

**Katy Independent School District**  
**Randolph Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

## Value Statement

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

James Randolph Elementary is a PreK-5th grade campus and opened in 2014. Randolph Elementary is in Katy ISD and in the small town of Fulshear, TX. Students who attend Randolph Elementary live in the neighborhood of Cross Creek Ranch. The total number of students enrolled is 1,044. Our student groups include At-Risk(30%), Eco. Dis.(10%), Limited English Proficient(15%), Special Education(23%), Limited English Proficiency(17%), and Gifted/Talented(7%). The percentages for student groups also include White(52%), 2 or more races(6%), Hispanic(17%), Black/African American(4%), and Asian(21%).

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

We have a very involved and supportive school community. Our PTA has over 1,000 members and has won numerous awards. This past school year, they won the Platinum Award for a Voice for Every Child. We were one of 60 schools in the entire state to earn this award. They are able to provide additional funding and programs to enhance the learning of our students. There is a strong Watch Dogs Program to support JRE and the students daily.

Randolph Elementary has a 96% attendance rate; systems are in place to address any students with significant attendance concerns.

### Demographics Strengths

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

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

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance rate for the 2023-2024 school year is 96.14%. While this is .77% higher than last year, we are still going to strive to increase attendance as it has a profound impact on student progress. **Root Cause:** There are many extraneous factors that affect attendance. There are absences that are non-illness related that make a profound negative impact on student performance and growth.

# Student Learning

## Student Learning Summary

Fountas and Pinnell is the reading assessment we use to determine students' instructional and independent reading levels. The end of year instructional level results are as follows: Kindergarten: 36% on grade level, 50% above grade level, and 14% below grade level. 1st Grade: 24% on grade level, 63% above grade level, and 13% below grade level. 2nd Grade: 33% on grade level, 42% above grade level, and 25% below grade level. 3rd Grade: 26% on grade level, 52% above grade level, and 23% below grade level. 4th Grade: 14% on grade level, 48% above grade level, and 38% below grade level. 5th Grade: 25% on grade level, 58% above grade level, and 17% below grade level.

	Test	Approaches	+/- from 2022	Meets	+/- from 2022	Masters	+/- from 2022	Passing Score
3rd	Reading	x%	+	x%	+	x%	+	x
4th	Reading	x%	+/-0	x%	+	x%	+	x
5th	Reading	x%	+/-0	x%	+	x%	+	x

	Test	Approaches	+/- from 2021	Meets	+/- from 2021	Masters	+/- from 2021	Passing Score
3rd	Math	x%	+	x%	+	x%	+	x
4th	Math	x%	+/-0	x%	-	x%	-	x
5th	Math	x%	+/-0	x%	-	x%	-	x

	Test	Approaches	+/- from 2021	Meets	+/- from 2021	Masters	+/- from 2021	Passing Score
5th	Science	x%	+	x%	+/-0	x%	+	x

## Student Learning Strengths

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

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students did not meet the House Bill 3 Federal Targets for 3rd grade math and 3rd grade reading. While they far exceeded the state and district averages, they did not meet the targeted growth. **Root Cause:** We feel that the main cause of not meeting these targets is because of the residual effects of the pandemic. Students in this grade level received online instruction most of their kindergarten year. Teachers analyzed data and targeted their individual needs in small groups.

**Problem Statement 2:** Our 5th grade Science scores went down in the masters from 51% to 31% and in meets from 74% to 61%. **Root Cause:** Data from TEA shows that the most frequently missed questions were associated with experimental processes.

**Problem Statement 3:** Our 4th grade math scores went down in meets standard from 89% to 80%. The percentage of students that approached grade level decreased by 5%. **Root Cause:** Students in this grade level received online instruction for large portions of their kindergarten and first-grade years. As a result, there may be gaps in foundational skills. We are in the process of analyzing data by TEKs as well as by teacher. As we analyze the results in detail, more will be revealed as to the root causes of the decrease in scores.

**Problem Statement 4:** Our 3rd grade math scores went down in masters from 54% to 38%; meets from 82% to 72%; did not meet 5% to 7%. **Root Cause:** Students in this grade level received online instruction for large portions of their kindergarten year. As a result, there may be gaps in foundational skills. We are in the process of analyzing data by TEKs as well as by teacher. As we analyze the results in detail, more will be revealed as to the root causes of the decrease in scores.

# School Processes & Programs

## School Processes & Programs Summary

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

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

## School Processes & Programs Strengths

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

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

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our attendance rate for the 2023-2024 school year is 96.14%. While this is .77% higher than last year, we are still going to strive to increase attendance as it has a profound impact on student progress. **Root Cause:** There are many extraneous factors that affect attendance. There are absences that are non-illness related that make a profound negative impact on student performance and growth.

# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

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

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

Community Circle, PurposeFull People, and House System has enhanced the relationships built in the classroom with staff and students.

