

Katy Independent School District

District Improvement Plan

2022-2023



Mission Statement

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.*

Vision

Be the legacy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy. In the 2021-2022 school year, student enrollment grew to more than 90,000 served 70 schools - including nine four-year high schools. Katy ISD is a fast growth district with changing student and staff demographics. Given the highest possible rating by the Texas Education Agency, Katy ISD offers an outstanding instructional program with facilities, equipment, and materials that are among the best in the state. As a high growth school district, we plan based on projected enrollment numbers. PASA works with the district to provide a comprehensive data set that includes trends, forecasting, and individual plot level data. This data is used by school boundary committees to make decisions relative to enrollment growth. Katy ISD does not utilize poverty data in planning school boundaries.

Student Demographics

Katy ISD is experiencing a shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and ELL students are a few of the changes in the student population landscape in Katy ISD. To continue its legacy of providing unparalleled learning experiences, Katy ISD has to ensure district-wide equity in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

Staff Demographics

As demographics of the student population have changed in Katy ISD, the staff demographics have also changed. Specifically, Asian, Hispanic and African American populations have all increased as a percentage of overall staff for the past 5 years in both the student and teacher populations. In addition, Katy ISD has increased staffing percentages to address increased needs in special program populations such as special education, career and technical education and bilingual/ESL education.

KISD works diligently to recruit and hire highly qualified staff that is reflective of the student population. The Katy ISD Public Dashboard reflects the ever-changing demographics of our staff. This tool is used to assist and aid the HR department to ensure that our staff currently resembles our student demographics. The HR department, as well as campus principals, seek to recruit and hire a diverse staff population.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.

Problem Statement 2 (Prioritized): There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

Problem Statement 3: There is a need to actively recruit high quality teachers throughout the district including a focus on high-poverty and high-minority campuses.

Problem Statement 4: There is a limited amount of Hispanic applicants statewide. This limits our ability to hire applicants to match our growing Hispanic population.

Student Learning

Student Learning Summary

All Students

Students in Katy ISD are exposed to an enriching and challenging curriculum that leads to student success. Katy ISD achieved an overall A rating in 2021-2022.

Data is disaggregated after each state assessment by every program and student group and is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and EL student groups behind all other program areas. African American students also lag behind all other race/ethnicity groups in all tested areas. The same data trends that are seen with STAAR at the district level are seen with the District Learning Assessments. The District uses a variety of instructional methods to equip schools with meeting the needs of students not meeting their full potential including data team meetings, assessment council, curriculum advisories, principal collabs, ongoing support through instructional coaches, and additional professional development.

KISD STAAR Summary

When looking at the overall STARR summary, including all students and all tests taken in the district, Katy ISD students showed a slight decrease in STAAR Performance when comparing the 2021 to 2022 school year. Digging further into the data indicates a wider gap in math than in reading; however, when compared to Texas as a whole, Katy ISD still performed significantly higher than the state averages in both Math and Reading.

Title I

According to STAAR data, Title I campuses continue to exhibit a gap in all tested subjects when compared to their Non-Title counterparts:

- Reading - Approaches grade level (11%), Meets grade level (25%), Masters (24%)
- Math - Approaches Grade Level (11%), Meets Grade Level (28%), Masters (28%)
- Science - Approaches Grade Level (11%), Meets Grade Level (21%), Masters (21%)
- Writing - Approaches Grade Level (19%), Meets Grade Level (26%), Masterse Grade Level (17%)

According to Results Driven Accountability Data, Title I campuses scored above the state rate on Title I, Part A STAAR 3-8 Passing Rate

and within acceptable cut points on Title I, Part A STAAR EOC Passing Rate in Mathematics, Science, Social Studies, and English Language Arts.

TELPAS Summary

- In 2021 TELPAS Composite Rating showed that 8% of students are at the Beginning level, 23% at Intermediate, 41% Advanced and 28% at Advanced High.
- Elementary TELPAS Composite Rating showed that 10% of students are at the Beginning level, 23% at Intermediate, 39% Advanced and 28% at Advanced High.
- Junior High TELPAS Composite Rating showed that 2% of students are at the Beginning level, 20% at Intermediate, 48% Advanced and 30% at Advanced High.
- High School TELPAS Composite Rating showed that in KISD we have 2% of our students at the Beginning level, 27% at Intermediate, 43% Advanced and 27% at Advanced High.
- 40% of KISD Elementary TELPAS test takers made no yearly progress. 60% of KISD Elementary TELPS test takers made one level yearly progress.
- 57% of KISD Junior High TELPAS test takers made no yearly progress. 43% of KISD Junior High TELPAS test takers made one level yearly progress.
- 57% of KISD Elementary TELPAS test takers made no yearly progress. 43% of KISD High School TELPAS test takers made one level yearly progress.

Public Communication of Testing Data

The District conducts a public hearing as required by TEC 11.252(e) and TEC 253(g) each January as part of a regular Board meeting.

Student Learning Strengths

- RDA 2021-2022
- The district offers structured CTE Career Preparation, Practicum and internship opportunities to high school students.
- In the Advanced Academics program, Katy ISD has expanded participation in coursework while maintaining high-performance levels on AP examinations.
- There is consistency in the resources that are used for remediation purposes which are available in a variety of formats.

- Grade 8 math had increases over the past 3 years (5 point gain at Approaches Grade Level, 26 points at Meets Grade Level, and 23point gain at Masters Grade level).
- Accelerated progress increased for elementary and JH reading for the past three years.
- STAAR results are consistently higher than the state and Region 4.
- There are increases in numbers of students taking AP coursework and increases in numbers of students achieving a 3 or higher.
- Percent of students showing progress increased from in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs(including ESEA programs), reduce redundancy of services, and increase student achievement.

Problem Statement 2 (Prioritized): There are new indicators on Results Driven Accountability relating to dyslexia: Dyslexia STAAR 3-8 Reading Passing Rate and Dyslexia Representation (Ages 6-21) for ESL/BIL & EL; Other Special Populations (OSP); and Special Education; therefore, data will need to be reviewed to examine the district's potential performance level that will be calculated for 2021.

Problem Statement 3 (Prioritized): The district met the federal progress rate of 36% on TEA 2019 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: Jr. High - KJH / MDJH / MRJH / CJH & High School: KHS / MCHS / MRHS.

Problem Statement 4 (Prioritized): There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Problem Statement 5 (Prioritized): There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.

Problem Statement 6 (Prioritized): Writing results have been stagnant in all grade levels for the past 4 years.

Problem Statement 7 (Prioritized): There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.

Problem Statement 8: Representation on Katy ISD's School Health Advisory Council (SHAC) from a variety of demographic groups is a present need.

Problem Statement 9 (Prioritized): There is a need to align CTE courses with an industry credential opportunity based on the TEA IBC List for Accountability.

Problem Statement 10 (Prioritized): There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Problem Statement 11 (Prioritized): Recommended strategies and structures need to be followed with more fidelity.

Problem Statement 12 (Prioritized): Buy-in from all stake holders with regard to the recovery of all dropouts

Problem Statement 13 (Prioritized): More District level/campus non-traditional options for over age, under credit at risk and/or recovered students

Problem Statement 14 (Prioritized): Campus administrators would benefit from more training on the dyslexia referral process. Specifically, they need guidance in understanding the implications of TEA's Corrective Action Plan and Child Find, referral processes through special education and Section 504, and best practices for ensuring appropriate placement for identified students.

Problem Statement 15 (Prioritized): At the secondary level, intervention teacher capacity to support students who are several grade levels below in reading could be improved through more professional learning in the area of basic literacy skills.

Problem Statement 16 (Prioritized): One problem that exists with Edgenuity is that many of the teachers who work with students do not use all of the analytics to help them help students to completion. Edgenuity labs also need more teachers from all content areas that are available for student questions and help.

Problem Statement 17 (Prioritized): TEA's Correction Action Plan and the renewed emphasis on Child Find has increased the overall number of students identified with dyslexia. The district needs to continue to find efficient and effective means for meeting the staffing demands created by increased student numbers.

Problem Statement 18 (Prioritized): At the secondary level, as new campus administrators have come on board, not all administrators are aware of the intervention courses and resources available. There is a need to offer more awareness sessions to principals and assistant principals to ensure that students on all campuses have access to intervention courses and tools.

Problem Statement 19 (Prioritized): Think Thru Math will need to provide teachers with onsite professional learning. Teachers still need to see the importance of students completing 20 lessons. Teachers also need to motivate students to use the HELP part of the program.

Problem Statement 20 (Prioritized): There is a need to create CTE opportunities for special education students via developing Career and Technology Education for the Disabled (CTED) courses, increase co-teach and in-class support which align to the Districts CTE Programs of Study.

Problem Statement 21 (Prioritized): There is a need to increase awareness of career exploration and career development activities grades 5 through 12 to prepare students to be college, career and military ready.

Problem Statement 22 (Prioritized): There is a need to increase awareness and implementation of the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations, specifically in non-traditional areas.

Problem Statement 23 (Prioritized): There is a need to increase awareness and educate all stakeholders, to include counselors, community members, parents, and students, on CTE Programs of Study.

Problem Statement 24 (Prioritized): The implementation of counseling groups is based on demonstrated student need and therefore is not consistent across all campuses.

District Processes & Programs

District Processes & Programs Summary

Professional Practices

Recruiting

To ensure all students are taught by state certified, highly effective teachers, the District works diligently to recruit and hire qualified teachers through various university and alternative certification program job fairs. Human Resource recruiters travel across Texas and to neighboring states to attract the best and most innovative teachers to work in Katy ISD. To address the growing need to hire a more diverse teaching staff, Human Resource recruiters received grant funding to attend the LSU and McNeese job fairs in the state of Louisiana. The District also holds an annual job fair to attract the best teachers and paraprofessionals interested in working in Katy. Our annual job fair is widely publicized and usually attracts around 1200 to 1300 candidates. Individuals from our Human Resource Department also attend virtual job fairs through Educational Weekly and Texas Teachers.

