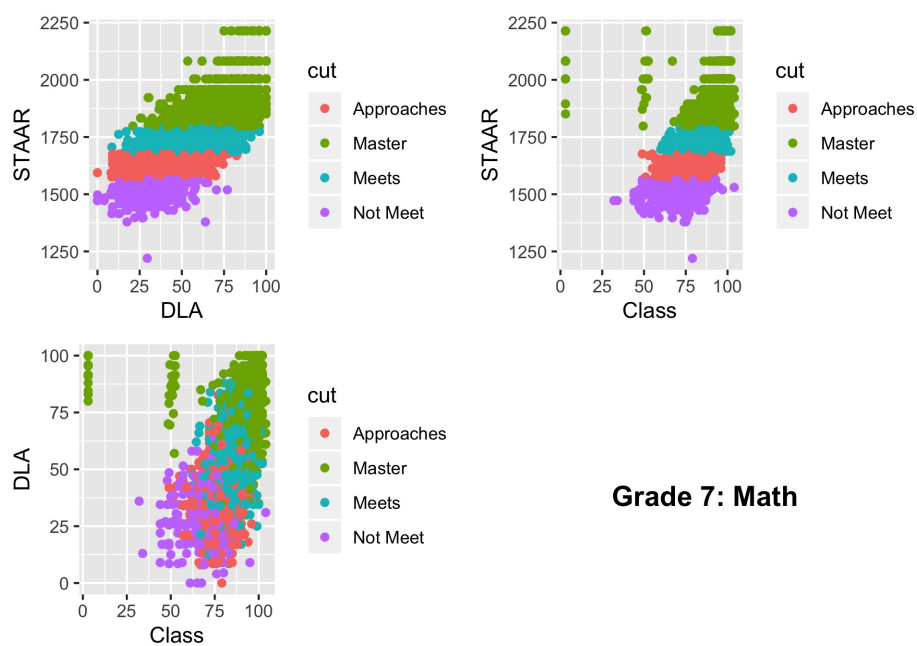
Figure 9: Pairwise scatterplots between 7th grade mathematics exams.

We look at the distribution of DLA scores and the distribution of STAAR scores of 7th graders by ethnicity and at-risk designation and economically-disadvantaged indication.
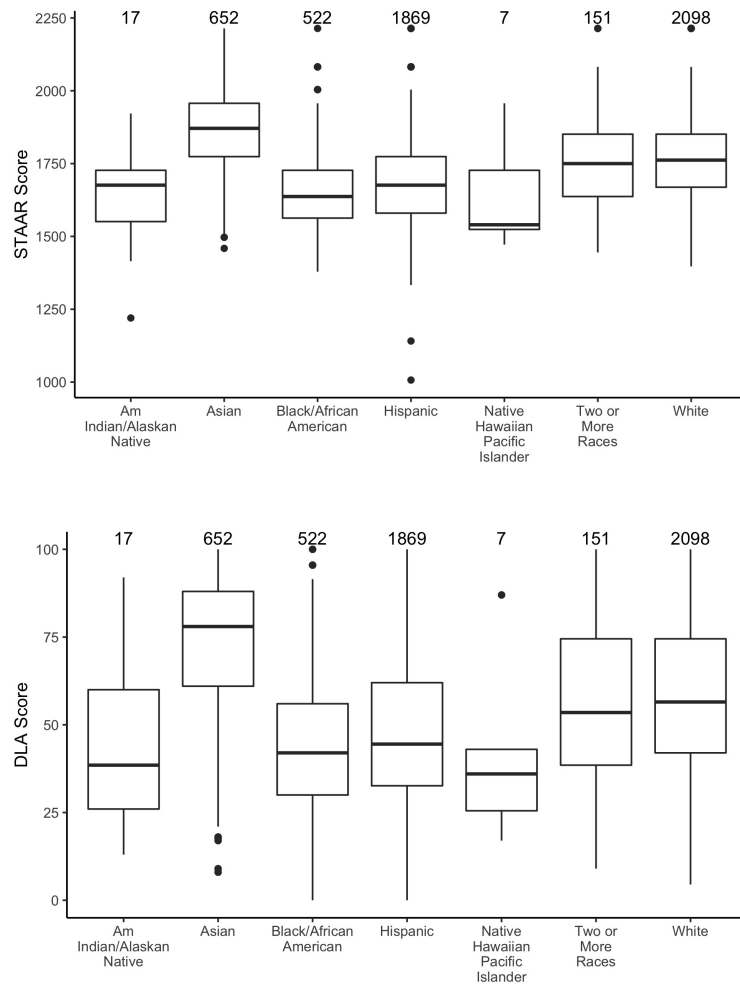
Figure 10: Grade 7 Math: STAAR and DLA scores by Ethnicity
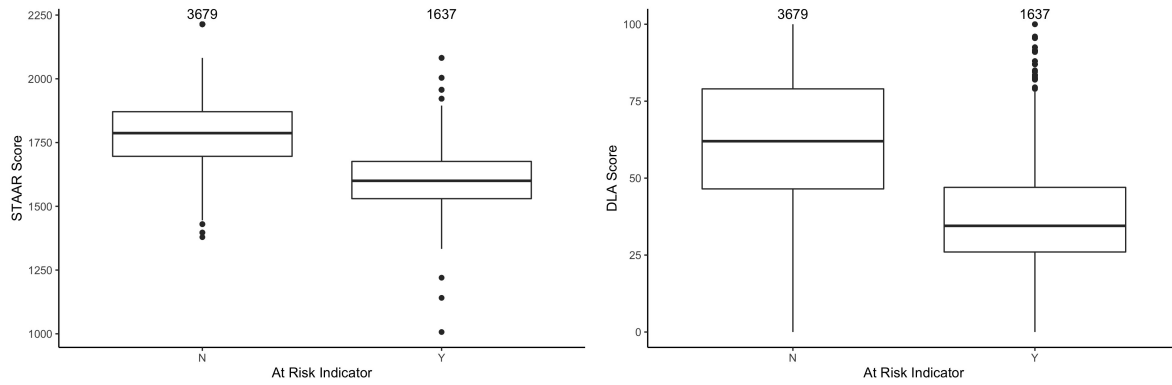
Figure 11: Grade 7 Math: STAAR and DLA Scores by At-Risk Indicator
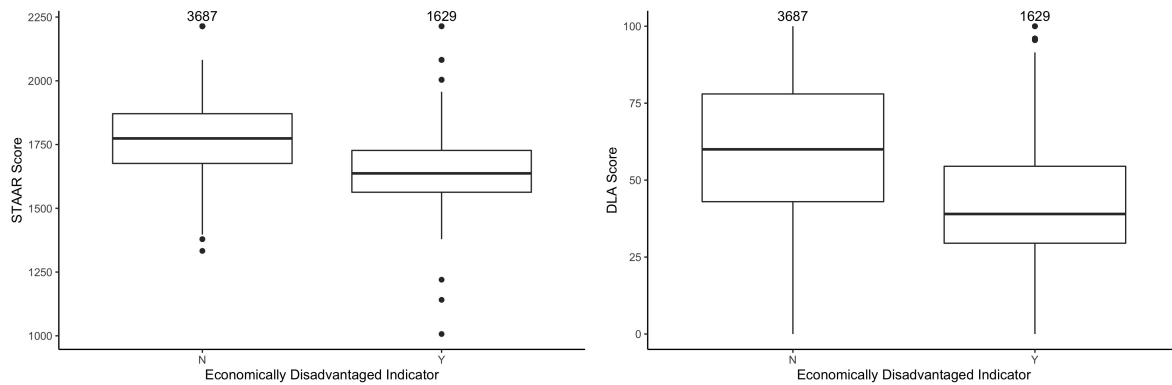
Figure 12: Grade 7 Math: STAAR and DLA Scores by Economically Disadvantaged Indicator

3.2.2 7th Grade Reading

We look at the relationship of test scores between (1) 7th grade STAAR reading and 7th grade reading DLA, (2) 7th grade STAAR reading and 7th grade reading classroom grades, and (3) 7th grade reading DLA and 7th grade reading classroom grades. We look at the scores of a random subset of 200 students for each cutoff.

Figure 13: Pairwise scatterplots between 7th grade reading exams.

We look at the distribution of DLA scores and the distribution of STAAR scores of 6th graders by ethnicity and at-risk designation and economically-disadvantaged-indication.
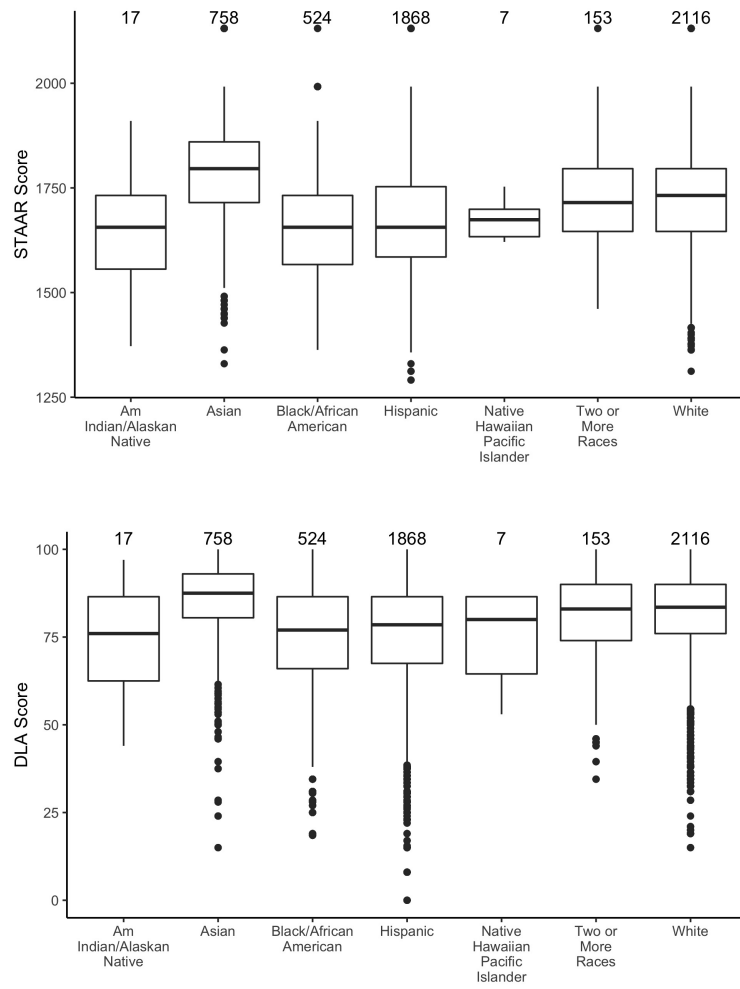
Figure 14: Grade 7 Reading: STAAR and DLA scores by Ethnicity
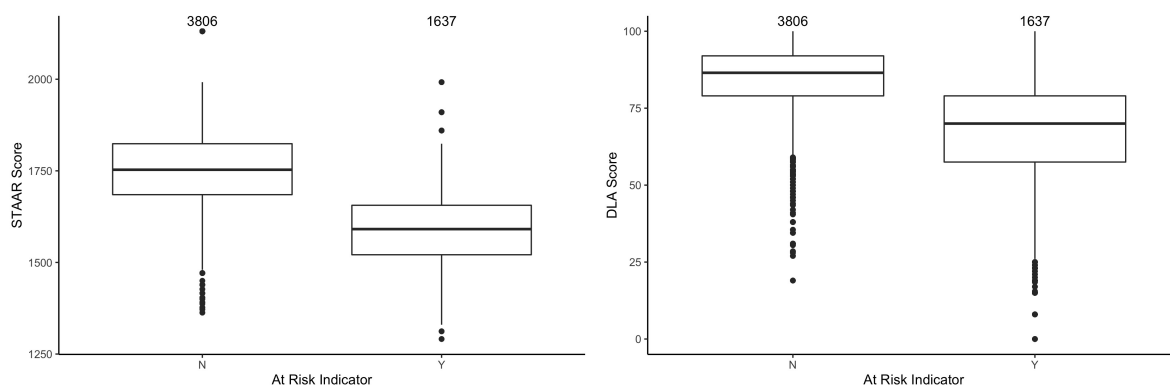
Figure 15: Grade 7: STAAR and DLA Scores by At-Risk Indicator
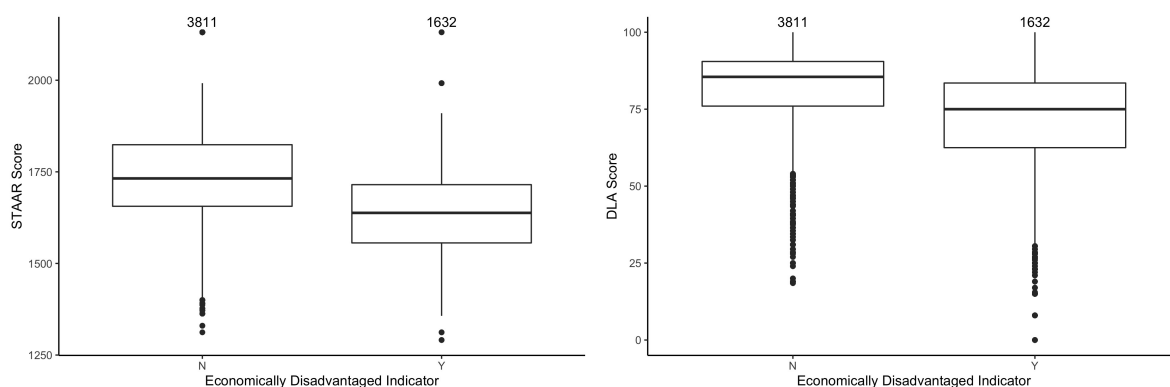
Figure 16: Grade 7: STAAR and DLA Scores by Economically Disadvantaged Indicator

3.3   7th Grade Students and 8th Grade STAAR

In this section, we analyze 7th grade students who took the 8th grade STAAR in the 7th grade.

We first looked at those students that were in the 7th grade but had been tested at grade level 8. There were no such students in our dataset. Next we looked at students in the 7th grade that took the EOC Algebra I exam and there were 129 students. However, they did not have corresponding DLA scores and so are excluded from our analysis.

3.4   8th Grade Students Who Took the Grade 8 STAAR Mathematics Exam

For the 2015-2016 school year, the data included 5,754 8th graders in the Katy Independent School District. Of these there are 5,509 that took the STAAR exam. In this section we consider the mathematics and ELA performance of only the 3,576 8th graders who took the Grade 8 Mathematics STAAR exam.

To correlate ELA scores in this cohort of 3,576 8th graders, we separate them into two groups: (i) English 8 and (ii) English 8 PreAP, including PreAP/GT students.

3.4.1   Grade 8 STAAR Mathematics and English 8

Among the 3,576 8th graders who took the Grade 8 Mathematics STAAR exam, there were 2,853 students with complete mathematics scores for STAAR (Mathematics 8), DLA (Math 8) and Class (Math 8) exams. Of these 2,853 students there were 1,905 that took the English 8 Class exam. *In this section we analyze the Grade 8 math scores of the 1,905 8th graders who took the Grade 8 Mathematics STAAR exam and the English 8 Class semester exam.*

We first consider the correlations among the three mathematics exams and find that the STAAR Math 8 and DLA Math 8 have the highest correlation at $r = 0.66$.

Grade 8 Test Correlations in 2015-16

Exams	Math 8	English 8
STARR - DLA	.66	.60
CLASS - DLA	.53	.38
STAAR - CLASS	.59	.42

The scatter plots of the pairwise Grade 8 Mathematics scores for STAAR (Grade 8 Mathematics), DLA (Grade 8 Mathematics) and Class (Grade 8 Mathematics) show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the Grade 8 Mathematics exam.
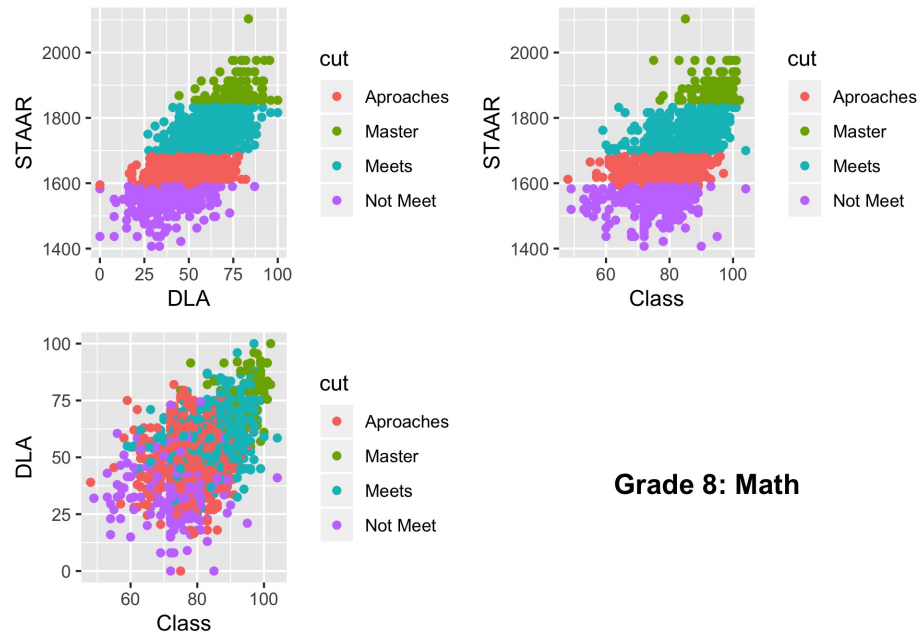
Figure 17: Pairwise scatterplots between Mathematics exams for 8th graders taking STAAR Math 8 and English 8.

We look at the mathematics distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Math 8 and English 8.
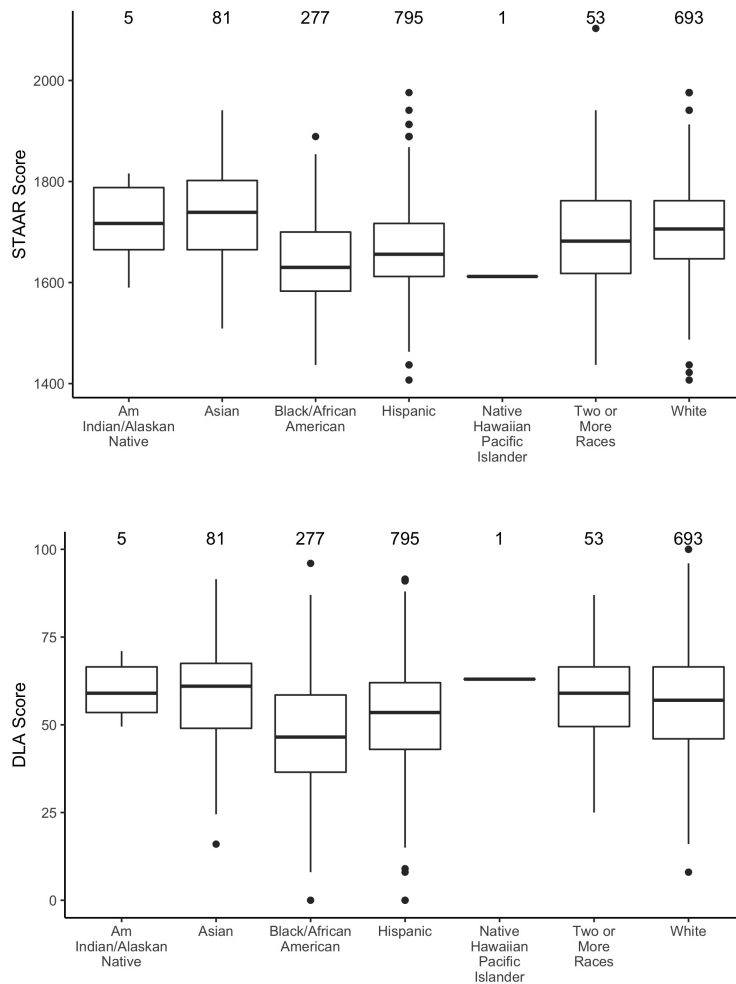
Figure 18: Grade 8 Mathematics: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Math 8 and English 8.

Comparing Two Groups

One way to compare two groups is with a statistical hypothesis test comparing sample averages, which is usually accompanied by a measure of statistical significance such as a p-value. However, p-values can only indicate whether a difference between groups exist, they do not provide a measure of their difference and they can be unduly influenced by large sample sizes . An alternative is to provide and *effect size*, which is a measure of the magnitude of the difference between two groups. Once common measure for quantitative data is Cohen's d (1988), which is a standardized difference between two means: (group 1 mean − group 2 mean)/standard deviation. Here, we use the standard deviation of the two groups combined. Cohen's d is usually reported in absolute terms in that the sign of the numerator is taken as positive. Cohen's d also has a conventional description of the effect size, d: small, $0.10 - 0.30$; medium, $0.30 - 0.50$ large, ≥ 0.50. However, interpretation of Cohen's d can vary by discipline and application and thus the conventional descriptions should only be used as generic benchmarks and are reported here as a means of introduction to the idea of

an effect size. Below Cohen's d is reported as a numerical value without reference to the benchmarks.

Students At-Risk and not At-Risk are 0.84 SD units apart (Cohen's d) with respect to the Grade 8 Mathematics STAAR exam and 0.66 SD units apart with respect to the Grade 8 DLA exam. The effective size between students that are and are not economically disadvantaged is 0.53 for the Grade 8 Mathematics STAAR exam and 0.42 for the Grade 8 DLA exam.

Table 1: Grade 8 Mathematics: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 Mathematics STAAR and English 8 Class

		STAAR		**DLA**	
	Summary	No	Yes	No	Yes
At-Risk	Median	1717	1637	59	49
	Ave	1722	1644	59	49
	SD	93.0		14.8	
	ES	0.84		0.66	
Econ	Median	1700	1647	57	50
	Ave	1701	1653	56	50
	SD	93.0		14.8	
	ES	0.53		0.42	
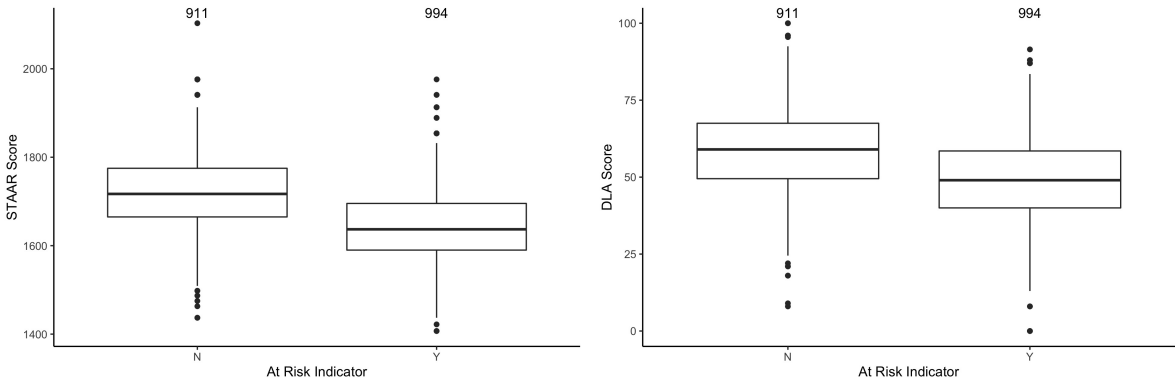
Figure 19: Grade 8 Mathematics: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Math 8 and English 8.
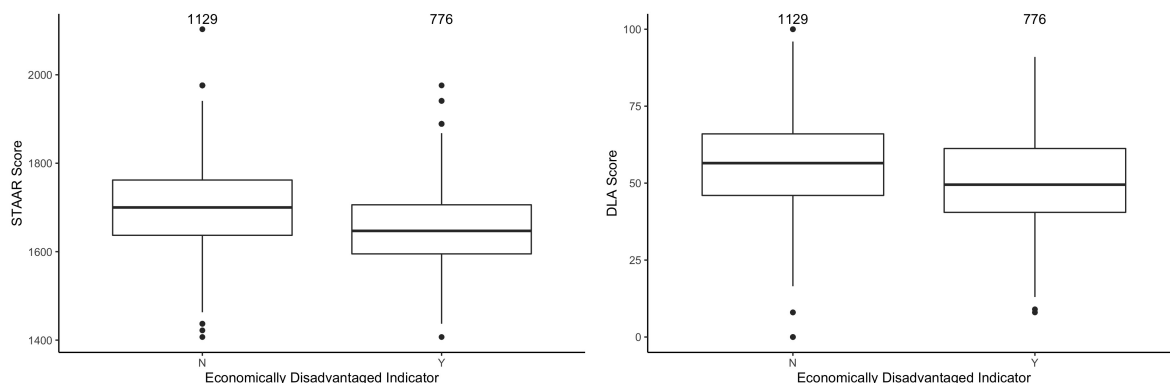
Figure 20: Grade 8 Mathematics: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Math 8 and English 8.

We now consider the Grade 8 ELA scores for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8) for 8th graders taking STAAR Math 8 and English 8. There were 2,337 students with complete ELA data for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8). Among these 2,337 students, there were 2,108 who took the STAAR Mathematics 8 exam. We analyze these 2,108 students.

We first consider the correlations among the three ELA exams and find that the STAAR Reading 8 and DLA Reading 8 have the highest correlation at $r = 0.60$. The scatter plots of the pairwise Grade 8 ELA scores for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8) show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Grade 8 Reading exam.
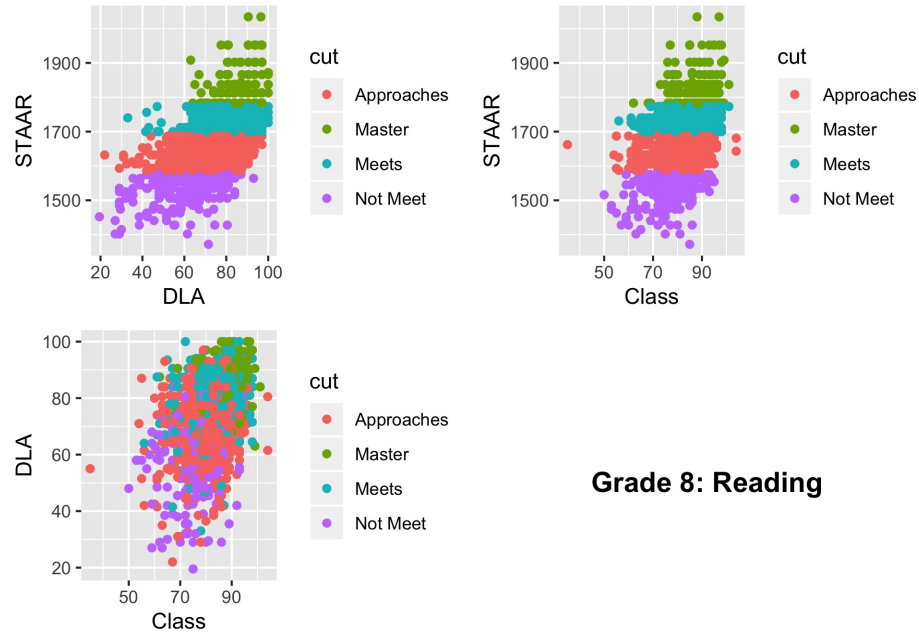
Grade 8: Reading

Figure 21: Pairwise scatterplots between ELA exams for 8th graders taking STAAR Math 8 and English 8.

We look at the ELA distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Math 8 and English 8.

Students At-Risk and not At-Risk are 0.82 SD units apart with respect to the Grade 8 Reading STAAR exam and 0.67 SD units apart with respect to the Grade 8 DLA Reading exam. The effective size between students that are and are not economically disadvantaged is 0.53 for the Grade 8 Mathematics STAAR exam and 0.41 for the Grade 8 DLA exam.

Table 2: Grade 8 ELA: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 Mathematics STAAR and English 8 Class

		STAAR		**DLA**	
	Summary	No	Yes	No	Yes
At-Risk	Median	1712	1643	81	71
	Ave	1715	1646	79	70
	SD	84.3		12.71	
	ES	0.82		0.67	
Econ	Median	1700	1653	78	74
	Ave	1696	1651	76	71
	SD	84.3		12.71	
	ES	0.53		0.41	
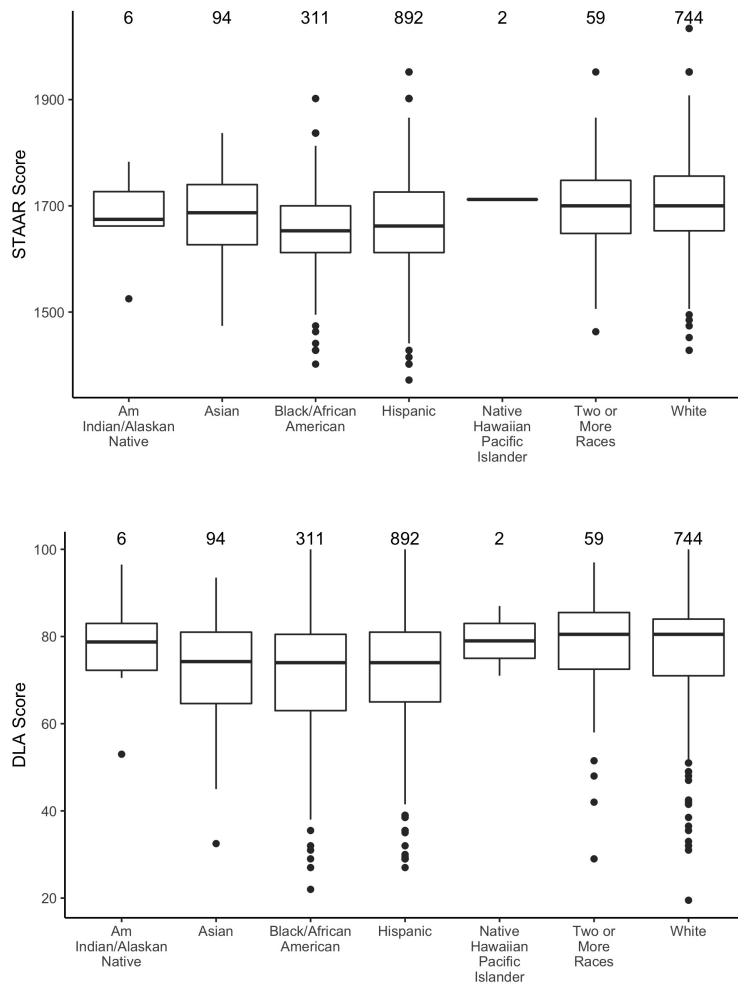
Figure 22: Grade 8 Reading: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Math 8 and English 8.

Figure 23: Grade 8 Reading: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Math 8 and English 8.

Figure 24: Grade 8 Reading: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Math 8 and English 8.

3.4.2 Grade 8 STAAR Mathematics and English 8 PreAP

Among the 3,576 8th graders who took the Grade 8 Mathematics STAAR exam, there were 2,853 students with complete mathematics scores for STAAR (Mathematics 8), DLA (Math 8) and Class (Math 8) exams. Of these 2,853 students there were 843 that took the English 8 PreAP Class exam. *In this section we analyze the Grade 8 math scores of the 8th graders who took the Grade 8 Mathematics STAAR exam and the English 8 PreAP Class semester exam.*

We first consider the correlations among the three mathematics exams and find that the STAAR Math 8 and DLA Math 8 have the highest correlation at $r = 0.64$.

Table 3: Grade 8 Test Correlations in 2015-16 for students who took the Grade 8 Mathematics STAAR exam and the English 8 PreAP Class semester exam.

Exams	Math 8	English 8 PreAP
STARR - DLA	.64	.47
CLASS - DLA	.49	.35
STAAR - CLASS	.55	.43

The scatter plots of the pairwise Grade 8 Mathematics scores for STAAR (Grade 8 Mathematics), DLA (Grade 8 Mathematics) and Class (Grade 8 Mathematics) show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the Grade 8 Mathematics exam.
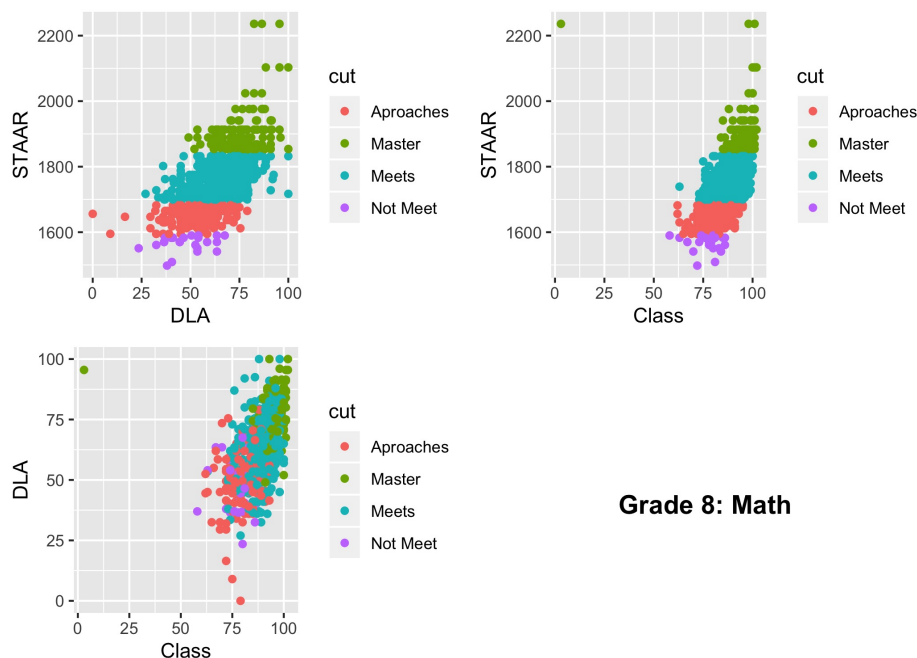
Figure 25: Pairwise scatterplots between Mathematics exams for 8th graders taking STAAR Math 8 and English 8 PreAP.

We look at the mathematics distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Math 8 and English 8 PreAP. .

Figure 26: Grade 8 Mathematics: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Math 8 and English 8 PreAP.

Students At-Risk and not At-Risk are 0.85 SD units apart with respect to the Grade 8 Mathematics STAAR exam and 0.76 SD units apart with respect to the Grade 8 DLA exam. The effective size between students that are and are not economically disadvantaged is 0.52 for the Grade 8 Mathematics STAAR exam and 0.40 for the Grade 8 DLA exam.

Table 4: Grade 8 Mathematics: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 Mathematics STAAR and English 8 PreAP Class

		STAAR		DLA	
	Summary	No	Yes	No	Yes
At-Risk	Median	1762	1676	64	54
	Ave	1725	1684	64	54
	SD	96.0		13.8	
	ES	0.85		0.76	
Econ	Median	1762	1717	64	59
	Ave	1764	1714	64	58
	SD	96.0		13.8	
	ES	0.52		0.40	
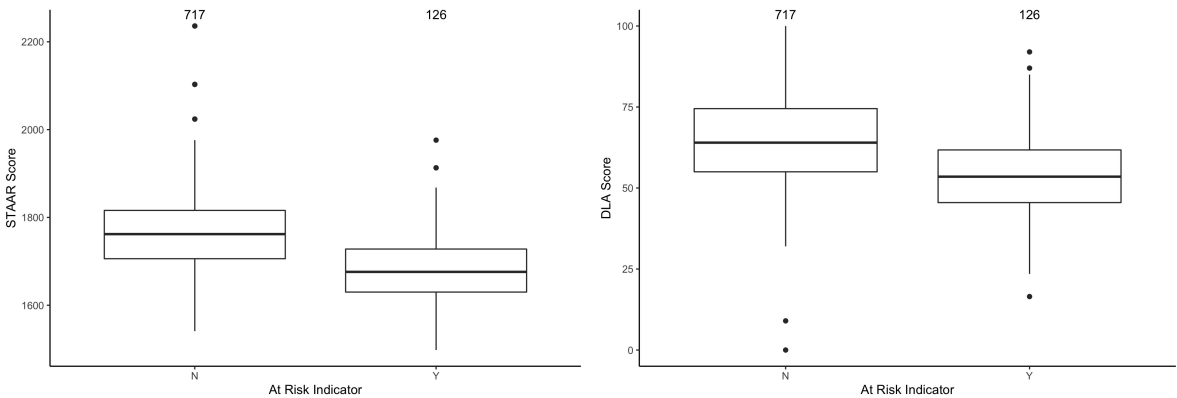
Figure 27: Grade 8 Mathematics: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Math 8 and English 8 PreAP.
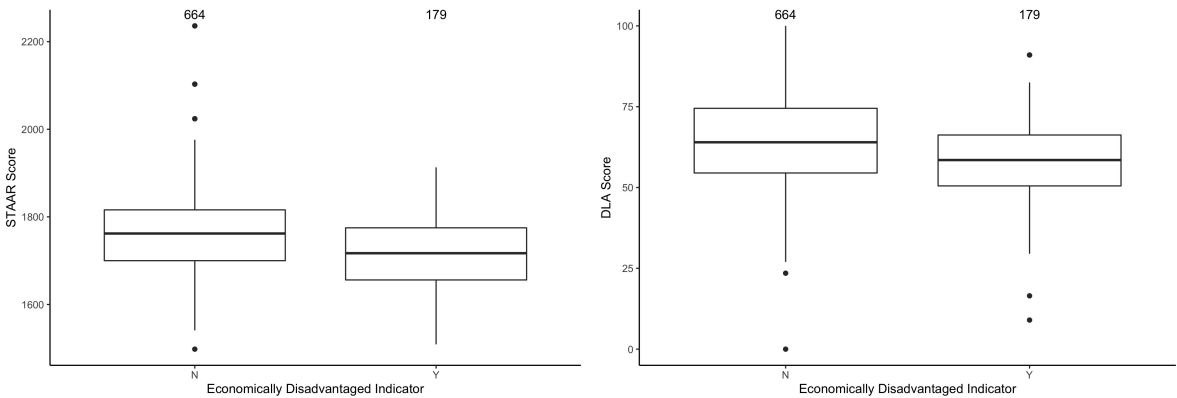
Figure 28: Grade 8 Mathematics: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Math 8 and English 8 PreAP.

We now consider the Grade 8 ELA scores for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8 PreAP) for 8th graders taking STAAR Math 8 and English 8 PreAP. There were 2,747 students with complete ELA data for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8 PreAP). Among these 2,747 students, there were 1,111 who took the STAAR Mathematics 8 exam. We analyze these 1,111 students.

We first consider the correlations among the three ELA exams and find that the STAAR Reading 8 and DLA Reading 8 have the highest correlation at $r = 0.47$. The scatter plots of the pairwise Grade 8 ELA scores for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8 PreAP) show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Grade 8 Reading exam.

Figure 29: Pairwise scatterplots between ELA exams for 8th graders taking STAAR Math 8 and English 8 PreAP.

We look at the ELA distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Math 8 and English 8.

Students At-Risk and not At-Risk are 0.91 SD units apart with respect to the Grade 8 Reading STAAR exam and 0.89 SD units apart with respect to the Grade 8 DLA Reading exam. The effective size between students that are and are not economically disadvantaged is 0.61 for the Grade 8 Mathematics STAAR exam and 0.56 for the Grade 8 DLA exam.

