

Katy Independent School District
Jenks Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Jenks Elementary

Achieving Success

Growing with technology designed for the best

Unleashing excellence to make learning fun

And embracing our differences to include everyone

Rising above the challenges we face

Striving for community in this special place.

I am a Jaguar!

Vision

Growing the Legacy

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the continuous growth we have seen and will more than likely see in both our bilingual and special education students and considering how a majority of our students in the DNMS category were from either one or both of those categories, we must continue to look for ways to support and reach these students on campus to see the growth we would like them to see. This only enhances the need to meet our problem statements head on.

Demographics

Demographics Summary

Total Enrollment	1476
At-Risk	61.59%
Low Income	26.42%
Limited English Proficient	52.17%
Special Education	20.12%
Bilingual	30.62%
Gifted & Talented	8.54%
Hispanic	39.37%
Asian	29.56%
White	18.56%
African American	7.71%
Two or More Races	4.81%
Native Hawaiian Pacific Islander	0.36%

Demographics Strengths

- We are a diverse campus with a lot of richness in variety. The face of our campus demographics are changing with this growth to make it even more diverse in terms of not only cultures but economic background variances as well. This exposure to various cultures and backgrounds provides opportunities for enriching experiences for our students
- Jenks Elementary
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to learn and grow about the world outside of the immediate Katy, Texas area.

- Our population continues to grow throughout the school year and we are seeing enrollment reaching up closer to 1500 again. Each year we continue to grow as the school year moves forward to see us in the upper 1400 by second semester.
- For the most part, our parents seem highly engaged and invested in their child's education and want to partner with our school to see them receive the best education possible.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Problem Statement 2 (Prioritized): A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Student Learning

Student Learning Summary

Preliminary Data from 2023-2024 STAAR Test:

3rd Grade -

Grade Level	Subject	Did Not Meet Standard #	Total in Special Education	Total Bilingual	Total for Both SE and Bilingual
3rd Grade	Math	34	20	16	10
3rd Grade	Reading	27	20	16	10
4th Grade	Math	34	22	22	10
4th Grade	Reading	32	24	21	15
5th Grade	Math	18	11	12	7
5th Grade	Reading	17	12	11	7
5th Grade	Science	35	16	23	8

Data shows of the 34 students in math that DNMS in 3rd grade - 4 were not in SE or Bilingual.

Data shows of the 27 students in reading that DNMS in 3rd grade - 1 was not in SE or Bilingual.

Data shows of the 34 students in math that DNMS in 4th grade - 0 were not in SE or Bilingual

Data shows of the 32 students in reading that DNMS in 4th grade - 2 were not in SE or Bilingual

Data shows of the 18 students in math that DNMS in 5th grade - 1 was not in SE or Bilingual

Data shows of the 17 students in reading that DNMS in 5th grade - 1 was not in SE or Bilingual

Data shows of the 35 students in science that DNMS in 5th grade - 4 were not in SE or Bilingual

Student Learning Strengths

Preliminary Data Shows:

- Strong in Students Passing - overall performing at a high level
- Strongest in Students meeting mastery - majority of students achieving this level
- Growth for a majority of students

- Increases in 5th grade scores from 3rd and 4th

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. **Root Cause:** Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Problem Statement 2 (Prioritized): A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

School Processes & Programs

School Processes & Programs Summary

At Jenks Elementary we concentrate on hiring the "just right" person for each position. We do this with equal emphasis on the heart and passion for kids and teaching and the knowledge/experience they bring to our teams. We interview in teams to gain input from multiple perspectives and get a feel for the team dynamics that will be working together. Our motto is, "Growth for All" at Jenks. This includes all the adults in the building. To see this growth, we offer and participate in wide variety of professional learning. These activities are planned around specific needs or campus/district initiatives and usually done in high performing collaborative groups. To emphasize our need for personalized instruction in the classroom, along with our scheduled and assigned professional learning opportunities we have elected to move to offering a great deal of choice for our staff. This involves a great deal of peer facilitated sessions throughout the school year.

Our school offers many opportunities for our students as well. We believe in highly engaging lessons with multiple opportunities to collaborate in pairs and groups through the day. We use a workshop model in all subjects and grade levels with peak time given to small group instruction and individualized conferring. We have two state of the art science labs for hands-on experiences for all grade levels and they are used on a routine basis. Jenks Elementary's new design offers a variety of collaborative spaces in the classrooms, hallways and throughout the building. This design has made the entire building your learning space, not just the classrooms. We were also the proud recipients of 7 Inspiring Imagination Grants from the district and school community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Perceptions

Perceptions Summary

How do we do business? Collaboratively - Education at Jenks is a group effort. It is too large, too connected and instruction is only enhanced when we work together to see best practices are in place and communicated to all parties involved. We strive to connect the community to our world by sending out weekly communications from the campus, grade levels and classrooms. We utilize technology for this communication as well as sending out updates and posts on social media frequently (using FB, Twitter, SeeSaw, Canvas, etc...).