As applications come in and are vetted in Human Resources, the Certification Specialists ensure that all individuals hired to work in Katy ISD are certified for their area of content. Once hired, the District continuously provides competitive salaries, benefits, and incentives to reduce turnover which has helped us to maintain one of the lowest turnover averages in the area. Annually, Human Resources provides all new teachers the opportunity to share their thoughts through a District-wide survey.

Professional Learning

Curriculum and Instruction, along with ESL, SPED, Instructional Technology, and other central office departments collaborate on the delivery of professional development opportunities for campus staff. These teams also meet regularly to plan for the development of instructional coaches to support differentiated instruction.

Title II conducts an annual survey of multiple stakeholders. The latest survey revealed a need for more opportunities for professional development, especially in the areas of online skills. During a time when teachers have to quickly toggle between face-to-face and online, online skills will become an even more important topic of professional learning priority. Differentiating professional development for teachers to meet their varied needs of instruction in an online environment will be essential in providing relevant learning on such topics through choice sessions, instructional coach development, department chair learning, and leader supports. Professional development is coordinated with various programs in the district such as Title III, Special Education, and CTE. Community organizations with expertise in professional development are also consulted as needed.

ESSA Federal Programs Needs Assessment, Goals and Evaluation Process

Katy ISD implements a process of completing a needs assessment, determining goals, monitoring progress and evaluating activities of all ESSA related programs. Program coordination amongst all ESSA areas is ensured. Funds are prioritized for Title I identified campuses and those campuses with high concentrations of economically disadvantaged students. The district ensures that all ESSA program activities are aligned with the challenging state academic standards and engages in meaningful two-way consultation with all required stakeholder groups to include administrators, teachers, other professional staff, paraprofessionals, community members and organizations, and parents and families. All ESSA programs are annually evaluated to ensure continuous improvement.

Programs and Opportunities for Students

Technology Integration

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to Canvas Module online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

On the Bright Bytes survey, 83% of teachers expressed beliefs that technology enhances the learning process and that they needed more professional learning in the following areas: Multimedia Skills, Online Skills, and Foundational Skills. Instructional Technology finds numerous ways to address the professional learning by offering a badging system for learning where we have over 1,500 teachers receiving over 14,500 badges. During the summer Instructional Technology has record numbers attending virtual training with over 7,000 registered participants. Additional professional development for online instruction will be needed to increase teacher capacity in this area.(Title IV)

According to Bright Bytes surveys, students and teachers feel they have adequate access to technology at home. Ninety-five percent of students reported that they have access to internet at home while 86% of students report that they have access to a device at home. It was also reported that 41% of students have to share a device at home. This was evident during the school closure when over 12,000 devices were checked out for the spring and summer semesters. Additional devices may be needed to address a possible increase in online learning. (Title IV & ESSER)

Students reported that 36% find foundational skills tasks and 68% find multimedia skills tasks easily to perform. Eighty-seven percent feel they learn new technology easily and 54% can solve their own tech problems.

Career and Technical Education

Career and Technical Education (CTE) is a specialty program area which prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Career and Technical Education teachers are required to possess specific certifications and credentials aligned with the industry in which they teach. Katy ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. The District provides professional learning to those individuals coming from industry to transition successfully into the classroom environment. CTE provides industry credentialing opportunities for students, which validate the students knowledge and skills for a specified area of study/industry. These third-party credentials are used as a measurement for student college, career and military readiness as reported to TEA for district accountability. The number of industry credentials earned by students has shown an increase from 3283 in 2017-18 to 4145 in 2018-19.

Intervention Programs

The District's SCE funds are used to fund Academic Support Teachers (ASTs) and Pregnancy Education and Parenting (PEP) teachers. There are 190 AST FTEs and 3 PEP FTEs. Additionally, the most educationally disadvantaged junior highs receive \$300,000 in SCE funds to support supplementary instructional resources for at-risk students. AST staffing units are allocated to campuses based on the number of free and reduced lunch students so that low-income campuses receive increased support. The AST job description gives preference to teachers who have Masters degrees, at least 4 years of teaching experience, and specialization in math or reading.

Dyslexia Program

The Office of Interventions has an aggressive training plan in place to prepare general education and special education teachers to serve as dyslexia interventionists. The Office of Interventions, Special Education Department and Department for Legal and Governance maintain an ongoing collaboration in support of dyslexic students. The District allocates 109.5 dyslexia staffing units to campuses to provide support to identified dyslexic students through direct interventions and the monitoring of in-class accommodations. The District also staffs 3 dyslexia evaluator positions. The Dyslexia evaluators conduct evaluations for all students referred through Section 504. Parent and general teacher education is a critical component of dyslexia support. The district provides parent education opportunities as well as staff development opportunities for general education teachers to increase dyslexia awareness.

Pregnancy Education and Parenting (PEP) Program

The Pregnancy Education and Parenting (PEP) program supports students who are pregnant and/or parents. The program is staffed by 3 PEP teachers who are funded with State Compensatory Education funds. The teachers are housed on the District's most at-risk high school campuses. The goal of the PEP program is to prepare students to manage the responsibilities of pregnancy and parenting and to encourage school completion. Each year, the program supports parenting/pregnant students through individual and group counseling, a PEP parenting

course, and financial support for daycare. In order to reduce daycare expenses, the District participates in a Workforce Daycare Collaborative that expedites access to daycare subsidies for low-income PEP students.

Early Childhood Education

Multiple District departments collaborate to coordinate early childhood programs. While the Office of Interventions oversees prekindergarten registration and compliance, Elementary Curriculum & Instruction writes pre-k curriculum and ensures that each pre-k teacher acquires 30 hours of professional development per year. The Office of Other Languages supports language testing to identify eligible students, and the Special Education Department operates the Early Childhood Special Education (ECSE) programs. The District has transitioned to a full-day Pre-K program in order to comply with requirements outlined in House Bill 3 and has added pre-k to all elementary campuses for the 20-21 school year. Additionally, the District is implemented the PreLAS language assessment in order to comply with TEA language assessment requirements.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 22-23 school year 18 schoolwide elementary campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Katy ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners.

There were 841 students identified as homeless for the 2021-2022 school year. The attendance rate for homeless students is 95.2% compared to the district attendance rate of 97.5%. There is ongoing implementation of support and intervention activities for identified secondary homeless students to ensure progress towards course completion, credit accrual, and graduation. District staff monitors attendance, grades, and meets with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is also provided to students so they can continue to attend their school of origin.

Well-Rounded Education

In elementary science, STEM lessons have been added to the unit plans and summer professional development has occurred this summer and last. We trained four coaches to be trainers for the district and have repeated the sessions 4 times already which trained over 300 teachers. STEMscopes offers STEM lessons throughout their curriculum and we are currently adding STEM lessons to every unit plan from K-5th for teachers to use in their classroom instruction and more specifically with mobile STEM carts.

In secondary science, STEM is embedded into instruction as students design, construct, calculate, test and communicate in order to create product based on predetermined objectives. Working in cooperative groups, students develop the skills that will enable them to be future ready. Teachers and students will continue to need access to materials that support these objectives. These materials include consumable building supplies as well as developing technologies.

The goal of the faculty and staff at the Robert R. Shaw Center for STEAM is to inspire students to pursue STEM courses and careers by providing highly engaging STEM experiences. These experiences are provided in four main ways. The first is robotics. Students visit the center at night and weekends to build robots and prepare for FIRST Robotics competitions. The second is field trip experiences. Over 16,000 students visit each year on field trips. Field trips consist of hands on STEM activities directly related to the curriculum. The third is Family STEAM Nights. Students and their parents visit the center in what could be described as a science carnival atmosphere with interactive science displays and activities. The final activity is STEM Summer camps. Students spend time creating inventions, learning robotics and doing a host of other Science related activities. (Title IV)

In elementary social studies, materials and books are being added to support trainings regarding American History and in support of equity for all. Teachers and students will continue to need access to materials that support these objectives.

Counseling and Mental Health Services

All 6th-12th grade students meet individually with the school counselor each year to discuss course selection, career pathways, review credits and create personal graduation plan. Courses selections are tailored to help students maximize their preparedness to meet individual goals. Career assessments, interest inventories and other activities in Naviance are also used to guide students and provide information specific to their intended career goals. School counselors meet with students and parents to apprise them of financial aid opportunities including but not limited to grants that might be available to meet specific student needs.

Higher education admissions and financial aid information is made readily available through a variety of resources, including events such as College & Career Night, Military Academies Night and Financial Information Academy, as well as through college admissions representatives who visit campuses, financial information events at some campuses, and personalized information delivered to students and parents in individual counseling sessions. Parents are provided with a broad range of financial aid information, including grant information, at

Financial Information Academy as well as at campus-based parent nights. The Advise TX College Advisor also provides information pertaining to student aid at some campuses.

Sources of information on higher education admissions and financial aid are made available through a variety of methods, including several informational events held throughout the year. All students in grades 6-12, as well as their parents, have access to Naviance, which houses extensive information on individual colleges' admissions requirements as well as information to access financial aid. Additionally, each junior high and high school campus' counseling office has a resource library and a list of websites for exploring postsecondary opportunities.

School counselors and LSSPs work with students at developmentally appropriate levels to teach problem-solving skills and conflict resolution, through individual counseling sessions, group counseling and classroom guidance as necessary. At all campus levels, additional supports for identified students who are paired with adult mentors and with high school aged PAALs at the elementary and junior high levels. Character education is an integral component in the elementary counseling program and is consistent among our elementary campuses district-wide. It is an effective component for instilling and strengthening students' social skills and empathy. These skills are critical for influencing students' abilities to self-advocate and resolve conflicts in a positive manner.

All school staff members are trained in recognizing students who may be at risk of suicide. All school counselors, LSSPs, and the district social worker are trained in conducting a lethality assessment to identify the level of threat for students expressing suicidal ideation. Lethality assessments are briefly documented in a confidential critical incident report. (Title IV)

Bilingual and EL Program

The Office of Other Languages seeks to provide excellence in education for English learners through service rooted in integrity and innovation; advocacy for English learners and their families; and affirmation and advancement of the strengths of a diverse community. Students with a primary language other than English who are identified as English learners shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program. Bilingual program services are offered at 15 elementary campuses and ESL program services are offered at all Katy ISD campuses. (Title III)

Gifted and Talented Program

The demographics of the GT program do not mirror the demographics of the district. Black/African American and Hispanic/Latino students are underrepresented in the program. Every campus is served by a GT Facilitator that manages screening and monitors service. Facilitators receive training in screening processes and procedures and in the delivery of curriculum to GT students. We will continue to review and observe GT classrooms to advance rigor of instruction through differentiation.