Table 5: Grade 8 ELA: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 Mathematics STAAR and English 8 PreAP Class

	Summary	STAAR		DLA	
		No	Yes	No	Yes
At-Risk	Median	1773	1700	87	81
	Ave	1785	1703	86	79
	SD	89.8		8.5	
	ES	0.91		0.89	
Econ	Median	1773	1726	87	84
	Ave	1786	1731	86	81
	SD	89.8		8.5	
	ES	0.61		0.55	
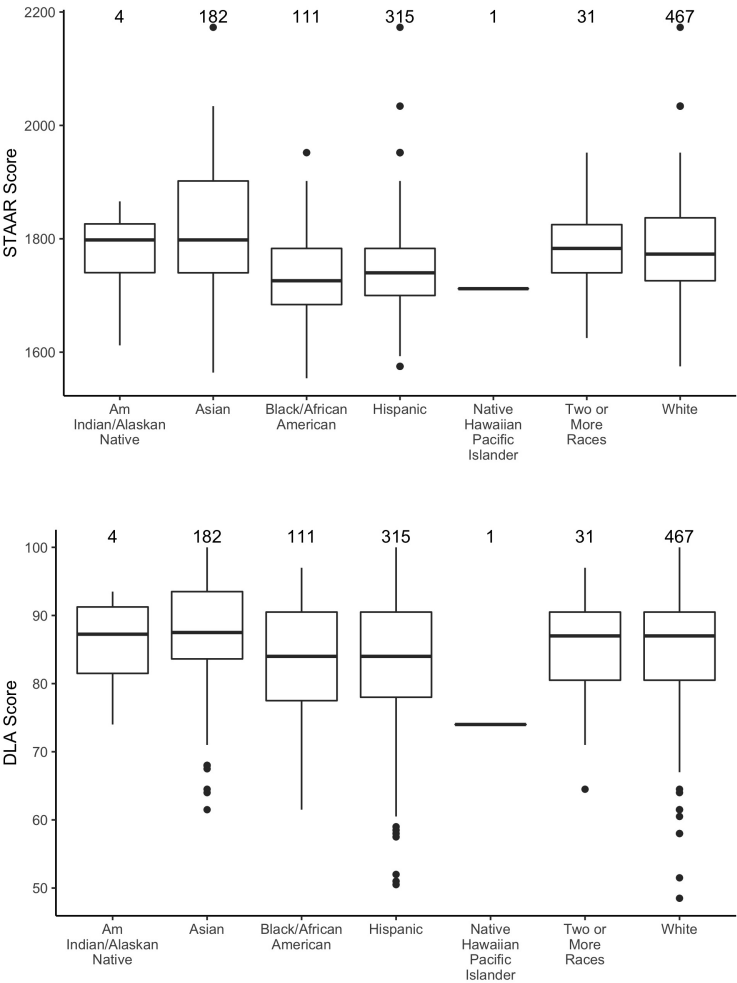
Figure 30: Grade 8 ELA: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Math 8 and English 8 PreAP.

Figure 31: Grade 8 ELA: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Math 8 and English 8 PreAP.

Figure 32: Grade 8 ELA: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Math 8 and English 8 PreAP.

3.5   8th Graders who took STAAR EOC Algebra 1

We next consider the 8th graders who took the EOC Algebra I STAAR exam 2015-16. As in the analysis of students who took the STAAR Mathematics 8 exam, we divide and analyze these students according to those who took Class English 8 and those who took Class English PreAP 8. There were 1,880 8th graders who took the EOC Algebra I STAAR exam and 2,395 who took Class 8 English 8 and 2,781 who took Class 8 PreAp or Class 8 PreAP/GT. There were 225 8th graders who took both EOC Algebra 1 and Class English 8 and 1,644 who took both EOC Algebra 1 and Class English 8 PreAP or PreAP/GT.

3.5.1 Grade 8 STAAR Algebra I and English 8

First we consider the 8th graders who took the EOC Algebra I STAAR exam and Class English 8 exam. There were 1,880 8th graders who took the EOC Algebra I STAAR exam. Among these 1,880 students there were 225 that had complete data on the Class English 8, DLA Reading 8 and STAAR Reading 8 exams. Among the 1,880 students who took the EOC Algebra I STAAR and Class English 8 exams, there were 227 that had complete data on the EOC Algebra I and Class Algebra I exams. The Class Algebra I data represented semester examinations from1,329 Algebra 1B students and 315 Algebra 1 GT B students for a total of 1,644 scores. The data set for 2015-16 did not include DLA Algebra I scores as this exam was not given that year.

We first consider the correlation between the two mathematics exams and find that the STAAR EOC Algebra 1 and Class Algebra 1 have a correlation of $r = 0.58$.

Table 6: Grade 8 Test Correlations in 2015-16 for students who took the STAAR Algebra 1exam and the English 8 Class semester exam.

Exams	EOC Alg 1	English 8
STARR - DLA	NA	.52
CLASS - DLA	.58	.51
STAAR - CLASS	NA	.48

The scatter plot between STAAR Algebra 1 and Class Algebra 1 shows a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Algebra 1 exam.
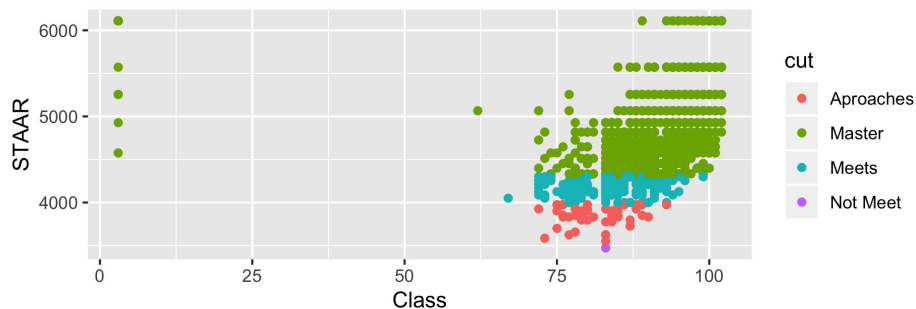
Grade 8: Math

Figure 33: Scatterplot between STAAR Algebra 1 and Class Algebra 1.

We look at the distribution of STAAR Algebra 1 scores by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Algebra 1 and Class English 8 exams.
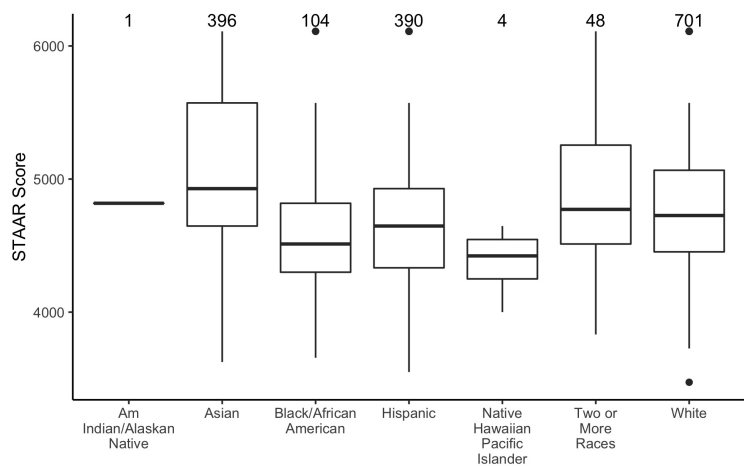
Figure 34: Grade 8: STAAR Algebra 1 by Ethnicity for 8th graders taking STAAR Algebra 1 and Class English 8.

Students At-Risk and not At-Risk are 0.06 SD units apart with respect to the STAAR Algebra 1 exam. The effective size between students that are and are not economically disadvantaged is 0.41 for the Grade 8 STAAR Algebra 1 exam.

Table 7: Grade 8 STAAR Algebra 1: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 STAAR Algebra 1 and Class English 8

		STAAR		**DLA**	
	Summary	No	Yes	No	Yes
At-Risk	Median	4647	4612	NA	NA
	Ave	4645	4619	NA	NA
	SD	455.5		NA	
	ES	0.06		NA	
Econ	Median	4647	4339	NA	NA
	Ave	4698	4311	NA	NA
	SD	455.5		NA	
	ES	0.41		NA	
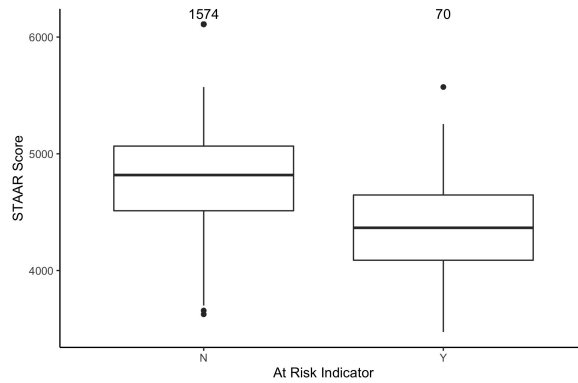
Figure 35: Grade 8: STAAR Algebra 1 by At-Risk Indicator for 8th graders taking STAAR Algebra 1 and Class English 8.
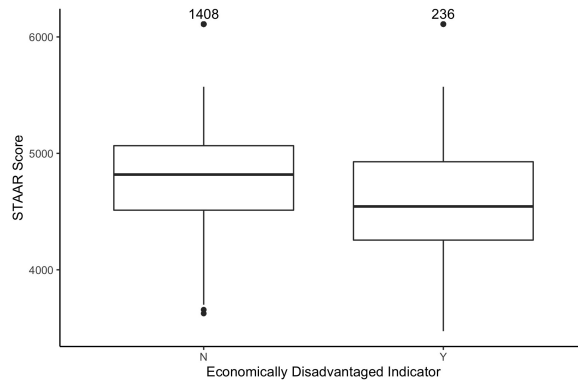
Figure 36: Grade 8: STAAR Algebra 1 by Economically-Disadvantaged Indicator for 8th graders taking STAAR Algebra 1 and Class English 8.

We now consider the Grade 8 ELA scores for STAAR Grade 8 Reading, DLA Grade 8 Reading and Class English 8 for 8th graders taking STAAR Algebra 1 and Class English 8. There were 225 students with complete data for these three ELA exams.

We first consider the correlations among the three ELA exams and find that the STAAR Reading 8 and DLA Reading 8 have the highest correlation at $r = 0.52$. The scatter plots of the pairwise Grade 8 ELA scores for STAAR (Grade 8 Reading), DLA (Grade 8 Reading) and Class (English 8) show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Grade 8 Reading exam.
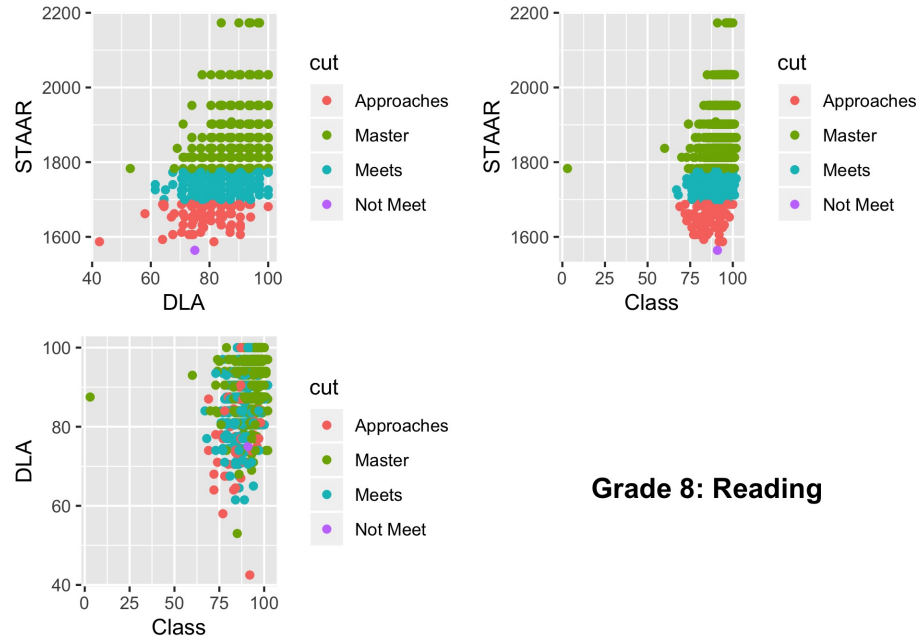
Grade 8: Reading

Figure 37: Pairwise scatterplots between ELA exams for 8th graders taking STAAR Math 8 and English 8.

We look at the ELA distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Math 8 and English 8.

Students At-Risk and not At-Risk are 0.79 SD units apart with respect to the Grade 8 Reading STAAR exam and 0.61 SD units apart with respect to the Grade 8 DLA Reading exam. The effective size between students that are and are not economically disadvantaged is 0.43 for the Grade 8 Mathematics STAAR exam and 0.30 for the Grade 8 DLA exam.

Table 8: Grade 8 ELA: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 STAAR Algebra 1and English 8 Class

		STAAR		**DLA**	
	Summary	No	Yes	No	Yes
At-Risk	Median	1756	1687	84	78
	Ave	1765	1693	84	78
	SD	90.1		9.23	
	ES	0.79		0.61	
Econ	Median	1740	1712	84	81
	Ave	1761	1722	84	81
	SD	90.1		9.23	
	ES	0.43		0.30	
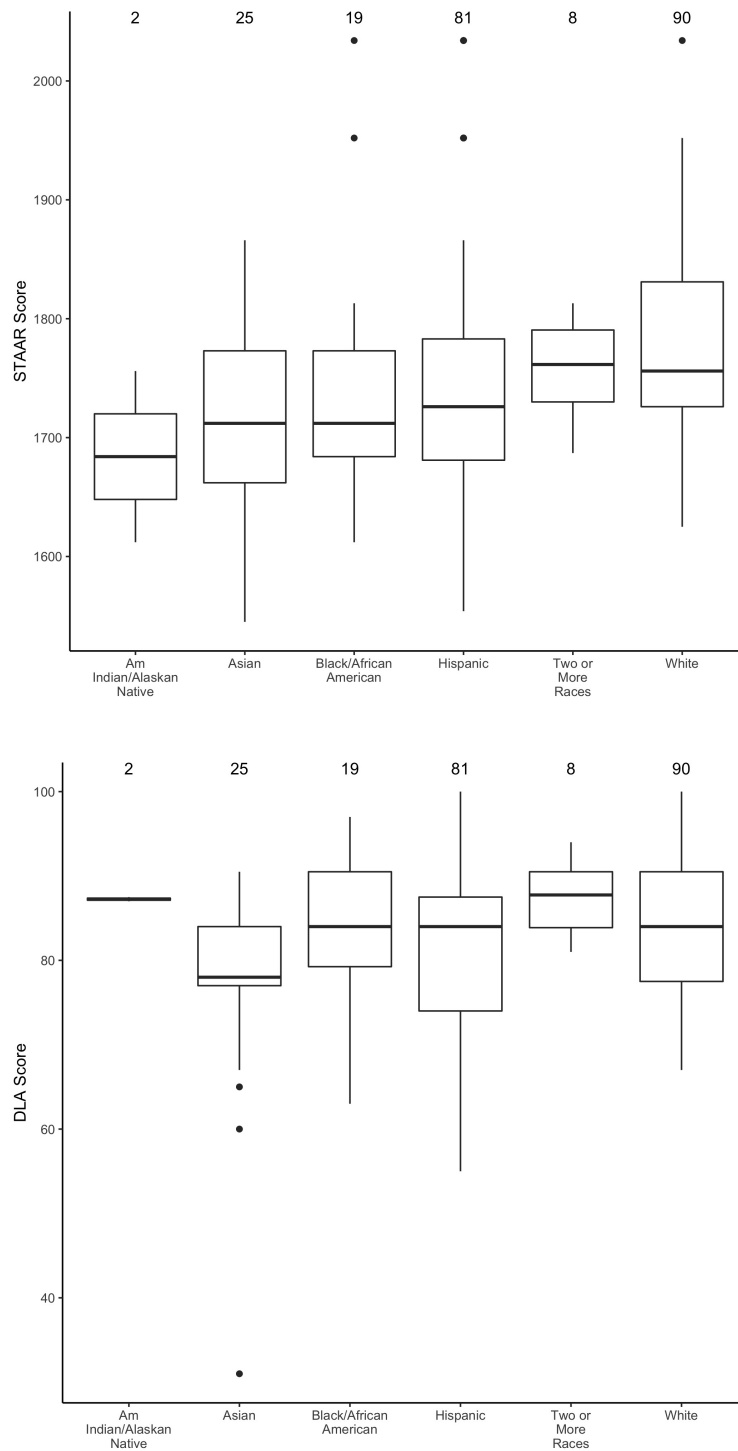
Figure 38: Grade 8 Reading: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Algebra 1 and Class English 8.
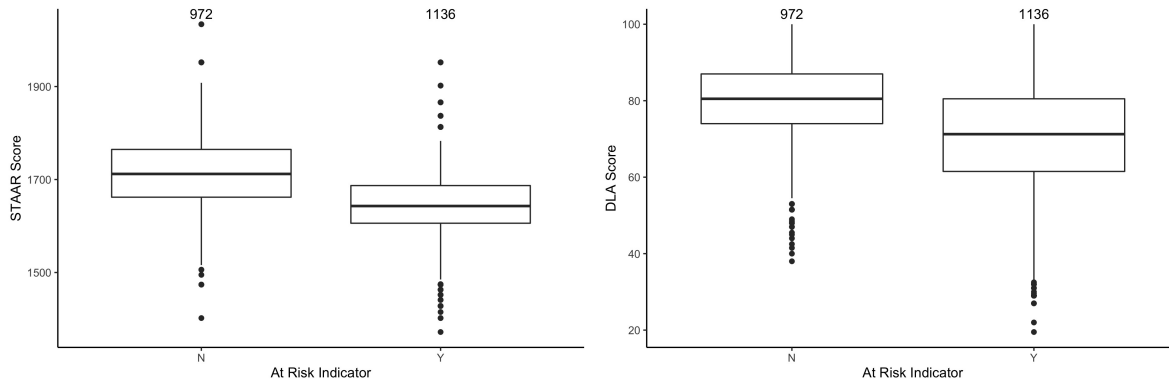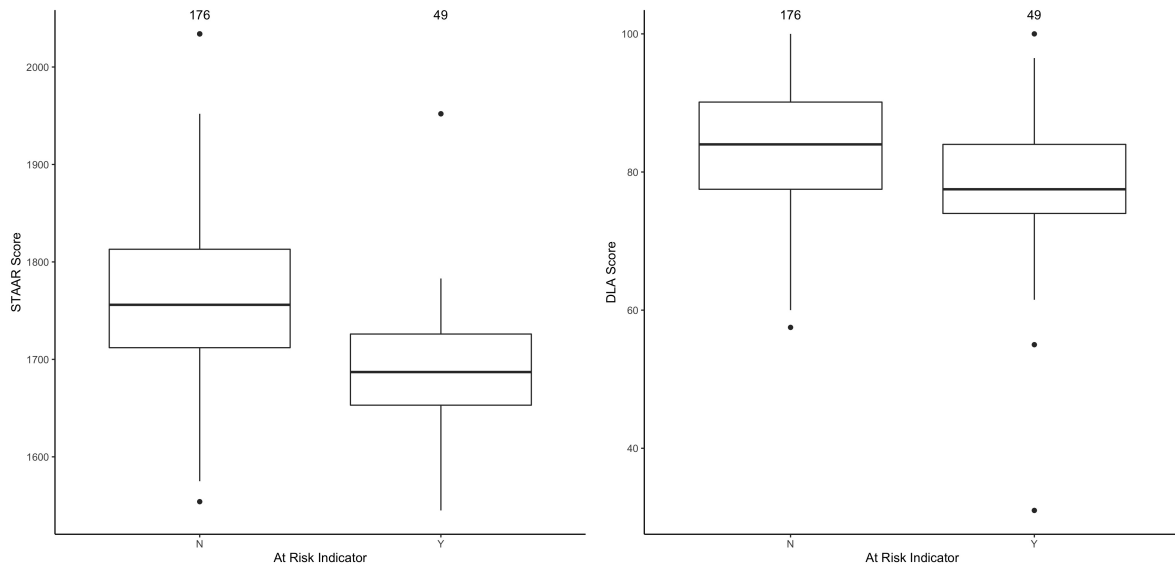
Figure 39: Grade 8 Reading: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Algebra 1 and Class English 8.
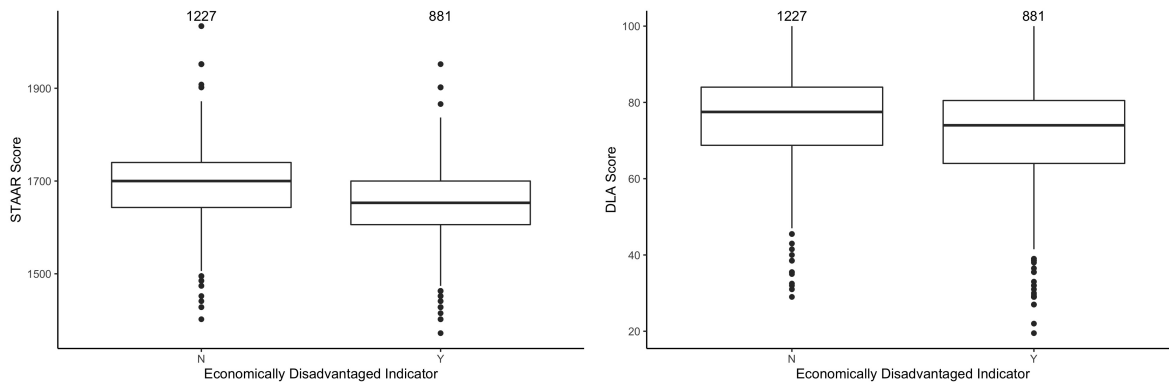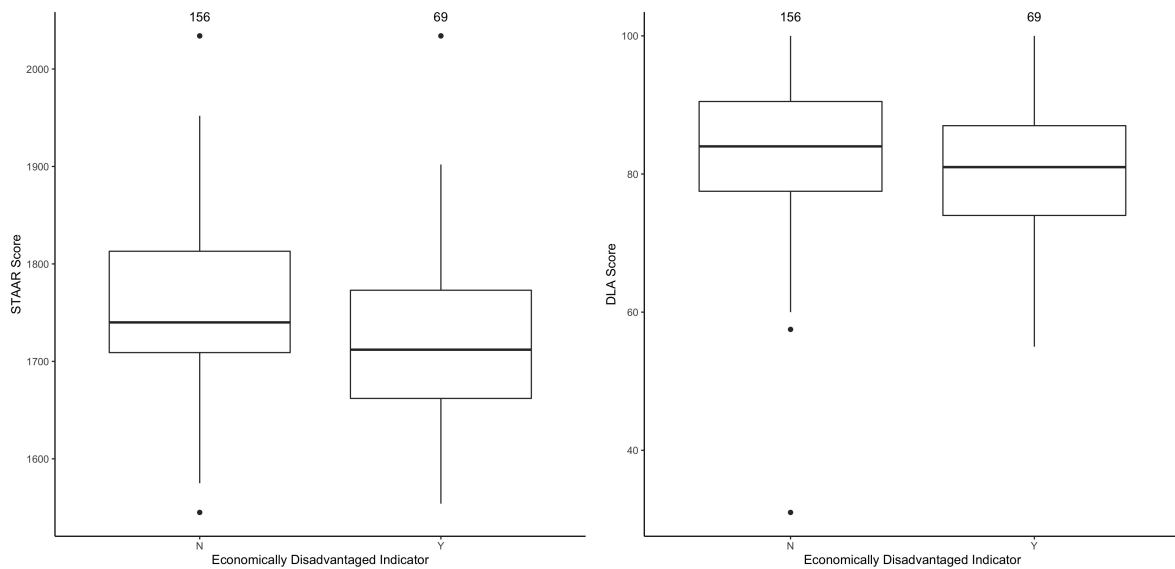

Figure 40: Grade 8 Reading: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Algebra 1 and Class English 8.

3.5.2 Grade 8 STAAR EOC Algebra 1 and Class English 8 PreAP

We now consider the 8th graders who took the EOC Algebra I STAAR exam and Class English 8 PreAP or English 8 PreAP/GT exam. We will refer to the two combined cohorts of Class English 8 PreAP and English 8 PreAP/GT as just *Class English 8 PreAP*. There were 1,880 8th graders who took the EOC Algebra I STAAR exam. Among these 1,880 students there were 1,869 who took both the EOC Algebra I STAAR exam and Class English 8 PreAP exam. Of these 1,869 students, there were 1,633 with complete data on the Class English 8 PreAP, DLA Reading 8 and STAAR Reading 8 exams. Among the 1,869 students who took the EOC Algebra I STAAR and Class English 8 PreAP exams, there were 1,644 that had complete data on the EOC Algebra I and Class Algebra I exams. The data set for 2015-16 did not include DLA Algebra I scores as this exam was not given that year.

We first consider the correlation between the two mathematics exams and find that the STAAR EOC Algebra 1 and Class Algebra 1 have a correlation of $r = 0.29$.

Table 9: Grade 8 Test Correlations in 2015-16 for students who took the STAAR Algebra 1exam and the English 8 PreAP Class semester exam.

Exams	Algebra 1	English 8 PreAP
STARR - DLA	NA	.44
CLASS - DLA	.29	.34
STAAR - CLASS	NA	.43

The scatter plot between STAAR Algebra 1 and Class Algebra 1 shows a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Algebra 1 exam.
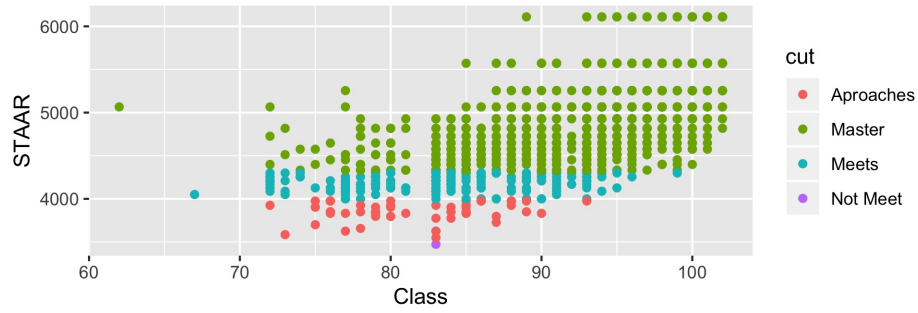
Grade 8: Math

Figure 41: Scatterplot between STAAR Algebra 1 and Class Algebra 1.

We look at the distribution of STAAR Algebra 1 scores by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR Algebra 1 and Class English 8 PreAPexams.
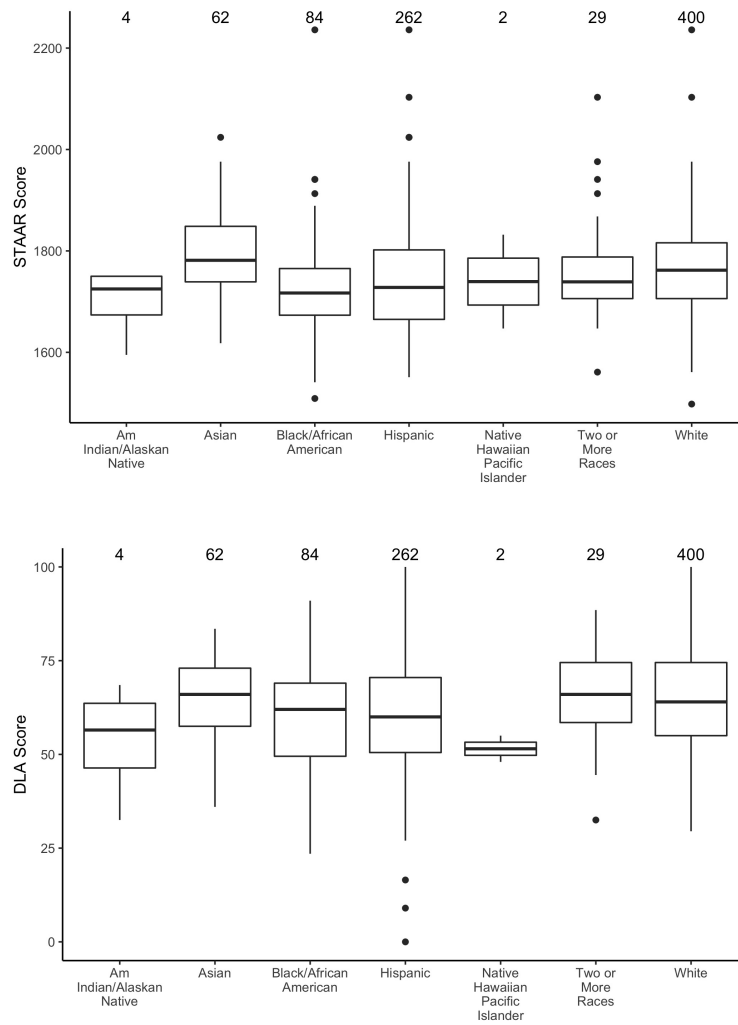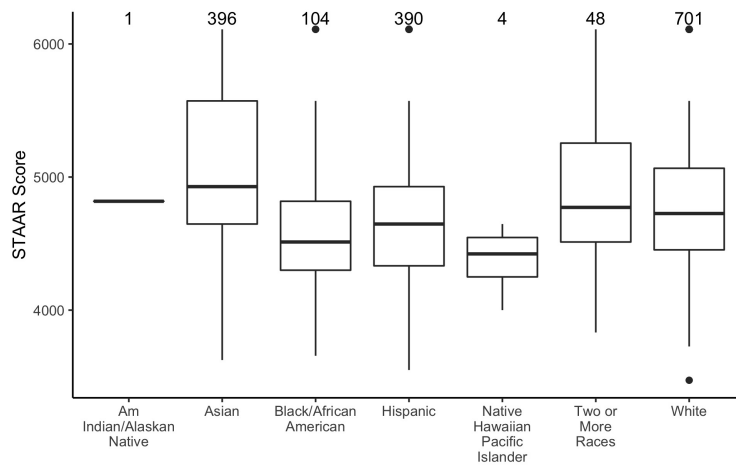

Figure 42: Grade 8: STAAR Algebra 1 by Ethnicity for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.

Students At-Risk and not At-Risk are 0.90 SD units apart with respect to the STAAR Algebra 1 exam. The effective size between students that are and are not economically disadvantaged is 0.46 for the Grade 8 STAAR Algebra 1 exam.

Table 10: Grade 8 STAAR Algebra 1: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 STAAR Algebra 1 and Class English 8 PreAP

		STAAR		DLA	
	Summary	No	Yes	No	Yes
At-Risk	Median	4818	4366	NA	NA
	Ave	4841	4376	NA	NA
	SD	514.8		NA	
	ES	0.90		NA	
Econ	Median	4818	4544	NA	NA
	Ave	4856	4618	NA	NA
	SD	514.8		NA	
	ES	0.46		NA	
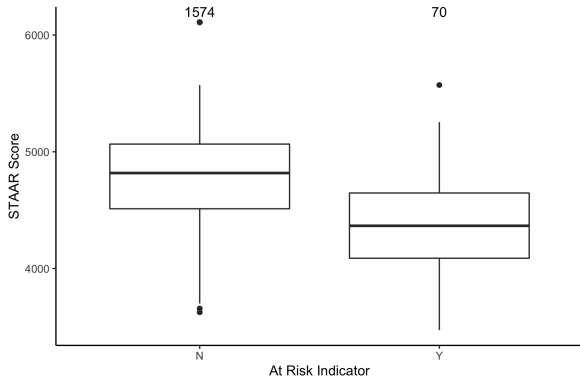
Figure 43: Grade 8: STAAR Algebra 1 by At-Risk Indicator for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.
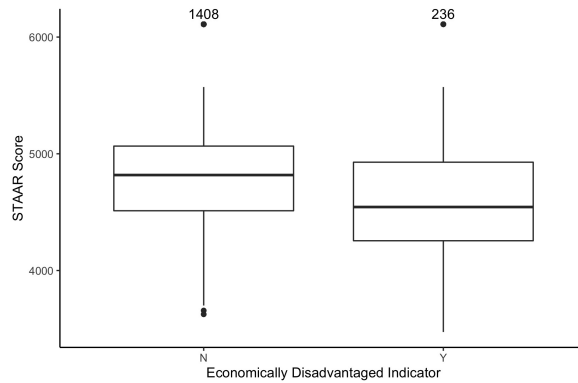
Figure 44: Grade 8: STAAR Algebra 1 by Economically-Disadvantaged Indicator for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.

We now consider the Grade 8 ELA scores for STAAR Grade 8 Reading, DLA Grade 8 Reading and Class English 8 PreAP for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP. There were 225 students with complete data for these three ELA exams.

We first consider the correlations among the three ELA exams and find that the STAAR Reading 8 and DLA Reading 8 have the highest correlation at $r = 0.44$. The scatter plots of the pairwise Grade 8 ELA scores for STAAR Grade 8 Reading, DLA Grade 8 Reading and Class English 8 PreAP show a positive linear association. The students (points) are color-coded according to their STAAR performance classification (Does Not Meet, Approaches, Meets, Master) on the STAAR Grade 8 Reading exam.

Figure 45: Pairwise scatterplots between ELA exams for 8th graders taking STAAR ECO Algebra 1 and English 8 PreAP exams.

We look at the ELA distributions of DLA scores and STAAR scores of 8th graders by ethnicity, at-risk status and economically-disadvantaged status for 8th graders taking STAAR EOC Algebra 1 and English 8 PreAP.

Students At-Risk and not At-Risk are 0.80 SD units apart with respect to the Grade 8 Reading STAAR exam and 0.83 SD units apart with respect to the Grade 8 DLA Reading exam. The effective size between students that are and are not economically disadvantaged is 0.51 for the Grade 8 Mathematics STAAR exam and 0.38 for the Grade 8 DLA exam.

Table 11: Grade 8 ELA: At-Risk and Economic Indicator status statistics for 8th graders taking 2015-16 Grade 8 STAAR Algebra 1and English 8 PreAP Class

		STAAR		DLA	
	Summary	No	Yes	No	Yes
At-Risk	Median	1813	1748	91	84
	Ave	1825	1752	89	83
	SD	92.1		7.1	
	ES	0.80		0.83	
Econ	Median	1813	1773	91	88
	Ave	1829	1782	89	87
	SD	92.1		7.1	
	ES	0.51		0.38	
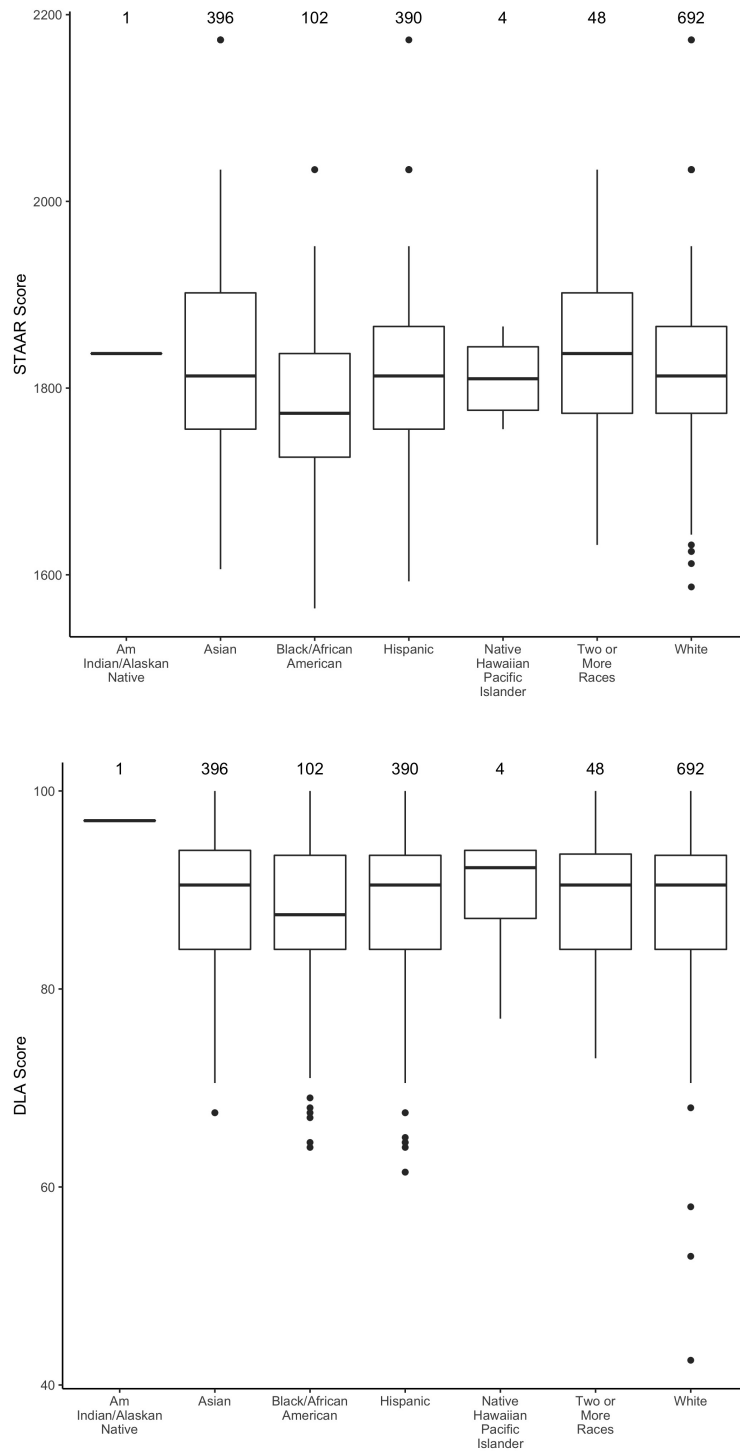
Figure 46: Grade 8 Reading: STAAR and DLA scores by Ethnicity for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.
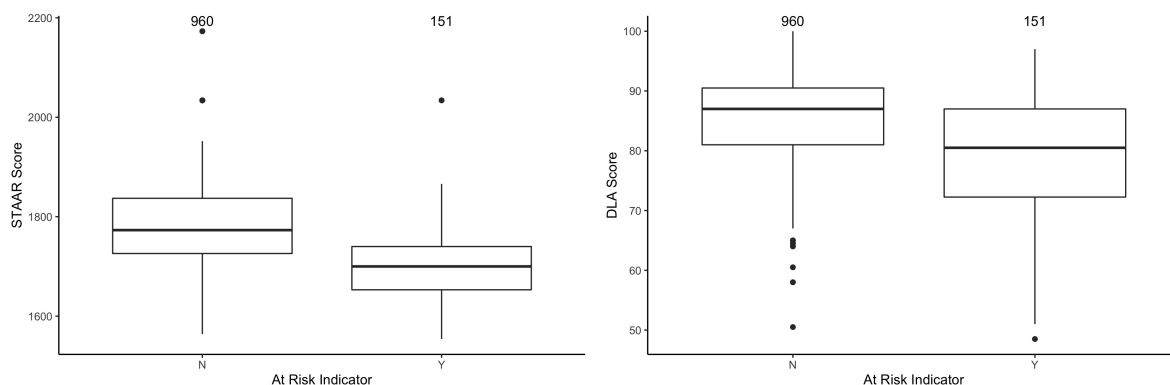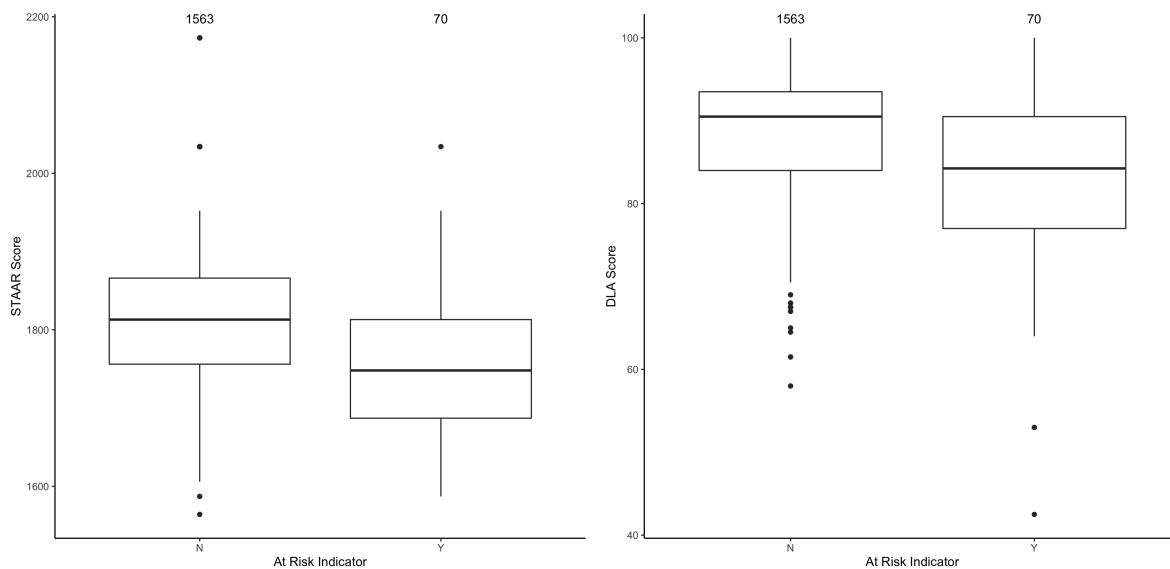
Figure 47: Grade 8 Reading: STAAR and DLA Scores by At-Risk Indicator for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.
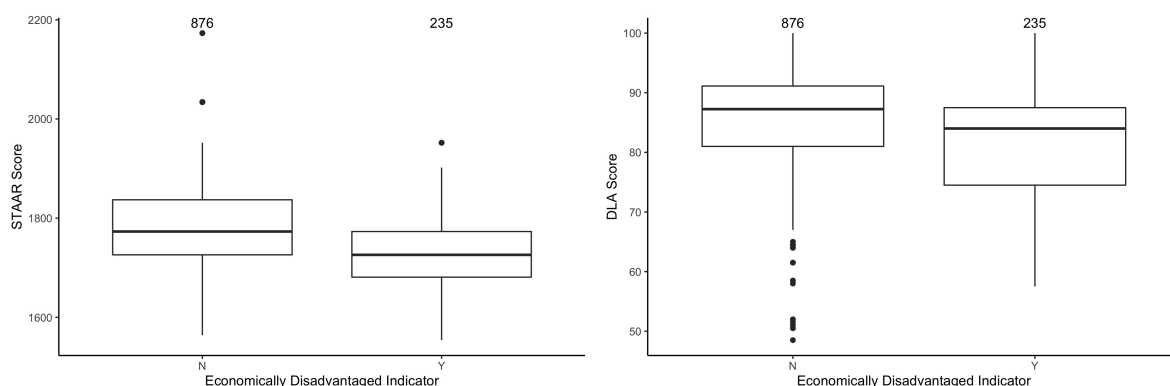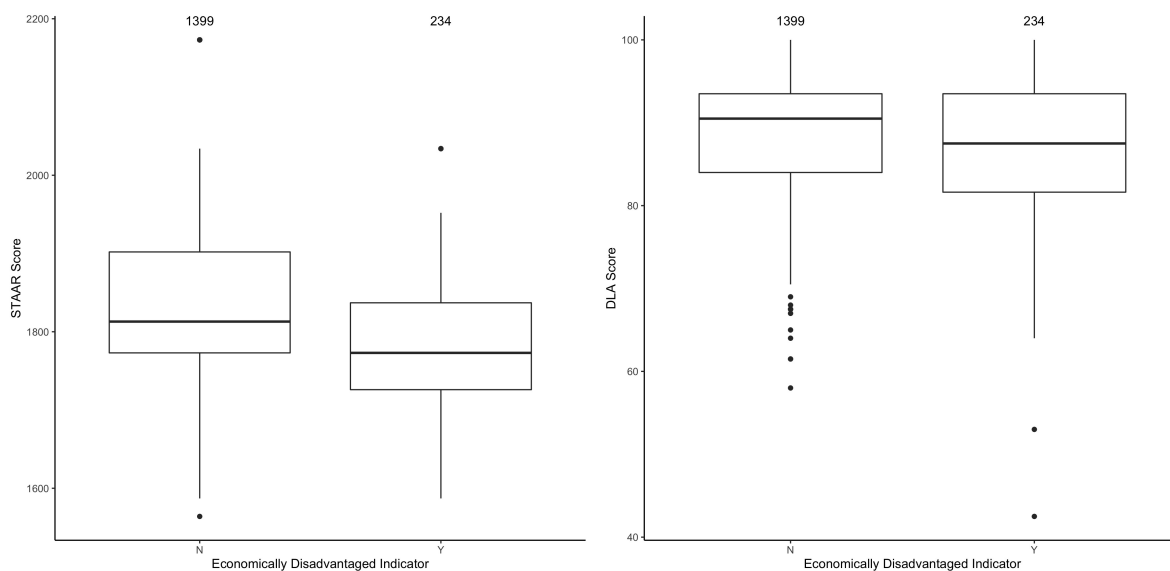

Figure 48: Grade 8 Reading: STAAR and DLA Scores by Economically-Disadvantaged Indicator for 8th graders taking STAAR Algebra 1 and Class English 8 PreAP.

