Katy Independent School District

Randolph Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life - to create the future.

Value Statement

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

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Demographics

Demographics Summary

James Randolph Elementary is a PreK-5th grade campus and opened in 2014. Randolph Elementary is in Katy ISD and in the small town of Fulshear, TX. Students who attend Randolph Elementary live in the neighborhood of Cross Creek Ranch. The total number of students enrolled is 1,041. Our student groups include At-Risk(17%), Eco. Dis.(8%), Limited English Proficient(12%), Special Education(17%), Limited English Proficiency(12%), and Gifted/Talented(6%). The percentages for student groups also include White (55%), 2 or more races(7%), Hispanic(18%), Black/African American(3%), Native Hawaiian Pacific Islander (1%), and Asian(17%). The Attendance Rate is 96%.

The administration team supports staff members through structures that allow for job embedded professional development to enhance teaching and learning. Weekly planning as a team with the support of instructional coaches provides teachers a framework and support to plan lessons and assessments that are aligned to the TEKS and meet the needs of our students. New teachers to the profession are provided a mentor to help support them in their educational journey. New staff members to JRE that are not new to the profession have a buddy at JRE to help support them as they transition to a new campus.

We have a very involved school community. Our PTA has over 1,000 members. They are able to provide additional funding and programs to enhace the learning of our students. There is a strong Watch Dogs Program to support JRE and the students daily.

Randolph Elementary has strong attendance rates(96%); systems are in place to address any students with significant attendance concerns.

Demographics Strengths

Many families move into our area because of the high quality education our students will receive in Katy ISD. We have many supportive parents and students that are committed to student growth and success. Our families are highly involved in the school and in their child's education. Students join us from all over the world due to the different industries in the Houston area. We have a diverse student population and stff. We have created a very inclusive environment where all families, students, and staff members feel welcome.

We have robust programs to meet the varying needs of our students. Special Education, ESL, MTSS, 504, and GT services, all serve to meet the individual needs of our students. We have regularly scheduled data meetings to ensure we are meeting the needs of our students.

We place great value in recruiting highly qualified staff to teach our students. We include our grade level/department teams in the interview process. For those staff members who reside in Katy, retention is high. Those who transfer to another KISD campus or department are typically a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE. We continually work to build capacity of our teachers through on-going professional development in various formats. Some of those formats include book studies, face to face staff development sessions, virtual sessions, modeling in classrooms, online collaboration, and observing other teachers in action.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All teachers are not ESL certified to meet the needs of our EL learners at JRE. **Root Cause:** Teachers are concerned about the time and money involved to gain this certification.

Student Learning

Student Learning Summary

Fountas and Pinnell is the reading assessment we use to determine students' instructional and independent reading levels. The end of year instructional level results are as follows: Kindergarten: 28% on grade level, 61% above grade level, and 11% below grade level. 1st Grade: 26% on grade level, 58% above grade level, and 16% below grade level. 2nd Grade: 22% on grade level, 63% above grade level, and 15% below grade level. 3rd Grade: 23% on grade level, 53% above grade level, and 24% below grade level. 4th Grade: 25% on grade level, 44% above grade level, and 31% below grade level. 5th Grade: 26% on grade level, 49% above grade level, and 25% below grade level.

Test	Approaches	+/- from 2021	Meets	+/- from 2021	Masters	+/- from 2021	Passing Score
3rd Reading	97%	+2	80%	+9	57%	+12	50
4th Reading	95%	+/-0	84%	+5	59%	+20	56
5th Reading	98%	+/-0	90%	+13	71%	+7	55

Test	Approaches	+/- from 2021	Meets	+/- from 2021	Masters	+/- from 2021	Passing Score
3rd Math	95%	+1	75%	+4	48%	+10	50
4th Math	98%	+/-0	83%	-3	61%	-7	50
5th Math	98%	+/-0	76%	-9	55%	-13	47

Test	Approaches	+/- from 2021	Meets	+/- from 2021	Masters	+/- from 2021	Passing Score
5th Science	96%	+1	76%	+/-0	52%	+4	58