Advanced Academics

Implement new process and procedures to access the new College Board resources. Assist students in the transition from on-level courses into PreAP and/or AP rigor.

Dual Credit

Update the Dual Credit website with new information and create a quarterly newsletter for teachers and staff.

Work with campus administration and human resources to recruit more embedded faculty for dual credit instruction.

Dropout Prevention and Recovery

Review of district dropout and completion rate data is ongoing by the Department of Student Support. All components are reviewed and plans made per [TEC 11.255] to address dropout recovery.

Migrant Program

In 20-21 there were three migrant identified students, 21-22 two students were identified. As a non-project district, Katy ISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment update for returning students. Katy ISD ensures that each campus has a completion rate of 90% or higher. Region IV verifies the identification of eligible students and provides any necessary services.

Coordinated Health Program

The district ensures all students in physical education classrooms are physically active (50% MVPA (Moderate/Vigorous Physical Activity) or greater on a daily basis) while maintaining a student to teacher ratio in each physical education class of no more than 45:1. If higher, Katy ISD provides a safety plan. The district also ensures, on an annual basis, all physical education classrooms conduct and report the results of the physical fitness assessment, FitnessGram, and then submits the district data to the state and requires all students to complete the state recommended minutes (elementary)/credits (secondary) for physical education and requires all students to take one semester credit of health for graduation.

The district also supports Coordinated Approach to Child Health (CATCH) initiatives in elementary/junior high and complies with all

requirements for School Health Advisory Council (SHAC), providing an annual SHAC report to the school board. Our district curriculum for physical education and health incorporates a Coordinated School Health approach in the unit plans for grades K-12. All students in grades 3-12 enrolled in a physical education course participates in the annual FitnessGram. A variety of physical education units of study options are available in the curriculum to allow for personalized learning experiences, based on student needs, in grades K-12.

Procedures

Discipline Management

Katy ISD has policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. Additionally, campuses use school-wide programs, such as PBIS (Elementary) and Safe and Civil Schools (Secondary), and other specific practices which prevent student misbehavior. Campus and district administrators can easily monitor disciplinary data which includes information on incidents, actions, frequency, student demographics, and historical trends, through a robust dashboard system. The district encourages campuses to use specific programs that meet their individual needs. Examples of these include Capturing Kids' Hearts, Character Strong, restorative practices, etc. (Title IV)

Bullying and Violence Prevention

Katy ISD believes that all students learn best in an environment free from bullying or harassment and have policies prohibiting such behavior. All campus administrators received training on the District's bullying and harassment investigation protocol and new documentation system. The technology department assisted the Coordinator for Bullying Prevention in creating an internal application for bullying and harassment investigations and a dashboard that pulls data from investigations entered into the system for real-time data. There were a total of 503 allegations of bullying or harassment investigated during the 2020-2021 school year; elementary accounted for 52% of all investigations, junior high 32%, and high school 16%. 58% of all allegations involved verbal or written comments. Through the investigation process, there were 108 confirmed incidents of bullying or harassment.

The District began implementing two new practices for bullying prevention and intervention. A Stay Away Agreement and Student Safety Plan are enacted in all confirmed cases of bullying or harassment. If upon completion of the investigation, the Administrator determines that the alleged incident does not rise to the level of bullying or harassment, but warrants intervention to prevent further incidents or ensure student safety, a Stay Away Agreement and Safety Plan may be enacted.

The Tip Line launched in 2018 was replaced with SpeakUP as the anonymous reporting platform. SpeakUP allows students, parents, and

community members to report a variety of concerns, not just bullying like the previously used Tip Line. Users can submit anonymous tips about bullying, threats of violence, drug use, mental health concerns, as well as any other concerns related to student physical or psychological safety or health. SpeakUP is available for download in Apple or Android format and is available on all district websites, computers, and district devices. During the 2018-2019 school year, campus administration received over 650 reports of bullying or harassment through the Tip Line. The District received over 3400 tips via SpeakUP for the 2019-2020 school year; 712 of the tips were reports of bullying/cyberbullying and 68 for alleged harassment. It is important to note that these numbers include spam or bogus tips. In addition to SpeakUP, campus staff receives reports of bullying by students, parents, and staff that are also investigated by campus administration.

The District adopted CharacterStrong as the district-wide character traits program for the 2020-2021 school year. CharacterStrong focuses on character development and social-emotional learning, which improve peer relationships and promote a positive school climate, and both are key to preventing bullying.

Equity Plan

According to the last Equity Plan data report, teachers at our high economically disadvantaged campuses are slightly more experienced than those teaching at low economically disadvantaged campuses. There is a 1.73% gap between our high and low minority campuses in terms of inexperienced teachers. Students attending campuses that have a higher population of economically disadvantaged students have an attendance rate that is 1.43% less than students attending campuses with a low population of economically disadvantaged students. Students attending campuses that have a higher population of economically disadvantaged students have a promotion rate that is 1% less than students attending campuses with a low population of economically disadvantaged students. There were no out-of-field teachers at any campuses. Both first and fourth quartile percentages were below the state average for out-of-field and inexperienced teachers. There is a less than 1% gap between our high and low minority campuses in terms of both student learning (.18%) and student engagement (.52%). The biggest gaps exist in the area of Teacher Performance at both high minority and high poverty campuses. (2.33% difference between high/low minority campuses and 2.6% between high/low poverty campuses). The district will continue to provide professional development to increase teacher performance at all campuses.

District Processes & Programs Strengths

- Katy ISD offers a variety of trainings including face to face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the

district and campus levels. The district's broad approach to student and family outreach is a major strength of the district. Strengths include active, frequent and predictable outreach and communication with stakeholder groups.

- The strengths of District professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support through Instructional Coordinators during the school year.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need to continue to add opportunities for students to earn industry credentials.

Problem Statement 2: There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources to meet the needs of students with disorders related to dyslexia, including dysgraphia.

Problem Statement 3 (Prioritized): There is a need to increase awareness and parent and family engagement opportunities to cultivate partnerships between schools, families, and the community.

Problem Statement 4: There is a need to ensure equity in applying standards for GT services at all campuses.

Problem Statement 5: There is a need to increase the social and emotional support for all students, including gifted students.

Problem Statement 6: There is a need to provide specific differentiated training for a variety of experience levels and in a variety of formats, based on the Title II survey feedback.

Problem Statement 7 (Prioritized): There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

Problem Statement 8 (Prioritized): The scope of providing personalized learning for a district staff of over 10,000 employees continues to be a challenge.

Problem Statement 9 (Prioritized): Increasing reliance on technology to deliver personalized training, which does not suit the preferred method of delivery for all learners.

Problem Statement 10 (Prioritized): Mandatory training could be more effective if delivered in a format that is interactive rather than online.

Problem Statement 11 (Prioritized): Increasing stakeholder participation in surveys (beyond the national average), as well as in-person meeting opportunities continue to be a challenge.

Problem Statement 12 (Prioritized): Workplace culture areas identified as in need of improvement continue to be similar over a three year period.

Problem Statement 13 (Prioritized): Reaching all demographics of stakeholders continues to be a challenge.

Problem Statement 14 (Prioritized): Another area of need is to increase the focus on differentiation for the needs of a diverse population.

Problem Statement 15 (Prioritized): There is a disparity in the enrollment of GT students from one campus to another. Support is needed to assist campuses in finding and identifying these students.

Problem Statement 16 (Prioritized): The implementation of counseling groups is based on demonstrated student need and therefore is not consistent across all campuses.

Problem Statement 17 (Prioritized): The continuation of character education beyond the elementary campus level lacks consistency.

Problem Statement 18: Teachers need help in working to identify the characteristics of giftedness in low-income students.

Problem Statement 19 (Prioritized): Consider benefit potential of adding information and trainings specific to violence prevention from outside agencies (including but not limited to Crime Stoppers) for students, staff and parents

Problem Statement 20 (Prioritized): There is an inability to attract highly qualified bilingual and special education teachers statewide.

Problem Statement 21 (Prioritized): The numbers of PRS students who are under-schooled immigrants is increasing resulting in a need for more targeted support services to address the needs of school-aged parents with significant gaps in their learning.

Problem Statement 22 (Prioritized): There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Problem Statement 23 (Prioritized): Due to an increase in virtual learning, teachers will need additional professional development in online instruction.

Problem Statement 24 (Prioritized): There is a need to increase awareness and educate all stakeholders, to include counselors, community members, parents, and students, on CTE Programs of Study.

Perceptions

Perceptions Summary

Parent, Family and Community Engagement

Katy ISD has two major departments that address school and community engagement. These departments include Communications and Partners in Education. The primary aim of these departments is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through monthly leadership forums led by the superintendent. Each forum includes a representative group of students, staff, parents and community members. The District also establishes community bond advisory committees whenever major capital projects are needed, and/or are under consideration. Strategic planning committees comprised of community members are also in place to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, community and staff are also available to constituents to participate. For example, each campus facilitates a Campus Advisory Team (CAT) with staff and parent representation to collaborate with principals on school organization, budget and professional development. Representatives from each CAT serve on the District-level Katy Improvement Council (KIC) where the input is gathered on topics such as the instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Special Education Advisory Council, Career and Technical Education Advisory Group and the Student Health Advisory Council.

In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Survey topics have included attendance boundary modifications, multi-bell school start schedules, and transportation model options. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Katy Update (e-newsletter), social media and via the website. Many times this information is also translated into Spanish.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being at Katy ISD. Data shows the response rate for both internal (students and staff) and external (parents and community) to be in line with national survey response rates. This has enabled the district to use the data to inform decision making and improve in areas identified by survey participants. The monthly meetings hosted by the superintendent and held with targeted stakeholders also allow the district to gather and measure "inside"

perspective on issues affecting campuses and the district as a whole.