4 High School Questions

The STAAR examinations taken in high school (grades 9 - 12), are English I, English II, US History, Algebra I, and Biology. Each STAAR exam has different cut scores to place each student taking a particular exam at one of four STAAR Performance Standards, *Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, Masters Grade Level.* For each of the five high school STAAR exams, we determine the percentage of students within each Performance Standard. In 2017-18, for example, 19.04% of students who took the STAAR English I exam had a performance standard of *Did Not Meet Grade Level*, and 12.05%, 46.05% and 22.87% performed as *Approaches, Meets* and *Masters Grade Level*, respectively. The sum totals 100.01% due to rounding. For a given STAAR exam at a certain performance standard, the percentages do not sum to 100%. For example, the sum of percentages that *Did Not Meet Grade Level* for English I across the five academic years, 2013-14 through 2017-18, is 83.93.

EOC STAAR: Percent Did Not Meet Grade Level

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English I	15.60	15.03	18.13	16.13	19.04
English II	12.55	15.87	18.04	17.20	18.96
US History	25.27	2.89	3.81	2.54	2.96
Algebra I	9.11	13.44	11.06	7.63	5.98
Biology	4.26	3.19	4.71	3.79	4.16

EOC STAAR: Percent Approaches Grade Level

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English I	17.91	13.41	12.86	11.76	12.05
English II	15.00	16.92	13.10	11.86	9.45
US History	31.87	13.42	14.47	10.90	9.09
Algebra I	31.20	40.93	25.09	27.57	15.20
Biology	22.02	16.76	14.77	12.62	12.64

EOC STAAR: Percent Meets Grade Level

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English I	51.65	49.47	48.50	50.13	46.04
English II	57.47	54.88	49.46	53.26	52.50
US History	27.47	32.06	32.37	24.58	22.37
Algebra I	25.78	28.50	21.06	32.04	19.83
Biology	47.72	40.30	39.55	38.50	32.20

EOC STAAR: Percent Masters Grade Level

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
English I	14.84	22.09	20.51	21.98	22.87
English II	14.98	12.53	19.39	17.68	19.09
US History	15.38	51.63	49.35	61.99	67.59
Algebra I	33.91	17.12	42.79	32.76	58.99
Biology	26.00	39.75	40.97	45.09	51.00

4.1   STAAR Approaches Standard

In this section, we look at the relationship between STAAR Approaches Performance Standard and other independent measures of assessments, including the PSAT, SAT, and Advanced Placement (AP) exams.

Consider the STAAR English I examination. Table 12 shows that there were $n = 878$ students who performed at the Approaches Grade Level Standard for English I. Summary statistics for their SAT scores are given in Table 12. For example, the median SAT score was 970 and the mean was 976. The correlation (Corr) between the STAAR English I exam and SAT exam for these 878 students was $r = .16$.

Table 12: Approaches Grade Level Standard and SAT

SAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	530	890	970	976	1060	1420	0.16	878
English II	530	870	960	959	1040	1410	0.20	1239
US History	530	815	895	901	980	1320	0.26	777
Algebra I	640	895	970	977	1050	1570	0.36	1631
Biology	580	860	940	940	1010	1350	0.24	846

Table 13: Approaches Grade Level Standard and PSAT

PSAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	500	800	860	871	940	1320	0.13	1861
English II	400	810	865	872	935	1260	0.14	1643
US History	320	750	820	822	880	1260	0.25	833
Algebra I	430	800	870	872	940	1410	0.32	3295
Biology	320	760	820	822	880	1300	0.27	1938

Table 14: Approaches Grade Level Standard and AP

AP Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	1	2	3	2.7	4	5	-0.02	379
English II	1	1.8	2.5	2.6	3.25	5	-0.10	376
US History	1	1.5	3	2.7	4	5	-0.20	174
Algebra I	1	2	2.7	2.7	3.5	5	-0.04	664
Biology	1	2	3	2.8	4	5	-0.23	293

4.2   STAAR Meets Grade Level Standard

In this section, we look at the relationship between STAAR Meets Grade Level Performance Standard and other independent measures of assessments, including the PSAT, SAT, and Advanced Placement (AP) exams.

Table 15: Meets Grade Level Standard and SAT
SAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	580	1030	1130	1136	1230	1570	0.45	5180
English II	570	1020	1120	1126	1230	1600	0.47	7547
US History	570	920	1010	1008	1090	1440	0.29	2914
Algebra I	690	1010	1080	1081	1150	1450	0.29	1872
Biology	680	1000	1080	1084	1160	1570	0.41	3844

Table 16: Meets Grade Level Standard and PSAT
PSAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	410	920	1010	1017	1110	1490	0.47	7612
English II	320	925	1020	1022	1110	1500	0.52	8116
US History	420	838.75	910	916	990	1370	0.25	2128
Algebra I	360	880	970	965	1050	1480	0.23	3273
Biology	410	875	950	955	1030	1480	0.4	5740

Table 17: Meets Grade Level Standard and AP
AP Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	1	2	3	2.9	3.6	5	0.21	4082
English II	1	2	3	2.9	3.6	5	0.24	5477
US History	1	1.8	2.3	2.5	3	5	0.03	1168
Algebra I	1	2	2.7	2.7	3.3	5	0.12	1202
Biology	1	2	2.6	2.7	3.3	5	0.12	2434

4.3 STAAR Masters Grade Level Standard

In this sections, we look at the relationship between STAAR Masters Grade Level Standard and other independent measures of assessments, including the PSAT, SAT, and Advanced Placement (AP) exams.

Table 18: Masters Grade Level Standard and SAT
SAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	830	1220	1320	1323	1440	1600	0.37	2730
English II	870	1225	1330	1327	1440	1600	0.35	2968
US History	580	1090	1200	1201	1320	1600	0.51	8214
Algebra I	810	1140	1230	1238	1335	1590	0.51	2344
Biology	820	1190	1290	1291	1400	1600	0.49	4477

PSAT Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	750	1120	1210	1216	1320	1520	0.39	3417
English II	520	1130	1220	1229	1330	1520	0.38	3057
US History	400	1000	1100	1106	1210	1520	0.54	6044
Algebra I	430	1020	1110	1119	1220	1500	0.47	4808
Biology	360	1060	1160	1163	1260	1520	0.53	6330

Table 20: Masters Grade Level Standard and AP

AP Summary Statistics

	Min.	1st Qu.	Median	Mean	3rd Qu.	Max.	Corr(r)	n
English I	1	3	3.8	3.7	4.3	5	0.3	3342
English II	1	3.1	3.9	3.7	4.4	5	0.29	3560
US History	1	2.6	3.3	3.3	4	5	0.44	6430
Algebra I	1	2.9	3.4	3.4	4	5	0.34	2942
Biology	1	3	3.5	3.5	4	5	0.41	5255

4.4 STAAR v SAT

Here we look at the correlation between the STAAR exam scores and SAT scores for each of the five EOC exams.
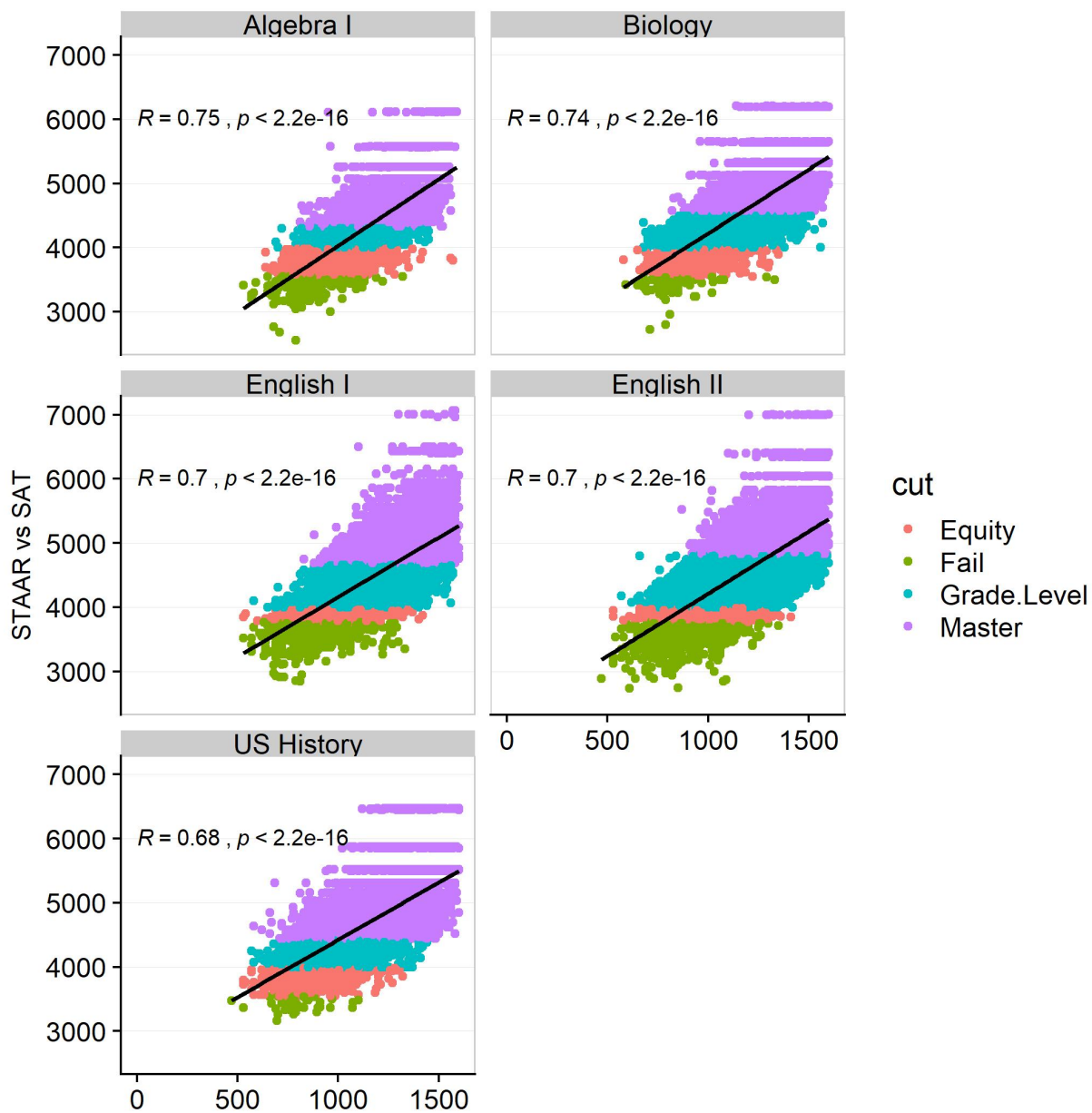
Figure 49: STAAR vs SAT Scores for Each Cutoff

4.5 STAAR v PSAT

Here we look at the correlation between the STAAR exam scores and PSAT scores for each of the five EOC exams.
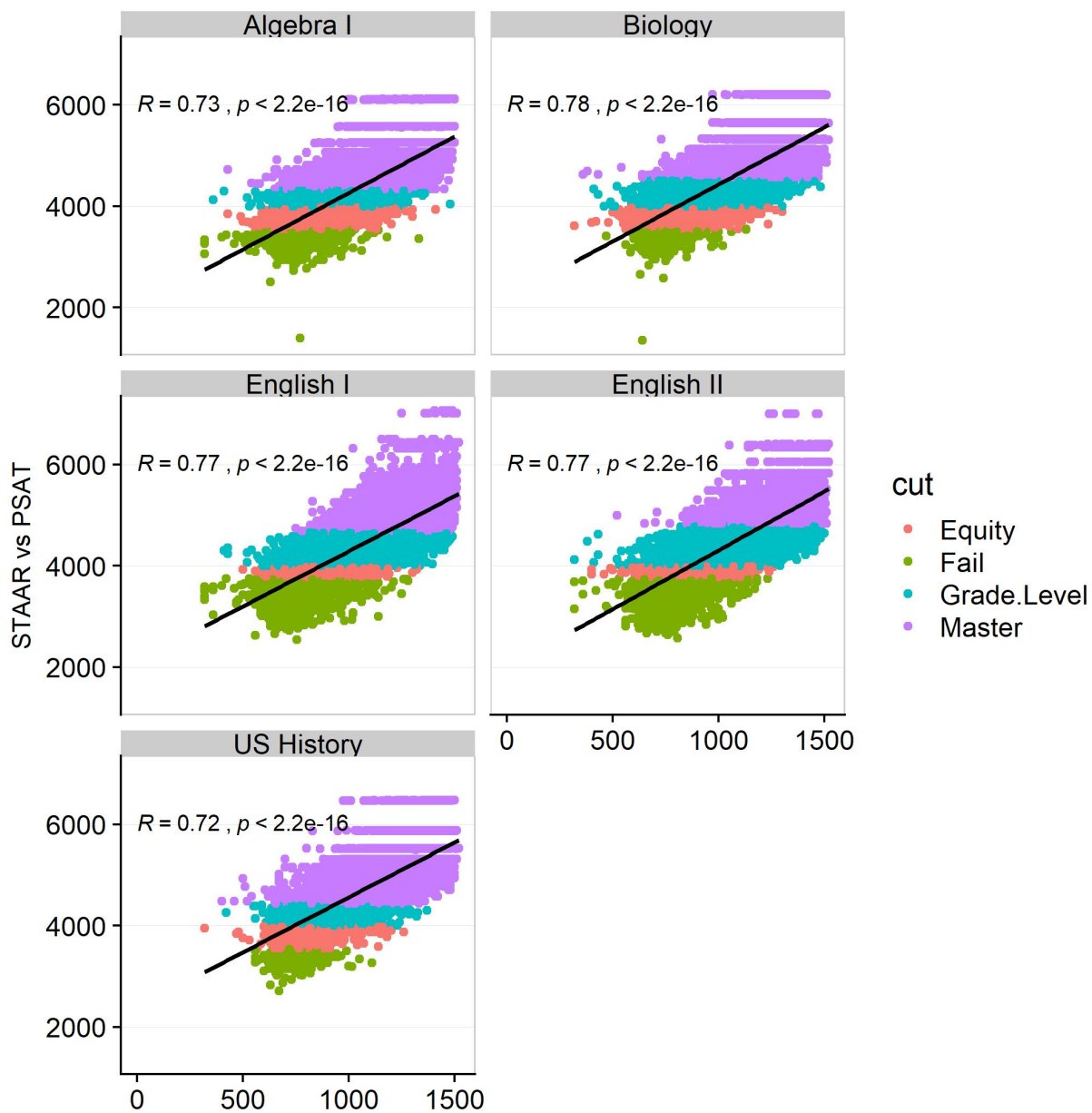
Figure 50: STAAR vs PSAT Scores for Each Cutoff

4.6 STAAR v AP

Here we look at the correlation between the STAAR exam scores and AP test scores for each of the five EOC exams.
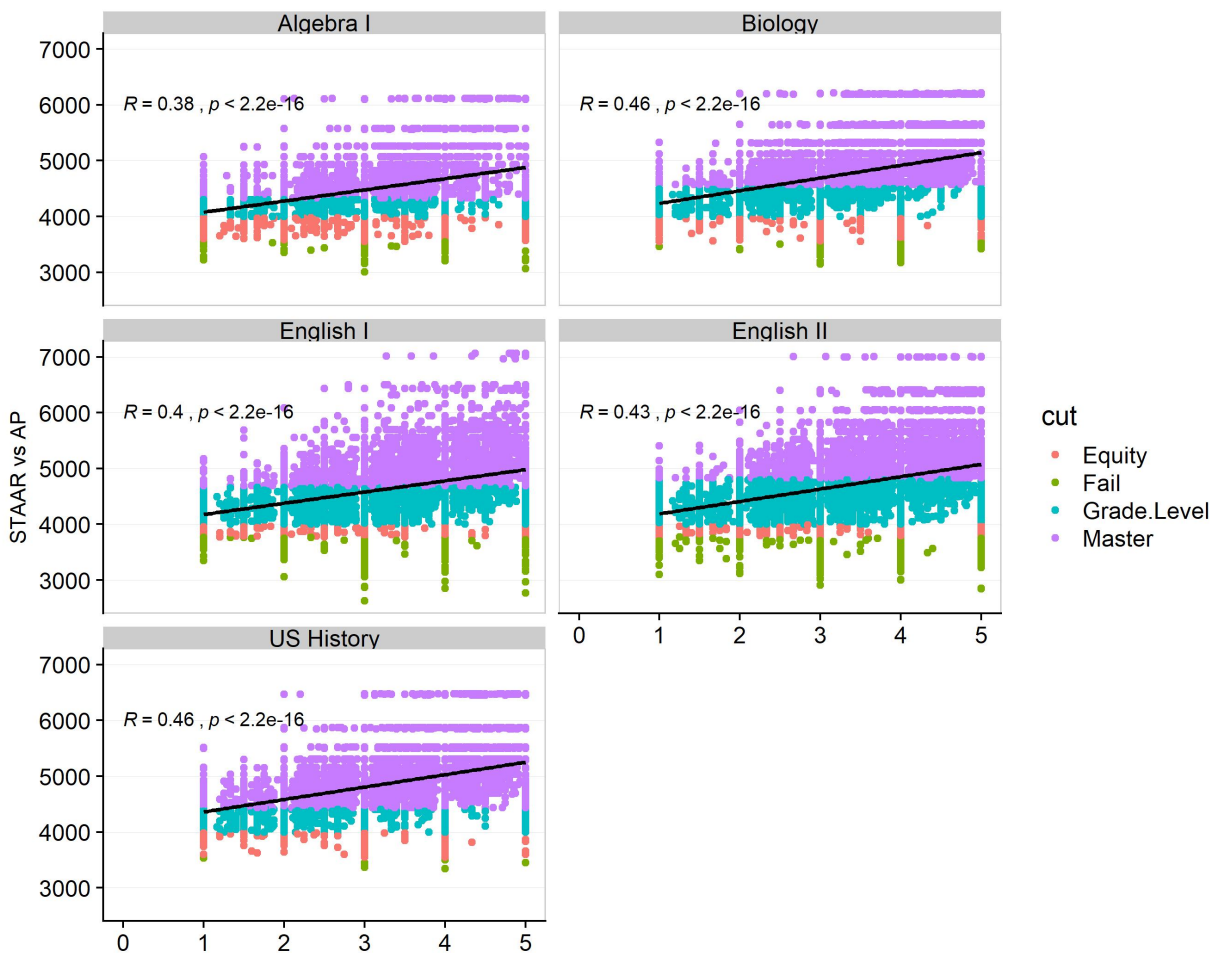
Figure 51: STAAR vs AP Scores for Each Cutoff

4.7 GPA Correlations

In this section we report on the correlation between GPA and each of SAT, AP, EOC Algebra I and EOC ENGLISH I. The data represent 11th graders from 2015-16, 2016-17, 2017-18, 2018-19. We consider both unweighted and weighted GPA. The SAT is the new SAT (including that from 2015-16) with combined scores of MATH and EBRW. There were $n = 11,254$ SAT scores reported in the data. However, many students took the SAT more than one time. There were 7135 who took the SAT only one time, 2043 took the SAT twice, and 11 three times. Analyses are done using all individual SAT scores reported (SAT), as well as for average SAT scores per student (AVE SAT). The "AP score" used for analysis is the average AP score per student. Also note that not all students have both a weighted and unweighted GPA. There were two students without a weighted GPA and 31 students without an unweighted GPA. These discrepancies explain the difference in sample sizes reported between GPA and other assessments.

The table below shows correlations between GPA and each of SAT, AP, EOC Algebra I and ECO English I.

Weighted GPA (WGPA) generally has a higher correlation with all variables than unweighted GPA (UGPA). The correlation between unweighted GPA and SAT and AVE SAT is $r \approx .6$; GPA with AVE AP is $r.45$; GPA and EOC Algebra I and EOC English I is $r \approx 0.65$. The correlation between weighted GPA and SAT and AVE SAT is $r \approx .74$; GPA with AVE AP is $r.48$; GPA and EOC Algebra I and EOC English I is $r \approx 0.74$.

Table 21: **Correlation between GPA and SAT and EOC**

| | | Total | | Ave | STAAR | |
		SAT	Ave SAT	AP	ALGEBRA I	ENGLISH I
UGPA	r	0.602	0.619	0.446	0.663	0.656
	n	11,254	9,189	8,095	15,093	19,365
WGPA	r	0.732	0.745	0.480	0.741	0.734
	n	11,257	9,192	8,098	15,117	19,395

Corresponding scatter plots between GPA and SAT, EOC Algebra I, EOC English I are shown below. The plots generally show linear associations. AP and GPA shows a general linear trend, but with horizontal lines largely due to students who took only one AP test and thus scored an integer value of 1,2,3,4 or 5.
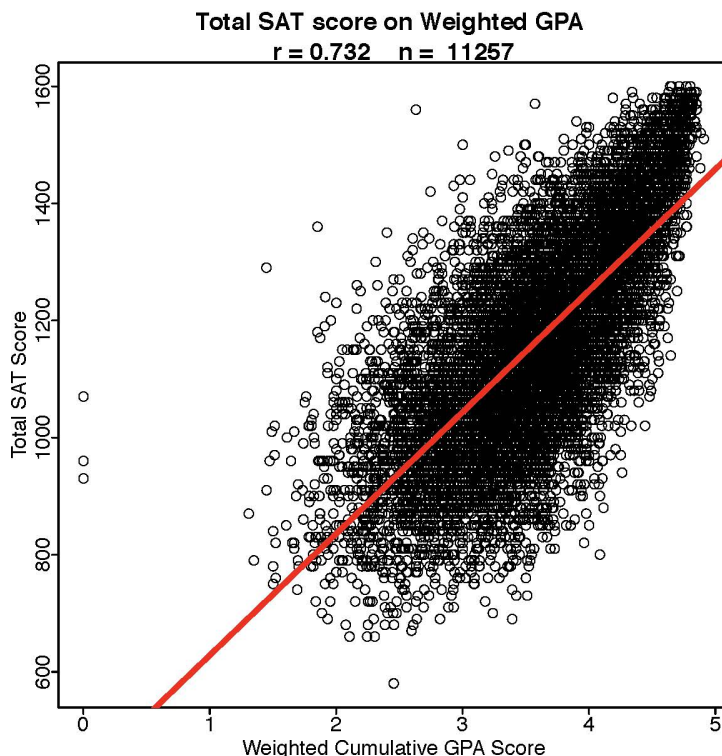
Figure 52: Total SAT and Weighted GPA

The table below shows correlations between EOC Algebra I and each of Math SAT and AP CALC AB, CALC BC, Statistics, Computer Science, Physics I and Physics II. The correlation between EOC Algebra I and Math SAT ($r \approx .74$) is higher than that between EOC Algebra I and the quantitative AP exams ($.r \approx .35 - .55$).
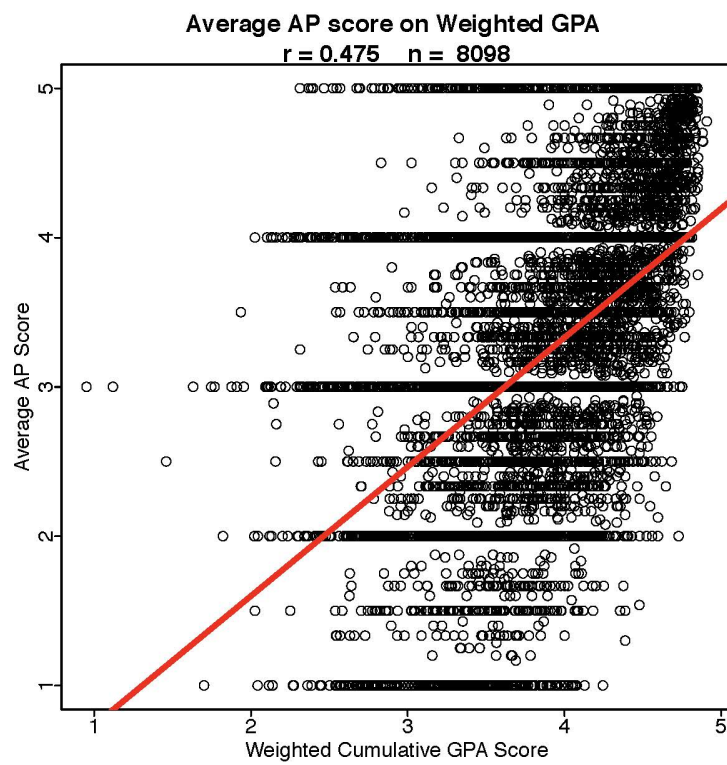
Figure 53: Average AP Scores and Weighted GPA
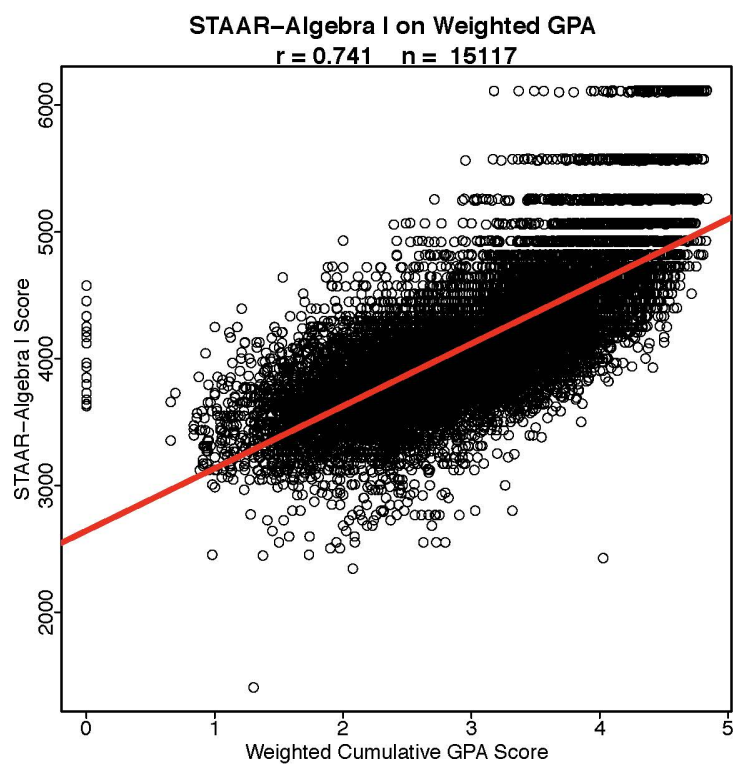
Figure 54: EOC Algebra I and Weighted GPA
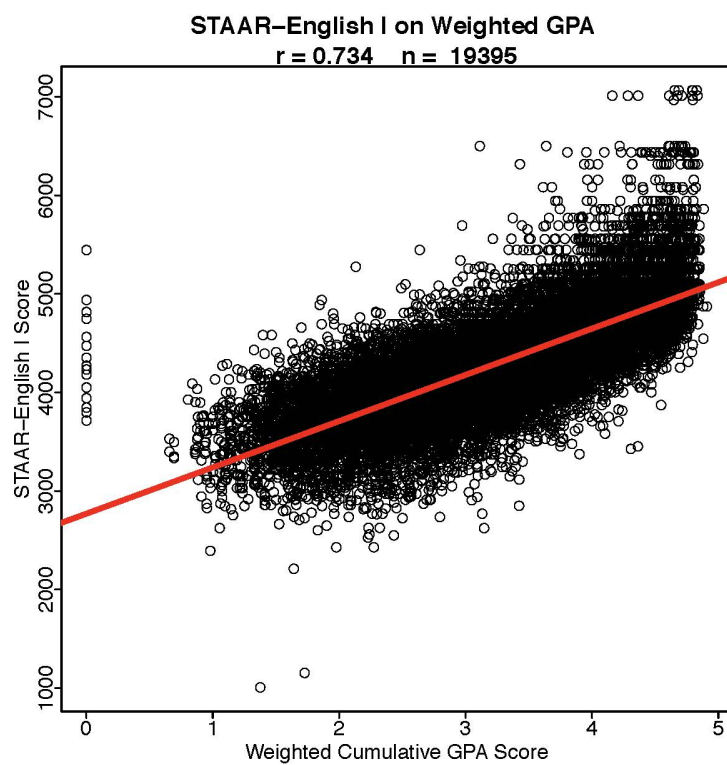
Figure 55: EOC English I and Weighted GPA

Table 22: **Correlation between EOC Algebra I and Math SAT and Quantitative AP**

		SAT		AP					
		MATH	**Ave MATH**	**CALC AB**	**CALC BC**	**STAT**	**CS**	**PHY I**	**PHY II**
STAAR	r	0.735	0.748	0.443	0.415	0.548	0.375	0.498	0.530
ALG I	n	7,419	5,902	462	293	515	502	735	155

The table below shows correlations between EOC English I and each of EBRW SAT and AP English Language, English Literature, US Government, US History, and World History. The correlation between EOC English I and EBRW SAT ($r \approx .7$) is higher than that between EOC English I and the verbal AP exams ($.r \approx .4 - .55$).

Table 23: **Correlation between EOC English I and EBRW SAT and Verbal AP**

		SAT		AP		US		WORLD
		EBRW	**Ave EBRW**	**ENG LNG**	**ENG LIT**	**GOV**	**HIST**	**HIST**
STAAR	r	0.699	0.710	0.536	0.491	0.424	0.479	0.499
ENG I	n	10,760	8,827	4,091	1,741	1,891	3,343	2,499

Below are plots showing EOC Algebra I vs Math SAT and EOC English I vs EBRW SAT. Both show linear trends.
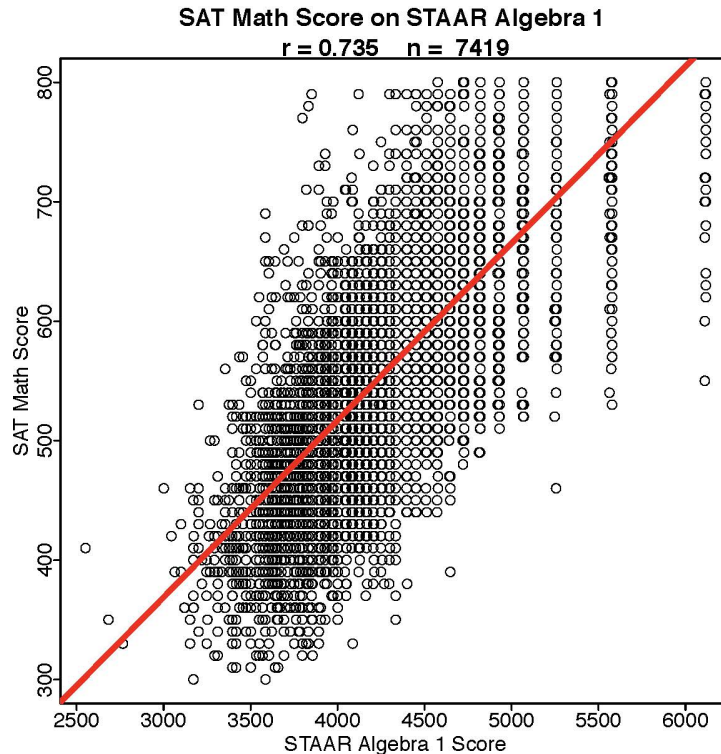
Figure 56: EOC Algebra I vs Math SAT
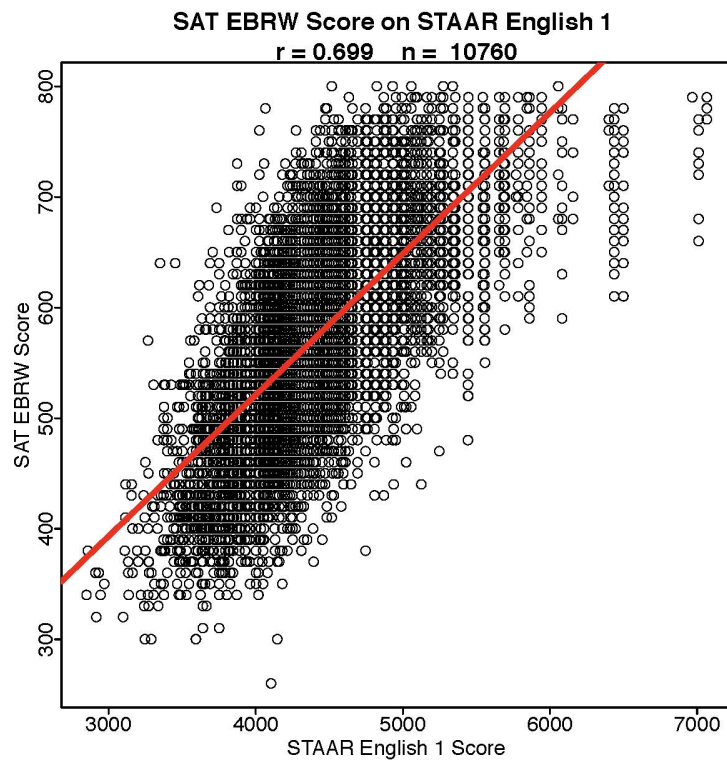
Figure 57: EOC English I vs EBRW SAT

5   References

Cohen, J. 1988. *Statistical Power Analysis for the Behavioral Sciences*, 2nd Edition. Routledge

Goal 6 Action Plan Year 4 Priorities – 2020-2021

Call to Action:

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

Goal 6:

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

Specific Result:

6.3 Design and implement a local accountability system to measure progress consistent with our beliefs and priorities.

Summary Report:

Beginning in the Fall of 2019, the District collaborated with Engage2Learn to facilitate a series of focus groups to identify and determine which components of a local accountability system District stakeholders consider the most important. Six focus groups were conducted with 120 participants, including community leaders, parents, students, teachers, and administrators. These individuals identified the outcomes that should be included in a community-based accountability system as well as what methods could be employed to communicate the results to the community.

In February 2020, Engage2Learn facilitated a second session with a larger group where the focus group input was shared. As discussions continued regarding the best format to communicate community-based accountability results, a smaller group of District leaders planned and facilitated multiple sessions to finalize the design of the report with a goal of defining common language and reporting categories by the end of the year. Due to the temporary District closure resulting from the COVID-19 interruption, this work was halted and will continue in the Fall of 2020 with an anticipated completion date of December 2020. This adjusted timeline will allow for finalization of the report and implementation of the community-based accountability system in the 2020-21 school year.

Goal 6 Action Plan Year 5 Priorities – 2021-2022

Call to Action:

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

Goal 6:

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

Specific Result:

6.4 Refine our local assessment in harmony with our local accountability system.

Summary Report:

Beginning in the fall of 2019, the District collaborated with Engage2Learn to facilitate a series of focus groups to identify and determine components of a local accountability system stakeholders consider important. Six focus groups comprised of 120 participants, including community leaders, parents, students, teachers, and administrators, were facilitated. These individuals identified the outcomes that should be reflected in a community-based accountability system, as well as the methods that could be employed to communicate the results to the Katy ISD school community.