Perceptions Strengths

Our CAT members rated us enthusiastically as high as possible in this category. They felt a strong part of our campus by how well informed they were. We used weekly means of communication such as the Jenks Journal, Weekly e-blasts, Grade level and Teacher Weekly Newsletters, Twitter, Remind and Facebook feeds. We also never underestimate the power of face to face impressions. We make sure all school and PTA functions are well attended to interact with students and families. Our marquee is updated frequently and birthday messages are sold by our PTA for family interaction with our messaging. We have a highly involved community who love to do for us, the students and our community as a whole. We continue to host a multitude of events for our staff, students and community to interact with one another and build our school community.

Priority Problem Statements

Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential.

Root Cause 1: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations.

Root Cause 2: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

Problem Statement 2 Areas: Demographics - Student Learning - 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

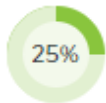
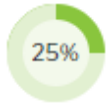




Goals

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 percent of Jenks Elementary 3rd grade students who achieve Meets and above in Math will increase to 62% by July 2025.

High Priority
HB3 Goal
Evaluation Data Sources: HB3 State Reports

Strategy 1 Details	Reviews			
Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of both district and campus research-based practices in small group instructional settings and analyze the results for targeted instruction based on student's individual needs. Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance. Staff Responsible for Monitoring: Principal, Instructional Coach, Math teachers and staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Our campus will continue to develop the use of our documentation of the Math Workshop model to maximize the growth of all students through high quality small group and individualized instructional practices. Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data. Staff Responsible for Monitoring: Principal, Instructional Coach, Math teachers and staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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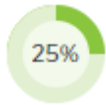
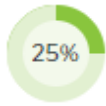
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

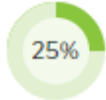




Performance Objective 2: HB3: The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase to 75% by July 2025.

High Priority

HB3 Goal

Evaluation Data Sources: HB3 State Reports

Strategy 1 Details	Reviews			
Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of Amira, HMH Growth Measure and other state assessment data to analyze the results for targeted instruction based on student's individual needs. Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance. Staff Responsible for Monitoring: Principal , Instructional Coach, RLA Teachers and Staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Our campus will continue to develop in the use of a solid RLA model of structured literacy to maximize the growth of all students through high quality small group and individualized instructional practices for both intervention and enrichment. Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data. Staff Responsible for Monitoring: Principal , Instructional Coach, RLA Teachers and Staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
Strategy 3: Advertise and provide event flyers for Title III Series- Parent Engagement: Enhancing Educational Supports for EB Students. Strategy's Expected Result/Impact: Increased parental awareness resulting in a stronger home-school relationship for EB Students. Staff Responsible for Monitoring: Principal, Bilingual Team Leader, Elementary ESL ISSTs ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June
					
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.
Student Learning
Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.
School Processes & Programs
Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

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 scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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




Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: ESF: 80% of MJE teachers will effectively plan and implement small groups and differentiate to meet the needs of all students and student groups and evidenced through Learning Walk and student growth data.

High Priority

Evaluation Data Sources: BOY/MOY/EOY assessments
Learning Walk data

Strategy 1 Details	Reviews			
Strategy 1: Administrators and Instructional Coach will collaborate with the C & I Department to determine success criteria for an effective small group. Strategy's Expected Result/Impact: aligned instruction for small groups Staff Responsible for Monitoring: Administrators, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administrators and Instructional Coach will utilize success criteria for small group instruction to conduct learning walks. Strategy's Expected Result/Impact: consistent small group instruction, increased quality of small group instruction Staff Responsible for Monitoring: Administrators, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Classroom Teachers will access and utilize district approved content resources to plan and deliver small group lessons that include all success criteria. Strategy's Expected Result/Impact: effective and differentiated small group instruction, student mastery Staff Responsible for Monitoring: Administrators, Instructional Coach, and Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Leadership Team will collect and analyze learning walk data. Leadership will use the data to identify areas needing improvement. Then, determine coaching focus and professional development needs related to small group instruction. Teachers will apply feedback and coaching for improvement. Strategy's Expected Result/Impact: teacher growth Staff Responsible for Monitoring: Leadership Team, Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Increasing numbers moving in and starting new to Jenks sees a need to continue and grow in our efforts to meet each child directly at their specific level of need and chart individualized learning paths to see them reach their full potential. Root Cause: Being in a high growth district, our large campus sees continual growth and new construction in our immediate and bilingual land zones. With this expansion, new students with varying backgrounds and experiences are enrolling and this area gets more established.</p> <p>Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.</p>

Student Learning

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School Processes & Programs






Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. **Root Cause:** Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

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

Performance Objective 5: 90% of MJE staff will implement Action Based Learning practices daily in the classroom.