The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community to engage in the educational process at the campus and district level. Katy ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, Title I campuses place emphasis on parent and family engagement. 2020-2021 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel KISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Texas Behavior Support Initiative

Texas Behavior Support Initiative (TBSI) Instruction of Students with Disabilities-designed for educators who work primarily outside the areas of special education (TEC 21.451(D)(2) Board Policy DMA (Legal): Each campus is required to have a TBSI team and the members of the team are submitted each year to the central office to ensure that we have established teams at each campus. New team members are required to go through the state training modules and receive a certificate of completion.

Dropout Prevention and Recovery

In an effort to support at-risk students, avert potential dropouts, recover previous dropouts, and help address the personal and academic needs of students, the Dropout Prevention, Intervention and Recovery Coordinators serve all KISD high school campuses to assist in coordinating overall District efforts toward the common goal of increasing graduates and reducing dropouts.

Perceptions Strengths

- Business & Community Partnerships, managed by Partners in Education, encourages business and community organizations to build meaningful, long-term relationships with their chosen Katy ISD schools, creating opportunities to sincerely serve and benefit children.
- We're proud to point out that Katy ISD has the largest Junior Achievement program in the world.
- The KEYS Mentor Program matches a caring adult with a student on the brink of success once a week for thirty to forty-five minutes during the school day. Our primary focus is on relationship building rather than tutoring, although we've found that increased student academic success often occurs.
- Leadership Katy ISD is a highly interactive community group that gives members a deeper understanding of District functions and organizational structure via monthly behind-the-scenes looks at District operations. Sessions focus on specific areas of operations - from pre-kindergarten to graduation, the classroom to the bus barn, and buildings to balance sheets.
- A Sister Schools partnership encourages friendship, understanding, and cooperation between students, parents, and teachers. The partnership or "sisterhood" goal is to share campus strengths with each other whether it be resources, ideas or anything else that makes them great individually and even greater collectively.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A community perception exists that the District is not doing enough prevention and intervention in regards to student bullying.

Problem Statement 2 (Prioritized): There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

Problem Statement 3 (Prioritized): There is a need to actively support the emotional well-being of students.

Problem Statement 4: The integration of technology could be more effective if teachers had better management of student's personal devices.

Problem Statement 5: Campus administration needs training on the definition of bullying and application of the definition to a situation to create consistency in the findings of an investigation across the District.

Problem Statement 6: Students need an opportunity to share their perceptions and experiences with bullying so campuses can use the feedback to improve student outcomes.

Problem Statement 7: There is a need to increase awareness and opportunities to cultivate partnerships between schools, families, and the community.

Problem Statement 8 (Prioritized): The implementation of counseling groups is based on demonstrated student need and therefore is not consistent across all campuses.

Priority Problem Statements

Problem Statement 1: There is a need for a robust data reporting and analysis system to provide decision-makers the ability to make timely, informed decisions regarding facilities, programs, and staffing.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase collaboration between and within departments and campuses to ensure coordination of programs(including ESEA programs), reduce redundancy of services, and increase student achievement.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are new indicators on Results Driven Accountability relating to dyslexia: Dyslexia STAAR 3-8 Reading Passing Rate and Dyslexia Representation (Ages 6-21) for ESL/BIL & EL; Other Special Populations (OSP); and Special Education; therefore, data will need to be reviewed to examine the district's potential performance level that will be calculated for 2021.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The district met the federal progress rate of 36% on TEA 2019 Closing the Gaps Domain III for ELs (Current & Monitored). However, the following campuses did not meet the progress rate: Jr. High - KJH / MDJH / MRJH / CJH & High School: KHS / MCHS / MRHS.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A community perception exists that the District is not doing enough prevention and intervention in regards to student bullying.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a gap in performance between Title I campuses and their non-Title I peers in all subjects.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit, and retain quality staff for campus and program needs.

Root Cause 7:

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a perception that parents' and students' access to technology outside of school is not consistent throughout the district.

Root Cause 8:

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Writing results have been stagnant in all grade levels for the past 4 years.

Root Cause 9:

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to actively support students as they transition from elementary to secondary and secondary to post-secondary.

Root Cause 10:

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: There is a need to actively support the emotional well-being of students.

Root Cause 11:

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to increase the academic achievement of all students at all 3 levels of performance and in the area of growth.

Root Cause 12:

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 13:

Problem Statement 13 Areas: Student Learning

Problem Statement 14: There is a need to align CTE courses with an industry credential opportunity based on the TEA IBC List for Accountability.

Root Cause 14:

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Root Cause 15:

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Recommended strategies and structures need to be followed with more fidelity.

Root Cause 16:

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Buy-in from all stake holders with regard to the recovery of all dropouts

Root Cause 17:

Problem Statement 17 Areas: Student Learning

Problem Statement 18: More District level/campus non-traditional options for over age, under credit at risk and/or recovered students

Root Cause 18:

Problem Statement 18 Areas: Student Learning

Problem Statement 19: Campus administrators would benefit from more training on the dyslexia referral process. Specifically, they need guidance in understanding the implications of TEA's Corrective Action Plan and Child Find, referral processes through special education and Section 504, and best practices for ensuring appropriate placement for identified students.

Root Cause 19:

Problem Statement 19 Areas: Student Learning

Problem Statement 20: At the secondary level, intervention teacher capacity to support students who are several grade levels below in reading could be improved through more professional learning in the area of basic literacy skills.

Root Cause 20:

Problem Statement 20 Areas: Student Learning

Problem Statement 21: One problem that exists with Edgenuity is that many of the teachers who work with students do not use all of the analytics to help them help students to completion. Edgenuity labs also need more teachers from all content areas that are available for student questions and help.

Root Cause 21:

Problem Statement 21 Areas: Student Learning

Problem Statement 22: TEA's Correction Action Plan and the renewed emphasis on Child Find has increased the overall number of students identified with dyslexia. The district needs to continue to find efficient and effective means for meeting the staffing demands created by increased student numbers.

Root Cause 22:

Problem Statement 22 Areas: Student Learning

Problem Statement 23: At the secondary level, as new campus administrators have come on board, not all administrators are aware of the intervention courses and resources available. There is a need to offer more awareness sessions to principals and assistant principals to ensure that students on all campuses have access to intervention courses and tools.

Root Cause 23:

Problem Statement 23 Areas: Student Learning

Problem Statement 24: Think Thru Math will need to provide teachers with onsite professional learning. Teachers still need to see the importance of students completing 20 lessons. Teachers also need to motivate students to use the HELP part of the program.

Root Cause 24:

Problem Statement 24 Areas: Student Learning

Problem Statement 25: Increasing reliance on technology to deliver personalized training, which does not suit the preferred method of delivery for all learners.

Root Cause 25:

Problem Statement 25 Areas: District Processes & Programs

Problem Statement 26: The scope of providing personalized learning for a district staff of over 10,000 employees continues to be a challenge.

Root Cause 26:

Problem Statement 26 Areas: District Processes & Programs

Problem Statement 27: Mandatory training could be more effective if delivered in a format that is interactive rather than online.

Root Cause 27:

Problem Statement 27 Areas: District Processes & Programs

Problem Statement 28: Increasing stakeholder participation in surveys (beyond the national average), as well as in-person meeting opportunities continue to be a challenge.

Root Cause 28:

Problem Statement 28 Areas: District Processes & Programs

Problem Statement 29: Workplace culture areas identified as in need of improvement continue to be similar over a three year period.

Root Cause 29:

Problem Statement 29 Areas: District Processes & Programs

Problem Statement 30: Reaching all demographics of stakeholders continues to be a challenge.

Root Cause 30:

Problem Statement 30 Areas: District Processes & Programs

Problem Statement 31: Another area of need is to increase the focus on differentiation for the needs of a diverse population.

Root Cause 31:

Problem Statement 31 Areas: District Processes & Programs

Problem Statement 32: There is a disparity in the enrollment of GT students from one campus to another. Support is needed to assist campuses in finding and identifying these students.

Root Cause 32:

Problem Statement 32 Areas: District Processes & Programs

Problem Statement 33: The continuation of character education beyond the elementary campus level lacks consistency.

Root Cause 33:

Problem Statement 33 Areas: District Processes & Programs

Problem Statement 34: Consider benefit potential of adding information and trainings specific to violence prevention from outside agencies (including but not limited to Crime Stoppers) for students, staff and parents

Root Cause 34:

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 35: There is an inability to attract highly qualified bilingual and special education teachers statewide.

Root Cause 35:

Problem Statement 35 Areas: District Processes & Programs

Problem Statement 36: The implementation of counseling groups is based on demonstrated student need and therefore is not consistent across all campuses.

Root Cause 36:

Problem Statement 36 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 37: The numbers of PRS students who are under-schooled immigrants is increasing resulting in a need for more targeted support services to address the needs of school-aged parents with significant gaps in their learning.

Root Cause 37:

Problem Statement 37 Areas: District Processes & Programs

Problem Statement 38: There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Root Cause 38:

Problem Statement 38 Areas: District Processes & Programs

Problem Statement 39: There is a need to create CTE opportunities for special education students via developing Career and Technology Education for the Disabled (CTED) courses, increase co-teach and in-class support which align to the Districts CTE Programs of Study.

Root Cause 39:

Problem Statement 39 Areas: Student Learning

Problem Statement 40: There is a need to increase awareness of career exploration and career development activities grades 5 through 12 to prepare students to be college, career and military ready.

Root Cause 40:

Problem Statement 40 Areas: Student Learning

Problem Statement 41: There is a need to increase awareness and implementation of the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations, specifically in non-traditional areas.

Root Cause 41:

Problem Statement 41 Areas: Student Learning

Problem Statement 42: There is a need to increase awareness and educate all stakeholders, to include counselors, community members, parents, and students, on CTE Programs of Study.

Root Cause 42:

Problem Statement 42 Areas: Student Learning - District Processes & Programs

Problem Statement 43: Due to an increase in virtual learning, teachers will need additional professional development in online instruction.