This process resulted in the development of the Katy ISD Community Based Accountability Report. The report detailed the items deemed most critical to share with the community, as defined by local stakeholders. It was intended to deepen the picture of success in Katy ISD, beyond what is reported in the state accountability system. The report included information on the following categories:

- Advanced Academics
- Athletics
- Assessment and Accountability
- Career Technology Education
- Counseling
- Fine Arts
- Finance

In the fall of 2021, the Community-Based Accountability Report was delivered to the community and staff during Katy ISD's Annual State of the District event.

Strategic Plan | Specific Result Report

Goal 7 Action Plan Year 5 Priorities - 2021-2022

Call to Action:

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

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.

Specific Result:

7.1 Write community engagement into Katy ISD curriculum for targeted grades and subjects.

Summary Report:

During the fall of 2021, the Division of Teaching & Learning reviewed and evaluated grade levels and courses where community engagement is included in the curriculum. Typically, community engagement is incorporated into a course or through a project that has both learning and community goals. Projects are designed via collaboration between Katy ISD staff and community partners. The projects are designed so that students are able to apply course content to community-based activities or problems. This gives students the opportunity to apply their learning in a real-world context by developing awareness about community engagement and contribution to address significant needs. Below are examples of how these opportunities are embedded in the curriculum.

In all core content unit plans, there are opportunities for students to complete performance tasks, which give them real-world authentic learning experiences connected to the unit of study. The Texas Essential Knowledge and Skills (TEKS) being addressed through the unit determines the types of performance tasks teachers utilize. There are several performance tasks in various grade levels and courses that provide students the opportunity to apply their learning in authentic ways that support the community. Electives, such as LeadWorthy and Pals, give students the opportunity to work with the community through field experiences that are focused on serving others. Students also learn how to identify areas of need within the local community and work collaboratively with their peers and community partners to implement a service project to address those needs. Community engagement opportunities are also offered through several Career and Technical Education courses. For example, students involved in Career & Technical Student Organizations, which are co-curricular, are required to engage in service opportunities that are connected to the course content.

While there are many opportunities for students to engage with the community through the curriculum, the Division of Teaching and Learning will continue to examine annually, additional opportunities and resources that can be used to enhance community engagement experiences for students.

Goal 7 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

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.

Specific Result:

7.2 Replace Katy ISD school-business partnership program with an activity driven business and community partnership model that engages all stakeholders.

Summary Report:

Centralize recruiting efforts with an online portal/app matching business and community partners to schools:
- Partners in Education (PIE) will coordinate design, manage content, train users.

Following a week-long Strategic Design Workshop in 2018 with key partners, administrators and PIE Liaisons, market research was conducted to find an online tool that met the needs of our partners and campuses and satisfied Goal 7.2. It was found that such a tool to centralize the District's recruiting efforts was not currently available on the market. In the Fall 2019, PIE and Technology contracted VOLY.org, a national provider of volunteer recruitment and management software, to assist in creating a platform to consolidate our partnership efforts in order to match business and community partners with schools.

Using the results of the workshop, PIE worked closely with VOLY to ensure the software met the needs of schools and business partners. By the start of December 2019, a beta version of the Partner Portal was live and being tested by PIE for functionality, efficiency, ease of use and ability to manage content. Katy.voly.org went live in December 2019 and VOLY staff personally came to the ESC to train campus PIE Liaisons and the PIE admin team on the software. In January 2020, a select group of key partners, including those who participated in the Strategic Design workshop, were trained by PIE in the ESC computer labs. It's important to note that all Partners must be approved to gain access to the Partner Portal and all content posted by Partners is subject to approval by PIE admin. Requests posted by campuses are audited on a regular basis.

The Katy ISD Partner Portal was softly launched at the end of March 2020 to facilitate communication and assistance for our struggling partners and campuses as a result of the massive shutdowns due to COVID-19. PIE admin continues to work closely with VOLY on system maintenance and issues as they arise, as well as recording possible improvements to the Partner Portal for version 2.0.

Support campus leadership of program with specific protocols and guidelines for partner/campus interaction:

In December 2019, a beta version of the Partner Portal was live and being tested by PIE for functionality, efficiency, ease of use and ability to manage content. Along with the feedback from the Strategic Design Workshop and PIE Liaisons who were trained in use of the Partner Portal, PIE admin drafted, completed and distributed the Partner Portal Standards and Practices to all users. These guidelines and protocols were written and launched along with the Partner Portal.

Partner Portal Standards and Practices detail the foundations for how the tool is to be run on a day-to-day basis as well as the principles of what qualifies as partnership and appropriate requests and offers when working with Katy ISD. These documents will be posted on the PIE website as well as the Partner Portal for ease of reference and to facilitate a better understanding the ways of working between Katy ISD and partner organization. PIE admin monitors the Partner Portal closely and all protocols and guidelines are subject to change at any time.

Rebranding - Completely redesign look and feel of program:

In Fall 2019, Mungo Creative was contracted to assist in a rebrand of PIE and all its programs. Mungo has worked with PIE for a number of years and has a deep understanding of the PIE personality and the intricacies of each unique program. The goal was to create a professional, refined and streamlined brand family to project a consistent brand image.

In conjunction with PIE, Mungo designed a family of logos, exclusive color palette and fonts for PIE. The overall design concept for the PIE logo features three interlocking shapes, representing the exchange of ideas and communication among diverse groups. A portfolio of the PIE rebrand was submitted to District leadership in early May 2020. PIE plans to publicize the rebrand in the Summer of 2020, culminating in a PIE Launch in September 2020, highlighting a number of the Strategic Design 7.2 accomplishments for PIE, including the new logos and showcasing the Partner Portal.

Enhanced business/community partnership katyisd.org presence:

- Create a clear path for business engagement with the District. Consolidate opportunities into *one-stop-shop* page on katyisd.org;
- Feature business/community engagement activities.

In February 2020, PIE began research into other school districts' websites to find the most user-friendly ways for businesses and community organizations to interact with districts; examples were compiled from across the state. Based on this research and regular enquiries to the PIE office, we identified the key business engagement opportunities to be featured on the Katy ISD *one-stop-shop* for enhanced business and community partnership presence as follows: Business & Community Partnerships (PIE), Vendor Information, Marketing and Advertising, Staff Discounts and Facility Reservations.

In early May 2020, PIE submitted a Website Reorganization Road Map to Katy ISD Communications and our recommendation was supported by the Communications team. The Website Reorganization Road Map suggests adding a new item called 'Business & Community Connections' to the Community tab on the Katy ISD homepage. PIE also provided advice on the layout of the *one-stop-shop* with examples; text and links for all the key pathways listed above were also detailed. This document was sent to Technology with the support of Communications; though we have not received confirmation, PIE expects the website to be live in the Summer of 2020.

Enhanced partner recognition:

- Develop and implement communications plan, including but not limited to video stories, social media posts. Share with Katy ISD Communications for inclusion in Katy ISD social media, board president and superintendent videos;
- District (PIE) sponsored rallies gathering businesses and campus representatives each semester. Re-vamp our current PIE Open House format;
- Communicate business engagement opportunities with greater consistency and clarity;
- Enhanced, ongoing training for campus PIE liaisons.

Enhancing recognition of our Katy ISD partners is and continues to be an ongoing goal for Partners in Education. In the 2019-20 school year, a major focus to achieving this result was developing and implementing the Partner Portal, and then inviting and training a select group of preferred partners to help roll it out. With the soft launch of the Partner Portal in mid-March, Partners in Education is actively incentivizing Katy ISD campuses to positively engage with our partners. PIE will continue to promote the use of the Partner Portal as a tool to recognize partner efforts.

A number of training opportunities, including meet-and-greets with select PIE liaisons, were offered with the launch of the Partner Portal starting in January 2020. The continued roll-out and promotion of this tool will necessitate ongoing training, great opportunities for engagement and recognition. 'Partner Portal 101' will be a regular calendar fixture in the 2020-21 school year, as well as a PIE Launch planned for September 2020, which will highlight the PIE rebrand and redefine what partnership looks like for Katy ISD, as well as showcase the Partner Portal.

The unusual circumstances around COVID-19 saw PIE rallying behind our partners to show support in the same way they consistently support our schools. #PartnerStrong was hatched in March 2020 as a social media campaign to honor those partners who continually align themselves with Katy ISD campuses. As part of this effort, PIE asked their liaisons to encourage campus colleagues to frequent those local business partners, snap a photo with the #PartnerStrong tag and share positive reviews. Partners in Education contacted over 100 local business partners in March and April 2020 to offer support and advise them about #PartnerStrong. #PartnerStrong continues to be an ongoing effort as long as the need exists.

Strategic Plan | Specific Result Report

Goal 7 Action Plan Year 4 Priorities – 2020-2021

Call to Action:

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

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.

Specific Result:

7.3 Communicate the benefits and expectations of Katy ISD school/community engagement with clarity and transparency.

Summary Report:

This past year, Katy ISD launched a Partners in Education "All-In Partner" campaign to actively recruit key business and community organizations as partners for underserved campuses. The initiative is designed to pair community and business organizations with campuses in need of a little extra help, principally targeting Title I schools first. The prototype was modeled after existing pairings that have proven successful.

The need to go "back-to-basics" with partnerships, particularly for underserved Katy ISD campuses, became even more apparent at the start of the COVID-19 pandemic in 2020 when many traditional business partners were struggling. Katy ISD's Partners in Education program found that churches and other community groups were uniquely suited to mobilize and engage despite difficult circumstances. The initiative grew steadily throughout the fall semester, with 14 "All-In Partnerships" in place by December 2020. By the end of the 2020-21 school year, twenty-two "All-In Partnerships" were confirmed.

The "All-In Partnership" program is now an established offering in Katy ISD's Partners in Education business partnership catalog.

Confirmed All-In Partners as of May 2021

Katy ISD Campus	All-In Partner
Bear Creek Elementary	Bear Creek United Methodist Church
Bryant Elementary	Commonground Community Church
Cimarron Elementary	TDECU
Golbow Elementary	Primerica/ John Brucato
Hutsell Elementary	Bass Pro Shops
Katy Elementary	Matt Schomburg State Farm
King Elementary	Katy Good Life- The Jennifer Wauhob Team
Leonard Elementary	Main Event
Mayde Creek Elementary	UOE
Mayde Creek Junior High	Central Baptist Church
Memorial Parkway Elementary	Les & Kristi Strech/ Keller Williams
Morton Ranch Elementary	Houston Community College
Morton Ranch JH	Houston Community College
Morton Ranch HS	Houston Community College
Nottingham Country	ModuResources
Schmalz Elementary	Primerica/ Robert Avitia
Stephens Elementary	Life Changer Community Church
Sundown Elementary	The Fellowship/ Friends of Sundown
West Memorial Parkway Elemantary	Hasta La Pasta
Winborn Elementary	American Furniture Warehouse

Goal 7 Action Plan Year 5 Priorities - 2021-2022

Call to Action:

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

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.

Specific Result:

7.4 Advance Katy ISD stakeholders groups into enthusiastic well-informed advocates.

Summary Report:

This Specific Result focused on identifying and defining the various Katy ISD stakeholders, their current level of engagement, how well they feel informed by the District and campuses, and best practices to meet their informational needs and encourage further engagement. The stakeholders identified included districtwide parents, campus teams, volunteers, those involved in the District's Leadership Katy program; and business leaders.

Parent Stakeholders and Campus Teams
In alignment with Specific Result 7.5, during the 2018-19 academic school year, the District's existing campus- and district-level parent engagement opportunities were examined and measured through a three-part study, guided by the assistance of our strategic planning consultants, Engage2Learn. Part One included an electronic survey designed to determine the types of parent engagement opportunities already available on campuses. This was completed by all 66 principals in September 2018. At that same time, a similar survey was administered to parents across the district to examine their understanding and perception of existing engagement opportunities. Part Two of the study took place in October of that year, wherein the District hosted four parent focus group meetings in each quadrant of Katy ISD. These meetings were designed to gather supplemental and anecdotal data directly from parents. Finally, survey and focus group findings were shared and presented to principals in February 2019. Following the presentation of findings and group discussions on best practices, principals began working with their campus teams to develop a strategy for addressing parent engagement in their annual Campus Improvement Plans (CIPs). This has remained a component of the CIP development process for the past three years.

Volunteer Stakeholders

The COVID-19 pandemic has forced school districts and staff to engage in new and innovative ways with stakeholders. To increase messaging capacity, as well as engagement among our parent volunteer group, the PIE office collaborated with the Deputy Superintendent's office and Katy Council of PTA's to develop cohesive messaging around parent volunteer involvement during COVID-19 Phase One Safety Protocol. PIE and Katy Council released messaging simultaneously through each organization's social media channels.

Leadership Katy Stakeholders

By design, Leadership Katy connects members with district leaders on a regular basis providing a behind-the-scenes look at different facets of District operations. Member engagement is enhanced by face-to-face conversation with presenters. The program itself is evaluated as an agenda item twice per year then by end of year survey. District and campus leaders are provided each year's Leadership Katy roster with encouragement to further engage Leadership Katy alumni in both district and campus initiatives.

Business Partner Stakeholders

Our online partner portal (Specific Result 7.2) has served as the springboard for increased District engagement of business partners. Portal activity informed District messaging allowing for enhanced definition of partners as supporters and advocates of the district through their relationship with individual campuses. Partners were engaged through Partner Portal 101 training, Partner Appreciation Month, "Easy Wins" campaigns featuring portal match opportunities and Partner Portal spotlight campaigns highlighting impactful business/campus connections. In addition, the in-person Business Partner Open House was returned to the district calendar as an annual event.

Goal 7 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

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.

Specific Result:

7. 5 Parent & Community Engagement - Identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

Summary Report:

During the 2018-19 academic school year, the District's existing campus- and district-level parent engagement opportunities were examined and measured in alignment with Specific Result 7.5. An important objective of this study was to identify methods for reaching and encouraging parent involvement among parent populations who have historically been disengaged from campuses. These parents often include those with conflicting work schedules and/or cultural and language barriers.

The outcomes for Specific Result 7.5 were achieved through a three-part study, guided by the assistance of our strategic planning consultants, Engage2Learn. Part One included an electronic survey designed to determine the types of parent engagement opportunities already available on campuses. This was completed by all 66 principals in September 2018. At that same time, a similar survey was administered to parents across the district to examine their understanding and perception of existing engagement opportunities. Part Two of the study took place in October, wherein the District hosted four parent focus group meetings in each quadrant of Katy ISD. These meetings were designed to gather supplemental and anecdotal data directly from parents. Finally, survey and focus group findings were shared and presented to principals in February 2019. Following the presentation of findings and group discussions on best practices, principals began working with their campus teams to develop a strategy for addressing parent engagement in their 2019-20 Campus Improvement Plans (CIPs). This latter work was completed by principals over the summer of 2019.

Strategic Design
7.5 Parent & Community Engagement

PRESENTED BY

DR. ANDREA GROOMS

CHIEF COMMUNICATIONS OFFICER

DR. DAWN CARLSON

ASSISTANT SUPERINTENDENT FOR SCHOOL LEADERSHIP & SUPPORT

JULY 29, 2019

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.

Specific Result 7.5 – Parent & Community Engagement
Identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.

Study Overview - Part 1

- **Principal Survey** (Sept. 2018) - designed to determine the types of parent engagement opportunities already available on campuses *N= 71*

- **Parent Survey** (Sept. 2018) - designed to examine their knowledge and understanding of existing opportunities *N= 5,071*

Katy Independent School District

Study Overview - Part 2

- **Parent Focus Groups** (4) (Oct. 2018) - Each principal was asked to recommend 3 to 4 participants.
  - Focus groups held in each quadrant of the District
  - 5-20 participants per meeting

Study Overview - Overall Findings

- **76% consider themselves "informed"** about opportunities for engagement
  - 76% of survey participants were mothers
  - 95% of focus group participants were mothers

- Preferred and most effective method to learn about engagement:
  Digital distribution

- Most frequent engagement opportunities available on campuses:
  Volunteering
  Parent/teacher conferences

Study Overview - Overall Findings

- Lack of participation in engagement activities:
  Conflict with work schedules (64%)

- Second highest reason for <u>lack of participation</u>:
  Not knowing how to participate (43%)
  Lack of communication from the school (Focus Group)

- Components of successful parent/community engagement:
  Two-way communication
  Flexible scheduling
  Inclusiveness
  Meaningfulness

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Study Overview - Findings by **ELEMENTARY** Level

- **Most valuable engagement activities:**
  Meet the teacher night
  Parent/teacher conferences

- **Least valuable engagement activities:**
  Booster clubs
  Sporting events
  Family networking opportunities *(all <35% each)*

- **Reasons for lack of engagement:**
  Conflicts with work
  Not knowing how to participate
  Lack of childcare

Study Overview - Findings by **SECONDARY** Level

- **Most valuable engagement activities:**
  - Meet the teacher night
  - Parent/teacher conferences
  - Sporting events/child's performances

- **Least valuable engagement activities:**
  - Class celebrations
  - Family networking opportunities
  - Parent workshops

- **Reasons for lack of engagement:**
  - Conflicts with work
  - Not knowing how to participate

Study Overview - Part 3

- **Presentation of Findings to Principals** (Feb. 2019) - Principals charged with enhancing the parent engagement strategy within their Campus Improvement Plans (CIPs).

Study Overview - Part 4
Best Practices Identified

- A **Districtwide tool was created to share best practices**
  - All campuses submitted their best practices.
  - All principals have access to the document and can contact a campus for information or clarification.

Katy Independent School District

Principal Analyses of the Data & Informing CIPs

- **Academic Learning Events:**
  - STEAM Night
  - Curriculum Night
  - Literacy Night

- **Parent and Community Engagement Events:**
  - Family Game Night
  - Father/Daughter or Mother/Son Dances
  - Health and Fitness Night, Glow Run
  - Town Pep Rally
  - Coffee/Lunch and Learn with the Principal

Next Steps …

- Campuses are including parent and community engagement events in their CIPs and will spend this year implementing new or new to their campus events to increase involvement/engagement with parents and the community.

- This will be an on-going effort as we are always working to improvement our communication and involvement between the school, our parents and the community.

Thank you.

Strategic Plan | Specific Result Report

Goal 8 Action Plan Year 1 Priorities – 2017-2018

Call to Action:

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

Goal 8:

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

Specific Result:

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

Summary Report:

A Katy ISD core team to support Goal 8 has been formed and meets regularly to discuss strategies to support the emotional well-being of students. This year the team worked to define the responsibilities, roles and referral systems for all stakeholders to support the emotional well-being of all learners. Attached is a table defining stakeholder roles, responsibilities and referral systems for supporting students exhibiting concerning behavior or other signs of distress as well as a flow chart illustrating the referral process.

Stakeholder Roles, Responsibilities and Referral Systems to Support Emotional Well-Being

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

Process for Reporting Concerning Student Behaviors & Signs of Distress

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

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

CAMPUS STAFF MEMBER
notices a student exhibiting concerning behavior or other sign of distress.

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

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

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

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

SCHOOL COUNSELOR
meets with the **STUDENT** to evaluate the concern and complete a risk assessment. Depending on the level of risk/concern:

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

SCHOOL COUNSELOR
notifies the **PARENT** and provide a list of resources for additional intervention if the student is at risk of harm to self or others.

SCHOOL COUNSELOR
notifies the **ADMINISTRATOR** if the student indicates risk of harming others.

SCHOOL COUNSELOR
follows up with the **STUDENT** and **PARENT** to provide ongoing support for the student's emotional well-being.

Strategic Plan | Specific Result Report

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Goal 8 Action Plan Year 2 Priorities – 2018-19

</div>

Call to Action:

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

Goal 8:

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

Specific Result:

8.2 Create trainings and ongoing support, tailored to students, staff and parents, concerning emotional well-being.

8.3 Establish a system that proactively supports emotional well-being.

Summary Report:

A number of trainings and ongoing support structures are in place for Katy ISD stakeholder groups. One of these is the newly developed Legacy Parent Academy(LPA). The 2018- 19 LPA sessions have reached a documented 4,011 participants. The sessions have provided information on a broad spectrum of social-emotional learning topics including emotional well-being, mental health services, preparing for successful transition between educational levels, parenting in the digital age, bullying and human trafficking.

Based on the positive feedback received from this year's sessions, planning for the 2019-20 LPA is underway. Sessions will include topics suggested from patrons via in-session and online feedback. Career & Technical Education programs, post-secondary career pathways, and opportunities for special education students are topics being considered.

To build at team of trained staff prepared to recognize and respond to social-emotional needs, professional learning opportunities for school counselors were held monthly throughout the 2018-19 school year. Trainings on strategies and interventions for prominent mental health concerns impacting school-age children included substance abuse, anxiety, depression, suicide prevention and intervention, non-suicidal self-harm, bullying, post-traumatic stress, and grief.

In addition to eight district personnel currently trained as certified trauma practitioners, 55 Katy ISD school counselors are undergoing Level 1 trauma practitioner certification training, with 50 counselors who will also complete Level 2 advanced certification. All trainings will be complete by the end of July, with the goal of establishing trauma-informed practices throughout the District. Trauma-informed practices are evidence based, which acknowledge and address the social-emotional needs of all school

stakeholders, leading to a healthier school climate, higher academic achievement, fewer behavioral issues and reduced disciplinary infractions.

Activities and structures to support the components of Goal 8 will continue into the 2019- 20 school year. These activities include researching reporting apps to identify a single method for allowing students and patrons to anonymously report a variety of concerns including potential violence, bullying, illegal drugs, sexual assault, suicide and self-harm. This method will potentially consolidate and streamline current reporting structures. In addition, training will continue for counselors, LSSPs, district and campus based staff to positively support the emotional well-being of all learners.

Goal 8 Action Plan Year 3 Priorities – 2019-2020

Call to Action:

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

Goal 8:

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

Specific Result:

8.4 Provide activities to engage stakeholders and build positive relationships.

Summary Report:

Seven Legacy Parent Academy sessions were held between August 2019 and February 2020, covering a range of social-emotional learning topics in both English and Spanish, including mental health awareness, cyberbullying, vaping, preparing for successful transition between educational levels, social media and internet safety. These seven sessions combined reached over 1,800 participants between in-person attendees and livestream viewers. COVID-19 forced cancellation of spring sessions addressing drug and alcohol awareness and human trafficking.

Trauma-informed practices are evidence-based practices that acknowledge and address the social-emotional needs of all school stakeholders, leading to a healthier school climate, higher academic achievement and fewer behavioral issues. Having these practices in place is key to the health of a school system. Katy ISD currently has 122 personnel, including school counselors, LSSPs, social workers and the Bullying Prevention Coordinator, trained as certified trauma practitioners. By the end of July, 151 individuals will be certified, with 89 holding advanced certifications. This team will provide campus-based trauma-informed training in the 2020-21 school year. In addition to the certified practitioners, over 600 Katy ISD employees, including administrators, teachers, nurses and paraprofessionals, have participated in trauma-informed training opportunities since the COVID-19 pandemic began.

The Family Support Center, which began in the Spring of 2019 to assist families of special education students, was expanded beyond special education as a resource for parents of all students in the Fall of 2019. This service provides counseling and parent training in six week increments. Over the course of the current school year, 15 staff members conducted 24 parent trainings and provided counseling to 48 Katy ISD families.

The District was awarded the Rebuild Texas grant in the Spring of 2019 to support six elementary and four junior high campuses that were heavily impacted by Hurricane Harvey and identified as needing additional support. Character Strong (known as Purposeful People at the elementary campus level) was implemented on these campuses along with professional development. Additional grant support will go into effect when school resumes, including professional development for campus and District personnel. The District will implement Character Strong at all secondary campuses and Purposeful People at all elementary campuses beginning with the 2020-21 school year.

Assessing mental health support has been a focus area throughout the 2019-2020 school year. A multi-disciplinary team of district-level personnel was formed to gain perspective from various departments and develop a needs assessment modeled after the National Center for School Mental Health survey.

The needs assessment has now been extended to campus administrators, school counselors and LSSPs to gauge areas of strength and where additional support is needed. Results of the needs assessment will be used to inform priorities for supporting the emotional well-being of all learners.

The District team is also collaborating to develop a mental health resource guide. The guide is intended to supplement mandatory trainings that are completed by all personnel in the early fall of each school year to assist staff in supporting various needs, including bullying, trauma, child abuse/neglect, suicide and substance abuse.

The Katy Mental Health Intervention Team (KMHIT) was formed in May 2020, including Katy ISD police officers trained in mental health as well as school counselors and LSSPs. The purpose of KMHIT is to provide consultation and directly respond to student and staff crises that involve mental health and risk of safety, including behavioral threats and suicidal ideation.

Goal 8 Action Plan Year 2 Priorities – 2018-2019

Call to Action:

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

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

Specific Result:
8.5 Implement a secure communication system for all stakeholders to report social and emotional concerns.

Summary Report:
Assessing mental health support has been a focus area throughout the 2019-2020 school year. A multi-disciplinary team of district-level personnel was formed to gain perspective from various departments to enhance existing, and develop new services pertaining to social and emotional concerns. Two new groups emerged out of this initial steps. They include the Katy Mental Health Intervention Team (KMHIT) and the Safety and Security Analysis Center (SSAC).

KMHIT was formed in May 2020, and is comprised of Katy ISD police officers trained in mental health, counselors and LSSPs. The purpose of KMHIT is to provide consultation and directly respond to student and staff crises that involve mental health and risk of safety, including behavioral threats and suicidal ideation. KMHIT has responded to 4 student concerns since May 2020.

The SSAC is comprised of five rotating law enforcement employees who provide 24/7 oversight of the district safety and security systems, including reports regarding mental health incidents.

Following the formation of these two teams, the groups identified and researched reporting systems for anonymous reporting of social/emotional and school safety concerns. This led to the development of SpeakUp, a reporting system that enables Katy ISD students, parents, and community members to anonymously submit safety and well-being tips to help prevent school related incidents that could cause harm to themselves or others. Tips that can be submitted may include bullying, weapons, suicide or self-harm, illicit drug use, inappropriate relationships, violence, and other safety and well-being concerns. In addition to submitting anonymous and secure tips, users can upload video and photo evidence. All tips are thoroughly investigated by campus personnel, police and/or a crisis management team. To date, the app has been downloaded by over 1,300 users. Likewise, more than 1,500 credible tips have been received and thoroughly investigated.

The District also has an established crisis hotline called KatyConnect. It is available 24/7 to secondary students who need to talk to someone about a problem they are experiencing. In addition to the phone line, there are texting and chat components which allow students to communicate concerns in the manner most comfortable for them.

2022-2024 Goals

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

Goal 2: Katy ISD will develop operational systems and resources that will ensure equity in response to the needs of a growing district with rapidly changing demographics.
(Updated from 2017-2022)

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

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.

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.

Goal 6: Katy ISD will address challenges in the school finance system.
(Updated from 2017-2022)

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.

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

Goal 1 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 1:

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

Specific Result:

1.2 Expand CTE and dual credit opportunities for students.

Summary Report:

A large portion of the work in expanding CTE and dual credit opportunities involved building upon parent, student, and community awareness of courses and program availability. The CTE and Gifted/Talented & Advanced Academics departments established clear dual credit and credentialling pathways for students and parents to better understand course selections needed to complete certificates and college credits. Opportunities were also widely advertised with students, faculty, and the community to further inform stakeholders of dual credit choices. Student Success Manuals were created to successfully guide counselors and students through application processes and provide information on tutoring opportunities. Approximately 30 new courses were also introduced that include a wider range of student interests and goals. In addition to the new course offerings, Katy ISD developed, and will offer this fall, a Commercial Driver's License Program to qualifying students interested in a career in the trucking industry.

Teaching & Learning Department continues to conduct annual research to identify additional dual credit courses, both academic and CTE, that will meet the needs of Katy ISD students.

To build staff capacity across the dual credit program, the department utilized ESSER funds to create the Dual Credit Tuition Reimbursement Program. This program is designed to help current high school teachers receive credentials to teach dual credit courses by reimbursing the cost of tuition for additional graduate courses. To date, 18 new Katy ISD embedded dual credit teachers have been identified and credentialed through the program. Likewise, the Teaching & Learning Department has also created a new job description specifically designed to attract teachers from surrounding colleges and universities who are credentialed to teach dual credit.

Goal 1 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 1:

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

Specific Result:

1.3 Create a district literacy framework, aligned with the TEKS and Science of Reading, that will outline the district's literacy vision, beliefs, and instructional practices as well as serve as a guide for literacy curriculum, instruction, and materials decisions.

Summary Report:

The scope of the work for specific result 1.3 was divided into four implementation phases over the course of the 2022-2023 school year.

Phase I – Assemble Support Team

To support the objective of specific result 1.3, the district applied for and was awarded the Strong Foundations Grant. The grant award was used to fund technical assistance provided by Instruction Partners, a TEA approved provider. Instruction Partners facilitated a collective learning series on the research of how students learn best in literacy, how to better support stakeholder engagement, and guidance on project and change management. This series was delivered as a component of the district's literacy framework development and instructional materials selection process.

A literacy specialist was hired by the district to lead the activities outlined in the specific result 1.3, some of which included: establishing, coordinating, and facilitating the Literacy Task Force, organizing Instructional Coordinator and administrator training, developing an implementation plan for the use of new instructional materials, serving as point of contact, collaborating with outside literacy consultants, and facilitating campus support.

Dr. Thea Woodruff, a renowned outside literacy consultant was also brought on board to support the instructional materials selection process and the shift from balanced literacy instructional practices to a structured literacy approach. Dr. Woodruff has extensive experience in implementing the Science of Reading research into daily instructional practices and she will continue to support the district during the 2023-2024 school year to ensure an effective implementation.

Additional key outcomes during this phase included:

- Development of an instructional materials review rubric with criteria outlined by the Board of Trustees Literacy Sub-Committee.

- Review of instructional materials on the TEA Commissioner's Approved List of literacy resources for alignment with the TEKS and the Science of Reading.

- Presentation to the Board of Trustees Literacy Sub-committee a list of literacy instructional materials that aligned with the district-developed criteria and incorporated the five key components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension)

Phase II – Selection of Materials & Framework Development

The Katy ISD Literacy Task Force, comprised of teachers, instructional coaches, campus, and district leaders, was established and charged with creating the Katy ISD Literacy Framework. The Literacy Task Force met monthly and engaged in independent work outside of the scheduled task force meetings to provide input on the collective vision. Each task force meeting included learning sessions about research-based instructional strategies and the importance of using data to address the needs of students from all backgrounds. The Literacy Task Force learning sessions served as the foundation for the development of the Katy ISD Elementary Literacy Framework as well as the creation of the instructional materials review rubric.

The Literacy Task Force played a critical role in the instructional materials review process. The publishers that were selected to participate in the instructional materials review process presented to the members of the Literacy Task Force. Each publishing company received the instructional materials review rubric prior to their scheduled presentation time and were told to ensure their presentations were focused on the identified district needs as outlined in the rubric. The four areas of the rubric that publishers presented to the task force included – Foundational Skills, Text Complexity, Knowledge Coherence, and Writing**.** In addition to publisher presentations, the Literacy Task Force engaged in a lesson simulation facilitated by Instruction Partners, utilizing a lesson from each instructional resource.

The last phase of the Literacy Task Force review process included a deep review of each instructional resource. This included a comprehensive review of publishers' materials for both teachers and students at each grade level, in both English and Spanish. This also included a review of all supplemental materials, assessments, and digital resources. The Literacy Task Force identified strengths of each instructional resource and areas where supplemental support and instructional guidance would be needed.

Stakeholders, which included teachers, principals, instructional coaches, support staff, and community members, had the opportunity to engage in stakeholder feedback. Reviews were conducted face-to-face and online. At the conclusion of this process, the task force selected the Houghton Mifflin Harcourt (HMH) instructional resource.

Phase III - Instructional Guidance and Training

During this phase, the Division of Teaching and Learning departments that support elementary campuses (Elementary C&I, Office of Other Languages, Interventions, Special Education) began to engage in learning sessions focused on structured literacy and the implementation of the new literacy materials.

Members of the Elementary Curriculum & Instruction team also participated in learning sessions with TEA about the procurement, distribution, and implementation of high-quality instructional materials as well as strategies for rolling out the Literacy Framework districtwide. The Literacy Framework was introduced to instructional coaches, assistant principals, and principals. In addition, campus leaders participated in a learning activity that focused on managing complex change as well as the components necessary to make a shift toward implementing structured literacy instructional practices.

Training plans were developed in collaborative partnership with Dr. Thea Woodruff, Houghton Mifflin Harcourt (HMH), Instruction Partners, and Katy ISD Teaching & Learning teams. The initial training will occur throughout the summer with ongoing training and support being provided throughout the school year.

Phase IV – Monitor Implementation and Ongoing Support

During this phase, the district will be monitoring the implementation of the new resource and transition to structured literacy practices. Quarterly goals will be established districtwide, and data will be shared with campus and district leaders. Hanover Research will be supporting the district with ongoing surveys and focus groups centered on the literacy implementation. An implementation audit will be conducted in the summer of 2024 to determine the effectiveness of the implementation and to assist with planning, training, and support needs for the 2024-2025 school year.

Goal 3 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 3:

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

Specific Result:

3.1 Foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.

Summary Report:

The Katy ISD Department of Research, Assessment, and Accountability facilitated multiple interdepartmental meetings, that included the Office of Other Languages, Special Education, Curriculum and Instruction, Interventions, and Technology, to collaboratively review and streamline the assessment cycle and data protocols across the district. Beginning in fall 2022, a unified testing calendar was established to ensure all administered tests were clearly listed and easily accessible on the district website. This calendar will be developed each year and supports the transition to online testing and acknowledges the inclusion of new online accommodations and content language supports.

Departments also reviewed data processes and identified a key set of protocols which will be shared with district and campus leaders as best practice beginning in the 2023-2024 school year. These data protocols have been established to support district and campus data conversations regarding TEKS, small groups, focus groups, and campus-level performance. The Department of Research, Assessment, and Accountability will also provide teachers and school personnel multiple opportunities for disaggregating data for designing and delivering purposeful instruction.

Finally, a choice board of protocols for district and campus staff has also been established through this process. It will be accessible beginning August 2023 and will enable teachers and faculty to quickly and easily locate protocols to support their data conversations as they move through the assessment cycle of planning, assessing, and analyzing to improve instruction.

Strategic Plan | Specific Result Report

Goal 3 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 3:

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

Specific Result:

3.2 Analyze District and campus level assessments, both informal and formal, to identify opportunities and create professional learning that connects assessments to purposeful instruction.

Summary Report:

The Department of Research, Assessment, and Accountability (RAA) worked jointly with the Department of Elementary and Secondary Curriculum (C&I) to develop a systematic data review process for all district-level assessments (DLA and Interim). Data is reviewed and summarized into a DLA Summary Report and shared with either elementary or secondary C&I. The Curriculum Coordinators use the data, along with questions from the assessments, to create Instructional Implication Guides for the campuses.

Additionally, the Curriculum Coordinators share the Instructional Implication Guides with Instructional Coaches. This professional development allows for data to be shared in a timely fashion so campuses can utilize their scheduled site-based Professional Learning Community meetings to review instructional plans, make adjustments as needed, and support effective best practices that connect assessment to purposeful instruction.

Goal 4 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 4:

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

Specific Result:

4.2 Define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.

Summary Report:

This past school year, focus groups comprised of classroom technology designers, librarians, counselors, registrars, student support service staff, financial service staff, and teachers, were facilitated to identify and establish proficiency pathways for digital and security best practices. The pathways developed target the technology integration necessary for teachers to deliver high-quality instructional practices. Throughout the school year, teachers and staff will follow the identified pathways designed to develop and enhance their digital knowledge and skills. This plan will be presented for approval at the next Katy Technology Oversight Committee (KTOC) this coming fall, 2023.

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Goal 5 Action Plan Year 1 Priorities – 2022-2023

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Call to Action:

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

Goal 5:

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

Specific Result:

5.3 Katy ISD will implement a compensation plan that exceeds the market median for classroom teachers.

Summary Report:

This past school year, the Katy ISD Human Resources Department staff conducted extensive research on teacher salary markets across the state and region to ensure the district remains competitive with its compensation for instructional staff. As approved by the Board of Trustees in the Katy ISD 2022-2023 compensation plan, classroom teachers received a 5% raise for the 2022-2023 school year. This raise set Katy ISD beginning teacher pay at $60,700. This salary is 102% of, or $1,300 above, the market median for Region 4. The following is a breakdown of five, ten, fifteen, and twenty years of service comparisons to the Region 4 market median for teacher salary:

- Five Years of Service   102.5% of market $1,525 above market
- Ten Years of Service   102.7% of market $1,711 above market
- Fifteen Years of Service   102.8% of market $1,825 above market
- Twenty Years of Service   102.9% of market $1,937 above market

Goal 7 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

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.

Specific Result:

7.1 Evaluate and revise existing campus community partnership structures.

Summary Report:

Community partnership structures undergo evaluation throughout the year based on feedback from our stakeholders which include district and campus leaders, and community members, engaged in each program. Comprehensive revisions, if needed, take place each summer in preparation for the upcoming school year. An informal evaluation was conducted following each activity during the 2022-2023 school year. Feedback collected, and approved practices, were applied to the next activity for that specific program. Based on evaluative data and outcomes, a completely new system for tracking Partners in Education (PIE) program data was designed. The system data includes audience size, audience engagement and program results (i.e., funds raised, time given, number of participants in each program), plus a comprehensive roster of participants for district access.

Other modifications to the 2023-2024 program include:

1. Continually sharpening recruitment efforts, striving for increased geographic and demographic diversity across programs.

2. Working with campus administrators, both campus principals and PIE program liaisons, to define specific needs leading to enhanced impact of PIE programs. PIE programs include KEYS Mentoring, Business & Community Partnerships, Volunteers in Public Schools (VIPS), Food for Families, Leadership Katy ISD, Sister Schools.

3. Providing more accessible support for campus PIE liaison teams through pop-up workshops and small group training sessions.

Goal 8 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 8:

Katy ISD will actively support the well-being of all learners.

Specific Result:

8.1 Expand and strengthen internal systems that proactively support the well-being of the Katy ISD school community.

Summary Report:

The Katy ISD School Leadership and Support Department continues to expand and strengthen internal systems that proactively support the well-being of the school community. Campus Student Support Teams are provided annual training and support through internal and external resources. This year, for example, the district hosted its second annual Student Support Summit for campus student support staff. The summit was opened by Dr. Adam Saenz, a former Katy ISD graduate, who spoke about the power of relationships and being a living intervention for students. Sessions were delivered on various topics related to school safety and student well-being. Action plans were created by campus support teams following the training.

The School Leadership and Support Department also offered several learning opportunities for district staff this past school year. Last summer, over 600 teachers, counselors, and administrators earned a student mental health certification from the International Board of Credentialing and Continuing Education Standards. Representatives from the Office of Interventions, Special Education, School Leadership and Support, the Opportunity Awareness Center, and the Discipline Office began a Multi-Tiered System of Support for Behavioral Health and Wellness (MTSS-B) pilot with nine elementary campuses and eight secondary campuses. Cohort One met five times throughout the school year to learn new strategies to systematically address behavior concerns and broaden implementation next school year.

The School Leadership and Support Department and Katy ISD Police also work collaboratively to respond to campus crisis incidents throughout the year. After Action Review (AAR) meetings have informed current practices and help to refine response procedures to better support campuses. Likewise, the Katy Mental Health Intervention Team continues to support students and families in crisis. This includes the district's ongoing collaboration with outside agencies to proactively ensure the well-being of students, staff, and the community.