Evaluation Data Sources: Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Students K-5 will attend the Action Based Learning Lab as part of the specials rotations on a regular basis throughout the year. Strategy's Expected Result/Impact: Students will strengthen motor skills and increase engagement in class Staff Responsible for Monitoring: ABL Facilitator, Classroom Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Our campus will partner with an Action Based Learning mentor to plan, train staff, and assist with implementation of the ABL Lab and ABL areas for each grade level. Strategy's Expected Result/Impact: consistent implementation by staff and consistent participation by students Staff Responsible for Monitoring: ABL Mentor, Administrators, ABL Facilitator ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement movement in their classrooms daily. Strategy's Expected Result/Impact: increased student engagement Staff Responsible for Monitoring: Administrators, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: The campus will create an ABL Committee to foster the implementation of movement across the campus. Strategy's Expected Result/Impact: strengthen the implementation of Action Based Learning Campus Wide Staff Responsible for Monitoring: ABL Committee Members ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
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Performance Objective 5 Problem Statements:

Demographics
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Problem Statement 2: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.
School Processes & Programs
Problem Statement 1: A increase and changing trends within our At-Risk, Bilingual, Low-Income, Limited English Proficient, and Special Education populations sees a need for specialized instructional practices and program reviews and support to meet our students' specific needs and see overall campus growth as well as individualized growth within those populations. Root Cause: Being in a high growth district, our large campus has experienced rapid growth with an increase in students from various backgrounds and experiences, gaps in education and unique academic/emotional needs.

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.

Performance Objective 1: MJE staff will effectively implement Professional Development strategies and topics to meet the needs of their students as evidenced through Learning Walks and data.









High Priority
Evaluation Data Sources: Learning Walk Data, Academic Data, Lesson Plans, behavior data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will participate in Significant 72 activities to build a strong campus cultural foundation for the school year. Strategy's Expected Result/Impact: consistent behavior in common areas and classrooms Staff Responsible for Monitoring: Leadership Team, Teachers, Students ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in professional learning to understand and effectively implement the success criteria for small group instruction. Strategy's Expected Result/Impact: strengthening of small group instruction, student growth Staff Responsible for Monitoring: Administrators, Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Campus administrators will support staff, both new and returning, by nurturing a campus culture where staff feels valued, heard and genuinely connected to those they work with on a daily basis.

Evaluation Data Sources: Campus Culture Survey results analyzed, shared out with Team Leaders and the campus as a whole. Periodic measures of our data.







Strategy 1 Details	Reviews			
Strategy 1: Principal will conduct one on one talks with staff to determine campus priorities. Strategy's Expected Result/Impact: use the information to create campus focus and priorities Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Leadership Team will plan staff recognition and appreciation events throughout the year. Strategy's Expected Result/Impact: strong culture, staff retention Staff Responsible for Monitoring: Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administrators will meet with Assistant Superintendent to review culture and climate survey results in order to address areas of need. Strategy's Expected Result/Impact: strong campus culture, teacher retention Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

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: MJE staff will be collectively responsible for implementing the campus discipline matrix and PBIS strategies.

Strategy 1 Details	Reviews			
Strategy 1: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: provide awareness to stakeholders Staff Responsible for Monitoring: Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Staff will implement PBIS strategies, Significant 72 Relationship Building Activities, and Character Strong Lessons to build a safe and positive school environment. Strategy's Expected Result/Impact: safe and positive school environment Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 2: Staff will monitor and analyze student attendance to see an increase of at least 1% overall improvement in our yearly data.

Evaluation Data Sources: Six week monitoring system for campus ADA, weekly messages encouraging good attendance, semi-semester attendance drives to boost attendance during our identified lower periods.

Strategy 1 Details	Reviews			
Strategy 1: The PBIS Committee will plan quarterly incentives for students with perfect attendance. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: PBIS Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Jenks Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Jenks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Daugherty	Academic Support Teacher	1
Joellen Busby	Academic Support Teacher	1
Lindsay McClellan	Academic Support Teacher	1
Maria Martin	Bilingual Academic Support Teacher	1
Stephanie Samora	Academic Support Teacher	1

Addendums



The Percent of **Jenks** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 75% to 77% by July 2029.

Jenkins: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	75%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	75%	76%	76%	77%	77%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Jenks: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	21	71%	89	56%	53	81%	1	100%	77	91%	0		9	89%	54	44%	52	46%	120	64%
		2025 Target																54%		56%		

The Percent of **Jenks** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 62% to 64% by July 2029.

Jenkins: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	62%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	62%	63%	63%	64%	64%
		Met Internal Goal	-					

[illegible]