Student Learning Strengths

Our students demonstrated many strengths as observed by formal and informal assessments despite the pandemic. For example, 4th graders increased in the meets (5%) and masters (20%) categories in reading. Scores also increased in 3rd grade math in the meets category by 4% and the masters category by 10%. 5th grade scores increased 4% in the masters category of science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students did not meet the House Bill 3 Federal Targets for 3rd grade math. While they far exceeded the state and district averages, they did not meet the

targeted growth. **Root Cause:** We feel that the main cause of not meeting these targets is because of the pandemic. Teachers did whatever they could to meet their students' needs especially in small groups.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Randolph Elementary is guided by the TEKS and the Katy ISD Unit Plans which provides a scope and sequence. Each quarter, grade level teams are provided time to map out the specific skills and standards that will be taught for the upcoming grading period. Both foraml and informal assessments play a major role in planning instruction and takes on many different forms at Randolph Elementary. We believe in using authentic assessments that allow students to demonstrate their learning through performance, products and presentations. Grade level teams meet regularly to discuss the different types of formative and summative assessments that will be used to assess student learning. They discuss the different levels (depth of knowledge) of questions that will be asked to demostrate mastery of concepts. Teams create their own common assessments and meet with our instructional coaches to analyze the data to determine instructional needs. Randolph Elementary parents, staff, and students take pride in their school and maintain high expectations for student success. We provide a safe and positive environment with a strong focus on academic excellence. There is an expectation of best instructional practices as well as building strong realtionships and character in our students. Our commitment is to keep students at the center of all decisions. We operate as a professional learning community that maintains a focus on student learning and growth. We provide structured time for teachers to continue professional growth and collaborate regarding student data and learning.

We recruit highly qualified staff members to teach or work at JRE. Staff member selection is a collaborative process. We have many structures in place to support and help retain our highly qualified staff members. Some of those structures include mentoring, buddies for those seasoned teachers, classroom obervations, monthly New to JRE meetings for our professional staff, and instructional coaches to help support.

School Processes & Programs Strengths

During PDR and and long-range planning, teachers look deeply at the curriculum and roadmap the curriculum to determine the focus and time it will take in each unit. Best teaching practices are determined during weekly planning sessions where grade level teachers, instructional coaches, ESL staff, special education staff, and the grade level supervisor attend. Small group instruction in math and reading meets the needs of individual students as it is differentiated based on data.

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

We continually seek and provide opportunities to meet the professional development needs of our staff. We use staff input as well as the data gathered during walkthroughs(formal and informal) and observations to guide the professional development offered. We build the capacity in our staff members to meet the needs of our students.   Teachers maintain a daily focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary.

Perceptions

Perceptions Summary

The entire Randolph Family believes in doing what is best for kids. Randolph Elementary is fortunate to have excellent family and community involvement. We have high parental involvement and we are always seeking ways to involve the parents and community. We believe that it takes everyone working together positively for a child to be successful We ensure parents and the community feel welcome and we want them to be at Randolph Elementary. We host several events a month(on average) in which parents are invited to spend time with their children at school.

We have specific routines and procedures in place to ensure a safe and orderly working and learning environment. We use the Tribes process as well as the Ron Clark House Academy System to create a sense of community and inclusion among staff and students. In addition, we use PBIS as a framework to help support students at JRE. These all work together to support our students socially and emotionally.

We engage in monthly drills to practice safety routines. We have many safety protocols in place to ensure the safety of our students. We constantly strive to improve our routines and procedures to ensure the safety and well-being of our students and staff.

Perceptions Strengths

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

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

The Tribes process and House System has enhanced the relationships built it the classroom with staff and students.

All stakeholders provide a welcoming environment to visitors.

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

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

Performance Objective 1: By May of 2023, the number of students who achieve masters on STAAR will increase by 5% in 3rd grade math and reading, 4th grade reading and 5th grade math and science.

Evaluation Data Sources: CBAs
DLAs
STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Planning sessions will focus on small group instruction for all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted small group planning will increase student growth because teachers will continuously plan for and know where students are and how to move them.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches Administrators Team leaders				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: By May 2022, 50% of 4th and 5th grade students in the special education program will achieve the targeted growth measure in reading.

    Evaluation Data Sources: STAAR, CBAs

Strategy 1 Details			Reviews		
Strategy 1: All special education teachers will plan with grade level teams during their planning time as well as attend professional development during PDR time.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Lesson plans will reflect collaboration with teams. Special education teachers will continue to grow in their ability to support students and collaborate with general education teachers. **Staff Responsible for Monitoring:** Instructional Coaches Administration Special Ed Team Leader		**Oct**	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

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

Performance Objective 3: By May of 2023, the percentage of English language learners who achieve Meets and above in reading will increase by from 79% to 84%.