Increasing attendance and post-secondary opportunities is also a priority when it comes to addressing student well-being. The Office of Dropout Prevention, Intervention, and Recovery works closely with campus administration to provide assistance to parents and students to improve regular attendance and opportunities to learn and engage in programs that excite and motivate them. This past school year, Counselors and College and Career Facilitators expanded opportunities for students to explore relevant course offerings and support their pursuit of post-secondary opportunities. An example of this initiative is reflected in the Raines Academy Student Work Program redesign. The program now offers greater flexibility for students to earn a diploma while also earning an income and professional skills through job-based opportunities across Katy ISD administrative facilities.

Strategic Plan | Specific Result Report

Goal 8 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 8:

Katy ISD will actively support the well-being of all learners.

Specific Result:

8.2 Connect targeted resources and educational opportunities concerning topics related to well-being for students, staff and parents.

Summary Report:

Campus support personnel assist students and families by connecting them with resources to meet their individual needs. These services and needs are evaluated annually.

At the district level, students and parents were invited to participate in College and Career Night, Course Elective Fair, open labs for college applications and the Free Application for Federal Student Aid (FAFSA) process, and the district's Legacy Parent Academy on Human Trafficking.

Katy ISD also continues to utilize the Texas Child Health Access Through Telemedicine (TCHATT) services which have been expanded through legislative action. TCHATT allows students to access mental health support during and outside of the school day. The district also continues to foster relationships with external partners and agencies for students and families to receive support inside and outside school. Additionally, Katy ISD has established a Community Resource Directory of external resources for students and families that will be maintained on the district website this coming fall 2023.

Goal 8 Action Plan Year 1 Priorities – 2022-2023

Call to Action:

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

Goal 8:

Katy ISD will actively support the well-being of all learners.

Specific Result:

8.3 All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

Summary Report:

Katy ISD school and district safety protocols meet and exceed the Texas School Safety Center recommendations. Katy ISD has a dedicated Police Department, that includes Campus Officers and Security Teams, Patrol Officers, Detectives, an Office of Emergency Management, and Mental Health Intervention teams in place to support the safety needs across its 74 campuses.

Katy ISD teams consisting of campus and district administrative professionals collaborate with Katy ISD police personnel to conduct behavioral threat assessments, review behaviors that identify potential pre-incident indicators and potential attack methods, and allow development of student support plans as necessary.

In an effort to continue to build capacity across the Katy ISD police force, this past school year, the district created the Police Cadet position. These police officer candidates, once vetted and approved for hiring, are sponsored to attend Basic Peace Officer Certification. While waiting to begin certification, the cadets perform security guard duties to acclimate to the District. The Board of Trustees has approved the addition of five more police officers bringing the department's allocated strength up to 76.

The Katy ISD police have also worked closely with local and statewide agencies to align protocols. The Katy ISD PD has participated in collaborative discussions and trainings with area school districts in the National Incident Management System (NIMS) program, which assists in ensuring that responding law enforcement response protocols are aligned. These response protocols are primarily based on the concept of Unified Command, whereby agencies share responsibilities and duties in the coordination of emergency response activities. At the beginning of the summer of 2023, the district hosted a multi-agency Active Shooter Exercise at one of its high schools. The district and responding agencies had the opportunity to practice and demonstrate abilities to respond to an active shooter incident with appropriate actions to control and neutralize an assailant, work alongside other jurisdictions, initiate public messaging and timely updates, and stand up a reunification site.

To enhance safety at District large-scale events, especially those that are attended by outside individuals (i.e., non-students/staff), the district has secured and implemented non-intrusive security screening devices. These devices are in use at Katy ISD's two stadiums, Merrell Center, and Agricultural Sciences Center.

Recent additive recommendations from the TEA and Texas School Safety Center for districts to train staff and incorporate recent state requirements were also implemented this past school year. This included identification of enhanced fencing standards and incorporating a new staff directive for all teachers to instruct with their doors closed and locked. Refinement of campus safety plans for new and existing schools regularly occurs throughout the school year.

The district continues to finalize application of the 2017-2020 Safety Audit recommendations during this school year. The application of an additional layer of security cameras at all campuses has been completed at all high schools and junior highs. Continued application across elementary campuses began in June 2023. Additional action steps taken as a result of the safety audit recommendations include the increased officer presence at campuses at after hour events, increased staff training requirements to be applied to campus Simple Triage and Rapid Treatment teams, and improvement of internal campus communication for emergency responder radios. In response to state proposed initiatives, the district has also taken steps to further enhance safety and security capabilities above and beyond those recommended by the Texas School Safety Center in 2020. This will dramatically inform the impending 2020-2023 Safety and Security Audit and maintains Katy ISD's status as school district that not only meets, but exceeds the state standard for student and staff safety.

Goal 1 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences. Specific Result

Specific Result 1.2: Design innovative physical and virtual spaces that safely engage learners.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Survey and Review Designs nationally	Exec Dir of Facilities Planning and Organization	Jan 2021	Aug 2021		Reviews in Process	Meet with Architects	Examples of Design Ideas
Educate staff on use of existing spaces	Facilities, Planning and Construction	Jan 2021	Sep 2021		Scheduled meetings with Facilities and campus staff	Planning	Meeting Sign In
Define district standards	Committee	Now	Feb 2019		Overall eval done/working on specifics	Will form a committee to define standards	List of district standards

Assess current facilities against standards/determine programmatic needs	M/O & Facilities	Ongoing	Jun 2019		Campus eval done/prioritized list of schools	Long range facilities plan	Campus list developed for renovation
Cost analysis	Facilities	Ongoing	Sep 2019		Cost/benefit analysis	Ongoing	Projected cost of projects
Establish timeline for entire district (long/short term)	M/O, Facilities, Police	Ongoing	Jun 2019		Timeline draft and final timeline	Planning	Established milestones
Identify funding source(s)	COO	Jan 2021	Nov 2021		Bond meetings	Bond savings from previous bonds	Projects awarded

Goal 1 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.3: Review the Grading and Reporting Handbook to identify opportunities that support personalized learning	Lead - Deputy Supt Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Establish a committee of central office staff and campus principals to begin the review process.	Deputy Supt.	Aug 2017	Sep 2017	Committee members	Committee members roles and responsibilities established (i.e - sub committees if necessary) by Fall 2017.	Currently there exists a fragmented processes for reviewing and updating the grade reporting handbooks.	Committee member list is developed as well as possible sub-committee lists.
Define a philosophy of "personalized learning" in regards to grading and reporting procedures.	Committee	Sep 2017	Feb 2018	Resources investigated		No current definition.	Create a definition of personalized learning.

Develop a common vocabulary regarding grading and reporting.	Committee	Fall 2017	Feb 2018	N/A		No glossary of important terms defined in the grade reporting handbook.	Common vocabulary developed and added to the grade reporting handbooks.
Identify supports and barriers within the handbooks related to personalized learning.	Committee	Fall 2017	Feb 2018	Supports and barriers in grade reporting handbooks.		Grade reporting handbooks may already include ways to personalize learning. Needs to be reviewed.	List of: supports established, additional supports Identified, and barriers removed if possible.
Examine the current retest/redo practices to determine recommendations that support personalize learning.	Committee	Fall 2017	Feb 2018	Language regarding retest/redo		Practices for retest/redo currently exist.	Recommended changes identified.
Examine the comment section of the elementary drop down menu for personalization. Make recommendations and revisions deemed necessary.	Committee	Fall 2017	Feb 2018	Comment codes		Current comment code list	Recommended changes identified.
Communicate changes to the grade reporting handbooks to campus principals.	Asst. Supts.		Spring 2018				Agenda for principal meeting

![Katy Independent School District logo]

Goal 1 Action Plan: Year 2 Priorities (2018-19)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences

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Specific Result 1.4: Establish structures that support a collaborative, flexible, safe, and respectful learning environment.	Lead-[insert title] Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Conduct surveys and/or focus group with all stakeholders (staff, students and community) to identify elements that support a collaborative, flexible, safe and respectful learning environment.	Assistant Superintendents for School Leadership and Support	May 2018	Jul 2018	N/A		In Progress	Survey Results
Review current district standards, prototypes/programs for alignment with 1.4 including furniture, collaborative spaces, flexible seating, administrative spaces, and lighting.	Lisa Kassman and Lee Crews	Feb 2018	Sept 2018	Current District Standards		In Progress	Revised Written Standards for school prototypes

Determine financial impact	Lisa Kassman, Lee Crews and Chris Smith	Sep 2018	May 2018	Revised District Standards			Cost Analysis of implementation
Educate staff, students and community members on the use of flexible spaces and promote usage.							

Goal 1 Action Plan: Year 5 Priorities (2021-2022)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while make positive contributions in an ever-changing world.
Goal 1:	Provide a variety of learning experiences that address distinct learning needs, interest, aspirations and cultural backgrounds of all learners.

Specific Result 1.5: Provide a variety of learning experiences that address distinct learning needs, interest, aspirations and cultural backgrounds of all learners.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Review and evaluate unit plans, resources, and programs to ensure that students have a variety of opportunities to engage in learning experiences that meet their diverse needs and interests	Teaching & Learning Staff	August 2021	October 2021	Content Reviewed	N/A	N/A	N/A
Gather feedback from teachers on professional learning needs as it relates to meeting student needs	Teaching & Learning Staff	Fall 2021	Ongoing	N/A	N/A	Ongoing	Ongoing
Develop and deliver professional learning on providing students choice in their learning as well as providing authentic learning experiences	Teaching & Learning Staff	October 2021	Ongoing	N/A	N/A	Ongoing	Ongoing

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Expand course offerings to include areas of student interest i.e., CTE, Dual Credit, Ethnic Studies	Teaching & Learning Staff	November 2021	Ongoing	N/A	N/A	Ongoing	Ongoing
Expand summer enrichment opportunities for students	Teaching & Learning Staff	Summer 2021	Ongoing	N/A	N/A	Ongoing	Ongoing

Goal 1 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.6: JROTC - Explore requirements to offer program and determine if students would benefit from additional JROTC programs assigned to other high schools in the district.	Lead - Deputy Supt Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Present to the School Board the required steps and cost estimates for expanding JROTC programs to all Katy ISD high schools.	Deputy Supt	Sep 2017	Dec. 2017	N/A	N/A	(1) JROTC program at MCHS	Presentation to School Board December 4, 2017

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Goal 1 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.7: Identify current courses and possible future courses; survey students to determine interests; determine the number of teachers certified to teach dual credit; continue the dual credit focus group; and investigate the weights for dual credit courses.	**Lead-CAO** Collaborators: *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Re-convene current Dual Enrollment Focus Group.	Ex. Dir. Sec. C and I	Spring 2018	Spring 2018	Focus Group in place	NA	Dual Enrollment Focus Group meets quarterly	Meeting minutes
Review Hanover report: "Best Practices in Dual Credit Programs".	Ex. Dir. Sec. C and I	Dec 2017	Mar 2018	Recommend actions	NA	NA	Report Recommendations to the Dual Enrollment Focus Group for consideration.
Develop a document identifying dual course offerings over the past 5 years. Break down the offerings by course, campus and enrollment.	Ex. Dir. Sec. C and I	Dec 2017	Feb 2018	Data collected	NA	NA	Chart of historical course offerings to be included in the final report.

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Investigate other dual credit courses offered by Houston Community College.	Ex. Dir. Sec. C and I	Aug 2017	Mar 2018	NA	NA	NA	Chart of course offerings for consideration for possible expansion according to survey results.
Develop survey for high school students to determine interests.	Ex. Dir. Sec. C and I	Nov 2017	Jan 2018	NA	NA	NA	Survey
Survey high school students to determine interest in other dual credit courses.	Ex. Dir. Sec. C and I	Nov 2017	Mar 2018	NA	NA	NA	Survey Results
Develop a plan to "GROW" our own certified Dual Credit teachers	Ex. Dir. Sec. C and I	Oct 2017	Spring 2018	NA	NA	NA	-Plan -Teachers enrolled in courses to become certified college instructors -HS's will have increased staff teaching dual credit courses
Determine availability of KISD certified teachers to teach dual enrollment courses.	Ex. Dir. Sec. C and I	Aug 2017	Mar 2018	NA	NA	NA	Chart with identified eligible teachers per campus.

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Investigate the feasibility of adding "weighted credit" to dual credit courses.	Ex. Dir. Sec. C and I	Fall 2017	Spring 2018	NA	NA	Meeting with groups at regular set times	Timeline information
■ Meet with District AP Advisory Council		Nov 2016	Nov 2016				
■ Dual Credit Focus Group (1st meeting)		Feb 2017	Feb 2017				
■ Presentation to Principals		Sept 2017					
■ Surrounding district information		Oct 2017	Sep 2017				Chart with other district weights and comparisons.
■ Final Presentation to secondary principals		Nov 2017	Oct 2017				
■ Cabinet presentation		Jan 2018					Note sent in board packet
■ Board member notes sent		Jan 2018	Nov 2017				
■ Board Presentation		Mar 2018					Board Presentation
Develop report for the Board on the feasibility of expanding dual credit in Katy ISD.	Ex. Dir. Sec. C and I	Mar 2018	Apr 2018	NA	NA	NA	Draft Report.
Share report with the Superintendent	Ex. Dir. Sec. C and I	Apr 2018	Apr 2018	NA	NA	NA	Draft Report.
Deliver report to the Board of Trustees	Ex. Dir. Sec. C and I	Fall 2017	Apr 2018	NA	NA	NA	Board Report.

Goal 1 Action Plan: Year 1.8 Priorities (2018)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Review CTE data, along with MCTC, RHS and OAC course offerings	CTE Director and Staff	July 2017	Oct 2018	Enrollment trend data by course and campus (including MCTC, RHS, OAC; 2013-18) Industry Credentialing trends (2013-18) Sequences, pre-requisites and pathways Career and technical student organizations (CTSO) number of chapters and membership	NA	NA	Findings from data review identified in final report with recommendations

Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Identify current CTE course pathways • Align current courses into sequences • Conduct gap analysis	CTE Director	Aug 2018	Aug 2018	CTE course offerings	Pathway charts to support HB5 Endorsement requirements	NA	Pathway charts Pathway charts included in Student Course Catalog
Research local labor market trends for job outlook Consult and partner with local community and business leaders to determine workforce needs • Re-establish the CTE General Advisory Council (GAC) • Invite community members to serve on GAC • Attend Katy Area Economic Development Council (KADEC) general assembly meetings • Collaborate with KAEDC to host focus group meetings with local area business and industry members (manufacturing,	CTE Director and Staff	Sept 2018	Sept 2018	Job outlook for Katy Area and Houston metroplex Partnerships with Katy Area Economic Council, West Houston Association, and Workforce Solutions	NA	NA	Active General Advisory Council • Minutes of the GAC meetings • Work group committees established (PR/Advocacy; Curriculum/ Industry Certifications; Work-based learning) Active participation in KADEC • Number of KAEDC meeting attended

Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
health science, Information Technology) • Attend West Houston Association meetings • Collaborate with Workforce Solutions (Workforce Investment Board) on projects that benefit CTE teachers and students • Join Rotary of Katy							• Results of focus group meetings (manufacturing, health science and information technology) Active participation in West Houston Association • Number of presentations to West Houston Association on CTE offerings in KISD • Workforce needs identified Active participation in Rotary of Katy • Serve on Rotary of Katy subcommittees • Presentation to Katy Rotarians

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Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
							on KISD CTE programs
Assess internal and external resources and facilities • Visit each junior high and high school campus to review facilities and equipment • Identify equipment in need of repair or replacement	CTE Director and Staff	Aug 2018	Oct 2018	NA	NA	NA	Number of junior high campuses visited Number of junior high presentations given during the school year Work orders entered/completed Equipment replaced/purchased new

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Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Survey students and staff to determine interest (needs assessment) • Include survey on student Four-Year plans • Provide orientation sessions for junior high campuses to educate on CTE courses/programs Education and Promote CTE programs to community • Collaborate with Office of Other Languages to host a joint student/parent event for ESL/CTE for a selected high school feeder pattern • CTE STEM Maker Camp for incoming 6-7 grade students • CTE MCTC Summer Camp for incoming 8-9 grade students	CTE Director and Staff CTE Director and Staff OOL Director	Fall 2017	Spring 2018	CTE Four-year plans	Revised template	NA	Student and Staff Survey Results Results of ESL/CTE student/parent event: number of students and parents in attendance Results from CTE STEM Maker Camp student and parent evaluations
Develop report for the board on the feasibility of expanding CTE	CTE Director	Nov 14 2018	Nov 14 2018	NA	NA	NA	Draft Report

Specific Result: 1.8 Identify current Career and Technology course pathways; consult with community and business leaders to determine workforce needs; assess resources and facilities; and survey students to determine interest.	Lead-CAO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Share the report with the Superintendent	CTE Director	Nov 26 2018	Nov 26 2018	NA	NA	NA	Draft Report
Present recommendations to the Board of Trustees	CTE Director	Dec 10 2018	Dec 10 2018	NA	NA	NA	Board Report

Goal 1 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.9: Gifted & Talented Junior High Model (GT JH) – Provide a report on the feasibility of making recommendations for the GT JH Model.	Lead- CAO Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Identify the components of an effective JH GT Model.	Director of GT	Jul 2017	Aug 2017	Research	NA	July 2017 A list of program elements has been identified	Research complete with identified components of an effective JH GT Model to be included in the final report.
Conduct a comprehensive review of GT data including the Spring 2017 Secondary GT Survey Results, STAAR results, and course selection	Director of GT	Jul 2017	Oct 2017	Survey Data collection	NA	9/11 Unpacking Hanover Survey results with different audiences	Results from all data sources will be included in the final report.
Share Spring 2017 Secondary GT Survey Results	Director of GT	Aug 2017	Aug 2017	Survey	NA	9/21 PC memo to principals with a	Documentation of distribution with

with campus principals.						summary of results from Hanover survey	any action steps included.
Evaluate program implementation at each junior high including teacher and administrator training, cluster pattern, compliance with district guidelines.	Director of GT	Sep 2017	Sep 2017	Records on training, master schedule and SDRs	NA	9/22 Jodie Hines collecting master schedule data to identify clustering patterns at each JH.	Report for each campus will be developed and shared with each campus for possible action items.
Conduct Classroom walkthroughs to assess curriculum, instruction, rigor and alignment.	Director of GT	Sep 2017	Oct 2017	Walk-throughs	NA	10/27 Target date to complete this activity	Notes/records from events will inform the final report.
Interview 6th grade and 9th grade student panels on transition to new levels.	Director of GT	Oct 2017	Oct 2017	Student voice	NA	10/27 Target date to complete this activity	Notes/records from events will inform the final report.
Evaluate secondary GT Facilitators' role and actualization of role on each junior high campus.	Director of GT	Sep 2017	Oct 2017	GT Facilitators	NA	9/22 JH GT coordinators are using a rubric to evaluate the program at their respective schools	Facilitator self-evaluation/ principal evaluation
Conduct phone surveys to select districts with model GT Junior High Programs.	Director of GT	Oct 2017	Oct 2017	Phone Surveys/ Visits as appropriate	NA	9/20 Results from an email survey will be completed	Survey results

Analyze PreAP/GT Curriculum in 6, 7, and 8 grades and guiding documents for embedded GT elements.	Director of GT	Sep 2017	Sep 2017	Curriculum documents	NA	9/22 Secondary Curriculum Coordinators are using a rubric to evaluate the written curriculum	Report from each content area
Develop report for the Board on the recommendations for the JH GT model.	Director of GT	Oct 2017	Oct 25, 2017		NA	NA	Report completed
Share the report with the Superintendent.	Director of GT	Oct 2017	Oct 30, 2017		NA	NA	Report completed
Present recommendations to the Board of Trustees.	Director of GT	Nov 2017	Nov 6, 2017		NA	NA	Presentation made

Goal 1 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.10: Early College – Provide a report on the feasibility of developing an Early College High School (ECHS).	**Lead- CAO** Collaborators: *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Research the state requirements for an Early College High School (ECHS).	Ex. Dir. Sec. C and I	Jul 2017	Sept 2017	NA	NA	NA	Requirements identified
Survey students to see if there is an interest in attending a Katy ISD ECHS.	Ex. Dir. Sec. C and I	Nov 2017	Mar 2018	NA	NA	NA	Survey Results
Visit nearby ECHS.	Ex. Dir. Sec. C and I	Fall 2017	Fall 2017	NA	NA	NA	Data gathered from ECHS visits
Investigate possible partnerships with Houston Community College and the University of Houston.	Ex. Dir. Sec. C and I	Fall 2017	Spring 2018	NA	NA	NA	Meeting notes
Define elements of an ECHS and how they fit into the current Katy ISD High School.	Ex. Dir. Sec. C and I	Fall 2017	Spring 2018	NA	NA	NA	Elements defined

Research the cost of developing an ECHS campus as well as the cost to staff such a school.	Ex. Dir. Sec. C and I	Sep 2017	Mar 2018	NA	NA	NA	Budget Draft
Develop report for the Board on the recommendations.	Ex. Dir. Sec. C and I	Mar 2018	Mar 2018	NA	NA	NA	Report completed
Share the report with the Superintendent.	Ex. Dir. Sec. C and I	Apr 2018	Apr 2018	NA	NA	NA	Superintendent Report
Present recommendations to the Board of Trustees	Ex. Dir. Sec. C and I	May 2018	May 21, 2018	NA	NA	NA	Board Report

Goal 2 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 2:	Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Result 2.1: Develop a communication plan that articulates the need for customized resource allocation in response to changing demographics.	Lead - Deputy Supt/CCO/ COO Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Establish opportunities for administrators and staff to discuss if, and/or how, demographic shifts impact the delivery of instruction and services for students. In addition, identify a common understanding of what is meant by "customized resources" when addressing the needs of diverse student populations. a. Present an overview on current Katy ISD demographics and projections as they relate to district growth.	PASA	Nov Nov	Mar	NA	NA	NA	ASA Demographic Update 2017 (Nov). Documentation of presentations provided to staff.

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Task	Owner						Outcome
b. Facilitate table discussions with administrators, teachers and community members on how changing student demographics impact instructional practice and the delivery of services (Leadership Team, Teacher Leadership Forum, KIC). "Table Talk" Questions: What do we mean when we say customized resources? What impact do you see long term on teaching, learning and operations as a result of changing demographics throughout our Katy ISD schools? (feedback cards)	COO	Feb 27 - LT Mar - KIC Mar 20 - TLF					A definition of "customized resources" as it applies to the delivery of instruction and services in Katy ISD. A list of challenges and potential solutions identified by each staff group.
Identify common themes in the list of challenges and solutions outlined by each group.	CCO	Mar	Mar	NA	NA	NA	
Form "ownership" of the issues and solution. a. Revisit the common themes with each of the groups. b. Commit to ongoing dialogue on how to support the diverse needs of students and campuses between the principals and the Area Assistant Superintendents, as well as between the principals and their staffs. Likewise, an ongoing exploration and identification of support networks and customized resources that meet the needs of students will take place.	Deputy Supt. Area Asst. Supts.	NA	NA	NA	NA	NA	

Submit "Board Friday Info" on Action Plan 2.1 outcome.	CCO	Mar	Mar 2	NA	NA	NA	

Goal 2 Action Plan: Year 5 Priorities (2021-2022)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 2:	Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Specific Result 2.2: Create a district resource allocation system that ensures equity for all students.	**Lead-** Sch Leadership & Support	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Measure student access, and potential barriers, to enrolling in Raines High School (now Raines Academy (RA)), Miller Career & Technology Center (MCTC) programs	Asst Supts	Sept 2020	Dec 2021	NA	NA	NA	Updated application processes; Revised acceptance criteria to establish consistency; Developed plans to renovate the campuses for greater enrollment capacity; Addition of flexible sch day options at RA
Building out our crisis intervention and mental health team	Deputy Supt	2021	2022	Police data on safety & mental health	NA	NA	Hired additional mental health professionals; Developed Community Resource Directory; Trained police officers in mental health supports
Develop a high-quality Aspiring Principals Academy to cultivate candidates for future leadership positions	Deputy Supt; Asst Supts	Fall 2020	June 2021	NA	NA	NA	Curriculum developed; Presenters and mentors identified

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Goal 2 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 2:	Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Result 2.3: **Multi-Bell Schedule - Establish a collaborative campus and district team to study the impact of a multi-bell schedule.**	Lead - COO Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Current Implementation	Evidence of Completion
Update the study presented to the school board in December 2015 to determine feasibility based on additional campuses added.	COO	Sep 2017	Oct 2017	Results from previous survey on multi-bell schedule	NA	General themes from previous study reviewed and analyzed
Form and hold committee meetings of district stakeholders; to include campus representatives for feasibility discussion.	COO	Oct 2017	Nov 2017	List of potential committee members	List development underway	List of committee members/meeting minutes - Final Recommendation
Parent survey to seek community input	CCO	Nov 2017	Nov 2017	Previous survey questions	Survey questions in development	Survey results
Update for Superintendent and Cabinet	COO	Dec 2017	Dec 2017	NA	NA	Presentation

Report Prepared for Board	COO	Dec 2017	Dec 2017			Report draft in Board Docs
Board Update Provided	COO	Jan 2018	Jan 2018			Board Agenda Item

Goal 2 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 2:	Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Specific Result 2.4: Two Mile Turn-by-Turn - Examine a two-mile turn by turn approach to determine if it provides conservation of transportation routes that would allow transition to a multi-bell schedule.	**Lead- COO** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Current Implementation**	**Evidence of Completion**
Examine district bus transportation routing in relation to a proposed 2 mile turn by turn bus eligibility to determine if it would provide conservation of routes.	CCO	Sep 2017	Dec 2017	Previous studies of 2-mile turn by turn with	Routing for 2017-18 school year underway	
a. Compare current KISD routing structure to those surrounding school districts with multi-bell schedule.	COO/CFO	Sep 2017	Nov 2017	Comparison of routing structures	N/A	Report complete from Director of Transportation and delivered to COO
b. Determine new routing structure and cost savings or added expense.	COO	Sep 2017 Dec 2017	Nov 2017 Dec 2017	Current routing costs as compared to 2 mile	N/A	

c. Report to superintendent/board	COO	Dec 2017	Dec 2017			Report complete to Superintendent and Cabinet
d. Report to KISD School Board	COO	Jan 2018	Jan 2018			Report uploaded to Board Docs and presented to the Board of Trustees
e. Develop external communication plan if necessary (pending Board approval).	CCO	Jan 2018	Jan 2018			

Goal 3 Action Plan: Year 2 Priorities (2018-19) (NOTE: MOVED FROM A YEAR 1 PRIORITY)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 3:	Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Specific Result 3.1: Organize internal educator groups who will develop a variety of appropriate measures to determine learner progress and growth.	Lead- CAO Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Review the current District Assessment Council (DAC) membership and responsibilities to strategically include representatives of all educator groups, i.e. representatives from 504, ESL, SPED, Instructional Coaches, CTE, intervention, and classroom teachers. (Add members if needed.)	Exec Dir, Research, Assessment, and Accountability	Jul 2017	Jul 2017	Current DAC membership	Complete with the formulation of a revised DAC	Current DAC	A list of new members added to the DAC for 2017-18
The District Assessment Council will determine the criteria for membership for internal educator groups who will assist with the development of a variety of appropriate measures to determine learner progress and growth.	Exec Dir, Research, Assessment, and Accountability	Sep – Oct 2017	Mar 2018	none	A process and a list of criteria	none	List of criteria for internal educator groups

Membership for the internal educator group will be solicited and members selected based on the process outlined by the DAC.	Exec Dir, Research, Assessment, and Accountability Executive Directors of Elem & Sec C&I	Jun 2018	Jul 2018	none	Process for solicitation	none	List of new members
District Assessment Council and internal educator groups will review the "draft" Assessment Framework to identify current assessment practices and processes for measuring learner progress and growth.	Exec Dir, Research, Assessment, and Accountability Exec Dirs of Elem & Sec C&I	Jul 2018	Oct 2018	"Draft" Assessment Framework	N/A	N/A	Review Conducted
District Assessment Council and members of the internal educators group will research and define a variety of appropriate measures.(i.e. portfolios, rubrics, presentations, etc.)	Exec Dir, Research, Assessment, and Accountability Exec Dirs of Elem & Sec C&I	Jul 2018	Oct 2018	Review of existing assessment measures	Documentation of research findings	Existing assessment measures	Documentation of research findings

The internal educator group will identify a variety of appropriate measures that are focused on growth/progress over time.	Exec Dir, Research, Assessment, and Accountability Exec Dirs of Elem & Sec C&I	Jul 2018	Oct 2018	Current assessment measures	List of a variety of appropriate measures	Current assessment measures	List of a variety of appropriate measures
Incorporate measures into the Assessment Framework and curriculum unit plans as appropriate.	Exec Dir, Research, Assessment & Accountability	Oct 2018	Dec 2018	Draft Assessment Framework; Identified measures	N/A	N/A	Measures incorporated into the Assessment Framework/Curriculum
Develop and implement a communication plan to ensure that teachers and administrators are aware of the Assessment Framework and the identified measures for progress.	CAO – T&L Executive Leadership Team	Oct 2018	Dec 2018	none	N/A	N/A	Communication plan developed and implemented

Goal 3 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 3:	Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Specific Result 3.2: Provide quality professional development designed to increase educator expertise when measuring learner skill acquisition.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Review 3.1 to ensure alignment to the work of the educator group.	Exec Dirs C&I	Aug 2019	Aug 2019	3.1 outcomes	N/A	N/A	N/A
Solicit feedback from students on preferences for demonstrating their learning.	Exec Dirs C&I	Aug 2019	Oct 2019				
Solicit input from teachers and instructional coaches for professional development preferences.	Exec Dirs C&I	Aug 2019	Oct 2019				
Utilize feedback from teachers and students to finalize a list of best assessment practices and embed in professional development activities.	CAO - T&L Executive Leadership Team	Nov 2019	Dec 2019	Current practices	N/A	N/A	List of best practices, PD activities

Identify opportunities for professional development including dates, methods, and formats.	Exec Dirs C&I	Nov 2019	June 2020	N/A	N/A	N/A	Training timeline
Create timeline for development and delivery.	Exec Dirs C&I	Dec 2019	June 2020	N/A	N/A	N/A	Training timeline
Design a rubric to assess professional learner skill acquisition.	Exec Dirs C&I	Sept 2019	Oct 2019	N/A	N/A	N/A	Rubric
Identify staff to deliver differentiated professional learning cycle. (delivery and follow-up)	Exec Dirs C&I	Nov 2019	June 2020	Current staff	N/A	N/A	List of trainers
Deliver professional development.	Exec Dirs C&I	Jan 2020	Ongoing	Professional development plan	N/A	N/A	Training evaluations, Eduphoria documentation
Analyze and utilize ongoing evaluation process to determine effectiveness and utilization of professional development.	Exec Dirs C&I	Jan 2020	Ongoing	N/A	N/A	N/A	Evaluation process
Report progress to the Board in writing.	Exec Dirs C&I	April 2020	May 2020				Report

Goal 3 Action Plan: Year 4 Priorities (2020-2021)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 3:	Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Specific Result 3.3 and 3.4: 3.3 - Utilize a variety of measures to monitor the learner's progress toward skill acquisition. 3.4 - Provide timely, relevant, and actionable feedback that is focused on learner strengths and weaknesses.	Lead- Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Revisit Specific Result 3.1 and 3.2 to ensure all action steps are in place.	Executive Directors of C & I	Oct. 2020	Nov. 2020	N/A		Complete	Reviewed SR with discussion.
Develop collaboratively, with campus Instructional Coaches, a variety of measures to monitor the learner's progress toward skill acquisition. (i.e. exit tickets, performance tasks, presentations, writing, demonstrations, etc.) An example could be students understand and track their progress.	Executive Directors of C & I	Feb. 2021	April 2021	Unit Plans	-Continuously review identified assessment opportunities in Unit Plans based on feedback from teachers and ICs.	Complete	Document list of learner measures located in the Unit Plans. Instructional coaches collaborated with curriculum coordinators to develop a list of a

							variety of measures to monitor learner's progress. (attachment: IC Meeting Agenda Fall 2021 and Lists of Measures)
Communicate a variety of measures to monitor the learner's progress with campus administrators. Share look-fors for campus administrators to utilize when visiting classrooms in alignment with T-TESS.	Executive Directors of C & I	Sept. 2020	May 2021	N/A	Responses to DLA formative assessment data from C&I to support best practices and guidance for classroom look-fors. -Discuss Learner Progress at School Improvement Meetings. -Provided training on how to take annecdotal records. - Provide Professional Development on formative assessment. -Developed videos on formative assessment.	In-Progress	Campus Visits School Improvement Meetings
During campus PLCs, Instructional Coaches	Executive	Aug.	Dec.	N/A	Provided virtual	In-Progress	Observe the

| or other campus instructional leaders will model a variety of measures to monitor learner's progress. | Directors of C & I | 2021 | 2021 | | modeling of assessing and working with students online for ICs. Increase focus on the value of formative assessment. | | variety of measures in classrooms.

School Improvement Coordinators led DLA data analysis with ICs to be replicated with teachers on campus.

DLA data reflection and analysis time with ICs occurred following each DLA administration.

During the 2020-2021 school year, secondary Instructional Coaches and campus leaders are were provided with additional learning on PLCs (PLC+) in order to be fully equipped to lead high- |

							quality PLCs.
Teachers will utilize a variety of measures, including formal and informal measures, to monitor and support learner progress.	Executive Directors of C & I	Aug. 2021	Dec. 2021	N/A	There is an expectation that teachers will plan for and utilize small group instruction in order to support learner progress and plan and provide for differentiated instruction. - Progressions have been provided to assist teachers in scaffolding instruction to assist with appropriate differentiation. Canvas course has been developed for further learning on progress monitoring.	In-Progress	Observe the variety of measures in classrooms. Secondary C&I leaders partnered with ICs and DCs in fall 2020 to visit blended, virtual, and in-person classrooms looking for evidence of student learning and implementation of best practices which includes formative assessments/checking for understanding. Co-teaching, modeling, coaching, and feedback were provided to support teachers in their

							implementation.
Solicit feedback from Instructional Coaches regarding the list of measures for continuous improvement.	Executive Directors of C & I	Nov. 2021	Dec. 2021	N/A		Develop feedback opportunity for IC feedback.		Discussion at instructional coach meeting and revisions made as appropriate.

Goal 4 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Specific Result 4.1: Continuously provide a safe and secure environment for digital learning.	**Lead- CIO** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
4.1.1: Conduct security assessments from an external party to identify and close gaps in the District's cybersecurity.	Dir. Technology Operations Assist: Dir. Business Intelligence Dir. Enterprise Systems	Aug 2017	Mar 2018	Routine operational assessments and mitigations	Assessment completed	Routine operational assessments and mitigations	Final report which will identify key vulnerabilities that need further security enhancements in data protection, networks and student access Cost Analysis of the mitigation plan

4.1.2: Develop responsive solutions to the assessment findings to ensure data protection, secure networks and safe student access.	Dir. Technology Operations Assist: Dir. Business Intelligence Dir. Enterprise Systems	Feb 2018	Aug 2018	Assessment Findings in 4.1.1	Mid-year: Progress Report EOY: Implementation Plan	Routine operational processes	Implementation Plan (This could be a multi-year plan depending on the findings from 4.1.1)
4.1.3: Engage and educate students, staff and parents on cyberbullying, cybersecurity, digital citizenship.	Dir. Instructional Technology Assist: Dir. Customer Services	Aug 2017	Aug 2018	Canvas Courses, Online Courses, Resources available on website. Training events such as PTA, Parent Nights, VIPS, ESOL meetings, Back to School meetings, etc.	Mid-year: Gather statistics EOY: Final Report	Canvas Courses, Online Courses, Resources available on website, Training events such as PTA, Parent Nights, VIPS, ESOL meetings, Back to School meetings, etc.	Report comparing statistics with prior year for the baseline items

4.1.4: Identify approved District apps for online safety to ensure compliance with COPPA and FERPA privacy and safety regulations.	Dir. Instructional Technology	Aug 2017	Aug 2018	Knowledge Base Website of Reviewed Apps	Mid-year: Gather statistics EOY: Final Report	Knowledge Base Website of Reviewed Apps	Knowledge Base Website of Reviewed Safe Apps for the district users Online inventory system for tracking district funded applications for compliance
4.1.5: Assess all technology related vendor agreements to ensure compliance with district safety, privacy and security regulations.	Dir. Business Intelligence Assist: Dir. Instructional Technology Dir. Enterprise Systems Dir. Technology Operations	Aug 2017	Aug 2018	Current Vendor Agreements	Mid-year: Gather statistics EOY: Final Report	Current Vendor Agreements	Data Security Agreements reviewed and completed for identified vendors Online system to track vendor security agreements for District funded applications
4.1.6: Teachers will access the learning management system, such as Canvas, that uses standards of safe and secure learning.	Dir. Instructional Technology	Aug 2017	Aug 2018	Current Canvas Courses and Users	Mid-year: Gather statistics EOY: Final Report	Current Canvas Courses and Users	Report Comparing Canvas statistics with prior year

							District-wide standardization on Canvas
4.1.7: Technology will investigate and begin the implementation of the goals for the Trusted Learning Environment Framework.	Dir. Customer Services Assist: Dir. Tech Operations Dir. Instructional Technology	Aug 2017	Aug 2018	Requirements identified	Mid-Year: Assess requirements EOY: Implementation Plan	Requirements identified	Implementation plan for achieving the Trusted Learning Environment Seal (This could be a multi-year implementation)

Goal 4 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Specific Result 4.2: Prepare all stakeholders to effectively utilize digital resources.	Lead- [CIO] Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Centralize access to resources for stakeholders by expanding access to the Katy Cloud for parents and guardians.	Technology Directors Communication Director	Aug 2019	Aug 2020		Mid: Pilot the system	Student and staff cloud	System Implementation
Identify parent resources to be included in the Parent Cloud.	Technology Directors Communication Director	Aug 2019	Aug 2020		Mid: Identify high priority resources	Student and staff cloud	Implementation

					Mid: identify platform		Pilot and testing platform
Explore the feasibility of using intelligence driven self-support systems for district users.	Technology Directors	Aug 2019	Aug 2020 (Multi-Year)		Mid: identify platform		Pilot and testing platform
Evaluate new user access methods for KG-2 students to login to digital resources.	Technology Directors Elementary Assist Supt	Aug 2019	Aug 2020 (Multi-Year)		Mid: identify platform		Pilot and testing platform
Explore systems for storing and identifying TEKS-aligned digital resources.	Technology Directors Teaching and Learning Executive Directors	Aug 2019	Aug 2020 (Multi-Year)		Mid: identify platform		Pilot and testing platform
Implement a micro-credentialing program that encourages staff to effectively utilize technology in the instructional setting.	Technology Directors	Aug 2019	Aug 2020		Mid: pilot		Implement

Goal 4 Action Plan: Year 2 Priorities (2018-19)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD Will create and sustain best in class infrastructure to securely accommodate the current and next generation digital content and tools for all stakeholders

Specific Result 4.3: Define and implement district and campus expectations for technology integration inside and outside the classroom.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Establish a baseline for the technology integration inside and outside the classroom.	Instructional Technology Director	Sep 2018	Jun 2019	Bright Bytes Survey	Classroom Technology Designer Input on Campus Goals	BrightBytes Survey *Student Frequency of Use During Class time*	BrightBytes Survey Results
Define campus expectations for technology integration.	Instructional Technology Director	Jan 2019	Feb 2019	Bright Bytes Survey			BrightBytes Survey Results
Provide technology training for staff and learners based on expectations.	Instructional Technology Director	Jun 2018	Ongoing	Eduphoria Report	Classroom Technology Designer Input Campus Goals	Eduphoria Report & Feedback from Campuses	Eduphoria Report & Feedback Campuses Eduphoria Report on

							Online Instructor Certification; Eduphoria Report for KOLA training
Provide streamlined and equitable access to support expectations inside and outside the classroom for all learners.	Business Intelligence Director Instructional Technology Director	Sep 2018	Jun 2019	Examine current practice	Evaluate Usage of BDD Check-Out MyKaty & Software Stats	BDD Check-Out, MyKaty and Software Usage Stats	EOY Usage Reports KVS Spreadsheet
Continue the creation of aligned resources within the Learning Management System to share with teachers for classroom use.	Instructional Technology Director	Jul 2018	On-Going	#of current courses	# of additional courses	% of Courses have been completed	# of courses added (maintaining spreadsheet with Curriculum – focus on secondary) KVS Course creation & updates KOLA Course creation & updates

Goal 5 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.1: Sustain a comprehensive, equitable compensation benefit plan for all employees.	Lead- Dir. Internal & Community Relations; Exec. Dir. of HR Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Engage the HR Division of the Texas Association of School Boards (TASB) to conduct a comprehensive review of the employee compensation plan and to examine the competitive job market and determine whether practices are internally fair and externally competitive.	Deputy Supt., Asst. Supt of HR	Jun 2018	Sep 2018	Current compensation plan, current pay scales and ranges, and pay data collected on employees at the start of the project.	N/A		Completed study provided to Katy ISD with recommendations. Dept Supt and Asst Supt of HR on September 14, 2018
Examine practices that ensure equity in salary among new hires and current employees based on relevant experience.	Deputy Supt., Asst. Supt of HR,	Spring 2019	Fall 2019	Current and new salaries, new TASB			Equitable step system for all pay ranges

				mid/min/max ranges			
	Compensation Manager						
Communicate the plan changes to all staff to promote transparency in salary calculation.	Asst. Supt. of HR, Hiring Managers/Co ordinators, Compensation Manager	Fall 2019					Less negative feedback regarding compensation inequity.
Examine current practices used to determine promotional rates	Asst. Supt. of HR, Hiring Managers/Co ordinators, Compensation Manager	Fall 2019		Current promotional formula and practices.			Fair and equitable salary for promotions within the District.