Root Cause 43:

Problem Statement 43 Areas: District Processes & Programs

Problem Statement 44: There is a need to increase awareness and parent and family engagement opportunities to cultivate partnerships between schools, families, and the community.

Root Cause 44:

Problem Statement 44 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

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

Performance Objective 1: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress.

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Strategy 1 Details

Strategy 1: Provide supplemental resources, professional development, and/or intervention opportunities to improve the academic performance of all students, ensure that all children receive a high-quality education and close achievement gaps in reading, writing, math and science, including that of students in special populations. Ensure that all ESSA program activities are aligned with state academic standards.

Strategy's Expected Result/Impact: Improved scores on district, state and national assessments.

Staff Responsible for Monitoring: Director of Federal Programs and External Funding
Executive Director for Special Education

Funding Sources: Professional Development Opportunities to Support Title I Campuses - 211 - Title I Part A - \$100,000, Instructional Staff, Services, Materials and Other Related Expenses - 199 - State Comp Ed - \$21,625,613, Special Education Staff and Supplemental Services - 224 - IDEA B SpEd - \$12,302,988, Instructional Staff- Fund 315 & 435 - Deaf Education Grants - \$646,079, Title I Homeless Reservation- Supplemental Resources - 211 - Title I Part A - \$45,000, Mileage & Supplies - Deaf Education Grants - \$2,082, Instructional Staff - 225 - IDEA B Preschool - \$145,004, Mileage & Supplies - 340 IDEA-C ECI - \$3,608, Title I Homeless Reserve -credit recovery - 211 - Title I Part A - \$5,000, Professional Learning - 255 - Title II Part A TPTR - \$350,000

Strategy 2 Details

Strategy 2: Monitor the fidelity of implementation of academic and behavioral interventions (RTI) and credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.

Strategy's Expected Result/Impact: Increased graduation rates

Reduction in disciplinary referrals
RDA targets met for Title IA graduation rates
Decrease in district drop-out percentage

Staff Responsible for Monitoring: Director of Federal Programs and External Funding

Funding Sources: Social Worker - 206- TEHCY Grant - \$70,000

Strategy 3 Details

Strategy 3: Support the delivery of personalized professional learning through job-embedded coaching, facilitators, integrated instruction, and professional development. Implement a system of professional growth and improvement to build teacher capacity and leadership.

Strategy's Expected Result/Impact: Increased capacity of district, campus and instructional staff

Staff Responsible for Monitoring: Director of Elementary and Secondary Curriculum and Instruction

Funding Sources: Instructional Coach Facilitators, Curriculum Specialist, Stipends for Title I & Title III Facilitators - 255 - Title II Part A TPTR - \$500,000, Title I PD/ Facilitator Support to Campuses - 211 - Title I Part A - \$95,798, Professional Development Resources, Conferences, and Contracted Services - 255 - Title II Part A TPTR - \$400,000, CAST - Conference Registration for Elem M/S ICs - 255 - Title II Part A TPTR - \$5,000

Strategy 4 Details

Strategy 4: Refine CTE Programs of Study

Align industry-based certifications to CTE courses/programs of study

Align work-based learning opportunities to CTE courses/programs of study

Increase awareness of CTE Programs of Study

Strategy's Expected Result/Impact: Implement CTE programs of study

Align CTE coherent sequences to programs of study

Align of industry-based certifications to CTE courses/programs of study

Increase awareness of CTE Programs of Study

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Instructional materials, supplies, equipment, staff development - 244 - CTE-Perkins - \$460,591, Instructional Staff, Services, Materials, Equipment and Other Related Expenses - 199- General Fund: CTE Special Allotment - \$150,000, Supplies, Materials & Professional Development - 204- Title IV - \$20,000

Strategy 5 Details

Strategy 5: Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring. Provide professional development for staff regarding best practices.

Strategy's Expected Result/Impact: Reduced monthly/yearly dropouts, increased graduation and completion rates,

Staff Responsible for Monitoring: Dropout Prevention Intervention and Recovery Coordinator

Funding Sources: - 206- TEHCY Grant, - 204- Title IV - \$30,000

Strategy 6 Details

Strategy 6: Support the use of technology to inform instruction and to personalize learning through professional development for teachers, and by providing devices, content and school library resources that will improve student digital literacy skills and academic achievement.

Strategy's Expected Result/Impact: Increased use of technology in Instruction evidenced by observations and evaluation data

Staff Responsible for Monitoring: Director of Instructional Technology

Funding Sources: Professional development to improve use of technology in order to improve academic achievement and digital literacy for all students - 204- Title IV - \$170,000, Purchasing devices, equipment, and software applications in order to address readiness shortfalls - 204- Title IV - \$50,000

Strategy 7 Details

Strategy 7: Provide opportunities to ensure a smooth and effective transition for students from early childhood programs to PK and K, middle school to high school, and from high school to post secondary education.

Strategy's Expected Result/Impact: Improved academic performance, increased parent engagement

Staff Responsible for Monitoring: Director of Federal Programs and External Funding

Funding Sources: Instructional Materials to assist in transitions - 211 - Title I Part A - \$10,000, Contracted services to assist parents Title I Pre-K students - 211 - Title I Part A - \$10,000

Strategy 8 Details

Strategy 8: Support, coordinate, and integrate services with early childhood programs, including plans for the transition of participants in such programs to local elementary school programs.

Strategy's Expected Result/Impact: Increased parental awareness of early intervention services

Increased number of special education students included in regular education pre-k classrooms

Streamlined assessment of language abilities for English language learners

Staff Responsible for Monitoring: Office of Interventions
Department of Special Education
Office of Other Languages

Strategy 9 Details

Strategy 9: Focus on literacy across the elementary curriculum areas with professional development (including experts from the field and interactive learning sessions) for teachers, IC's, principals and district staff.

Strategy's Expected Result/Impact: Improved reading and writing scores

Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction

Funding Sources: Teachers College Webinar Subscription - 255 - Title II Part A TPTR - \$1,800, Professional Books - 255 - Title II Part A TPTR - \$50,000, Professional Development - 255 - Title II Part A TPTR - \$100,000, Supplies - 255 - Title II Part A TPTR - \$65,000, Trade Books for Social Studies - 204- Title IV - \$20,000

Strategy 10 Details

Strategy 10: Actively observe literacy instruction in classrooms throughout the year to identify additional levels of support needed in grade PK-5.

Strategy's Expected Result/Impact: Improved reading and writing scores

Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction

Funding Sources: Teachers College Subscriptions - 255 - Title II Part A TPTR - \$1,500, substitutes - 255 - Title II Part A TPTR - \$2,000

Strategy 11 Details

Strategy 11: Provide professional development for teachers on using technology (such as Dreambox, Nearpod) in the math classroom.

Strategy's Expected Result/Impact: Increased student engagement and conceptual understanding.

Integration of process standards in instruction.

Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction

Funding Sources: myON - 192 - Special Project - \$122,000, Professional Books - 255 - Title II Part A TPTR - \$40,000, Professional Development - 255 - Title II Part A TPTR - \$50,000

Strategy 12 Details

Strategy 12: Communicate expectations to campus counselors regarding the need to counsel students and create personal graduation plans so that students can make informed curriculum choices to be prepared for success beyond high school

Strategy's Expected Result/Impact: Personal graduation plans are maintained for all current high school students

Personal graduation plans are created for all rising 9th grade students

Student schedules align to support the endorsement and pathway as indicated on personal graduation plans

Staff Responsible for Monitoring: Director of Counseling

Strategy 13 Details

Strategy 13: Increase counselor awareness and promotion of financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options

Strategy's Expected Result/Impact: Students have an increased knowledge of available financial aid opportunities
Completion of FAFSA or TASFA, or waiver, by seniors as required by HB3

Staff Responsible for Monitoring: Director of Counseling

Funding Sources: Professional development for counselors - 204- Title IV - \$30,000

Strategy 14 Details

Strategy 14: Provide engaging STEAM experiences and hands-on learning activities to reinforce the curriculum and encourage career interests in STEAM areas.

Strategy's Expected Result/Impact: Increase the number of students selecting a STEM endorsement
Increased student achievement on corresponding unit assessments
Increased participation in HS robotics clubs

Staff Responsible for Monitoring: Coordinator STEAM Center

Funding Sources: STEM Supplies, Materials, Technology - 204- Title IV - \$126,386

Strategy 15 Details

Strategy 15: Provide effective language instruction educational programs to increase English proficiency and student academic achievement of English learners.

Strategy's Expected Result/Impact: Improved language and academic scores on district, state and national assessments.

Staff Responsible for Monitoring: Director of ESL and Bilingual Programs

Results Driven Accountability

Funding Sources: Supplemental instructional staff supporting the needs of English learners; Updating curricula/instructional materials/software/assmt procedures; Improving instruction of ELs with disabilities; Providing tutorials - 263 - Title III ELA - \$788,832, Supplemental instructional staff supporting the needs of Immigrants; Identification and acquisition of curricula materials; Educational software and technologies; Tutorials; Basic Instructional Services (newcomer transportation) - 282 - ESSER III - \$671,923, Bilingual/ESL Allotment Staff/Supplies/Employee Registration - 199- General Fund: ESL/BIL Special Allotment - \$317,000

Strategy 16 Details

Strategy 16: Provide coaching and support for each campus as they work to establish and maintain effective PLCs (Professional Learning Communities) in order to improve instructional planning that is designed to meet the needs of all students.

Strategy's Expected Result/Impact: Improved lesson quality as demonstrated by student achievement on CBAs (Campus-Based Assessments), DLAs (District Level Assessments), and STAAR. Increased teacher confidence in their ability to implement instruction that meets the varied needs of students, with an emphasis on accelerating learning for all students.