    Evaluation Data Sources: 2022 and 2023 STAAR scores for English language learners in reading

Strategy 1 Details		Reviews			
Strategy 1: ESL support teachers will attend grade level planning and PDR sessions to provide support in planning for emergent bilingual students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 84% of emergent bilingual students will score meets or higher on reading STAAR. **Staff Responsible for Monitoring:** Administrators Instructional Coaches ESL teachers		**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: All emergent bilingual students (English learners) with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

    0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 4: HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets or above in Reading will increase from 80% to 82% by July of 2023.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR assessments; Interims; CBAs

Strategy 1 Details			Reviews			
Strategy 1: Small Group Instruction: Teachers will teach current grade level content using differentiated groups every day. They will create and implement detailed small group lesson plans that address the varied needs of all students			**Formative**			**Summative**
			Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will use data to look for trends and then plan instruction to target identified trends. **Staff Responsible for Monitoring:** -Classroom Teachers -Instructional Coaches -Special Education Case Managers -Administrators -ESL ISSTs						

Strategy 2 Details			Reviews			
Strategy 2: Targeted ELT Instruction Teachers will target previously taught content using differentiated groups every day. They will use local and district assessment data to create targeted groups to meet the various needs of all students.			**Formative**			**Summative**
			Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teachers will use data to look for additional areas of growth and then plan instruction to target identified areas. **Staff Responsible for Monitoring:** -Classroom Teachers -Instructional Coaches -Special Education Case Managers -Administrators -Intervention Teachers						

Strategy 3 Details			Reviews			
Strategy 3: * Research, Assessment, and Accountability reviews plans with the school board annually in a public meeting. * Plans are posted on the campus and district websites within the Campus Improvement Plan.			**Formative**			**Summative**
			Oct	Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 5: HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets or above in Math will increase from 75% to 91% by July of 2023.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR assessments; Interims; CBAs

Strategy 1 Details	Reviews			
Strategy 1: Small Group Instruction:	**Formative**			**Summative**
Teachers will teach current grade level content using differentiated groups every day. They will create and implement detailed small group lesson plans that target the varied needs of all students	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will use data to look for trends and then plan instruction to meet identified trends. **Staff Responsible for Monitoring:** -Classroom Teachers -Instructional Coaches -Special Education Case Managers -Administrators -ESL ISSTs				

Strategy 2 Details	Reviews			
Strategy 2: Targeted ELT Instruction:	**Formative**			**Summative**
Teachers will target previously taught content using differentiated groups every day. They will use local and district assessment data to create targeted groups to meet the various needs of all students.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will use data to look for additional areas of growth and then plan instruction to target identified areas. **Staff Responsible for Monitoring:** -Classroom Teachers -Instructional Coaches -Special Education Case Managers -Administrators -Intervention Teachers				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 6: Increase the number of students scoring at health fitness zones, as measure on FitnessGram, to contribute to optimal health.

Evaluation Data Sources: FitnessGram, Class Observations, Formative and Summative fitness skills assessments.

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote Healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teacher	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers	**Oct**	**Jan**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

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

    Evaluation Data Sources: 1: Observation of PBIS strategies and expectations being implemented in the building.
  2: Discipline Data from the Principal's Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development for all staff on PBIS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be a school- wide positive behavior support in place in every classroom to help with student behavior. **Staff Responsible for Monitoring:** APs	**Oct**	**Jan**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The A-Team/PBIS Committee will meet monthly to discuss progress of implementation on their teams; to review discipline data and areas of growth/need; to discuss and seek out resources for professional development/continued learning about PBIS strategies; and to discuss ideas that will help with full implementation of PBIS and ensure that students' individual emotional needs are met.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Trends of student offenses will be targeted, and discussions will take place regarding how to decrease trends that stand out in the discipline data. Based on discussions, staff needs will be addressed to ensure proper implementation of PBIS. **Staff Responsible for Monitoring:** APs				

Strategy 3 Details	Reviews			
Strategy 3: The A-Team/PBIS Committee will collaborate with the Houses Committee to ensure that House activities are aligned with PBIS implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive behavior will be rewarded, and students will continuously learn how to properly behave across settings. There will be a positive campus culture which will focus on inclusiveness, teamwork, and use of positive behavior as a model for staff and students in need of learning positive behaviors. **Staff Responsible for Monitoring:** APs				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

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

    Evaluation Data Sources: Classroom observations

Strategy 1 Details			Reviews			

Strategy 1: Tribes strategies/PurposeFull People lessons will be utilized in every classroom to encourage a sense of inclusion and community in the classroom and school.
    Strategy's Expected Result/Impact: Students and staff will feel included and valued at JRE.
    Staff Responsible for Monitoring: Principal/APs
			Formative			**Summative**