Goal 5 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.2: Create a "Portrait of an Educator" that encompasses learner outcomes and learner profile.	Lead-CAO Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Form a committee of teachers, campus administrators, central office staff, and students who will create the Portrait of an Educator.	Executive Director of Elementary C&I	Aug/ Sep 2017	Aug/Sep 2017	N/A	N/A	None	Committee created
Committee will review Katy ISD survey data (workplace and parent surveys, etc…) Instructional Cornerstones, Portrait of a Graduate, T-TESS components, and examples from other districts.	Executive Director of Elementary C&I	Sep 2017	Nov 2017	N/A	N/A	None	Meeting held and data/resources reviewed; key elements identified
Develop a draft "Portrait of an Educator".	Executive Director of Elementary	Nov 2017	Nov 2017	N/A	N/A	None	Draft of the "Portrait of an Educator"

	C&I/Committee members			N/A	N/A	None	developed
Gather feedback on the draft "Portrait of an Educator" from Katy Improvement Council (1/17), C&I Advisories, Instructional Coaches, Leadership Team (1/23), Teacher Leadership Forum (1/16), Student Leadership Circle (2/7), Superintendent Parent Group (1/17).	Executive Director of Elementary C&I	Dec 2017	Feb 2018	N/A	N/A	None	Feedback gathered
Reconvene committee to review feedback and finalize "Portrait of an Educator".	Executive Director of Elementary C&I/Committee members	Feb 2018	Mar 2018	N/A	N/A	None	Revisions made as necessary
Share draft "Portrait of an Educator" with Superintendent/Cabinet.	CAO	Mar 2018	Mar 2018	N/A	N/A	None	Draft shared and input received
Presentation to the Board	CAO	Mar 2018	Mar 2018	N/A	N/A	None	Board presentation
"Portrait of an Educator" components finalized.	CAO	Apr 2018	Apr 2018	N/A	N/A	None	Completed Portrait of an Educator; communication plan; documents and graphics for hiring season 2018

Develop a communication plan and graphic design.	CAO CCO	Apr 2018	Apr 2018	N/A	N/A	None	Communication plan and graphics developed
Incorporate the "Portrait of an Educator" into Katy ISD culture and expectations including posting to the District website.	All Staff	Apr 2018	Ongoing	N/A	N/A	None	Portrait incorporated into Katy ISD culture

Goal 5 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.3: Create a framework that district leaders can utilize to increase teacher/staff recognition. Plan Focus- Clearinghouse for Staff Recognitions	Lead- Dir. Internal & Community Relations Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Analyze and align identification and communication of district-wide staff recognition practices.	Director I & C Relations; Assoc. Sup. School Leadership /Support; Asst. Sups; Principals	Winter 2018	Summer 2019				Survey to identify items. List of ways people are recognized. List of actual recognitions & awards. Guidelines for recognitions established

Survey Principals, Assistant Principals and Department Heads to gather information regarding current recognition practices.	Assoc. Sup. Office School Leadership/ Support; Asst. Supts	Winter 2018	Spring 2019				Survey results from each identified area
Design and deliver common language and communication for department, campus, and district leaders on how to create a culture of recognition for high-quality work.	Director I & C Relations; Exec. Director HR	Summer 2019	Fall 2020				Content and communications with expectations
Develop a clearinghouse for campus and department leaders to share how staff are recognized.	Director I & C Relations; Director Tech Ops	Winter 2018	Fall 2019				Database
Develop a clearinghouse for campus and departments leaders to share awards, honors and recognitions of staff.	Director I & C Relations; Director Tech Ops	Winter 2018	Fall 2019				Database
Develop a communications campaign on staff recognitions for submittal and inclusion in communications tools.	Director I & C Relations	Summer 2019	Fall 2019				a communications campaign action plan with guidelines
Collaborate with community business partners, in coordination with Partners in Education, to recognize staff members.	Exec. Dir. PIE	Summer 2019	Fall 2019				conversation with PIE to share possible recognition involvment

Goal 5 Action Plan: Year 5 Priorities (2021-2022). Action Plan Steps Begin in 2018-19.

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.4: Expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.	Lead- Nicole Zwahr Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Gather Data: A. How do other Katy ISD departments structure their mentoring programs? B. How do other districts structure their mentor programs? C. Survey current Katy ISD participants in mentor program to reflect on structure, training, and content.	Nicole, Marlene, Jackie, Karen, Rhonda	Spring 2019	Spring 2019	Models within district and outside of district	NA	Katy ISD Mentor Program	Model data is collected.
Identify committee composed of Katy ISD staff.	Nicole, Wade, Jackie, Karen, Rhonda	Spring 2021	Spring 2021	Team is established	NA	NA	List is generated and invite for future meetings is sent.
Committee reviews step 1 data, defines common terms, and begins refining the Katy ISD	Katy ISD staff	Spring 2021	Aug 2021	Review data collected	NA	NA	Refined draft in progress

Mentoring Model *(Who and What is the goal).*							
Committee completes the draft of the Katy ISD Mentoring Model.	Katy ISD staff	Spring 2021	Aug 2021	Review data and refined draft	NA	NA	Refined draft completed
Committee gathers feedback on proposed Katy ISD Mentoring Model from stakeholders. *(Principals, Katy ISD Teacher Leadership Forum, Instructional Coaches, Katy ISD Rookie Teachers of the Year, Cabinet)*	Nicole, Wade, Jackie, Karen	Spring 2022	Aug 2022	NA	NA	NA	Gathered feedback document
Committee revises and refines Katy ISD Mentoring Model based on feedback.	Katy ISD staff	Spring 2022	Aug 2022	Refined draft and feedback	NA	NA	Refined draft completed including feedback
Internal lead team designs framework for Katy ISD Mentoring Model implementation.	Nicole, Wade, Jackie, Karen	Spring 2022	Fall 2022	Models inside district and outside	NA	Katy ISD Mentor Program	Model Framework
Expanded Katy ISD Mentoring Program presented to Chief Academic Officer, Deputy Superintendent, and/or Extended Executive Leadership.	Nicole, Dr. Caskey	Spring 2022	Spring 2022	NA	NA	NA	Shared Model and Framework with Extended Cabinet
Expanded Katy ISD Mentoring Program proposal submitted to the Board.	Dr. Caskey	Spring 2022	Spring 2022	NA	NA	NA	Report to Board
Implementation of new Katy ISD Mentoring Program	Nicole Zwahr	August 2022	August 2022	NA	NA	NA	Implementation

Goal 5 Action Plan: Year 2 Priorities (2018-19)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.5: 5.5 Refine a plan to provide high quality professional development that fosters growth and supports all teachers and staff. *(with 1.1 Create a system of personalized professional learning for District staff.)*	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Establish a collaborative team of teachers, campus administrators, and central office staff to identify district parameters that are aligned to the strategic design framework.	(C&I, Assessment Technology Professional Learning Campus staff)	Spring 2018	Fall 2018	Team is established and will have met to identify beliefs	NA	NA	Team has meeting schedule and purpose established
Review professional learning plans from at least 3 comparable high performing school districts.	(C&I, Assessment Technology Professional Learning Campus staff)	Fall 2018	Fall 2018	Review plans	Identify desirable format, attributes and scope	NA	Summary of plans with appealing best practices identified
Create a document that provides guidance for all departments and campuses in	(C&I, Assessment	Jan 2019	Jan 2019	NA	NA	NA	Guiding document draft

planning for professional learning.	Technology Professional Learning Campus staff)						
Gather feedback from Katy Improvement Council, Instructional Coaches, Human Resources, Principals, Teacher Leadership Forum, and Student Leadership Circle.	Professional Learning Dept	Jan 2019	Mar 2019	NA	NA	NA	Gathered feedback document
Reconvene to review feedback and revise Professional Learning Plan.	(C&I, Assessment Technology Professional Learning Campus staff)	Apr 2019	Apr 2019	Feedback	NA	NA	Revised PL plan
Share Professional Learning Plan with Superintendent/Cabinet.	Professional Learning Department	May 2019	May 2019	NA	NA	NA	Shared plan with Extended Cabinet
Prepare for a presentation or report to the Board of Trustees.	Professional Learning Department	May 2019	May 2019	NA	NA	NA	Report to Board
Develop a systematic approach to communicate and ensure consistent implementation of professional learning practices.	(C&I, Assessment Technology Professional Learning Campus staff)	Summer 2019	Summer 2019	NA	NA	NA	Communicated plan to campuses and departments

Goal 5 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.6: Analyze perceptions of workplace culture and develop systems to improve and support an environment of staff engagement.	Lead- Dir. Internal & Community Relations; Exec. Dir. of HR Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Analyze the Energage OrgHealth Survey for longitudinal data from the past three years for staff perception of workplace culture.	Director I&C Relations; Principals; Asst. Sups	Spring 2019	Fall 2019	May 2017 May 2018 May 2019		Annual survey	Review of data
Create, implement, and analyze a survey regarding campus culture from the students' perspective.	Director I&C Relations; Principals; Asst. Sups	Fall 2019	Fall 2019	N/A		N/A	Distribution and analysis of survey
Create, implement, and analyze a survey regarding campus culture from the perspective of community members to include parents, campus volunteers, community members, and the business community.	Director I&C Relations; CCO	Fall 2019	Fall 2019	N/A		N/A	Distribution and analysis of survey

Based on models of successful workplace culture, allocate support for specific campuses and/or district departments that show a need for improvement.	Asst. Sups; Exec. Dir. HR; Assoc. Sup. School Leadership/ Support	Fall 2019	Spring 2020	Data from Energage survey		N/A	Identification and allocation of resources for those in need of support
Initiate change through the improvement of upward and downward communications through the use of internal communications in-person and electronic platforms.	Director I&C Relations; Departments; Principals; Executive Cabinet; Superintendent	Summer 2019	Fall 2019	Email communication		Email Communications	Development of initial and additional communications through a platform
Encourage staff participation and engagement through the identified in-person and electronic platforms that includes the opportunity to ask questions, clarify information, provide open and constructive dialogue and thoughtful suggestions.	Principals, Asst. Sups; Departments; Executive Cabinet; Superintendent	Fall 2019	Spring 2020	N/A		N/A	A communications plan/ Communications promoting and encouraging staff engagement
Improve trust and transparency by communicating relevant, timely and informative information with explanations as to "why" certain decisions are made and show that staff voices are being heard.	Director I&C Relations; Departments, Asst. Sups; Executive Cabinet; Superintendent	Fall 2019	Spring 2020	N/A		Email communications	More conversations around issues; tone of messages in understanding; through various communication tools
Maintain district facilities and infrastructure to provide equity in learning and working environments.	COO; M&O	Fall 2019	Spring 2020			ongoing	

Include staff members in the decision-making process for decisions that affect them.	Executive Cabinet; Principals; Dept. Heads; Director I&C Relations	Fall 2019	Spring 2020	N/A		Teacher Leadership Forum;	Forums, meetings, surveys that ask all staff for input, feedback and ideas.
Enhance and expand the recognition of employees through the district internal communications tools and as identified in Goal 5.3.	Director I&C Relations; Exec. Dir. HR	Summer 2019	Fall 2019	Board level recognitions		Board level recognitions; Of the Year Awards, Employee Service Awards	Expanding recognitions beyond regional and state level.

Goal 5 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.7: Establish internal communications channels to provide informative and engaging content to improve communications, increase awareness, and encourage collaboration and participation among all staff. Plan Focus- Staff Communication and Communications Platform	Lead- Dir. Internal & Community Relations Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Align internal and external communication platforms to create a broader distribution of department, campus and district activities.	CCO; Director I&C Relations	Winter 2018	Spring 2019				A comparison of external platforms to develop internal likeness
Communicate to all staff the renewed goal of employee communications and engagement.	Director I&C Relations, Superintendent	Winter 2018	Spring 2019				Executive/ district-level communications
Survey staff to determine the ways in which the district can more effectively communicate to them and what platforms they prefer.	CCO; Director I&C Relations;	Winter 2018	Spring 2019				Staff survey for input

Develop a focus group of department reps, support staff, principals, APs and campus staff to garner input on elements, needs and wants in the communications platform as identified by a staff survey	Director I&C Relations; Web Manager	Spring 2019	Spring 2019				Meetings with focus group
Design communication platform(s), based on identified areas from the staff survey and input from focus group, to engage and inform staff about decisions that affect them.	Director I&C Relations; Web Manager; Dir. Tech Ops	Spring 2019	Fall 2019				Launch of identified platform(s)
Create Department/Division Internal Relations Liaisons to identify and share content on a regular basis for use in identified communications platforms.	Director I&C Relations	Spring 2019	Fall 2019				Identification of Department liaisons
Develop a communication campaign to train staff and stakeholders on all available communication platforms.	Director I&C Relations	Summer 2019	Fall 2019				Communications to employees

Goal 6 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 6:	Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Specific Result 6.1: Develop a professional analysis of the state finance system to inform action plan for the school board, administration and community to regain local control of tax dollars.	Lead- CFO Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Investigate and engage the best possible external professional resource(s) to help guide the analysis as the basis for the action plan.	Supt, Board of Trustees	Jul 2017	Sep 2017	Resources identified based on credentials	NA	NA	External professional resource(s) identified
Empower the external resource(s) to retain experts to assist in creation of the professional analysis.	Supt, Board of Trustees	Sep 2017	Sep 2017	NA	NA	NA	Noted in contract /agreement
Empower the external resource(s) to begin the initial research into Goal 6.2	Supt, Board of Trustees	Sep 2017	Sep 2017	NA	NA	NA	Noted in contract /agreement
Superintendent will routinely report to the Board of Trustees developments in the process.	Supt	Sep 2017	On or before Jun 2018	Updates	NA	NA	Board item/ communication

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Professional analysis is presented to the Board.	External Consultant	On or before Jun 2018	On or before Jun 2018	NA	NA	NA	Board item and analysis document
Board will consider recommended actions by the Superintendent based on the professional analysis.	Board of Trustees	On or before Jun 2018	On or before Jun 2018	NA	NA	NA	Board item and action step

Goal 6 Action Plan: Year 4 Priorities (2020-2021)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 6:	Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Specific Result 6.2: Develop a professional analysis of the student assessment and accountability systems to inform an action plan for the school board, administration and community to regain local control.	Lead- [insert title] Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Investigate and engage the best possible external professional resource(s) to help guide the analysis of student assessment and accountability systems.	Supt, Board of Trustees	Jan 2018	Apr 2018	Resources identified based on credentials	NA	NA	External professional resource(s) identified
Empower the external resource(s) to retain experts to assist in creation of the professional analysis.	Supt, Board of Trustees	Apr 2018	Sep 2018	NA	NA	NA	Noted in contract/ agreement
Empower the external resource(s) to begin the initial research into Goal 6.2.	Supt, Board of Trustees	Apr 2018	Sep 2018	NA	NA	NA	Noted in contract/ agreement
Superintendent will routinely report to the Board of Trustees developments in the	Supt	Sep 2018	On or before	Updates	NA	NA	Board item/ communication

process.			Jun 2019				
Professional analysis is presented to the Board of Trustees.	External consultant	Aug 2020	On or before Jun 2019	NA	NA	NA	Board item and analysis documentation
Board of Trustees will consider recommended actions by the Superintendent based on the professional analysis.	Board of Trustees	Aug 2020	On or before Jun 2019	NA	NA	NA	Board item and action step(s)

Goal 6 Action Plan: Year 4 Priorities (2020-2021)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 6:	Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Specific Result 6.3: Implement a local accountability system to measure progress consistent with our beliefs and priorities	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Monitor the progress of the TEA local accountability pilot and report findings to ELT and Cabinet	Executive Director, Research, Assessment and Accountability	Aug 2018	Jul 2019	TEA finalized plan guidelines and report to ELT and Cabinet	NA	Currently monitoring TEA updates. Pilot teams have stalled their work and additional districts have been asked to apply	Finalized guidelines and report given
Retain professional services to facilitate the creation of local accountability and assessment systems	Executive Director, Research, Assessment and Accountability	Jul 2019	Aug 2019	Identified service providers for facilitation of the process	NA	None	Contract finalized

Work through a process of creating a local accountability reporting system in Katy ISD	Executive Director, Research, Assessment and Accountability	Jan 2020	Mar 2021	Members identified, sample plans reviewed	NA	Meeting set for November 2020	Large areas of focus, detailed topics, and data points identified. Draft report finalized for Board approval
Present draft local accountability plan to the Board of Trustees	Executive Director, Research, Assessment and Accountability	May 2021	May 2021	Board Agenda	NA	None	Draft report approved by the Board of Trustees
Implementation plan created and communicated with campus leadership	Executive Director, Research, Assessment and Accountability	May 2021	Jun 2021	Plan approved	NA	None	Communication plan in place

Goal 6 Action Plan: Year 5 Priorities (2021-2022)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 6:	Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Specific Result 6.4: Implement a local assessment system to measure progress consistent with our beliefs and priorities	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Monitor the progress of the TEA local accountability pilot and report findings to ELT and Cabinet	Executive Director, Research, Assessment and Accountability	Aug 2018	Jul 2019	TEA finalized plan guidelines and report to ELT and Cabinet	NA	Currently monitoring TEA updates. Pilot teams have stalled their work and additional districts have been asked to apply	Finalized guidelines and report given
Retain professional services to facilitate the creation of local accountability and assessment systems	Executive Director, Research, Assessment and Accountability	July 2019	Aug 2019	Identified service providers for facilitation of the process	NA	None	Contract finalized

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Work with contractor through a process of creating local accountability and assessment systems with stakeholders in Katy ISD	Executive Director, Research, Assessment and Accountability	Aug 2019	Mar 2020	Members identified, meetings set	NA	None	Draft plan finalized for Board approval
Bring local accountability plan to the Board of Trustees for approval	Executive Director, Research, Assessment and Accountability	May 2020	May 2020		NA	None	Plan approved by the Board of Trustees
Implementation plan created and communicated with campus leadership	Executive Director, Research, Assessment and Accountability	May 2020	Jun 2020		NA	None	Communication plan in place

Goal 7 Action Plan: Year 5 Priorities (2021-2022)

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

Specific Result 7.1: Write community engagement into Katy ISD curriculum for targeted grades and subjects.	**Lead- CTE Director** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Identify grade level and courses where community engagement is currently included in curriculum.	Elementary Instructional Officer & Secondary Instructional Officer	Jul 2021	Oct 2021	working off current			List of grade levels and courses
Review current resources used to support the curriculum.	Elementary Instructional Officer, Secondary Instructional Officer, Partners in	Jul 2021	Oct 2021	working off current			Spreadsheet of resources, to include the grade level, course/unit

	Education staff						
Research resources used by other Districts in TX	Partners in Education staff	Jul 2021	Dec 2021	None currently			Spreadsheet of resources, to include the grade level, course/unit
Present findings to the committee	Elementary Instructional Officer & Secondary Instructional Officer	Jan 2022	Jan 2022	None currently			Presentation with recommendations

Goal 7 Action Plan: Year 3 Priorities (2019-20)

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

Specific Result 7.2: Replace Katy ISD school-business partnership program with an activity driven business and community partnership model that engages all stakeholders.	Lead- Director, Community Partnerships Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Form a core Action Team. Stakeholder groups to include parents, students, community, district administrators.	Director, Community Partnerships, Consultant, CCO	Aug 2018	Sep 2018	NA	NA	NA	Secured consultant to facilitate process. Recruited Action Team members from business community, parents, campuses, ESC.
Launch Action With Action Team, design process for collecting best practices and community input regarding business/community engagement in schools.	Action Team, Consultant, Director Community Partnerships, CCO	Nov 2018		NA	NA	NA	Action Team group charter, articulated vision. Online survey developed. Interview instrument developed.

Administration and Action Team will research best practices.	Action Team, Director, Community Partnerships CCO	Dec 2018		NA	NA	NA	Documented best practices based on voice to voice interviews with other districts and key business partners.
Administration will collect feedback from community via electronic survey.	Director, Community Partnerships	Dec 2018		NA	NA	NA	Documented community survey results.
Action Team re-convenes to assimilate survey/interview results, define steps forward and begin restructuring of program.	Action Team, Consultant, Director Community Partnerships, CCO	Feb 2019		NA	NA	NA	Documented survey/interview summary. Clearly defined action steps. Articulated priorities/non-negotiables, goals for Katy ISD business/community partnerships.
Action Team reconvenes to develop district standards for business and community partnerships, create steps forward, and assign responsibility.	Action Team, Consultant, Director Community Partnerships, CCO	Feb 2019		NA	NA	NA	Clearly articulated and documented structure for new business/community engagement model.
Action team presents new district standards for partnerships to district leadership, including campus principals, for review and approval	Action Team, Consultant, Director Community Partnerships, CCO	Mar 2019					Leadership Team and Principal Collab agenda item.

Administration will develop a timeline and budget for redesign and a comprehensive re-writing of all business/community engagement materials.	Director, Community Partnerships	Apr 2019		NA	NA	NA	Incorporation of newly designed program in all Partners in Education and Katy ISD 2018-2019 school year collateral and communications.
Present results to Katy ISD Board of Trustees.	Action Team, Consultant, Director Community Partnerships, CCO	May 2019	May 2019	NA	NA	NA	Board of Trustees presentation.
Completely rebrand program based on Action Team decisions, including language and new program structure.	Director, Community Partnerships	May 2019		NA	NA	NA	New logo, new language, increased ownership of program by all stakeholder groups.
Re-train campus and district business/community engagement leaders	Director, Community Partnerships	Aug 2019		NA	NA	NA	Retraining sessions and resources developed and hosted.

Goal 7 Action Plan: Year 4 Priorities (2020-2021)

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

Specific Result 7.3: Communicate the benefits and expectations of Katy ISD school/community engagement with clarity and transparency.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Partners in Education support for and promotion of our new online Partnership Portal is continual. The portal is active and tracking campus/community engagements. Users have been supported by individual and group training opportunities and three re-vamped, virtual Partners in Education Open House events. The portal provides greater clarity and purpose for our Business & Community Partnership program.	Partners in Education (Business & Community Partnerships)	May 2020	Ongoing	NA	NA	NA	Platform has been developed and rolled out to all campuses and identified business partners.
Launch a Partners in Education "All-In Partner" campaign and actively recruit key business and	Partners in Education (Business &	Oct 2020	March 2021	NA	NA	NA	

community organizations as partners for underserved campuses. Design each partnership to uniquely address individual campus needs, with the goal of establishing deeper, more effective community/campus relationships.	Community Partnerships						
During the COVID-19 pandemic, adapt all Partners in Education meetings and events to online platforms, with the goal of expanding our audience and increasing participation.	Entire PIE Department	Aug 2020	Ongoing	NA	NA	NA	Meetings are occurring regularly via video conferencing platforms. Anecdotal feedback indicates that participants feel more engaged due to the accessibility and flexibility the online platform offers.
During the COVID-19 pandemic, present the Promise to Read program via video platforms, as well as offer the program to every Katy ISD elementary campus (rather than the sole 10 originally slated for the 2020-21 school year).	Partners in Education Promise to Read Coordinator	Oct 2020	Nov 2020	NA	NA	NA	
Collaborate with the Deputy Superintendent's office and Katy Council of PTA's to develop	Partners in Education Executive	Sept 2020	June 2021	NA	NA	NA	Meetings are occurring monthly.

cohesive messaging around parent volunteer involvement during COVID-19 Phase One Safety Protocol. PIE and Katy Council will release messaging simultaneously through each organization's social media channels.	Director						
Release the 2020-2021 Marketing Brochure, featuring PIE programs, online to allow easier year-round access and use by campuses and the community at-large.	Entire PIE Department	Sept 2020	Oct 2020	NA	NA	NA	Brochure has been created and posted online.
Design a new katyisd.org landing page for business and community organizations that provides greater clarity and ease-of-use. Landing page will feature multiple avenues for business district engagement: Business & Community Partnerships, Approved Vendor Process, Marketing, Facility Reservations.	PIE, Katy ISD Communications Katy ISD Technology Departments	Aug 2020	Ongoing	NA	NA	NA	First phase of the webpage has been developed. http://www.katyisd.org/dept/pie/Pages/Business-and-Community-Organizations.aspx
Enhance digital and social media campaign efforts, focusing on telling a greater number of stories involving the Katy community at-large and the people who comprise it (i.e. parents, senior citizens, business owners, students, alumni and staff).	Communications	March 2020	Ongoing	NA	NA	NA	Several new digital campaigns that meet the need of this Specific Result have been developed and have received significant positive feedback: The Frontlines: Katy

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							(Katy community on the frontlines of COVID-19), [State of the District video series](#), [Online Learning: Teacher Stories](#); [Creating the Future: COVID-19 Edition](#)

Goal 7 Action Plan: Year 5 Priorities (2021-2022)

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

Specific Result 7.4: Advance Katy ISD stakeholders groups into enthusiastic well-informed advocates.	**Lead-** Exec. Dir Community Partnerships	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current** Implementation	**Evidence of Completion**
Identify and define Katy ISD stakeholders, their level of engagement, and how well they feel informed	Exec. Dir, Community Partnerships CCO	2018-survey 2018-focus groups	2018	Stakeholders: parents, campus teams, volunteers, those involved in the District's Leadership Katy program; and business leaders	NA	NA	Stakeholder groups defined; Survey administered by target group
Findings reviewed with principals	Exec. Dir, Community Partnerships CCO	2019	2019	NA	NA	NA	Data analysis presented at principals meeting
Best practices identified; Best practices by campus documentation developed;	Exec. Dir, Community Partnerships	2019	2019	NA	NA	NA	Principal focus groups meet to develop "best" practices list
Principals integrate findings into Campus Improvement Plans (CIPs)	Exec. Dir, Community Partnerships Sch Leadership	2020	2020-2021	NA	NA	NA	CIPs inclusive of engagement practices identified within districtwide "best" practices

Goal 7 Action Plan: Year 2 Priorities (2018-19)

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

Specific Result 7.5: Parent & Community Engagement - Identify existing parent and community engagement programs at campuses and district level; and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates.	Lead- CCO/ Director, Community Partnerships Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Survey school principals to identify existing campus based parent and community engagement opportunities offered. Develop a list of existing district level parent and community engagement opportunities.	CCO, Dir Community Partnerships	Spring 2018	Spring 2018	NA	NA	NA	Survey that led to report documenting all opportunities available to parents and community across campuses
Hold stakeholder group meetings to identify effectiveness and value of current	CCO, External	Oct 2018	Oct 2018	NA	NA	NA	Stakeholder group meetings held

opportunities, and what other types of opportunities are sought by these groups. Identify challenges that may prevent parents from actively engaging with their campuses. This identification needs to take place campus by campus.	Consultant						with principals, teachers, and parents. Report to principals on outcomes and next steps via CIPs.
Deliver report to the Superintendent and Board on existing engagement programs and opportunities to involve a greater number of stakeholders	CCO, External Consultant	May 2019	Dec 2018	NA	NA	NA	Report delivered. Principal action steps developed at campus level.

Goal 8 Action Plan: Year 1 Priorities (2017-18)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.1: Define responsibilities, roles and referral systems for all stakeholders to support the emotional well-being of all students.	**Lead- CAO** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Define the components of wellness and outline indicators of distress.	LSSPs Counselors Social Worker SHAC	Fall 2017	Fall 2017	Available research Current indicators of distress	N/A	Mandatory Training covers Students in Distress	Definitions developed
Define the roles and responsibilities of all stakeholders in prevention, intervention and postvention in relation to wellness and distress.	Offices of Counseling and Psych Services Governance & Legal Affairs Social Worker Principals Nurses SHAC	Fall 2017	Fall 2017	None	Roles and responsibilities of stakeholders are defined	N/A	Roles and responsibilities of stakeholders are defined

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Initiate a survey to assess stakeholder knowledge, including students, of the current referral system.	Research Assessment and Accountability Offices of Counseling and Psych Services Communications	Fall 2017	Spring 2018	N/A	Survey completion	N/A	Survey data analyzed
Use survey data to inform possible revisions of the referral system and communicate the plan to all stakeholders.	LSSPs Counselors Offices of Counseling and Psych Services Research Assessment Accountability Social Worker	Spring 2018	Spring 2018	Katy Connect SafetyNet	Anonymous bullying reporting app in development between Katy ISD Technology personnel and Blackboard	Mandatory Training Student ID cards have crisis hotline phone number	Referral systems communicated to stakeholder groups using a variety of mechanisms.

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Goal 8 Action Plan: Year 2 Priorities (2018-2019)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	8.2 Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.2: Create Trainings and ongoing support, tailored to students, staff and parents, concerning emotional well-being.	Lead-Offices of Counseling & Psychological Services Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Define emotional well-being	Internal Goal 8 Team	Fall 2017	Spring 2018	World Health Organization has already defined emotional well-being	Complete	Use the framework for emotional well-being to help guide us in our presentations. Provides a starting place.	Definition: according to the World Health Organization, mental health is defined as "a state of well-being in which the individual realizes his or her own abilities, can cope

							with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." Wellness graphic
Design presentations to address emotional well-being for staff, students, and self-care.	LSSPs Counselors Social Worker Health Services HR	Fall 2018	Spring 2019	Students in Distress annual mandatory training PPT; IS PATH WARM bookmark distributed to all faculty; community resources compiled by Social Worker	Continued development of presentations -	Current mandatory training addresses students in distress and suicide	Presentations delivered to appropriate school staff; revised mandatory training to include social emotional well-being
Design presentations for parents including webinars on how to support emotional well-being.	LSSPs Counselors Social Worker	Jul 2018	May 2019	Information provided as a responsive service; parent lunch and learn	Recorded webinars, PSAs, PowerPoints	Reactive: Counselors and LSSPs distribute materials and resources on request and in	Records of proactive, preventive communication and content, including social

				sessions on campus provided by LSSPs.		response to crises.	media posts, tweets, eNews updates.
Present how to address emotional well-being into the classroom at the New Teacher/New Hire Training.	Social Worker	Jun 2018	Jul ~~2018~~ 2020	N/A	N/A	Students in Distress annual mandatory training PPT	Feedback received on evaluations submitted by New Teachers / New Hires
Present wellness graphic defining components of well-being through teacher trainings including webinars	LSSPs Counselors Social Worker	Jul 2018	May 2019	N/A	Face-to-face trainings and recorded webinars, presentations at campus staff meetings	Students in Distress annual mandatory training PPT Special Education staff development blitz; Students in Distress annual mandatory training PPT	Trained staff knowledgeable in components of emotional well-being.

Goal 8 Action Plan: Year 2 Priorities (2018-2019)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.3: Establish a system that proactively supports emotional well-being.	Lead-Offices of Counseling & Psychological Services Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Research practices used in KISD and other districts for supporting Social Emotional Learning	LSSPs Social Worker	Fall 2018	Fall 2018	Questions have been developed to gather consistent information from surrounding districts	Identify best practices in other districts that could be considered for replication in Katy ISD	LSSPs have been trained by outside practitioners on procedures used in other district	Research exercise identified a variery of Katy ISD supports in this area. Additional supports wil be added upon further assessment.

Provide effective methods of reporting concerns for well-being and safety During the 2019-20 school year a committee will establish a consolidated method for reporting concerns for well-being and safety.	Internal Goal 8 Team, Legal, Technology	Fall 2017	Fall 2018	KatyConnect hotline; Safety Net	Anonymous reporting app, SpeakUp, will be implemented with beginning of 2018-19 school year	KatyConnect hotline; Safety Net (paper) reporting on all secondary campuses	Anonymous app data will track use and will be used to identify areas of concern and need for additional training and intervention
Build a team of trained staff who are prepared to recognize and respond to social emotional needs of all learners	Counselor Leaders, LSSPs, Social Worker	Spring 2018	Summer	LSSPs are trained as PREPaRE Level 2 responders	Trauma practitioner certification training underway for school counselors; to be completed in July 2019	PREPaRE model in place to provide response to crises Core team including LSSPs and some counselors serve as PREPaRE trainers PTA organizations have wellness committees	LSSPs, social worker and counselors will facilitate training for selected personnel on all campuses

Goal 8 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.4: Provide activities to engage stakeholders and build positive relationships.	**Lead- [insert title]** Collaborators: *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Create and deliver Year 2 Legacy Parent Academy sessions to address topics regarding emotional well-being and academic concerns	Director of Counseling	Sep 2018	Apr 2020	Legacy Parent Academy was established to promote education of community members regarding a variety of topics pertinent to Katy ISD students	Use attendee feedback from Legacy Parent Academy sessions to determine efficacy of sessions	Participant feedback is used to inform future sessions	Documentation of attendance, both in-person and online
Provide high quality professional learning opportunities addressing a variety of mental	Director of Counseling	Sep 2019	May 2020	2017 needs assessment	EOY counselor needs	Legacy Counselor	Organization of 2019-2020 Legacy

				informed session	assessment will inform Legacy Counselor Academy sessions for 2019-2020	Academy was established in fall 2018 to address counselor needs	Counselor Academy sessions
Build capacity of trained certified trauma practitioners	Director of Counseling	Spring 2019	Fall 2019	Need identified to incorporate trauma-informed practices into staff training and individual counselor practice	Identify personnel to complete trauma certification training	Eight helping professionals currently certified as trauma practitioners	Establishment of a broad network of certified trauma practitioners across the district
Conduct a principal needs assessment to determine perception of the emotional well-being needs of students	District Social Worker; Simon Youth Academy Coordinator; Goal 8 core team	Spring 2019	Spring 2020	Recognition of inconsistent implementation of SEL programs among campuses	Identify best practices in place to support emotional well-being and determine areas of need to provide training for staff, students and parents regarding emotional well-being	Various campuses need support to effectively integrate emotional well-being into the campus culture	Programs to support emotional well-being will be included in each campus' CIP

Provide counseling and parent training for families of special education students	Instructional Officer for Psychological Services, LSSPs	Spring 2019	Spring 2020	38 families were seen since for family counseling (ranged from 1-5 students per family) *63 parents attended parent training sessions on screen time/electronics management, ADHD, and anxiety.	The Family Support Center will be open to parents of all students (not limited to special education) beginning fall 2019; thus, there will be an increase in the number of families and parents accessing the Family Support Center from Spring 2019	Counseling and parent training are provided to families in 6 week increments.	Family Support Center will be well established as a district resource with a waiting list for services.
Provide school behavioral health and mental health training and support for campuses impacted by Hurricane Harvey using grant funds from the Rebuild Project	Instructional Officer for Psychological Services, LSSPs	Spring 2019	Spring 2020	Ten campuses (KJH, WMJH, MPJH, MRJH, MRE, RAE, SCE, RKE, BCE, JRE) impacted by Hurricane Harvey were identified as needing additional support	Character Strong and Purposeful People will be in effect; providers to run student groups will be in place	Training for school staff/parents on trauma, student motivation, and school climate. Implementation of Character Strong and Purposeful People on selected campuses	Character Strong, Purposeful People and SEL curriculum will be established on each campus Each campus will have a Trainer of Trainer to provide training to school staff on trauma, self-care, and other behavioral health topics pertinent to students and families

						Mental health providers to provide services to students groups	

Initiate a survey to assess stakeholder knowledge, including students, of the current referral system.	Research Assessment and Accountability Offices of Counseling and Psych Services Communications	Fall 2017	Spring 2018	N/A	Survey completion	N/A	Survey data analyzed
Use survey data to inform possible revisions of the referral system and communicate the plan to all stakeholders.	LSSPs Counselors Offices of Counseling and Psych Services Research Assessment Accountability Social Worker	Spring 2018	Spring 2018	Katy Connect SafetyNet	Anonymous bullying reporting app in development between Katy ISD Technology personnel and Blackboard	Mandatory Training Student ID cards have crisis hotline phone number	Referral systems communicated to stakeholder groups using a variety of mechanisms.

Goal 8 Action Plan: Year 2 Priorities (2018-2019)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	8.2 Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.2: Create Trainings and ongoing support, tailored to students, staff and parents, concerning emotional well-being.	Lead-Offices of Counseling & Psychological Services Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Define emotional well-being	Internal Goal 8 Team	Fall 2017	Spring 2018	World Health Organization has already defined emotional well-being	Complete	Use the framework for emotional well-being to help guide us in our presentations. Provides a starting place.	Definition: according to the World Health Organization, mental health is defined as "a state of well-being in which the individual realizes his or her own abilities, can cope

							with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." [Wellness graphic](#)
Design presentations to address emotional well-being for staff, students, and self-care.	LSSPs Counselors Social Worker Health Services HR	Fall 2018	Spring 2019	Students in Distress annual mandatory training PPT; IS PATH WARM bookmark distributed to all faculty; community resources compiled by Social Worker	Continued development of presentations -	Current mandatory training addresses students in distress and suicide	Presentations delivered to appropriate school staff; revised mandatory training to include social emotional well-being
Design presentations for parents including webinars on how to support emotional well-being.	LSSPs Counselors Social Worker	Jul 2018	May 2019	Information provided as a responsive service; parent lunch and learn	Recorded webinars, PSAs, PowerPoints	Reactive: Counselors and LSSPs distribute materials and resources on request and in	Records of proactive, preventive communication and content, including social

				sessions on campus provided by LSSPs.		response to crises.	media posts, tweets, eNews updates.
Present how to address emotional well-being into the classroom at the New Teacher/New Hire Training.	Social Worker	Jun 2018	Jul ~~2018~~ 2020	N/A	N/A	Students in Distress annual mandatory training PPT	Feedback received on evaluations submitted by New Teachers / New Hires
Present wellness graphic defining components of well-being through teacher trainings including webinars	LSSPs Counselors Social Worker	Jul 2018	May 2019	N/A	Face-to-face trainings and recorded webinars, presentations at campus staff meetings	Students in Distress annual mandatory training PPT Special Education staff development blitz; Students in Distress annual mandatory training PPT	Trained staff knowledgeable in components of emotional well-being.