Staff Responsible for Monitoring: Director of Secondary Curriculum and Instruction

Funding Sources: Training/Contracted Services and Instructional Coaching Supports - 255 - Title II Part A TPTR - \$35,000, Reading Materials - 255 - Title II Part A TPTR - \$20,000, General Supplies - 255 - Title II Part A TPTR - \$10,000

Performance Objective 1 Problem Statements:

District Processes & Programs
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Problem Statement 9: Increasing reliance on technology to deliver personalized training, which does not suit the preferred method of delivery for all learners.
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Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Strategy 1 Details
<p>Strategy 1: Provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading, writing, science, and math, including that of students in special populations in PK-5.</p> <p>Strategy's Expected Result/Impact: Improved scores on district, state and national assessments.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and External Funding</p> <p>Funding Sources: Instructional Staff, Services, Materials and Other Related Expenses - 199 - General Fund: Special Education, Instructional Staff, Services, Materials and Other Related Expenses (Funding included in previous strategy) - 199- General Fund: ESL/BIL Special Allotment, Instructional Staff, Services, Materials and Other Related Expenses (Funding included in previous strategy) - 199 - State Comp Ed, - 211 - Title I Part A, - 255 - Title II Part A TPTR - \$118,970</p>
Strategy 2 Details
<p>Strategy 2: Provide resources, tutorials, mentoring, and progress/attendance monitoring for homeless students to increase student achievement and graduation rates. Support the enrollment, attendance, and success of homeless children and youth.</p> <p>Strategy's Expected Result/Impact: Increased attendance Increased graduation rates Decreased dropout rates</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and External Funding</p> <p>Funding Sources: Supplies/hygiene kits - 206- TEHCY Grant - \$11,000, extra duty pay - 206- TEHCY Grant - \$13,576, Internet hot spots - 206- TEHCY Grant - \$8,000</p>
Strategy 3 Details
<p>Strategy 3: Research and select intervention resources designed to support students in Special Education with an identified, or demonstrated, need in the area of math.</p> <p>Strategy's Expected Result/Impact: Special Education students will increase performance on the STAAR test</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Funding Sources: Instructional materials, supplies, and equipment - 192 - Special Project - \$50,000</p>

Strategy 4 Details

Strategy 4: The Department of Special Education will research and select intervention resources designed to support students in Special Education with an identified, or demonstrated, need in the area of Reading/Writing.

Strategy's Expected Result/Impact: Special Education students will increase performance on the STAAR test.

Staff Responsible for Monitoring: Executive Director of Special Education

Funding Sources: Instructional materials and supplies - 192 - Special Project - \$50,000

Strategy 5 Details

Strategy 5: Provide effective professional development and resources for staff of English learners to: (1) improve the instruction and assessment; (2) enhance understanding of curricula/assessment/ and EL instructional strategies ; (3) increase proficiency of ELs by developing subject matter knowledge; and (4) sustain ongoing professional development as provided by the District's EL Comprehensive PD plan resulting in the improvement of all identified focus schools where Domain III is less than 100% met indicators

Strategy's Expected Result/Impact: District and campus Domain III scores will result in 100% met targets for the EL student group. Student learning will improve.

Staff Responsible for Monitoring: Director of ESL and Bilingual Programs

Funding Sources: Supplemental professional development and resources for English learners - 263 - Title III ELA - \$396,985, Supplemental professional development and resources for Immigrants - 282 - ESSER III - \$524,000

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

Performance Objective 3: The percent of Katy ISD High School students who achieve the CCMR target will increase to 79% by July 2023.

HB3 Goal

Evaluation Data Sources: 2021 Accountability data

Strategy 1 Details
<p>Strategy 1: By January 2022, the Department of Special Education will develop and implement a collaborative training for high school ARD Facilitators, Diagnosticians, Transition Teachers which will focus on strategies and structures to align transition planning with CCR outcomes. A survey will be administered to each participant by May 2022 to gather feedback on the effectiveness of the training.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target</p> <p>Staff Responsible for Monitoring: Executive Director of Special Education</p> <p>Results Driven Accountability</p> <p>Funding Sources: Instructional Materials and Supplies - 192 - Special Project - \$35,000</p>
Strategy 2 Details
<p>Strategy 2: By May 2022, the Department of Career and Technical Education will increase the number of certifications taken by students by 15%. CTE will implement a process to educate campus administrators and CTE teachers on accountability measures and the value certifications have in preparing our students to be college and career-ready.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>
Strategy 3 Details
<p>Strategy 3: By January 2022, the Career and Technical Education Team will review CCMR indicators with all junior high and high school counselors and train them on Industry-based Credentials (IBC) and programs of study with the expectations of guiding high school students to complete a CTE Program of Study with the intent of earning an IBC prior to graduation.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>
Strategy 4 Details
<p>Strategy 4: Coordinator for Academic Counseling will review CCMR indicators with all college and career facilitators and train them on the expectations for conducting an internal campus audit of 5% of enrolled 10th - 12th grade students to identify trends of students meeting or not meeting CCMR requirements throughout the 2021-22 school year. College and career facilitators will report trends back to the Coordinator for Academic Counseling after each check point.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target</p> <p>Staff Responsible for Monitoring: Coordinator for Academic Counseling</p>

Strategy 5 Details

Strategy 5: The Director of GTAAS and Secondary GT Facilitators will create and deliver training for secondary teachers focused on building teacher capacity for reaching advanced learners and cultivating skills required for student success in advanced academic courses. Six sessions on various topics related to advanced teaching and learning will be delivered throughout the year (Sept, Oct, Nov, March, April). Campus participation will be monitored via attendance documents and implementation of learning will be observed by the GT Facilitators.

Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target

Staff Responsible for Monitoring: Director of Gifted and Talented/Advanced Academic Services

Strategy 6 Details

Strategy 6: The Director of GTAAS will implement a process to educate all stakeholders in the importance of early enrollment (starting in the 6th grade) in advanced academic courses so that all students understand and are able to take advantage of the district's open enrollment opportunities. Stakeholders will have the opportunity to engage and participate in 4 learning sessions (Nov, Dec, Jan, June) which will be facilitated and monitored by the office of GTAAS.

Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target

Staff Responsible for Monitoring: Director of Gifted and Talented/Advanced Academic Services

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

Performance Objective 4: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 67% by July 2023.

HB3 Goal

Evaluation Data Sources: 2023 Accountability data

Strategy 1 Details
<p>Strategy 1: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of F&P Data. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.</p> <p>Strategy's Expected Result/Impact: Student mastery of reading TEKS will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>
Strategy 2 Details
<p>Strategy 2: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of data driven small group instruction. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.</p> <p>Strategy's Expected Result/Impact: Student mastery of Reading TEKS will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>
Strategy 3 Details
<p>Strategy 3: The Office of Other Languages will provide six opportunities to support non-ESL certified teachers in obtaining ESL certification throughout the school year, combined with an extended opportunity to participate in 35 hours of sheltered instruction professional development. OOL staff will review the Katy ISD ESL Certification Dashboard to identify the number of students currently not receiving ESL services from an ELAR ESL-certified teacher. Katy ISD will measure improvement in services by comparing beginning of year dashboard data to end of year dashboard data.</p> <p>Strategy's Expected Result/Impact: Student mastery of Reading TEKS will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>
Strategy 4 Details
<p>Strategy 4: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings each 6 weeks with the HB3 team leads to discuss progress, adjustments, and systemic concerns.</p> <p>Strategy's Expected Result/Impact: Campus support of HB3 will be monitored.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>

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

Performance Objective 5: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 65% by July 2023.

HB3 Goal

Evaluation Data Sources: 2023 Accountability data

Strategy 1 Details
<p>Strategy 1: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of Dream Box Data. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.</p> <p>Strategy's Expected Result/Impact: Student mastery of Math TEKS will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>
Strategy 2 Details
<p>Strategy 2: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of Data Driven Small Group Instruction. As needed, campuses will be provide just-in-time support and training. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.</p> <p>Strategy's Expected Result/Impact: Student mastery of Math TEKS will increase.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>
Strategy 3 Details
<p>Strategy 3: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings each 6 weeks with the HB3 team leads to discuss progress, adjustments, and systemic concerns.</p> <p>Strategy's Expected Result/Impact: Campus support of HB3 will be monitored.</p> <p>Staff Responsible for Monitoring: Executive Director of Research, Assessment, and Accountability</p>

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

Performance Objective 6: KISD will expand CTE and dual credit opportunities for students.

HB3 Goal

Evaluation Data Sources: Course completion and AP Exam success

Strategy 1 Details
<p>Strategy 1: High schools will actively recruit teachers with credentials to teach dual credit as embedded faculty in partnership with HCC. Strategy's Expected Result/Impact: Increased dual credit course offerings. Staff Responsible for Monitoring: Director of GT and Advanced Academics</p>
Strategy 2 Details
<p>Strategy 2: Increase student opportunities for Advanced Academic courses by reviewing transition data (STAAR) and identifying gaps where supports are needed. Strategy's Expected Result/Impact: More students accessing and persist in Advanced Academic coursework and more students achieving successful AP Exam scores of 3 or more Staff Responsible for Monitoring: Director of GT and Advanced Academics</p> <p>Equity Plan Funding Sources: Human Geography Bridge Course - 204- Title IV - \$30,000, Math 6 Bridge Course - 204- Title IV - \$30,000</p>
Strategy 3 Details
<p>Strategy 3: Create a marketing plan for CTE and dual credit opportunities for students. Strategy's Expected Result/Impact: Marketing materials; family/community sessions; student programs; pathway charts; surveys will lead to increase in enrollment numbers, Staff Responsible for Monitoring: Director of CTE and Director of GT/Advanced Academics</p>
Strategy 4 Details
<p>Strategy 4: Establish a structure to support students who are enrolled in CTE and dual credit courses. Strategy's Expected Result/Impact: Student support checklist; Dual Credit Success Manual; training schedule; student feedback Staff Responsible for Monitoring: Director of CTE and Director of GT/Advanced Academics</p>
Strategy 5 Details
<p>Strategy 5: Expand the scope of CTE and dual credit partnerships. Strategy's Expected Result/Impact: List of identified potential opportunities Staff Responsible for Monitoring: Director of CTE and Director of GT/Advanced Academics</p>

Strategy 6 Details

Strategy 6: Expand CTE and dual credit course offerings.

Strategy's Expected Result/Impact: New course proposal forms, approval of courses; meetings with principals, counselors and college and career facilitators; labor market data connections

Staff Responsible for Monitoring: Director of CTE and Director of GT/Advanced Academics

Strategy 7 Details

Strategy 7: Recruit dual credit/CTE faculty from the existing teacher pool.