			Oct	**Jan**	**Apr**	**June**
Strategy 2 Details			Reviews			

Strategy 2: Every staff member will be trained on the PurposeFull People curriculum and its implementation.
    Strategy's Expected Result/Impact: Staff will be knowledgeable about the curriculum and lessons they can use in the classroom to promote character education, acceptance, inclusion, and community.
    Staff Responsible for Monitoring: Counselor
			Formative			**Summative**

			Oct	**Jan**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

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

Performance Objective 3: Teachers will use knowledge and strategies regarding trauma informed classrooms to address the social-emotional needs of students. The learner will define trauma and explore the impact of trauma on student learning and behavior. The learner will understand how to recognize and respond to trauma in students. Learner will be given strategies to utilize in the classroom to foster a more safe and supportive learning environment.

Evaluation Data Sources: 1. Observation of trauma informed strategies being implemented in the building.
2. Discipline Data from the Principal's Dashboard.

Strategy 1 Details	Reviews			
Strategy 1: All staff members will be trained on trauma informed classrooms by October 15th.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Trauma informed decision making, and strategies will be evident throughout the campus.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor and AP				

Strategy 2 Details	Reviews			
Strategy 2: An optional Book Study on Trauma Stewardship: An Everyday Guide for Caring for Self While Caring for Others by Laura van Dernoot Lipsky and Connie Burk will be offered to staff members.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers who participate will gain additional self-care knowledge and strategies in order to better serve students impacted by trauma.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Administrators and counselors will collaborate with teachers to ensure that the possibility of trauma is considered and addressed when discussing behavior and academic issues students are facing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaboration with teachers and students will be supportive and solution focused.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators and Counselor				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 4: The number of students that do not report bullying and safety concerns on the Speak Up App. will decrease by 5%.

Evaluation Data Sources: 1). Student Safety and Bullying Survey
2). Speak Up App.

Strategy 1 Details	Reviews			
Strategy 1: Information on violence and bullying prevention provided will be provided to parents, students and teachers as appropriate throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Awareness of violence and bullying will increase. **Staff Responsible for Monitoring:** Administrators Counselor				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Parent engagement activities will be provided to parents/guardians of emergent bilingual students that is supplemental to the services provided to all parents.

    Evaluation Data Sources: Event held

Strategy 1 Details	Reviews			
Strategy 1: Parents of emergent bilingual students will be invited to a "Lunch and Learn" about the ways to support their English learner at home.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Parents of emergent bilingual will learn tips to support their learners at home. **Staff Responsible for Monitoring:** ESL ISST Instructional Coaches Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Family engagement (parent and child together) activities for families of emergent bilingual students (English learners) that is supplemental to the services provided to all families.

Evaluation Data Sources: Event held

Strategy 1 Details	Reviews			
Strategy 1: Parents and student of emergent bilingual students (English learners) will have an opportunity to attend a virtual workshop to learn about the Ready Rosie resource on how to create meaningful home learning environments that assist in academic progress.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents of emergent bilingual students will have access to the library playlist of video demonstrations with math, literacy, and social/emotional learning strategies to promote continued family learning at home. Parents will be provided several opportunities to attend sessions available in English and Spanish. **Staff Responsible for Monitoring:** ESL ISST Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: Families of students who attend JRE will have the opportunity to participate in content focused community events held at the school.

    Evaluation Data Sources: Event Held

Strategy 1 Details		Reviews			
Strategy 1: Families will be invited to attend MAD Science two times throughout the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will have the opportunity to engage in science based learning with their students to help bring the excitement and fun of science home. **Staff Responsible for Monitoring:** Administrators Math & Science Instructional Coach		**Oct**	**Jan**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Families will be invited to our campus Literacy and Math/Science night after school.		**Formative**			**Summative**
Strategy's Expected Result/Impact: To build community between home and school. **Staff Responsible for Monitoring:** Administrators Instructional Coaches Staff		**Oct**	**Jan**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: JRE will be staffed with highly effective, ESL certified teachers.

Evaluation Data Sources: Staff certification records

Strategy 1 Details		Reviews			
Strategy 1: JRE staff will be encouraged to take test preparation courses and staff development to become ESL certified.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will increase the amount of certified ESL teachers to 90%. **Staff Responsible for Monitoring:** ESL teachers Administration		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Instruction is targeted toward growing bilingual emergent students. **Staff Responsible for Monitoring:** ESL ISTs Instructional Coaches Administrators					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 5: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.