Goal 8 Action Plan: Year 2 Priorities (2018-2019)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.3: Establish a system that proactively supports emotional well-being.	Lead- Offices of Counseling & Psychologic al Services Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Research practices used in KISD and other districts for supporting Social Emotional Learning	LSSPs Social Worker	Fall 2018	Fall 2018	Questions have been developed to gather consistent information from surrounding districts	Identify best practices in other districts that could be considered for replication in Katy ISD	LSSPs have been trained by outside practitioners on procedures used in other district	Research exercise identified a variery of Katy ISD supports in this area. Additional supports wil be added upon further assessment.

Provide effective methods of reporting concerns for well-being and safety During the 2019-20 school year a committee will establish a consolidated method for reporting concerns for well-being and safety.	Internal Goal 8 Team, Legal, Technology	Fall 2017	Fall 2018	KatyConnect hotline; Safety Net	Anonymous reporting app, SpeakUp, will be implemented with beginning of 2018-19 school year	KatyConnect hotline; Safety Net (paper) reporting on all secondary campuses	Anonymous app data will track use and will be used to identify areas of concern and need for additional training and intervention
Build a team of trained staff who are prepared to recognize and respond to social emotional needs of all learners	Counselor Leaders, LSSPs, Social Worker	Spring 2018	Summer	LSSPs are trained as PREPaRE Level 2 responders	Trauma practitioner certification training underway for school counselors; to be completed in July 2019	PREPaRE model in place to provide response to crises Core team including LSSPs and some counselors serve as PREPaRE trainers PTA organizations have wellness committees	LSSPs, social worker and counselors will facilitate training for selected personnel on all campuses

Goal 8 Action Plan: Year 3 Priorities (2019-20)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.4: Provide activities to engage stakeholders and build positive relationships.	Lead- [insert title] Collaborators: (list next to each action step below)	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Create and deliver Year 2 Legacy Parent Academy sessions to address topics regarding emotional well-being and academic concerns	Director of Counseling	Sep 2018	Apr 2020	Legacy Parent Academy was established to promote education of community members regarding a variety of topics pertinent to Katy ISD students	Use attendee feedback from Legacy Parent Academy sessions to determine efficacy of sessions	Participant feedback is used to inform future sessions	Documentation of attendance, both in-person and online
Provide high quality professional learning opportunities addressing a variety of mental	Director of Counseling	Sep 2019	May 2020	2017 needs assessment	EOY counselor needs	Legacy Counselor	Organization of 2019-2020 Legacy

health concerns for school counselors				informed session	assessment will inform Legacy Counselor Academy sessions for 2019-2020	Academy was established in fall 2018 to address counselor needs	Counselor Academy sessions
Build capacity of trained certified trauma practitioners	Director of Counseling	Spring 2019	Fall 2019	Need identified to incorporate trauma-informed practices into staff training and individual counselor practice	Identify personnel to complete trauma certification training	Eight helping professionals currently certified as trauma practitioners	Establishment of a broad network of certified trauma practitioners across the district
Conduct a principal needs assessment to determine perception of the emotional well-being needs of students	District Social Worker; Simon Youth Academy Coordinator; Goal 8 core team	Spring 2019	Spring 2020	Recognition of inconsistent implementation of SEL programs among campuses	Identify best practices in place to support emotional well-being and determine areas of need to provide training for staff, students and parents regarding emotional well-being	Various campuses need support to effectively integrate emotional well-being into the campus culture	Programs to support emotional well-being will be included in each campus' CIP

Provide counseling and parent training for families of special education students	Instructional Officer for Psychological Services, LSSPs	Spring 2019	Spring 2020	38 families were seen since for family counseling (ranged from 1-5 students per family) *63 parents attended parent training sessions on screen time/electronics management, ADHD, and anxiety.	The Family Support Center will be open to parents of all students (not limited to special education) beginning fall 2019; thus, there will be an increase in the number of families and parents accessing the Family Support Center from Spring 2019	Counseling and parent training are provided to families in 6 week increments.	Family Support Center will be well established as a district resource with a waiting list for services.
Provide school behavioral health and mental health training and support for campuses impacted by Hurricane Harvey using grant funds from the Rebuild Project	Instructional Officer for Psychological Services, LSSPs	Spring 2019	Spring 2020	Ten campuses (KJH, WMJH, MPJH, MRJH, MRE, RAE, SCE, RKE, BCE, JRE) impacted by Hurricane Harvey were identified as needing additional support	Character Strong and Purposeful People will be in effect; providers to run student groups will be in place	Training for school staff/parents on trauma, student motivation, and school climate. Implementation of Character Strong and Purposeful People on selected campuses	Character Strong, Purposeful People and SEL curriculum will be established on each campus Each campus will have a Trainer of Trainer to provide training to school staff on trauma, self-care, and other behavioral health topics pertinent to students and families

						Mental health providers to provide services to students groups	

Goal 8 Action Plan: Year 2 Priorities (2018-19)

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners

Specific Result 8.5: Implement a secure communication system for all stakeholders to report social and emotional concerns.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Identify, put into action, train and advertise methods of communication through various means to provide convenient, effective access for stakeholders to report concerns.	Offices of Counseling and Psych Services, Social Worker, Deputy/Asst. Supt, Bullying Prevention Coordinator, Legal and Governance	Fall 2019	Fall 2019	Multiple methods of reporting concerns: SafetyNet, Bullying Tip Line, Katy Connect	Implement SpeakUp/P3 reporting system for anonymous reporting of social/emotional and school safety concerns, replacing the Bullying Tip Line and Safety Net; Katy Connect will remain in place	Monitor systems in place to promptly and respond to reported concerns	Review end-of-year data to assess usage of each of the methods of reporting concern

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.1: Maximize systems of support to personalize instruction in order to address learning loss.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Conduct campus learning walks specifically focused on the utilization of personalized instruction as identified in the curriculum. Utilize data from learning walks to make curriculum and instructional adjustments as needed.	Director, Elem Curr & Instr	May 2022	May 2023	Review of unit plans	N/A	N/A	Learning Walk schedule; Learning Walk feedback/follow up meeting schedule; data collection that includes a Learning Walk rubric that identifies and explains the focus of personalized instruction as identified in the curriculum; Curriculum

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							adjustments based on feedback, data collected, and rubric
Provide teachers with professional learning on closing academic gaps as identified by multiple data sources.	Director, Elem Curr & Instr Director, Sec Curr & Instr Director, Other Lang Director, Intervent	May 2022	May 2023	State and local assessment data	N/A	N/A	List of identified data sources; list of identified academic gaps; schedule of professional learning that meets the academic gaps identified; dates for review of summative data
Increase the utilization of Multi-Tiered Systems of Support (MTSS) to address learning loss, behavior, and wellness needs of students.	Director, Intervent	May 2022	May 2024	Campus feedback; dashboard data	N/A	N/A	Cross-collaboration meeting agendas; eStar reports; professional learning schedule; training implementation plan; behavior support implementation matrix
Create a Professional Learning Plan for teachers, instructional coaches, and ESL facilitators including structures to implement the professional learning plan.	Director, Sec Curr & Instr Director, Other Lang Coordinator,	May 2022	May 2024	Teacher and principal feedback; local and state assessment	N/A	N/A	District professional learning plan; teacher feedback; observation of sessions; student data

	Prof Learn			data			
Create resources and provide training on effective implementation of student self-monitoring strategies.	Director, Elem Curr & Instr Director, Sec Curr & Instr Director, Other Lang	May 2023	May 2024	N/A	N/A	N/A	Student self assessment rubrics and/or learning targets; student checklists in ELAR (and SLAR for bilingual); pre- and post-assessments in reading and writing; schedule of pre- and post-assessments; student DLA and interim assessment data charts for students to reflect on their mastery of standards, areas of growth, and areas still needing improvement
Create and provide professional learning opportunities for administrators on how to develop and implement a Campus Professional Development Plan.	Director, Elem Curr & Instr Director, Sec Curr & Instr Director, Office of Other Lang Coordinator,	May 2023	May 2024	Feedback from principals	N/A	N/A	Professional learning presentations; session schedule; principal feedback

	Prof Learn						

Goal 1 Action Plan: Year 1 Priorities (2022-2023)- completion: May 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.2: Expand CTE and dual credit opportunities for students.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Create a marketing plan for CTE and dual credit opportunities for students.	Director, CTE Director, GT/Adv Academics	May 2022	May 2023	Feedback from strategic design committee	N/A	N/A	Marketing materials; family/community sessions; student programs; pathway charts; surveys
Establish a structure to support students who are enrolled in CTE and dual credit courses.	Director, CTE Director, GT/Adv Academics	May 2022	May 2023	Campus feedback; student feedback	N/A	N/A	Student support checklist; Dual Credit Success Manual; training schedule; student feedback

Expand the scope of CTE and dual credit partnerships.	Director, CTE Director, GT/Adv Academics	May 2022	May 2023	Review current partnerships to determine district needs	N/A	N/A	Meeting agendas, identified potential opportunities
Expand CTE and dual credit course offerings.	Director, CTE Director, GT/Adv Academics	May 2022	May 2023	Review current offerings	N/A	In progress	New course proposal forms, approval of courses; meetings with principals, counselors and college and career facilitators; labor market data connections
Recruit dual credit/CTE faculty from the existing teacher pool.	Director, CTE Director, GT/Adv Academics	May 2022	May 2023	Review current embedded staffing numbers and dual credit course requests to determine needs; analyze under-utilized courses	N/A	In progress	Feedback from teachers participating in teacher credentialing program; data tracking course offerings; teacher awareness sessions

Goal 1 Action Plan: Year 1 & 2 Priorities (2022-2024)- completion: August 2024

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 1:	All learning environments will foster engagement by integrating personalized learning experiences.

Specific Result 1.3: Create a district literacy framework, aligned with the TEKS and Science of Reading, that will outline the district's literacy vision, beliefs, and instructional practices as well as serve as a guide for literacy curriculum, instruction, and materials decisions.	**Lead- [insert title]** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Examine multiple Katy ISD literacy data sources and student performance to identify specific areas of student needs.	Exec Director, School Imp Assist Supt, Teach & Learn	Jun 2022	Aug 2022	STAAR Reading scores; BOY and EOY reading assessment data	N/A	**Complete**	Data Reports with identified areas of focus
Review instructional materials on the TEA Commissioner's Approved List of literacy (ELAR) resources for alignment with the TEKS and the Science of Reading.	Assist Supt, Teach & Learn Director, Elem Curr & Instr	Jun 2022	Sept 2022	TEA Commissioner's list; Texas Resource Review website	N/A	**Complete**	List of reviewed materials

Develop a rubric that includes district developed criteria to ensure that the literacy curriculum incorporates the five key components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension).	Director, Elem Curr & Instr	May 2022	Sept 2022	District developed criteria; Science of Reading criteria; TEKS	N/A	**Complete**	Instructional materials rubric
Present to the Board of Trustees Literacy Subcommittee a list of literacy instructional materials that align with the district developed criteria and incorporates the five key components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension).	Chief Academic Officer Assist Supt, Teach & Learn	Aug 2022	Oct 2022	TEA Commissioner's list; Texas Resource Review website; TEKS; outside consultant review	N/A	**In progress**	Presentation to Literacy Subcommittee
Establish a Literacy Task Force, including classroom teachers, instructional coaches, principals, and district leaders, to review instructional materials and advise on the elementary literacy framework.	Assist Supt, Teach & Learn Director, Elem Curr & Instr	Sept 2022	May 2023	Defined goals and objectives of Literacy Task Force	N/A	**In Progress**	Literacy Task Force participant roster; meeting schedule; agendas from meeting
Hire outside literacy consultants to assist with the facilitation of the Task Force as well as serve as a resource to the Elementary Curriculum &	Assist Supt, Teach & Learn	Jul 2022	Sept 2022	Task Force priorities and action plan; TEKS	N/A	**Complete**	

Instruction team.							
Hire a literacy specialist to implement action steps identified by the Literacy Task Force, organize teacher, campus administrator, and campus support training, and facilitate other tasks related to the implementation of the new curriculum.	Director, Elem Curr & Instr	Jul 2022	Aug 2022	Identified areas of focus to implement new curriculum, train teachers, and support campus leaders	N/A	**Complete**	
Develop a districtwide Literacy Framework to ensure common understanding of literacy beliefs and practices.	Assist Supt, Teach & Learn Director, Elem Curr & Instr	Sept 2022	Feb 2023	Literacy Task Force priorities and action plan; TEKS; Literacy needs assessment	N/A	**In Progress**	District Literacy Framework; presentation to Board
Recommend to the Board of Trustees an instructional materials adoption for elementary literacy resources to begin implementation district-wide in the 2023-2024 school year.	Chief Academic Officer	Oct 2022	Nov 2022	Literacy Task Force instructional materials recommendation	N/A	**Not started**	Presentation to the Board

Provide professional learning on reading development and instructional strategies aligned to the HB 3 Reading Academies to increase teachers' knowledge and confidence in teaching reading.	Director, Elem Curr & Instr	Jun 2023	Aug 2024	Identified targeted professional development needs	N/A		Professional development sessions; Professional Development feedback
Conduct a year one program evaluation to ensure curriculum and instructional materials are being implemented as designed and to determine year 2 training and curriculum adjustment needs.	Assist Supt, Teach & Learn	Jun 2023	Aug 2024	Year 1 implementation plan; observation notes; teacher feedback	N/A		Year 1 Implementation Review

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 3:	Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

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Specific Result 3.1: Foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Create a local assessment calendar collaboratively among Teaching & Learning divisions (Elementary C&I, Secondary C&I, RAA, OOL, SpEd, and Technology) that supports the transition to online testing, the inclusion of online accommodations, along with content language supports, and allows for data analysis conversations at the campus and district levels.	Exec Director, Research, Assess Account Director, Sec Curr & Inst Director, Elem Curr & Inst	Apr 2022	Aug 2022	Local testing calendar	Campuses have enough devices to complete online testing within the testing window. This will allow campuses to collaborate in a timely manner on assessment results.	RAA and C&I collaborate on the best assessment options for our students. RAA creates the calendar to ensure all campuses are aligned for DLAs	Calendar is published to all schools by the beginning of the school year

Review current protocols through a series of meetings with Elementary C&I, Secondary C&I, School Improvement, and campuses to determine alignments and identify the multiple opportunities for disaggregating data for purposeful instruction.	Exec Director, Research, Assess Account Director, Sec Curr & Inst Director, Elem Curr & Inst	May 2022	Oct 2022	Current data protocols	Campuses have clear choice of district preferred data protocols per assessment.	School Improvement and C&I collaborate to review the protocols currently being used	Streamline current data protocols as defined by assessment type and purpose
Create and support a choice board of data protocols that campuses use as they move through the assessment cycle of Plan, Assess, Analyze, and Improve instruction.	Asst Supt, Teach & Learn Executive Director, Research, Assess Account Director, Second Curr & Inst Director, Elem Curr & Inst	May 2022	May 2023	Currently campuses choose their own data protocols after each assessment.	Meetings with campus leaders will include timely modeling of protocols that support the process and connection to purposeful instruction. RAA and C&I will attend campus planning sessions to see suggested protocols in action.	Campus teams determine, and sometimes create their own use of protocols.	A choice board will be presented and modeled to support conversations that lead to personalized instruction

Goal 3 Action Plan: Year 1 Priorities (2022-2023)- completion: May 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 3:	Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Specific Result 3.2: Analyze district and campus level assessments, both informal and formal, to identify opportunities and create professional learning that connects assessments to purposeful instruction.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date		Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Implement systemic data process reviews at district and campus level to monitor progress and align district and campus conversations to impact instruction.	Exec Director, Research, Assess, Account	Aug 2022	May 2023		Scheduled data reviews	Consistent systematic data reviews scheduled	N/A	Consistent systematic data reviews completed
Utilize existing professional learning structures to teach, model, and support effective best practices that connect assessment to purposeful instruction.	Exec Director, Research, Assess, Account	Aug 2022	May 2023		Current Professional Learning protocols	Calendars of data-related PD meetings and support	N/A	Completion of all professional learning at the district and campus levels to determine

							impacts to instruction based on data reviews

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

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Specific Result 4.1: Continuously provide secure, sustainable, and adaptable technology infrastructure through the use of advanced cloud-based technology.	**Lead- [insert title]** **Collaborators:** *(list next to each action step below)*	**Start Date**	**Due Date**	**Baseline Data**	**Mid-year & EOY Projection**	**Current Implementation**	**Evidence of Completion**
Establish a group of experts in cloud technology infrastructure to determine the feasibility in support of Technology Operations in a cost-effective way.	Director, Tech Ops Director, Bus Intel	Aug 2022	Oct 2022	Current on-site environment	N/A	Current on-site environment	Identify appropriate cloud technology solutions aligned with District needs; cost analysis report

Identify high priority cloud technology solutions.	Director, Tech Ops Director, Bus Intel	Oct 2022	Oct 2022	Current on-site environment	N/A	Current on-site environment	High priority cloud technology solutions
Security assessment analysis report for each high priority cloud technology solution.	Director, Tech Ops Director, Bus Intel	Nov 2022	Jan 2023	Current security standards	N/A	Current security standards	Security assessment analysis report for each cloud technology solution
Develop rollout and budget plans for the high priority cloud technology recommendations,	Director, Tech Ops Director, Bus Intel	Feb 2023	Apr 2023	Current budget/ costs	N/A	N/A	Rollout plan and timeline
Pilot and test each technology at a small scale to understand more detailed information about operation and security ramifications.	Director, Tech Ops Director, Bus Intel	May 2023	Sep 2023	Current technology solution	N/A	Current technology solution	Pilot outcome analysis report
Analyze pilot outcomes and update rollout plans and budgets accordingly.	Director, Tech Ops Director, Bus Intel	Sep 2023	Oct 2023	N/A	N/A	N/A	Updated plan and budgets

Begin implementation of final recommendations for cloud solutions.	Director, Tech Ops	Jan 2023	Apr 2023	N/A	N/A	N/A	Cost analysis
	Director, Bus Intel						

Goal 4 Action Plan: Year 1 Priorities (2022-2023)- completion: August 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Specific Result 4.2: Define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Create a focus group to establish the proficiency standards in the district and the stakeholders to be considered.	Director, Enter Apps Director, Instr Tech	Aug 2022	Oct 2022	None currently	N/A	Siloed training plans and expectations	Focus group completes tasks assigned
Finalize the district proficiency standards in the digital resources and cybersecurity for the specified stakeholders.	Director, Enter Apps Director, Instr Tech	Oct 2022	Oct 2022	Current training curriculum	N/A	N/A	Standards are finalized and documented

Develop the training pathways per specified stakeholder and associated standard.	Director, Enter Apps Director, Instr Tech	Oct 2022	Apr 2023	None currently	N/A	N/A	Training pathways are developed
Present pathways to campus and central office Leadership Teams, Professional Development, and C&I for review and approval.	Director, Enter Apps Director, Instr Tech	Mar 2023	Apr 2023	None currently	N/A	N/A	The identified groups are presented the pathways
Present pathways to KTOC for final review and approval.	Director, Enter Apps Director, Instr Tech	May 2023	May 2023	KTOC standards	N/A	N/A	KTOC is presented the finalized pathways
Deploy the standards through a platform which ensures compliance with the standards and provide incentives for stakeholders to continue their proficiency development via pathways.	Director, Enter Apps Director, Instr Tech	Feb 2023	Aug 2023	Canvas implementation	N/A	N/A	Platform implementation and verify and track pathway completions

Goal 4 Action Plan: Year 2 Priorities (2023-2024)- completion: August 2024

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 4:	Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Specific Result 4.3: Align the availability and capacity of computing resources on campuses to support personalized instruction and assessment.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Assess current computing resources to determine if they are appropriate to meet coursework and learning needs.	Technology Directors	Sep 2022	Dec 2022	N/A	N/A	N/A	
Create a committee made up of key department members and staff.	Technology Directors	Sep 2022	Nov 2022	N/A	N/A	N/A	Committee List
Schedule committee meetings to review current technology and determine if tech is sufficient in terms of availability, capacity, and adaptability as it relates to instruction,	Technology Directors	Oct 2022	Dec 2022	Technology Retrofit Standard	N/A	Technology Retrofit Standard	Committee Meeting sign in; notes from meeting

learning and assessment.							
Identify gaps and needs defined by the review committee and prioritize top 3–5 needs.	Technology Directors	Dec 2022	Dec 2022	Technology Retrofit Standard	N/A	Technology Retrofit Standard	Top 3–5 priority list
Identify proposed technology to meet top priority needs.	Technology Directors	Jan 2023	Jul 2023	N/A	N/A	N/A	
Research solutions to meet needs of top 3–5 priorities.	Technology Directors	Jan 2023	May 2023	N/A	N/A	N/A	List of identified solutions
Determine resources and costs to implement identified proposed technologies for priority needs.	Technology Directors	May 2023	Jul 2023	N/A	N/A	N/A	Cost analysis
Provide recommendation based on the needs and costs.	Technology Directors	Aug 2023	Dec 2023	N/A	N/A	N/A	
Tech OPS Dept will evaluate implementation and feasibility.	Technology Directors	Aug 2023	Nov 2023	N/A	N/A	N/A	Proof of Concept (POC) Results
Reconvene committee to present findings and consider approval for proposed solutions.	Technology Directors	Nov 2023	Nov 2023	N/A	N/A	N/A	Committee sign in and committee recommendation;

Technology Directors will provide recommendations to Katy Technology Oversight Committee (KTOC) for approval.	Technology Directors	Dec 2023	Dec 2023	N/A	N/A	N/A	KTOC Committee approval of recommended solution
Implement recommendations based on availability of funds.	Technology Directors	Dec 2023	Aug 2024	N/A	N/A	N/A	
Identify funding to implement recommendations approved by KTOC.	Technology Directors	Dec 2023	Dec 2023	N/A	N/A	N/A	Identified funding
Approve standard changes based on approved recommendations by KTOC and funding availability.	Technology Directors	Jan 2024	Jan 2024	N/A	N/A	N/A	Approved Standard change
Implement a limited pilot to test the solutions in a real-world environment.	Technology Directors	Feb 2024	May 2024	N/A	N/A	N/A	Performance of the pilot
Develop rollout plan of implementation of the new standard throughout the district.	Technology Directors	Jun 2024	Aug 2024	N/A	N/A	N/A	Rollout Plan

Goal 5 Action Plan: Year 2 Priorities (2023-2024)- completion: January 2024

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.1: Develop an internal alternative certification program to attract and develop highly qualified teachers.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Prepare and submit application for a new Educator Preparation Program (EPP) to the Texas Education Agency (TEA).	Chief Human Resources Officer Coordinator, Educ Prep Program	Jan 2022	Dec 2022	Research and study other schools who have implemented an EPP program	N/A	Personnel hired to write curriculum alignment charts, syllabi, course outlines and course materials required for the	Completed application on or before December 1, 2022

						submitted application	
Develop a marketing plan to attract applicants to the Katy ISD TEACH Alternative Certification Program.	Chief Human Resources Officer Coordinator, Educ Prep Program	Dec 2022	Jun 2023	Research website and marketing/branding for other ACP programs	N/A	N/A	The marketing plan will be in place and live upon approval of the EPP application
Establish Katy ISD TEACH Alternative Certification Program Advisory Committee.	Chief Human Resources Officer Coordinator, Educ Prep Program	Jan 2023	Jul 2023	Advisory Committee roles and responsibilities document created. Advisory Committee; bylaws document created	N/A	N/A	First Advisory Committee meeting held July 2023
Cohort 1 begins Katy ISD TEACH Alternative Certification Program.	Chief Human Resources Officer Coordinator, Educ Prep Program	Jan 2024	Jan 2024	Planning for 100 candidates in Cohort 1	N/A	N/A	ACP enrollment data

Goal 5 Action Plan: Year 2 Priorities (2023-2024)- completion: November 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.2: Evaluate the impact of existing employee communication channels and determine if there is a need to streamline staff communication.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Examine site analytics on The District Dish SharePoint site to determine how many employees are engaging with The Dish and the types of content most frequently viewed by staff.	Director, Intern & Comm Relations	Aug 2023	April 2024	Page visit data to be collected on the first Tuesday of the month Aug-Dec	N/A	N/A	Monthly page visit report in progress
Distribute a survey through *K12Insight* targeted to individual roles (e.g., principals, teachers, paraprofessionals) for updated feedback on how informed employees feel overall and what	Director, Intern & Comm Relations ;	Oct 2023	Oct 2023	Survey result data	N/A	N/A	

channels they depend on most (such as The Dish, Katy 1Source app, Leadership Team meetings, Principal Memos, Assistant Superintedents' Friday email memo updates, etc.).	CCO						
Conduct a focus group through Teacher Leadership Forum to gain deeper insight on communication feedback provided in the survey.	Director, Intern & Comm Relations	Nov 2023	Nov 2023	N/A	N/A	N/A	
Convene a focus group of campus principals to gain insight on campus-based communication needs and evaluate their role in the dissemination of information received through such channels as Leadership Team and Principal Communication.	Director, Intern & Comm Relations ; CCO	Nov 2023	Nov 2023	N/A	N/A	N/A	

Goal 5 Action Plan: Year 1 Priorities (2022-2023)- completion: August 2022

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 5:	Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Specific Result 5.3: Katy ISD will implement a compensation plan that exceeds the market median for classroom teachers.	Lead-[insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Using data provided by the Texas Association of School Boards, the market median is defined as the median pay for all public-school districts in the Region 4 ESC (47 school districts).	Chief Human Resources Officer	Mar 2022	Jun 2022	Prior year data	N/A	Data analyzed annually in March to make future decisions about compensation	Compensation Plan recommended to Board
Katy ISD will contract with TASB HR Services to conduct a salary study of 13 peer member large school districts in Region 4 ESC.	Chief Human Resources Officer	Jan 2022	Apr 2022	Prior comprehensive salary study data from TASB	N/A	A comprehensive study of peer districts in the Houston area will be conducted every 4 years to calibrate	Presentation of data at May 2022 Board meeting

Katy ISD will explore the option of a Tax Ratification Election (TRE) as a proposed funding source to increase employee compensation beyond the market median.	Supt Chief Human Resources Officer Board	Mar 2022	Aug 2022	Current tax rate	N/A	Continue discussions at monthly regular Board meetings during the budget updates	Presentations to the Board. Board Resolution to call for a TRE

Goal 6 Action Plan: Year 2 Priorities (2023-2024): 1ˢᵗ Phasecompletion- October 2023; Ongoing

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 6:	Katy ISD will address challenges in the school finance system.

Specific Result 6.1: Build awareness in all stakeholders around the current state finance system and its limitations for local control.	Lead- CFO	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Identify elected officials who represent Katy ISD.	Supt Office	Apr 2022	Nov 2022	Previous elected officials list and maps	N/A	Completed Sept 2022	Updated elected officials list and maps
Identify the most challenging school finance issues impacting the upcoming school year as outlined in House Bill 3.	Chief Financial Officer	Feb 2022	Apr 2022	Review of state aid allocation trends, legislation impacting aid	N/A	Completed August 2022	Reports to the Board on IMTA, FGA losses
Compose a letter to elected officials addressing the state aid allotment cuts Katy ISD will experience as a result of HB 3.	Supt Chief Comms Officer	Apr 2022	Apr 2022	State aid data, House Bill 3 guidance	N/A	Completed January 2023	Mailed/emailed letter to elected officials
Utilize the Raise Your Hand Texas Trustee Advocates Program training to identify legislative processes, key leaders, and develop tools to amplify the voices of our school community to influence state education policy impacting Katy ISD	Board Supt Chief	Apr 2022	Oct 2023	Training documentation	N/A	Completed March 2023	Completed training and a fully developed District Advocacy Plan

schools.	Comms Officer Chief Financial Officer						
Build an educational campaign around how schools are financed.	Chief Comms Officer	Jun 2022	Jul 2023 Ongoing	Katy ISD Finance website	N/A	March 2023	Measurable campaign inclusive of a website, social media calendar, and enews outreach: Executed campaign inclusive of reader friendly graphics and videos
Inform school community of Katy ISD's funding concerns and potential impacts.	Supt Chief Comms Officer	Aug 2022	Feb 2023 Ongoing	N/A	N/A	N/A	Measurable campaign inclusive of a website, social media calendar, and enews outreach
Create webpage that outlines, using info graphics, how schools are funded and funding in Katy ISD.	Chief Comms Officer Chief Financial Officer	June 2023		N/A	N/A	N/A	

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

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Specific Result 7.1: Evaluate and revise existing campus community partnership structures.	Lead- [insert title] Collaborators: *(list next to each action step below)*	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Convene a focus group of key campus community partnership liaisons to review and evaluate existing program structures.	Exec Director, Comm Partners	Mar 2022	Mar 2022	Feedback from Strategic Design workshops	N/A	N/A	Completed focus group
Identify best practices and those that can be improved upon within the current structures based on focus group feedback.	Exec Director, Comm Partners	Mar 2022	Aug 2022	Feedback from Strategic Design workshops	N/A	N/A	Completed best practices

Revise community partnership structures to align with current campus and staff needs based on focus group feedback.	Exec Director, Comm Partners	Mar 2022	Aug 2022	Feedback from focus groups of key liaisons	N/A	N/A	Established community partnerships team per campus

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

Specific Result 7.2: Advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs. Audience: Internal & campus staff	Lead- Exec. Dir	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Develop a Campus Community Partnership Team Playbook to equip staff with the knowledge and resources to participate in and promote their campus engagement opportunities.	Exec Director, Comm Partners	Jun 2022	Sep 2022	N/A	N/A	N/A	Completed playbook for onboarding
Convene and educate Campus Community Partnership Teams through events, collateral and training materials to strengthen connections between campus and District Administration.	Exec Director, Comm Partners	Aug 2022	Jun 2023	N/A	N/A	N/A	Hold community engagement events, training and collateral completed
Conduct surveys for campus community partnership team and all Katy ISD staff to track and measure training effectiveness and revise	Exec Director, Comm	May 2023	Jun 2023	N/A	N/A	N/A	Campus team and staff survey completed

as needed.	Partners Chief Comms Officer						
Social media informational campaign regarding PIE opportunities and impact.	Director, Comms	Nov 2022	ongoing	N/A	N/A	N/A	Executed social media campaign inclusive of graphics and links to program information
Draft and distribute collateral to support revised campus partnership structures, including a Presentation Template for Campus Community Partnership Teams to educate staff on their campuses on community engagement.	Exec Director, Comm Partners	Jul 2023	Aug 2023	N/A	N/A	N/A	Distributed collateral to campus teams

Goal 7 Action Plan: Year 2 Priorities (2023-2024)- completion: May 2024

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

Specific Result 7.3: Build awareness around the importance of campus community engagement. Audience: Campus Administrators	Lead- Exec. Dir	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Conduct an onboarding informational session and distribute guidelines for all new principals regarding community engagement and community partnership opportunities.	Exec Director, Comm Part Chief Comms Officer Deputy Supt	Aug 2022	ongoing	N/A	N/A	N/A	Completed new principals onboarding
Develop and launch campus-based informational campaign promoting campus community engagement programs and opportunities.	Exec Director, Comm Part	Aug 2022	Oct 2022	N/A	N/A	N/A	Campaign launch

Utilize existing platforms and groups to promote district community engagement opportunities.	Exec Director, Comm Part Chief Comms Officer Deputy Supt	Aug 2022	ongoing	N/A	N/A	N/A	Presentation made to district groups throughout the year.
Collect examples of best practices for community outreach that can be provided to campus administration and campus community partnership teams.	Exec Director, Comm Part	Jan 2023	ongoing	N/A	N/A	N/A	Best practice summary distributed to all campuses.
Develop guidelines for new principals to equip leaders with the knowledge and resources to promote community engagement on their campuses.	Exec Director, Comm Part	Jun 2022	Aug 2022	N/A	N/A	N/A	Completed guidelines for new principals

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

Specific Result 7.4: Mobilize the Board and Superintendent to advocate for Katy ISD education priorities and build community capacity for advancing public education priorities.	Lead- Exec. Dir	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Katy ISD Board of Trustees, Superintendent and the District's Chief Financial Officer and Chief Communications Officer, will participate in the Raise Your Hand Texas Trustee Advocates Program.	Board Supt	Apr 2022	Oct 2023	N/A	N/A	N/A	Board meeting workshops
Over an 18-month timeframe, identify legislative processes specific to Katy ISD policy needs, identify key leaders, and learn how to develop tools necessary to amplify the voices of our school community to influence state education policy impacting Katy ISD students.	Board Supt Chief Financial Officer Chief Comms Officer	Apr 2022	Oct 2023	Reports to the Board after each RYHT meeting	N/A	Completed March 2023	Board meeting action items; report to the Board on process outcomes

Develop an annual Katy ISD Advocacy Plan that identifies the problem and proposed solutions and outlines legislative activities for the year.	Supt Chief Comms Officer	May 2022	Aug 2022	Report to the Board	N/A	Completed September 2022	Finalized Advocacy Plan
Develop a Katy ISD Advocacy webpage with information on Katy ISD introductory statement, priorities, election dates, and registration.	Chief Comms Officer	Jun 2022	March 2023	N/A	N/A	Completed March 2023	Webpage
Identify key community leaders and state representatives who will be allies in the advocacy plan.	Supt Chief Financial Officer Chief Comms Officer	Apr 2022	Feb 2023	N/A	N/A		Contact list developed based on Board Listening Circles participants

Goal 8 Action Plan: Year 1 Priorities (2022-2023)- completion: May 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.1: Expand and strengthen internal systems that proactively support the well-being of Katy ISD school community.	Lead- Sch Leadership & Support	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Establish a student work program that allows flexibility for students to earn a diploma while earning an income and learning relevant job skills.	Coordinators, School Lead & Support *Miller Career *Raines Academy	Aug 2022	May 2023	N/A	N/A	N/A	Number of students participating in the Katy ISD/MRA/MCTC work program
Establish a district-level CharacterStrong team to create an infrastructure to align and support campus Core Teams.	Coordinators, School Lead & Support	Aug 2022	May 2023	N/A	N/A	N/A	Identify team members and establish frequency and scope of meetings to support campus Core Teams

Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support.	Coordinators, School Lead & Support	Aug 2022	May 2023	437 Referrals for TCHATT	N/A	TCHATT Depelchin Children's Center Xferall	Number of students referred to outside mental health partners
Continue interdepartmental collaboration to provide consistent communication and guidance for implementation of wrap-around services and support for students and families.	Coordinators, School Lead & Support	Aug 2022	May 2023	N/A	N/A	BTA Student Support Meetings Principal Meetings	BTA Student Support meetings; principal meetings
Identify barriers to student success and re-engage targeted student groups with their school community: *Chronic absenteeism *At risk of dropping out *Off grade level cohort *Dropouts (W98's)	Coordinators, School Lead & Support	Aug 2022	May 2023	N/A	N/A	Monitoring and supporting target student groups: *Chronic absenteeism *At risk of dropping out *Off grade level cohort *Dropouts (W98's)	Decrease chronic absent rates; decrease drop-out rate; reclassification of students back on cohort; number of W98's successfully re-enrolled in an academic setting; increase graduation rate; number of services provided by social work team and Dropout Intervention and

							Prevention facilitators
Per Senate Bill 2050, survey students annually about perceptions of bullying and school safety and develop action plans to address concerns reported in the survey.	Coordinators, School Lead & Support	Aug 2022	May 2023	N/A	N/A	Student Safety and Behavior Survey	Percentage of students completing survey; increase the number of students who report they feel safe at their school; decrease percentage of students who report they have been bullied or harassed at school; discipline data
Katy Mental Health Intervention Team (KMHIT) compromised of dedicated police officers will connect students and parents with mental health supports when contacted by campus support teams, anonymous SpeakUP app, and district police dispatch.	Coordinators, School Lead & Support	Aug 2022	May 2023	N/A	N/A	N/A	After-hours notifications; SpeakUP tips; number of transports for mental health support
College and Career Facilitators and School Counselors will connect students with post-	Coordinators, School Lead &	Aug	May	N/A	N/A	N/A	Administration of TSI, ASVAB, ACT,

secondary opportunities that include: *Community college/junior college *4-year college/university *Career and technical school *Military service *Entry into workforce or Katy ISD (post-secondary students) career opportunities	Support College and Career Facilitators School Counselors	2022	2023				and SAT; College and Career fairs (District and Campus); Senior Survey completion; confirmed Katy ISD student new hires

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.2: Connect targeted resources and educational opportunities concerning topics related to well-being for students, staff and parents.	Lead- Sch Leadership & Support	Start Date	Due Date	Baseline Data	Mid-year & EOY Projection	Current Implementation	Evidence of Completion
Develop a comprehensive website that includes resources for local, state and national agencies to support the well-being of the Katy ISD community.	Coordinators, School Leadership & Support	Aug 2022	May 2023	N/A	N/A	N/A	Website pages linked to resources
Create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being.	Coordinators, School Leadership & Support	Aug 2022	May 2023	N/A	N/A	Trauma-informed practices

Student Mental Health Specialist Certification

Autism Awareness for law enforcement | Number of professional development opportunities and training provided |

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						Legacy Parent Academy Student Support meetings	
Implement curriculum and programming to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, sex trafficking, violence prevention, and other maltreatment of students.	Coordinators, School Leadership & Support	Aug 2022	May 2023	N/A	N/A	N/A	Implementation of CharacterStrong, PurposeFull People and health education programs
Provide immunization opportunities and resources for students and community members for the insured or non-insured.	Director, Health Serv	Aug 2022	May 2023	N/A	N/A	Immunization Clinics are held prior to the start of school as well as monthly once school has begun.	Number of students and community members participating in the vaccine clinics
*Enhance existing services offered at the Katy ISD Wellness Center to include direct care and EAP services. *Tentative*	Director, Risk Mgmt	Aug 2022	May 2023	N/A	N/A	N/A	Number of visits to the wellness center incurred by employees and dependents

							*Tentative students

2022-2024 KATY ISD STRATEGIC PLAN - ACTION PLAN

Goal 8 Action Plan: Year 1 Priorities (2022-2023)- completion: May 2023

Call to Action:	Katy ISD learners, through active engagement, achieve individual success while making positive contributions in an ever-changing world.
Goal 8:	Katy ISD will actively support the emotional well-being of all learners.

Specific Result 8.3 All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.	Lead- Sch Leadership & Support	Start Date	Due Date	Baseline Data	Evidence of Completion
Provide recommended and required Texas School Safety Center trainings to all Crisis Intervention, police force and mental health professional staff	Sch Leadership & Support; Emergency Management	Annual	Annual	N/A	Trainings provided annually, and monthly to specific staff as needed
Build capacity across the police force	Chief, KISD PD; Deputy Supt	2022	June 2024	N/A	Police cadet position created- sponsored Basic Peace Officer Certification; Additional police officer positions approved by the Board
Multiagency Active Shooter Exercise to be developed and hosted at Katy ISD campus	Emergency Management; Sch Leadership & Support	2022	June 2023	N/A	District and responding agencies practiced and demonstrated response capabilities, initiation of public messaging, and reunification protocols
Finalize campus safety audits	Emergency Management; Campus staffs	2017	2023	N/A	Audit led to additional security cameras added to campuses; increased police presence after-hours; new trainings identified; emergency responder radios upgraded across campuses

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Katy ISD
Stakeholder Groups, Summit & Survey Data

A+
Be the legacy.
Strategic Design

Introduction

The following data was collected from Stakeholder Groups, Summits, and Community Surveys which included teachers, students, principals, parents, business leaders, faith-based leaders, community members, and administrators. The graphs below represent how frequently each objective was iterated during the collection.

Table of Contents

Note: The sum of percentages may not add up to 100%, as participants were allowed to select multiple options in response to some survey questions.