Strategy's Expected Result/Impact: Feedback from teachers participating in teacher credentialing program; data tracking course offerings; teacher awareness sessions

Staff Responsible for Monitoring: Director of CTE and Director of GT/Advanced Academics

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

Performance Objective 7: The District will 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.

Evaluation Data Sources: Review of materials

Strategy 1 Details
<p>Strategy 1: Examine multiple Katy ISD literacy data sources and student performance to identify specific areas of student needs. Strategy's Expected Result/Impact: Data Reports with identified areas of focus Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>
Strategy 2 Details
<p>Strategy 2: Review instructional materials on the TEA Commissioner's Approved List of literacy (ELAR) resources for alignment with the TEKS and the Science of Reading. Strategy's Expected Result/Impact: List of reviewed materials Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>
Strategy 3 Details
<p>Strategy 3: 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). Strategy's Expected Result/Impact: Instructional materials rubric Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p>
Strategy 4 Details
<p>Strategy 4: Present to the Board of Trustees 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). Strategy's Expected Result/Impact: Presentation to Board Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>
Strategy 5 Details
<p>Strategy 5: Establish a Literacy Task Force, including literacy specialists, classroom teachers, campus and district leaders, to review instructional materials and advise on the elementary literacy implementation plan. Strategy's Expected Result/Impact: Literacy Task Force participant roster; meeting schedule; agendas from meeting Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning</p>

Strategy 6 Details

Strategy 6: Develop a districtwide Literacy Plan to ensure common understanding of literacy beliefs and practices.

Strategy's Expected Result/Impact: District Literacy Plan; presentation to Board

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Strategy 7 Details

Strategy 7: Recommend to the Board of Trustees an instructional materials adoption for elementary literacy curriculum to begin implementation district-wide in the 2023-2024 school year.

Strategy's Expected Result/Impact: Presentation to the Board

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources. High campuses will be prioritized in funding in all ESSA programs.

Evaluation Data Sources: Adopted budget

Strategy 1 Details

Strategy 1: Increase stakeholder awareness of budget challenges and trade-offs through district presentations and community meetings. Furthermore, increase awareness on the part of all administrators and support staff of the resources available to meet these challenges.

- Strategy's Expected Result/Impact:**
- 1) Program and resource alignment;
 - 2) Increased Financial literacy throughout the District enabling more effective use of limited resources;
 - 3) Accurate and timely tracking of financial activity;
 - 4) Closer adherence to plans as outlined in campus, department and District budgets; and
 - 5) Informed decision making as plans change throughout the year.

Staff Responsible for Monitoring: Director of Budget and Treasury

Strategy 2 Details

Strategy 2: Develop a schedule for replacement of capital outlay items outside of any Bond process.

Strategy's Expected Result/Impact: Schedule developed and implemented so capital outlay items are replaced timely.

Staff Responsible for Monitoring: Assistant Superintendent of Operations

Funding Sources: Component Replacement - 199 - General Fund

Strategy 3 Details

Strategy 3: Ensure all programs are effectively implemented, documented, and evaluated in accordance with state and federal guidelines by providing technical support, training and appropriate resources. Facilitate coordination of activities amongst all ESEA programs, IDEA, CTE and McKinney-Vento Homeless Assistance acts.

Strategy's Expected Result/Impact: Compliance in all program areas

Staff Responsible for Monitoring: Director of Federal Programs and External Funding

Funding Sources: Title I Specialists & Financial Clerk - 211 - Title I Part A - \$275,480, Professional Development Related to Grant - 206- TEHCY Grant - \$5,000, Services to PNP campuses - 204- Title IV - \$10,108, Professional development activities - 211 - Title I Part A - \$301,638, Services to PNP campuses - 255 - Title II Part A TPTR - \$30,000

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

Performance Objective 1: The Office of School Improvement will create and communicate a continuous improvement planning model with three checkpoints for each campus, to be implemented throughout the 2022-2023 school year.

Strategy 1 Details
<p>Strategy 1: Secondary Curriculum and Instruction will partner with school improvement campuses to identify instructional problems of practice and create quarterly action steps to address instructional needs. Federal grant funds will be prioritized</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and student achievement.</p> <p>Staff Responsible for Monitoring: Executive Director of Secondary Curriculum and Instruction</p> <p>Funding Sources: - 255 - Title II Part A TPTR</p>
Strategy 2 Details
<p>Strategy 2: Learning Walks and School Improvement meetings will occur regularly, reviewing data surrounding adult behaviors.</p> <p>Strategy's Expected Result/Impact: Student academic growth and staff comfort with effective schools framework work.</p> <p>Staff Responsible for Monitoring: Executive Director of School Improvement</p>

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

Performance Objective 2: The District will foster efficacy of the assessment cycle where teams use data protocols to design purposeful instruction.

Evaluation Data Sources: Local Assessment calendar, professional development calendar, district protocols

Strategy 1 Details
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Calendar is published to all schools by the beginning of the school year</p> <p>Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 2 Details
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Streamline current data protocols as defined by assessment type and purpose</p> <p>Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 3 Details
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: A choice board will be presented and modeled to support conversations that lead to personalized instruction</p> <p>Staff Responsible for Monitoring: Executive Director of School Improvement</p>

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

Performance Objective 3: KISD will Analyze district and campus level assessments, both informal and formal, to identify opportunities and create professional learning that connects assessments to purposeful instruction.

Evaluation Data Sources: Data reviews, formal and informal assessments

Strategy 1 Details
Strategy 1: Implement systemic data process reviews at district and campus level to monitor progress and align district and campus conversations to impact instruction. Strategy's Expected Result/Impact: Consistent systematic data reviews completed Staff Responsible for Monitoring: Executive Director of School Improvement
Strategy 2 Details
Strategy 2: Utilize existing professional learning structures to teach, model, and support effective best practices that connect assessment to purposeful instruction. Strategy's Expected Result/Impact: Completion of all professional learning at the district and campus levels to determine impacts to instruction based on data reviews Staff Responsible for Monitoring: Executive Director of School 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.

Performance Objective 1: The District will define a proficiency standard for all stakeholders and establish a training pathway for digital and security best practices.

Evaluation Data Sources: Proficiency standard established

Strategy 1 Details
<p>Strategy 1: Create a focus group to establish the proficiency standards in the district and the stakeholders to be considered. Strategy's Expected Result/Impact: Focus group completes tasks assigned Staff Responsible for Monitoring: Director of Instructional Technology</p>
Strategy 2 Details
<p>Strategy 2: Finalize the district proficiency standards in the digital resources and cybersecurity for the specified stakeholders. Strategy's Expected Result/Impact: Standards are finalized and documented Staff Responsible for Monitoring: Director of Instructional Technology</p>
Strategy 3 Details
<p>Strategy 3: Develop the training pathways per specified stakeholder and associated standard. Strategy's Expected Result/Impact: Training pathways are developed Staff Responsible for Monitoring: Director of Instructional Technology</p>
Strategy 4 Details
<p>Strategy 4: Present pathways to campus and central office Leadership Teams, Professional Development, and C&I for review and approval. Strategy's Expected Result/Impact: The identified groups are presented the pathways Staff Responsible for Monitoring: Director of Instructional Technology</p>
Strategy 5 Details
<p>Strategy 5: Present pathways to KTOC for final review and approval. Strategy's Expected Result/Impact: KTOC is presented the finalized pathways Staff Responsible for Monitoring: Director of Instructional Technology</p>

Strategy 6 Details

Strategy 6: Deploy the standards through a platform which ensures compliance with the standards and provide incentives for stakeholders to continue their proficiency development via pathways.

Strategy's Expected Result/Impact: Platform implementation and verify and track pathway completions

Staff Responsible for Monitoring: Director of Instructional Technology

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details
<p>Strategy 1: Continue monitoring any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective or inexperienced teachers. Recruit quality staff at both in and out of state job fairs.</p> <p>Strategy's Expected Result/Impact: Increase in high quality and effective staff employed by KISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources, Direct of Federal Programs</p> <p>Equity Plan</p> <p>Funding Sources: Title I Experience Reserve - 211 - Title I Part A - \$869,193</p>
Strategy 2 Details
<p>Strategy 2: Continue to make timely offers of employment to maximize and increase the likelihood of acquiring the best possible applicants. Develop efficient, paperless systems to expedite all new hire, transfers and changes of assignments.</p> <p>Strategy's Expected Result/Impact: Applicants are hired in a timely manner; Late hires are expedited to ensure they are on campus the first day of school or before.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>
Strategy 3 Details
<p>Strategy 3: Provide ample opportunities for English Language Arts teachers to acquire ESL certification.</p> <p>Strategy's Expected Result/Impact: Increased number of ESL certified teachers.</p> <p>Staff Responsible for Monitoring: Director of ESL & Bilingual Programs</p> <p>Funding Sources: 282 - 282 - ESSER III - \$150,000, TExES training for ESL certification - 199- General Fund: ESL/BIL Special Allotment - \$33,000</p>

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: The district will expand the teacher mentoring program to address the needs of all teachers- both experienced and inexperienced teachers.

Strategy 1 Details
<p>Strategy 1: Mentoring Program will implement activities to support teachers through peer mentorship, monitoring and professional growth activities.</p> <p>Strategy's Expected Result/Impact: Improve retention of new teachers and expand teacher capacity.</p> <p>Staff Responsible for Monitoring: Director of Professional Learning</p> <p>Funding Sources: Mentor pay, software and supplies - 255 - Title II Part A TPTR - \$25,000</p>

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 3: The District will develop an internal alternative certification program to attract and develop highly qualified teachers.