All stakeholders provide a welcoming environment to visitors.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Safety Survey for KISD elementary students, 4th and 5th graders reported an overall decline in feeling safe at school. In 2023, 80% of 4th and 5th graders reported feeling safe at school and in 2024, 77% of students reported feeling safe. Of those reporting bullying, 28% of students reported not telling anyone that they were being bullied. **Root Cause:** Students are experiencing more social/emotional concerns since COVID. A more robust counseling plan needs to be developed to meet the needs of our students. PurposeFull People and resources are not being consistently implemented during morning meetings/Community Circle.

# Priority Problem Statements

**Problem Statement 1:** According to the Safety Survey for KISD elementary students, 4th and 5th graders reported an overall decline in feeling safe at school. In 2023, 80% of 4th and 5th graders reported feeling safe at school and in 2024, 77% of students reported feeling safe. Of those reporting bullying, 28% of students reported not telling anyone that they were being bullied.

**Root Cause 1:** Students are experiencing more social/emotional concerns since COVID. A more robust counseling plan needs to be developed to meet the needs of our students. PurposeFull People and resources are not being consistently implemented during morning meetings/Community Circle.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Our attendance rate for the 2023-2024 school year is 96.14%. While this is .77% higher than last year, we are still going to strive to increase attendance as it has a profound impact on student progress.

**Root Cause 2:** There are many extraneous factors that affect attendance. There are absences that are non-illness related that make a profound negative impact on student performance and growth.

**Problem Statement 2 Areas:** Demographics - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Revised/Approved: July 24, 2024**

**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets or above in Reading will increase to 81% by July of 2025.

**HB3 Goal**

**Evaluation Data Sources:** 3rd Grade STAAR assessment; Interims; CBAs; Module Assessments; Amira

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group differentiated instruction will be implemented daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized student needs will be met to ensure growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, IC, administrators, SPED teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets or above in Math will increase to 72% by July of 2025.

**HB3 Goal**

**Evaluation Data Sources:** 3rd Grade STAAR assessment; Interims; CBAs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group differentiated instruction will be implemented daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized student needs will be met to ensure growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, IC, administrators, SPED teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Increase the number of students participating in the campus Coordinated Health Program.

**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** By May 2025, JRE students will perform 5% greater in the Meets Performance Category on the Math STAAR in grades 3 and 4.

**High Priority**

**Evaluation Data Sources:** Campus Based Assessments, District Learning Assessments, STAAR Interim Assessments, STAAR Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group differentiated instruction will be implemented daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized student needs will be met to ensure growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, IC, administrators, SPED teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** By May 2024, scores at the meets and masters levels in Science will increase by at least 5%.

**Evaluation Data Sources:** Campus Based Assessments, District Learning Assessments, STAAR Interim and STAAR Assessments

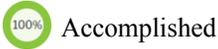
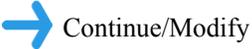
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize the district's recommendation for minimum instructional time for hands on inquiry and outdoor investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student exposure to outdoor investigations and hands on learning will deepen conceptual understanding for students to apply their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, IC, administrators, SPED teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** Teachers and staff will ask questions at DOK levels 2, 3 or 4 at least 90% of the time in the different structures of their classroom.

**Evaluation Data Sources:** Effective Schools Framework Rubric  
 Small Group Data  
 Partner Group Work  
 Assessments  
 Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in Depth of Knowledge professional learning to enhance their understanding of student thinking at each level. They will use exemplar questions to create new questions for upcoming lessons that align with Levels 2, 3, and 4.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meets and masters scores across all content areas; Students will have a deeper understanding of the content and be able to apply content to new scenarios</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers; Instructional Coach; Administrators</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June


**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Goal 4:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Goal 5:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Goal 7:** Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

**Goal 8:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Increase community engagement with our emergent bilingual families by 20%.

**Evaluation Data Sources:** Number of students actively utilizing ReadyRosie  
Attendance at ESL Nights  
Participation in our ESL Culture Committee

**Goal 9:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** At least 90% of JRE students will report the overall feeling of being safe in school as measured by the Katy ISD Safety and Bullying Survey at the end of the 24-25 school year.

**High Priority**

- Evaluation Data Sources:** 1. Katy ISD Perceptions of Bullying and Safety Survey  
2. Speak Up App

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly guidance lessons will be provided to students to support the perception of overall feeling of being safe on campus and support bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of violence and bullying will increase</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators and Counselor</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Every staff member will be trained on the PurposeFull People curriculum and it will be implemented with a minimum of three times a week in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be knowledgeable about the curriculum and lessons they can use in the classroom to promote character education, acceptance, inclusion and community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators and Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
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**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> According to the Safety Survey for KISD elementary students, 4th and 5th graders reported an overall decline in feeling safe at school. In 2023, 80% of 4th and 5th graders reported feeling safe at school and in 2024, 77% of students reported feeling safe. Of those reporting bullying, 28% of students reported not telling anyone that they were being bullied. <b>Root Cause:</b> Students are experiencing more social/emotional concerns since COVID. A more robust counseling plan needs to be developed to meet the needs of our students. PurposeFull People and resources are not being consistently implemented during morning meetings/Community Circle.</p>

# State Compensatory

## Budget for Randolph Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Randolph Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kerri Demarchi	Teacher	1
Tamika Holdman	Teacher	1

# Addendums