Stakeholder Group Data

What are your highest hopes for your learners as a result of their time in school?
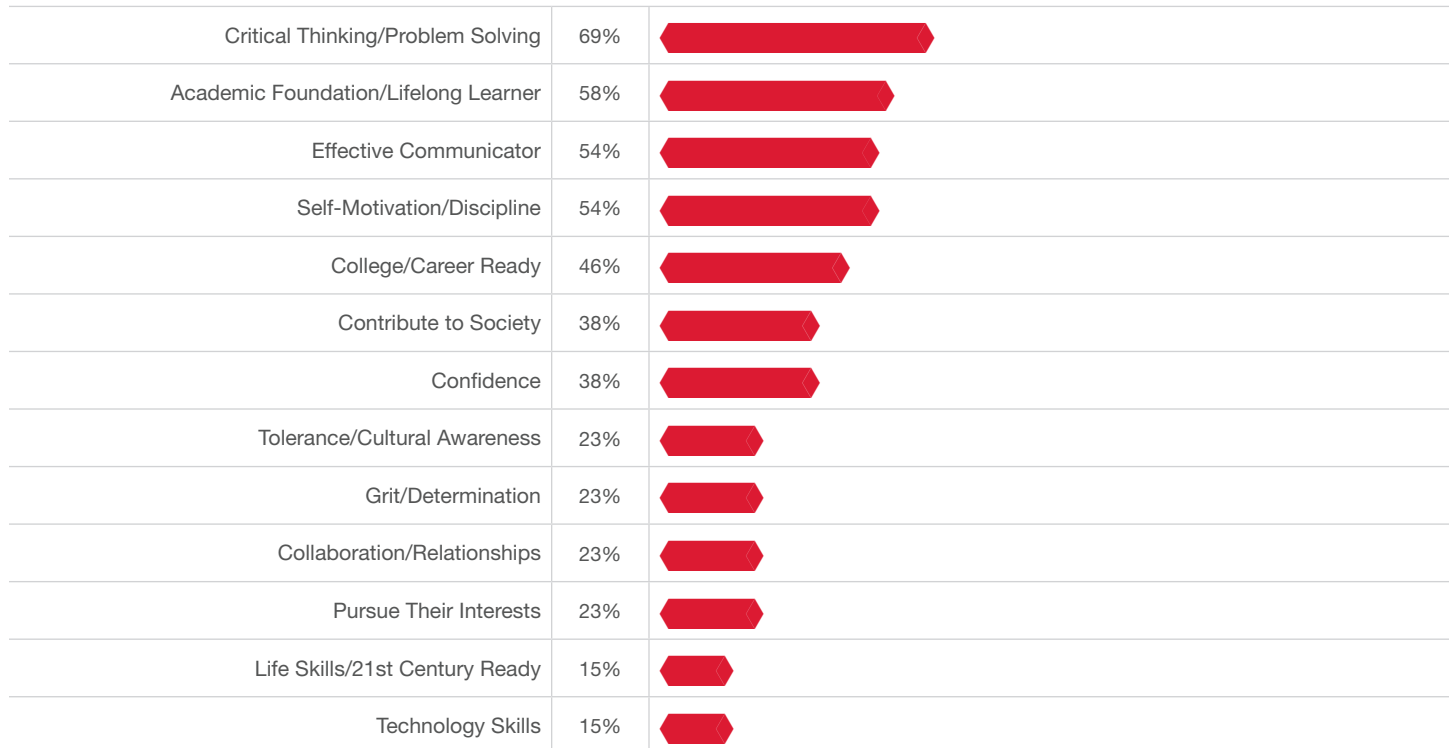
Critical Thinking/Problem Solving	69%	
Academic Foundation/Lifelong Learner	58%	
Effective Communicator	54%	
Self-Motivation/Discipline	54%	
College/Career Ready	46%	
Contribute to Society	38%	
Confidence	38%	
Tolerance/Cultural Awareness	23%	
Grit/Determination	23%	
Collaboration/Relationships	23%	
Pursue Their Interests	23%	
Life Skills/21st Century Ready	15%	
Technology Skills	15%	

In the context of the 21st century, what are the most important skills for learners to possess to thrive?

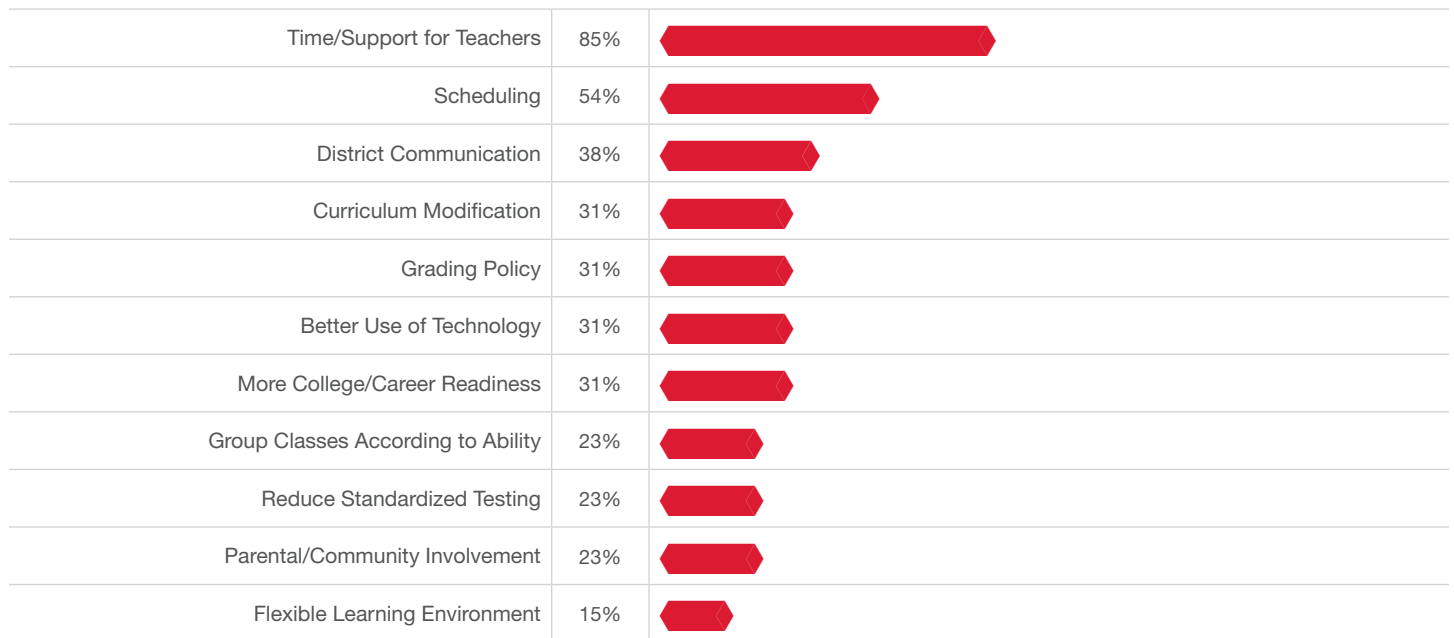|		
Critical Thinking/Problem Solving	77%	
Soft Skills	69%	
Technology Skills	62%	
Resiliency/Perseverance	62%	
Communication	54%	
Collaboration	54%	
Creativity/Innovation	54%	
Flexibility/Adaptability	46%	
Independence/Responsibility	46%	
Organization/Time Management	38%	
Strong Work Ethic	38%	
Tolerance	38%	
Life Skills	15%	
Leadership	15%	
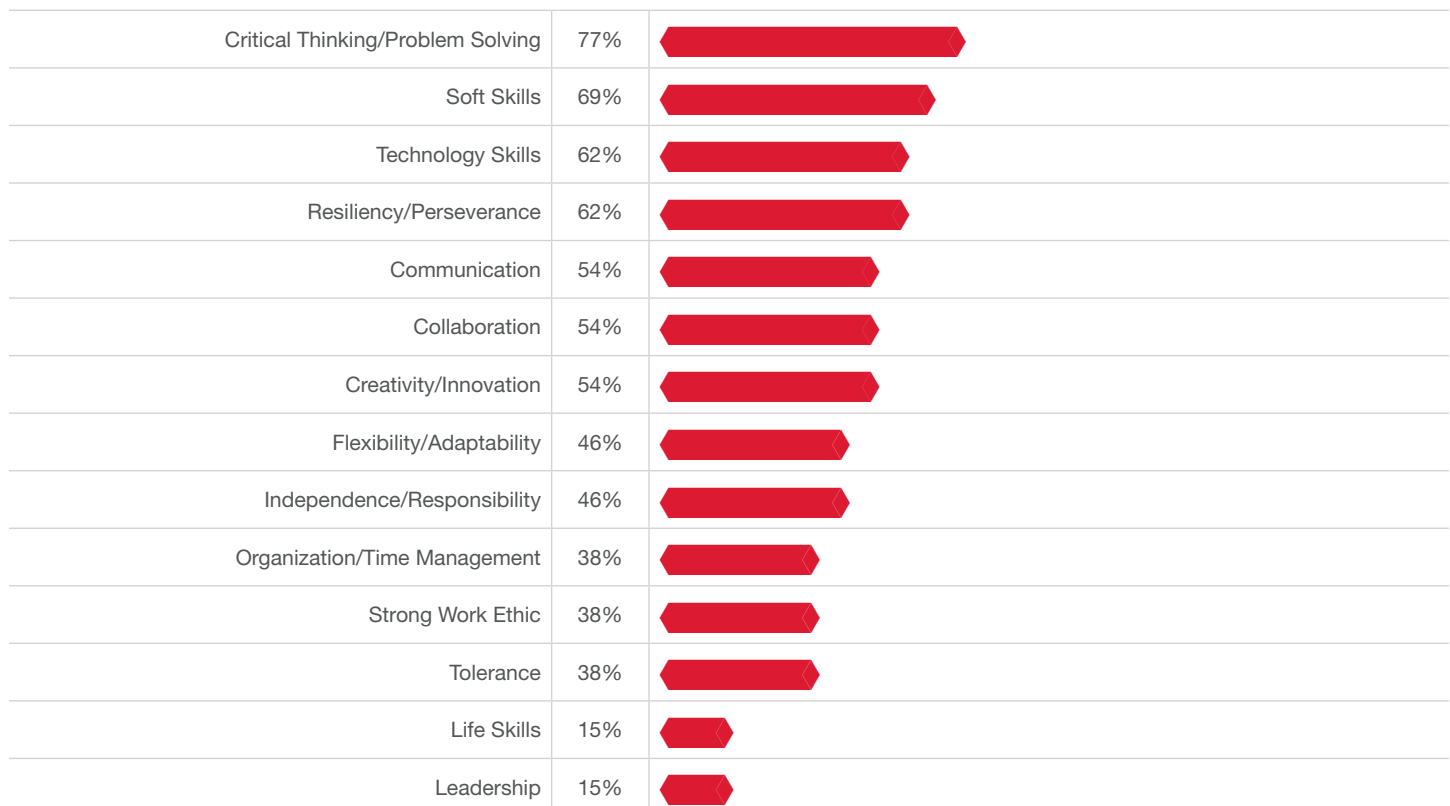
What consistent behaviors do learners need to engage in to be prepared for their futures?

Strong Work Ethic	54%	
Showing Respect	46%	
Active Listening	38%	
Independent Learning/Ownership	38%	
Collaborative Work	31%	
Hands-on Learning	31%	
Planning/Time Management	31%	
Expressing Ideas/Asking Questions	31%	
Perseverance	31%	
Connecting Learning to Real World	23%	
Communicating Effectively	23%	
Self-Reflection	23%	

What are the skills teachers need to prepare learners for their futures?

Facilitation	85%	
Passion/Subject Knowledge	54%	
Coaching/Encouraging	46%	
Differentiate Instruction	46%	
Relationship Building	46%	
Self-Reflection	38%	
Collaboration	38%	
Communication	23%	
Engaging Students	23%	
Effective Use of Technology	23%	
Open-Minded	23%	
Creativity/Innovation	23%	
Connecting Learning to Real World	15%	

What systems need to change to prepare learners for their futures?

Time/Support for Teachers	85%	
Scheduling	54%	
District Communication	38%	
Curriculum Modification	31%	
Grading Policy	31%	
Better Use of Technology	31%	
More College/Career Readiness	31%	
Group Classes According to Ability	23%	
Reduce Standardized Testing	23%	
Parental/Community Involvement	23%	
Flexible Learning Environment	15%	

How might we measure school effectiveness beyond standardized testing?

Improvement/Growth	62%	
Surveys/Feedback	54%	
Community Involvement	46%	
District/Campus Climate	46%	
College/Career Readiness	31%	
Post-HS Success	31%	
Certifications	15%	
Teacher/Student Retention	15%	
Attendance	8%	

Survey Data

What is your role in Katy ISD?

Role	%
Current Student	8%
Former Student	7%
Parent/Grandparent/Guardian of current Katy ISD Student	66%
Parent/Grandparent/Guardian of former Katy ISD Student	15%
Current Employee of Katy ISD	42%
Former Employee of Katy ISD	3%
Business Partner	1%
Community Member	21%

What are your highest hopes for your learner(s) in Katy ISD as a result of their time in school? Learners will...

Hope	%
Have the ability to communicate well with others/verbal and written.	68%
Have choices in their post-graduation plans and career paths.	61%
Cultivate their individual strengths and passions.	363%
Be confident in their ability to solve problems.	68%
Be competitive for a global work environment.	40%
Make valuable contributions to the local and global communities.	42%
Be well-rounded.	52%
Be creators of their own futures.	35%
Lead balanced lives.	41%
Other	5%

In the context of the 21st Century, what are the most important skills for learners to possess in order to thrive?

Ability to prioritize	25%	
Ability to multi-task	18%	
Leadership skills	31%	
Adaptability	40%	
Basics of literacy/reading, writing and mathematics	46%	
Collaboration skills	22%	
Communication skills/verbal and written	59%	
Creativity	14%	
Ethics	24%	
Ability to set goals	13%	
Independent thinking	33%	
Love of learning	17%	
Speak and understand two or more languages	7%	
Problem-solving	49%	
Social skills	24%	
Technology skills /appropriate use of technology	23%	
Time Management	28%	

What consistent behaviors do learners need to engage in to be prepared for their futures?

Collaborative work	64%	
Communicating effectively	89%	
Connecting learning to the outside world	58%	
Critical thinking	82%	
Problem-solving	89%	
Effective use of technology	66%	
Learning literacy basics	54%	
Taking Risks	35%	

What are the skills teachers need to prepare learners for their futures?

Coaching/Encouraging	77%	
Communication	83%	
Creativity/Innovation	65%	
Differentiate Instruction	58%	
Facilitation	40%	
Growth Mindset	64%	
Relationship Building	70%	
Technology	55%	

How might we measure school effectiveness beyond standardized testing?

Alternative Assessments	46%	
Attendance	15%	
College/Career Readiness	51%	
Community Involvement	18%	
Grades	39%	
Graduation Rate	30%	
Growth Measurement	49%	
Portfolios	22%	
Post High School Success	38%	
Project-Based Learning	36%	
Projects	11%	
Student/Teacher Satisfaction	42%	
Surveys/Feedback	30%	

What systems need to change to prepare learners for their futures?

Create assessments that are related to real world/relevant projects	39%	
Put additional courses in place to support and promote communication	13%	
Create a culture for emerging leaders	15%	
Educate parents about expectations/how things work	23%	
Educate parents on technology and its benefits	60%	
Encourage collaboration	21%	
Encourage curiosity	27%	
Encourage risk-taking	17%	
Equalize resources and opportunities for all students	19%	
Evaluate hiring system and expectations of teachers/staff	13%	
Expand the school walls to include learning opportunities and credit outside the school day/schedule/ typical course offerings	23%	
Make schedules flexible	15%	
Set goals for individual students	11%	
Have students set their own goals	12%	
Create a grading/evaluation system that encourages risk without the fear of failure/about learning, not systems	27%	
Group students in different ways/rather than age	11%	
Guide interpersonal relationships/soft skills	9%	
Offer hands-on experiences and activities	39%	
Decrease the amount of homework	24%	
Increase the amount of homework	2%	
Personalize education	15%	
Allow individual acceleration of students	14%	
Create mentor/job shadowing program	13%	
Expand opportunities for teachers to collaborate	11%	
Provide college/career readiness	25%	
Build a robust partnership with community and parents	5%	
Implement a structure to hold students, parents and educators accountable	14%	
Support the benefits of being bi/multi-lingual	9%	
Ensure aligned district-wide staff development	6%	

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Summit Data

What are your highest hopes for your learner(s) in Katy ISD as a result of their time in school? Learners will...

Academic Foundation/Lifelong Learner	37%	
Successful/Happy	30%	
Critical Thinking/Problem-Solving	23%	
Find Their Passion/Purpose	21%	
Become Productive Citizens/Contribute to Society	21%	
College/Career Ready	18%	
Independence	18%	
Collaboration/Relationships	18%	
Life Skills/Prepared for Real World	17%	
Effective Communicator	17%	
Pursue Their Interests	11%	
Resiliency/Perseveranc	8%	

What are your highest hopes for your learner(s) in Katy ISD as a result of their time in school? Learners will...

Academic Foundation/Lifelong Learner	37%	
Successful/Happy	30%	
Critical Thinking/Problem-Solving	23%	
Find Their Passion/Purpose	21%	
Become Productive Citizens/Contribute to Society	21%	
College/Career Ready	18%	
Independence	18%	
Collaboration/Relationships	18%	
Life Skills/Prepared for Real World	17%	
Effective Communicator	17%	
Pursue Their Interests	11%	
Resiliency/Perseverance	8%	

What consistent behaviors do learners need to engage in to be prepared for their futures?

Collaborative Work	37%	
Communicating Effectively	27%	
Perseverance	21%	
Self-Motivation/Initiative	18%	
Showing Respect	16%	
Critical Thinking/Problem-Solving	13%	
Connecting Learning to Outside World	10%	
Learning Literacy Basics	10%	
Independent Learning	8%	
Participation/Engaged in Lesson	7%	
Effective Use of Technology	1%	

What are the skills teachers need to prepare learners for their futures?

Facilitation	28%	
Building Relationships	27%	
Differentiate Instruction	22%	
Flexibility/Adaptability	20%	
Soft Skills	20%	
Lifelong Learner	20%	
Passion/Content Knowledge	17%	
Creativity/Innovation	11%	
Role Model	10%	
Motivation/Inspiration	10%	
Connecting Learning to Outside World	10%	
Collaboration	10%	
Effective Use of Technology	10%	
Communication	9%	
Critical Thinking/Problem-Solving	5%	
Organization/Time Management	4%	

How might we measure school effectiveness beyond standardized testing?

Portfolios	30%	
Surveys/Feedback	28%	
Projects	22%	
Post-High School Success	20%	
Improvement/Growth Measurement	17%	
Student/Teacher Satisfaction	16%	
Alternative Assessments	11%	
College/Career Readiness	9%	
Community Involvement	5%	
Climate/Culture	5%	
Certifications	4%	
Rubrics	3%	
Grades	2%	
Attendance	2%	

What systems need to change to prepare learners for their futures?

Schedule/School Start Time	39%	
Grading System	32%	
Reduce Standardized Testing	23%	
Incorporate More Real World Experiences	20%	
Offer More Electives	14%	
Flexible Learning Environment	9%	
Flexible Grouping	8%	
Smaller Class Sizes	6%	
Curriculum Modification	5%	
Professional Development System	3%	

Strategic Plan Feedback Survey

Results and Analysis

September 9 - 30, 2021

Community Led Success
Strategic Planning

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Overview of the Study

Katy ISD's strategic plan is comprised of goals and objectives the school community considers most important. In 2017, the District's first ever five-year strategic plan was released. It included goals for Personalized Learning, Digital Infrastructure, Recruitment and Retention, Student Well-Being, and more.

As the District begins the process of developing the future of its strategic plan for the next two-year cycle, it was important to reach back out to our community to gather feedback on the outcomes from the original plan, as well as objectives stakeholders would like the District and campuses to pursue over the next two years.

Katy ISD partnered with K12 *Insight* to administer the Strategic Plan Feedback Survey. The survey was open from September 9 – 30, 2021. Reminders were sent on September 12, 20, and 24 to stakeholders who had not yet participated in the survey.

K12 *Insight* emailed individual invitations with survey links to all Katy ISD parents, staff, secondary students, and community members. Individuals who contacted the District or K12 *Insight* because they had not received an email invitation were given a link to participate in the survey. The survey is also available in Spanish.

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Overview of the Study (Continued)

This report reflects overall district-level results.

Results do not reflect random sampling; therefore, they should not be generalized to all members of the Katy ISD community. Rather, results reflect only the perceptions and opinions of survey participants.

Several questions in the survey asked participants to rank items in order of their preference. Rankings are determined by calculating a weighted score for each item. Assigned weighted scores are determined by the number of rankings participants were asked to assign. For example, if participants are asked to rank their top five strengths, the option selected as rank 1 (highest) would be assigned a score of 5 and the option ranked as 5 (lowest) would be assigned a score of 1. The weighted scores are then multiplied by the number of participants who assigned that ranking to that option. The ranked answer option with the highest total weighted score is then ranked as number 1, and so on.

This report also includes the thematic analysis of the open-ended survey questions:

- If there is another 21st century skill that you believe is important, but it is not listed above, please list it below.
- Please share with us any suggestions you have for other high-level goals that the District should focus on in the next two years.

Responses from the open-ended question were closely analyzed and coded to identify similarities and dissimilarities within the data. Pattern coding was then utilized to identify and categorize similarly coded data to develop the major themes.

The relative weighted score is calculated by using an answer option's total weighted score and dividing it by the total weighted score of the highest ranked item. The relative weighted score is a measure of preference for each answer option based on a 100-point scale.

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Participation

Responding Group	Number of Invitations Delivered (NMax)	Number of Responses (N)	Response Rate
Katy ISD Stakeholders	233,711	7,909	3%

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Grade Level

Please select all of the following that describe your current relationship with Katy ISD. (N=7,909)

- A parent/guardian of a student currently enrolled in Katy ISD — **78%**
- An employee of Katy ISD — **30%**
- A current student of Katy ISD — **3%**
- A former student of Katy ISD — **5%**
- A community member within Katy ISD without school-aged children — **6%**
- A business owner within Katy ISD — **2%**
- None of the above — **0%**

(Axis: 0% 20% 40% 60% 80% 100%)

Please indicate your child(ren)'s [or your] current grade level. (N=6,407)

- Elementary — **58%**
- Junior High — **43%**
- High School — **44%**

(Axis: 0% 20% 40% 60% 80% 100%)

Note: Only current parents and current students answered this question. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Awareness of Current Strategic Plan

Did you know that Katy ISD has a five-year (2017-2022) strategic plan? (N=7,899)

- 46% (Yes)
- 54% (No)

■ Yes ■ No
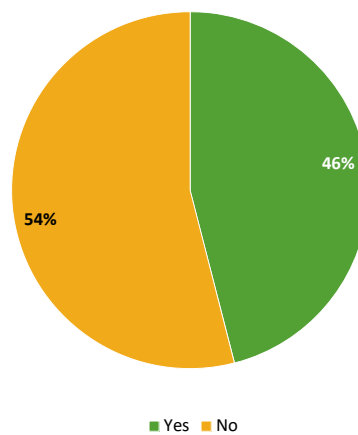
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District Goals

As part of its strategic plan, Katy ISD approved eight District goals in 2017. These goals are paraphrased below. Please rank how important each goal is to you with "Rank 1" being most important. (N=7,851)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Goal: Recruitment and retention of highly qualified staff.	54407	100	1
Goal: Support the emotional well-being/ mental health of students.	42910	79	2
Goal: Personalized learning experiences for students.	40527	74	3
Goal: Development of meaningful campus and district assessments that inspire students and inform educators' teaching practices.	35412	65	4

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District Goals (Continued)

As part of its strategic plan, Katy ISD approved eight District goals in 2017. These goals are paraphrased below. Please rank how important each goal is to you with "Rank 1" being most important. (N=7,851)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Goal: Sustaining secure and up-to-date digital infrastructure.	31991	59	5
Goal: Creation of customized resources that ensure equity across campuses.	29788	55	6
Goal: Address flaws/challenges in the education finance system.	28038	52	7
Goal: Development of community partnerships to establish greater community involvement in our schools.	19563	36	8

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Objectives and Outcomes

Each Strategic Plan Goal produced specific objectives and outcomes. How aware are you of the examples of the specific outcomes listed below?

	Very Aware	Somewhat Aware	Not Aware
Creation of Katy ISD's crisis intervention teams (N=7,856)	17%	39%	45%
Roll out of the District's SpeakUp mobile app for anonymous reporting of safety tips (N=7,875)	41%	35%	24%
Delivery of Katy ISD's Legacy Parent Academy sessions on topics ranging from cyber safety to vaping to human trafficking awareness (N=7,879)	34%	40%	26%
Inclusion of flexible grouping, interactive displays and Wi-Fi accessibility for campuses that will or are currently undergoing renovation cycles (N=7,872)	18%	35%	48%

■ Very Aware ■ Somewhat Aware ■ Not Aware

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Objectives and Outcomes (Continued)

Each Strategic Plan Goal produced specific objectives and outcomes. How aware are you of the examples of the specific outcomes listed below?

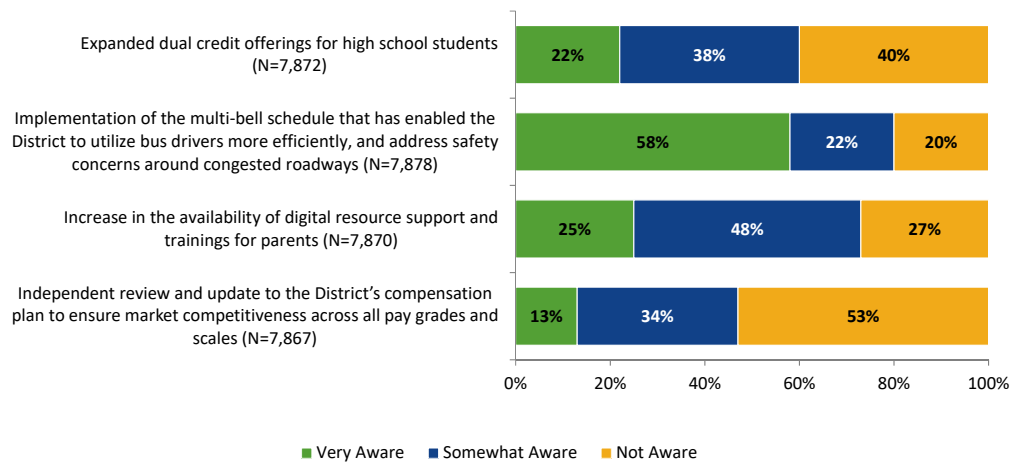|	Very Aware	Somewhat Aware	Not Aware
Expanded dual credit offerings for high school students (N=7,872)	22%	38%	40%
Implementation of the multi-bell schedule that has enabled the District to utilize bus drivers more efficiently, and address safety concerns around congested roadways (N=7,878)	58%	22%	20%
Increase in the availability of digital resource support and trainings for parents (N=7,870)	25%	48%	27%
Independent review and update to the District's compensation plan to ensure market competitiveness across all pay grades and scales (N=7,867)	13%	34%	53%

■ Very Aware ■ Somewhat Aware ■ Not Aware

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Objectives and Outcomes (Continued)

Each Strategic Plan Goal produced specific objectives and outcomes. How aware are you of the examples of the specific outcomes listed below?
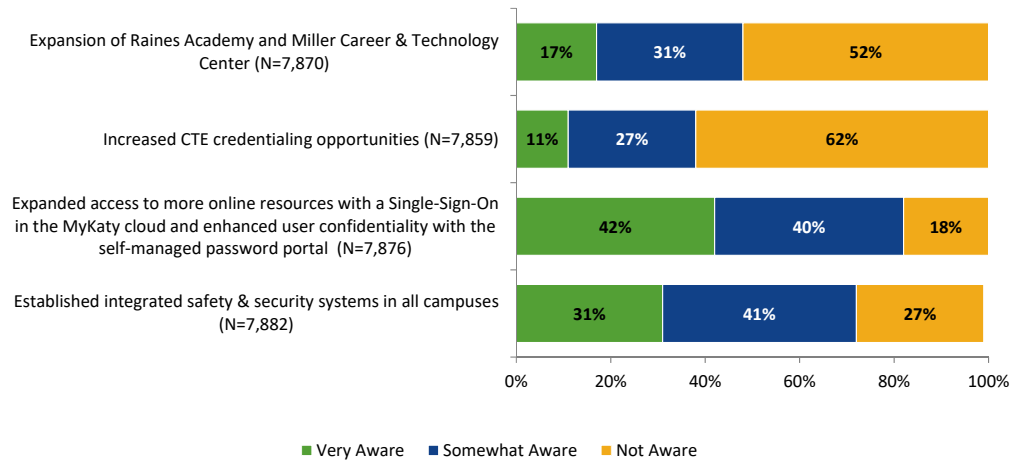
	Very Aware	Somewhat Aware	Not Aware
Expansion of Raines Academy and Miller Career & Technology Center (N=7,870)	17%	31%	52%
Increased CTE credentialing opportunities (N=7,859)	11%	27%	62%
Expanded access to more online resources with a Single-Sign-On in the MyKaty cloud and enhanced user confidentiality with the self-managed password portal (N=7,876)	42%	40%	18%
Established integrated safety & security systems in all campuses (N=7,882)	31%	41%	27%

■ Very Aware ■ Somewhat Aware ■ Not Aware

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21st Century Skills

To help us develop and update our next strategic plan, what are the most important 21st century skills students should possess upon graduating from Katy ISD? Please select and rank your top 5, using "Rank 1" for the most important 21st century skill. (N=7,793)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Critical Thinking/Problem Solving	22929	100	1
Communication	16178	71	2
Independence/Responsibility	12396	54	3
Strong Work Ethic	10319	45	4
Organization/Time Management	7833	34	5
Creativity/Innovation	7824	34	6
Technology Skills	7805	34	7
Flexibility/Adaptability	7112	31	8
Resiliency/Perseverance	6546	29	9
Collaboration	6426	28	10
Leadership	6069	26	11
Tolerance	3195	14	12
Soft Skills	2263	10	13

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Critical Challenges

To help us develop and update our next strategic plan, which of the following challenges do you feel will be most critical to our District's future success? Please select and rank your top 5, using "Rank" 1 for the most critical challenge. (N=7,747)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Retaining high-quality teachers	19659	100	1
Maintaining safe and secure schools	14583	74	2
Recruiting high-quality teachers	14041	71	3
Accommodating rapid growth in the student population	12997	66	4
De-emphasizing testing	10174	52	5
Continuously improving technology resources	8187	42	6
Improving student behavior	6950	35	7

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Critical Challenges (Continued)

To help us develop and update our next strategic plan, which of the following challenges do you feel will be most critical to our District's future success? Please select and rank your top 5, using "Rank" 1 for the most critical challenge. (N=7,747)

Response	Weighted Score	Relative Weighted Score	Overall Rank
Maintaining overall quality with finite resources	6139	31	8
Conducting bottom-up communication (i.e., from schools to district leadership)	6134	31	9
Equitable practices across all campuses	5216	27	10
Collecting feedback from students	5168	26	11
Increasing community and parent involvement	3562	18	12
Demonstrating fiscal responsibility	3395	17	13

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21st Century Skills- Open-Ended Question

If there is another 21st century skill that you believe is important, but it is not listed above, please list it below. (N=1,209) This table reflects the top 5 most commonly referred to 21st century skills.
Budgeting, **Financial Literacy**, and Money Management
Empathy, Compassion, Kindness, and Respect
Cultural Awareness and Appreciation, Inclusion
Emotional Intelligence
Accountability and Integrity

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Potential Challenges- Open-Ended Question

If there is another potential challenge that you believe will be critical to the District's success, but it is not listed above, please list it below.(N=692) This table reflects the top 5 most commonly referred to potential challenges.
Mental Health and Wellbeing
Teacher Burnout and Attrition, as well as Teacher Pay and Benefits
Providing **Safe and Secure School Environments**
Improving **Special Education Programs**
COVID Safety and Management

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Additional Suggestions- Open-Ended Question

Please share with us any suggestions you have for other high-level goals that the District should focus on the next two years. (N=2,128)
Managing the pandemic, including improving and continuing to offer virtual learning. **Mask mandate** — comments were split on supporting no mask mandate and supporting a masks.
Mental health and wellbeing.
Focus on the **development of 21st century skills, including fiscal responsibility, tolerance for others, and how to manage emotions**.
Improve **student behavior and discipline** policy and procedures, especially related to bullying.
Improve SPED programs for students, including hiring more qualified teachers and staff and provide a wider range of accommodations.
Hire and retain highly-qualified teachers and staff, as well as improve professional development offerings for teachers and staff.
Improve **district and school communication practices**.
Get **back to the fundamentals of education** instead of teaching to the test.
Establish **accountability measures** to hold administration accountable for decisions, including financial and budget decisions, as well in meeting goals and outcomes.
Renovate and update older campuses and not just focusing on building new campuses.
Increase the number of buses and bus routes.

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OCTOBER 2021 EDUCATION SUMMIT FEEDACK

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

- Surveys to gauge student career path to personalize learning
- Counselors to direct students to classes that are directly related to career path
- Better communication between teacher and parent
- Parents need to know how to help student
- Support system for students coming from outside the district (transfers)
- Special needs students add assessments
- More activities for students to explore strengths
- Focus on personalized learning for students having challenges in math/science (class size) or Gifted/Talented
- Remove STAAR testing
- International baccalaureate program
- Teacher/mentors; group/collaborative learning
- Individualized learning focus; unique student perspective/needs; early in educational process as possible
- Transition counselor role
- Teachers overwhelmed on materials to be presented – find a balance/priority;
- Textbook sizes and when to use (home-school, etc.)
- Address classrooms with no windows
- Current programs that can help with more individualized programs, dual credit program more accessible
- Getting community involved on high school level (careers, future opportunities); expanding Raines, CTE
- Each child to have technology/Chromebook
- Mentorship program (college/career)
- Continuing (medical) education for teachers
- More access to PreK programming
- Early assessments for any special/individualized services needed (dyslexia, etc.)
- Foreign language immersion
- Cross-training; incentives
- Preschool for all incomes – families would pay district vs. daycare
- Substitute bonuses
- Change cafeteria back to buffet options, salad bars vs. heat and serve
- Creating ABL classes
- Give more opportunities than one GT screening per year
- Foreign languages at elementary level
- Textbooks at elementary level
- Provide internship opportunities for kids in junior and senior year during summer
- Teacher feedback from teachers

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.

- Benefit from listening to students
- Parent Legacy Academy session on resources available to parents
- Responding to new students/parents
- Review quality of opportunities available to students at each school
- Evaluate and plan based on merit; no predetermined plan for student based on where they came from
- More staff is needed; older campuses students don't get the same experience
- Department dedicated to building equity across schools with regard to technology, free lunch, expand access to PreK
- Actively recruit teachers from all backgrounds
- Standardized delivery of teaching material in technology platforms such as Canvas
- Raines Academy and CTE programs at each school
- Ensure access to translators in all needed languages

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

- Assignments should align with assessments
- Preassessments to address areas where students are struggling in
- Hands-on assignments for students to master concepts during school day
- Concerns on class size
- Parent/teacher relationship; learning/teaching style; follow student academic path
- Assessments don't have to be written
- More student engagement (incentives) to hear their voice
- Vary assessment techniques (scantron, paper/pencil, project, verbal, digital etc.)
- Utilize working groups, seminars for students to have more creativity
- Not teaching to the test
- Stagger standardized testing
- Incentive program for students; teacher evaluation that includes students, parents, etc.
- Continuous/ meaningful improvement; professional develop for teachers and students
- Make first week of semester for students to attend a class to see if they would like it

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.

- Students involved in tech decisions
- Focus faculty for next gen students
- Invite faculty and students to develop user friendly apps
- Teachers to know the apps/trained on new tech
- 1:1 tech for students
- Trying to fix Wi-Fi blockers
- Introduce keyboarding/coding (JH)
- After school programs for student interests/loves
- Expose students at a younger age for learning experiences; won't be afraid to try new things later in life
- Students will advance for future tech
- Students need to be good digital citizens
- Technology should not replace personal instruction; used to expand digital materials
- Personalize digital resources
- Create lessons that connect with students' core values; can be fun; data is objective
- Each student can take an individualized path

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.

- One day a month to learn virtually
- Teachers working with too many students
- Parent demands can become a challenge for teachers
- Many hours
- Smaller classes; smaller schools
- Teacher mental health supports
- Teachers don't have the time to focus on a student who is needing extra assistance
- Low-cost daycare for teachers
- Minimize "extras" - lose activities/duties/tasks that are not focused on teaching students
- If not able to lower the class size, have teaching assistants to help grade, etc.
- Social platform for teachers/parents/students to connect with each other's needs
- Common resources for lesson plans, etc. so teachers aren't developing from scratch
- Better quality of learning
- Resources for teachers
- Smaller class sizes
- Protect teacher planning periods
- Better financial incentives for teachers
- Mentors for each class subject – takes stress off teacher
- Showing appreciation; administration support at district level
- Retention bonuses
- Pay differential
- Teacher support in/out of classroom
- Providing teacher more development opportunities
- Surveys by students and staff every semester
- Incentives – bonuses; sign-on bonuses; referral bonuses
- Increase demographic diversity of staff
- Increase recruitment from alternative certification programs
- Dual credit certifications to be able to provide instruction
- All secondary teachers receive two planning periods

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.

- Private businesses, retired teachers to help with larger classes
- Signs on buildings/advertise
- Stakeholders with a vested interest (in Katy); influencers; student interns
- Career coaching/partnerships to engage students
- Dedicated scholarship staff
- Curriculum design team
- Community organizations to provide tutoring
- Interview role-play by community organizations
- Inter-campus cultural gatherings
- Have corporations sponsor PTSs – specifically for schools whose PTAs are not financially sound
- Employers partnering with high schools for career sharing

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

- Addressing learning needs
- Hands-on learning with applicable real-life activities
- Flexibility and control on their education
- Alternatives to college path
- Easier to schedule MCTC classes or take classes in JH; educate parents on classes
- Peer mentors for all students/special needs
- Open door policy for counselors
- Clubs on campuses with parent sponsors – specific interests club
- Volunteer organizations on campus
- Counselor check-in forms for students and teachers (emotions)
- Rotating counselor (service); tap into stakeholder groups for assistance on campuses
- Message to students "it's ok to fail …"
- Curriculum includes resources that develop empathy – including ways for students to learn and be curious
- Providing tools for students and teachers to manage stress
- More accessibility to staff (counselors)
- Having counselors/social workers to support students
- Creating student support groups that follow each other through the year
- Well-being = passionate; teachers to have passion in teaching
- Student provide feedback on teacher performance
- Improve counselor accessibility/roles
- Sponsor team activities on campus between teachers and students
- Study group app for students who need assistance
- Bringing in presenters and speakers to share real life experiences (bullying, etc.)
- Partner with other mental health agencies to provide services to students
- Hire more counselors/social workers
- Use advisory periods to create student support groups – staff facilitated
- Integrating meditation into student day
- Wellness center for staff members
- Dedicated counselor for student meetings every 3-6 months
- Counselors for this only with teachers and students
- Mentoring program for students and staff
- Katy ISD seems to have a heavy middle management
- Tools to help manage stress
- Introduce 360 feedback for teacher appraisals – students appraise/provide feedback for teachers
- Improve counselor to student attention – add more
- Dedicated counselors for students who are going through a tough time (emotionally, at home, etc.) for emotional well-being
- Offer MCTC-type classes on home campus

- Assign days of week for homework/test by subject to keep multiple tests falling on one day
- Any child who wants a mentor should be allowed access
- Introduce learning and training program for all teachers around emotional well-being of each student; not limited to special education teachers
- Add more teachers so that kids are taught versus teacher telling students to watch videos and learn through online resources
- Dedicated counselor for college and career path