Evaluation Data Sources: Internal Alternative Certification program

Strategy 1 Details
Strategy 1: Prepare and submit application for a new Educator Preparation Program (EPP) to the Texas Education Agency (TEA). Strategy's Expected Result/Impact: Completed application on or before December 1, 2022 Staff Responsible for Monitoring: Executive Director of Human Resources
Strategy 2 Details
Strategy 2: Develop a marketing plan to attract applicants to the Katy ISD TEACH Alternative Certification Program. Strategy's Expected Result/Impact: The marketing plan will be in place and live upon approval of the EPP application Staff Responsible for Monitoring: Executive Director of Human Resources
Strategy 3 Details
Strategy 3: Establish Katy ISD TEACH Alternative Certification Program Advisory Committee. Strategy's Expected Result/Impact: First Advisory Committee meeting held July 2023 Staff Responsible for Monitoring: Executive Director of Human Resources

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

Performance Objective 1: KISD will build awareness in all stakeholders around the current state finance system and its limitations for local control.

Evaluation Data Sources: Community and stakeholder knowledge

Strategy 1 Details
<p>Strategy 1: Inform school community of Katy ISD's funding concerns and potential impacts. Strategy's Expected Result/Impact: Measurable campaign inclusive of a website, social media calendar, and enews outreach Staff Responsible for Monitoring: Chief Communications Officer</p>
Strategy 2 Details
<p>Strategy 2: Develop social media messaging campaign around how schools are funded. Strategy's Expected Result/Impact: Develop social media messaging campaign around how schools are funded. Staff Responsible for Monitoring: Chief Communications Officer</p>
Strategy 3 Details
<p>Strategy 3: Create webpage that outlines, using info graphics, how schools are funded and funding in Katy ISD. Strategy's Expected Result/Impact: Completed webpage Staff Responsible for Monitoring: Chief Communications Officer</p>
Strategy 4 Details
<p>Strategy 4: 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 schools. Strategy's Expected Result/Impact: Completed training and a fully developed District Advocacy Plan Staff Responsible for Monitoring: Chief Communications Officer</p>

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: The District will 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.

High Priority

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details
<p>Strategy 1: Provide technical assistance, support and supplemental resources to assist schools in implementing effective family and community engagement activities, including distribution of the Title I Parent and Family Engagement Policy. Support ongoing consultation with all stakeholders regarding ESSA applications.</p> <p>Strategy's Expected Result/Impact: Increased Volunteer Hours Increased Attendance at District & Campus Events Increased parent participation in school planning</p> <p>Staff Responsible for Monitoring: Director of Federal Programs and External Funding</p> <p>Funding Sources: Title I Parent Support Specialist/Parental Involvement Reservation - 211 - Title I Part A - \$500,675</p>
Strategy 2 Details
<p>Strategy 2: Provide Parent, Family, and Community Engagement activities for the parents of English learners (Emergent Bilinguals).</p> <p>Strategy's Expected Result/Impact: Improve the English language skills of English learners and assist parent and families in helping their children to improve their academic achievement and in becoming active participants in the education of their children; provide parent engagement, family engagement, and community engagement for parents of ELs; provide outreach and trainings for parents of immigrant children and youth.</p> <p>Staff Responsible for Monitoring: Director of ESL and Bilingual Programs</p> <p>Funding Sources: Supplemental staff/resources to provide parent center classes & outreach services to parents of ELs. - 263 - Title III ELA - \$237,904, Parent resources ECE, PK trainings - 211 - Title I Part A</p>

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 2: Evaluate and revise existing campus community partnership structures.

Evaluation Data Sources: Revision of community partnerships as necessary

Strategy 1 Details
Strategy 1: Convene a focus group of key campus community partnership liaisons to review and evaluate existing program structures. Strategy's Expected Result/Impact: Completed focus group Staff Responsible for Monitoring: Executive Director of Community Partnerships
Strategy 2 Details
Strategy 2: Identify best practices and those that can be improved upon within the current structures based on focus group feedback. Strategy's Expected Result/Impact: Completed best practices Staff Responsible for Monitoring: Executive Director of Community Partnerships
Strategy 3 Details
Strategy 3: Revise community partnership structures to align with current campus and staff needs based on focus group feedback. Strategy's Expected Result/Impact: Established community partnerships team per campus Staff Responsible for Monitoring: Executive Director of Community Partnerships

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 3: The District will advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs.

Evaluation Data Sources: Clear understanding of community engagement programs

Strategy 1 Details
<p>Strategy 1: Develop a Campus Community Partnership Team Playbook to equip staff with the knowledge and resources to participate in and promote their campus engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Completed playbook for onboarding</p> <p>Staff Responsible for Monitoring: Executive Director of Community Partnerships</p>
Strategy 2 Details
<p>Strategy 2: Convene and educate Campus Community Partnership Teams through events, collateral and training materials to strengthen connections between campus and District Administration.</p> <p>Strategy's Expected Result/Impact: Hold community engagement events, training and collateral completed</p> <p>Staff Responsible for Monitoring: Executive Director of Community Partnerships</p>
Strategy 3 Details
<p>Strategy 3: Conduct surveys for campus community partnership team and all Katy ISD staff to track and measure training effectiveness and revise as needed.</p> <p>Strategy's Expected Result/Impact: Campus team and staff survey completed</p> <p>Staff Responsible for Monitoring: Executive Director of Community Partnerships</p>
Strategy 4 Details
<p>Strategy 4: Social media informational campaign regarding PIE opportunities and impact.</p> <p>Strategy's Expected Result/Impact: Executed social media campaign inclusive of graphics and links to program information</p> <p>Staff Responsible for Monitoring: Executive Director of Community Partnerships</p>

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

Performance Objective 1: All campuses and departments will meet the required components of the comprehensive district safety plan and state safety requirements.

Evaluation Data Sources: Safety and security audits and safety documentation (fire drill logs).

Strategy 1 Details
<p>Strategy 1: Provide guidance for new campuses as they create emergency action plans.</p> <p>Strategy's Expected Result/Impact: Expected Result: Campuses will develop and maintain a plan to conduct training, drills and apply district safety protocols at their campus. New campuses will have completed plans no later than 3 months after campus occupancy.</p> <p>Staff Responsible for Monitoring: Emergency Management Coordinator</p>
Strategy 2 Details
<p>Strategy 2: Continue to enforce policies and procedures that promote a safe, orderly and secure environment.</p> <p>Strategy's Expected Result/Impact: District incorporation, consideration and /or compliance with security audit recommendations. The district Office of Emergency Management will collaborate with the Assistant Superintendents for Elementary and Secondary Leadership and Support to support campus administrators to ensure compliance with current security audit recommendations.</p> <p>Staff Responsible for Monitoring: Emergency Management Coordinator</p>
Strategy 3 Details
<p>Strategy 3: Katy ISD Police Department will provide an established multi-disciplinary approach to proactively secure campuses, district facilities and district events.</p> <p>Strategy's Expected Result/Impact: District personnel and Board members will have a working knowledge of Katy ISD deployment of safety & security personnel and resources.</p> <p>Staff Responsible for Monitoring: Chief of Police</p>

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

Performance Objective 2: The District will expand and strengthen internal systems that proactively support the well-being of the Katy ISD school community.

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details
<p>Strategy 1: Develop district-wide resources that may include strategies, tips, and information to support the emotional well-being of all learners. Strategy's Expected Result/Impact: Provide a consistent and comprehensive set of resources to support student's social-emotional well-being Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>
Strategy 2 Details
<p>Strategy 2: Implement curriculum and programming to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, dating violence, sex trafficking, violence prevention, and other maltreatment of students. Provide professional development for school support staff around mental health and school climate. Strategy's Expected Result/Impact: Support students' social-emotional well-being, mental health, and safety by adding resources, increasing communication, and addressing mental health concerns. Staff Responsible for Monitoring: Coordinator for School Leadership and Support Funding Sources: Professional development, contracted services - 204- Title IV - \$147,864</p>
Strategy 3 Details
<p>Strategy 3: Create professional development in the social and emotional needs of gifted students for campus access Strategy's Expected Result/Impact: Increased attention to the unique needs of GT students and their social/emotional needs. Staff Responsible for Monitoring: Director of GT and Advanced Academics</p>
Strategy 4 Details
<p>Strategy 4: Partner with schools to identify and serve gifted and talented students. Strategy's Expected Result/Impact: Students in need of intervention with GT services are identified and served. Staff Responsible for Monitoring: Director of GT and Advanced Academics Funding Sources: GT Facilitators to serve campuses - 199 General Fund: GT Allotment - GT Allotment - \$3,238,946</p>

Strategy 5 Details

Strategy 5: Establish a student work program that allows flexibility for students to earn a diploma while earning an income and learning relevant job skills.

Strategy's Expected Result/Impact: Number of students participating in the Katy ISD/MRA/MCTC work program

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 6 Details

Strategy 6: Establish a district-level CharacterStrong team to create an infrastructure to align and support campus Core Teams.

Strategy's Expected Result/Impact: Identify team members and establish frequency and scope of meetings to support campus Core Teams

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 7 Details

Strategy 7: Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support.

Strategy's Expected Result/Impact: Number of students referred to outside mental health partners

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 8 Details

Strategy 8: Continue interdepartmental collaboration to provide consistent communication and guidance for implementation of wrap-around services and support for students and families.

Strategy's Expected Result/Impact: Student Support meetings; principal meetings

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 9 Details

Strategy 9: 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)

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 10 Details

Strategy 10: 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.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 11 Details

Strategy 11: College and Career Facilitators and School Counselors will connect students with post-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

Strategy's Expected Result/Impact: Administration of TSI, ASVAB, ACT, and SAT; College and Career fairs (District and Campus); Senior Survey completion; confirmed Katy ISD student new hires

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

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

Performance Objective 3: The District will connect targeted resources and educational opportunities concerning topics related to well-being for students, staff and parents.

Evaluation Data Sources: Listing of sessions; attendance/involvement rates

Strategy 1 Details
<p>Strategy 1: Develop a comprehensive website that includes resources for local, state and national agencies to support the well-being of the Katy ISD community. Strategy's Expected Result/Impact: Website pages linked to resources Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>
Strategy 2 Details
<p>Strategy 2: Create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being. Strategy's Expected Result/Impact: Number of professional development opportunities and training provided Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>
Strategy 3 Details
<p>Strategy 3: Katy Mental Health Intervention Team (KM HIT) comprised 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. Strategy's Expected Result/Impact: After-hours notifications; SpeakUP tips; number of transports for mental health support Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>