

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



# Mission Statement

Recognizing that education is a lifelong pursuit, the mission of Robert E. King Elementary is to inspire individual learning that will prepare students to become responsible, self-reliant, caring citizens. Understanding the importance of educating the whole child, the teachers, staff, parents, and community of RKE are committed to providing a dynamic curriculum, quality instruction, appropriate assessment, and an appreciation of the arts within a nurturing learning environment. Believing that all students in our diverse population can achieve success, Robert E King Elementary Lions are... “Roaring with pride”

## Vision

Always do your best!

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	8
Student Learning .....	9
School Processes & Programs .....	11
Perceptions .....	13
Priority Problem Statements .....	15
Goals .....	16
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff. ....	16
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. ....	17
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. ....	26
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. ....	27
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. ....	28
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members. ....	29
Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system. ....	30
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. ....	31
Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. ....	33
Title I .....	35
1.1: Comprehensive Needs Assessment .....	35
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	39
2.2: Regular monitoring and revision .....	40
2.3: Available to parents and community in an understandable format and language .....	40
2.4: Opportunities for all children to meet State standards .....	40
2.5: Increased learning time and well-rounded education .....	41
2.6: Address needs of all students, particularly at-risk .....	41
3.1: Annually evaluate the schoolwide plan .....	41
4.1: Develop and distribute Parent and Family Engagement Policy .....	42
4.2: Offer flexible number of parent involvement meetings .....	42
Campus Funding Summary .....	43
Addendums .....	44

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Robert E. King Elementary Comprehensive Needs Assessment

#### School Profile

Robert E. King is a campus in Katy ISD, opened its doors August 2001 as a Pk-5 Bilingual Campus. The campus became Title I in 2007. King is projected to serve 950 students in grades PK-5 during the 2024-2025 school year, which is a slight decrease from 1003 students the previous school year.

#### List of Stakeholders and roles

Principal	LaTwanda Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Judianne Klemi
Other school leader	Karla Guevara	District Representative	Ashley Muzny
Teacher	Pegi Williams	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Lisa Gless	Paraprofessional	Dulce Dodgen/ Alexis Lyons
Other school leader	Morgan Morford	District Representative	Tiffany White

#### Comprehensive Needs Assessment Process

King's needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:  
STAAR Standardized Test  
Attendance Data

Discipline  
Teacher Turnover Rate  
Failure Lists MTSS  
Economically Disadvantaged Report Cards  
EBs

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on February 27, 2024 and again on May 13, 2024 to develop the CNA. The meetings were held in the campus LGI starting at 9:00 a.m. on both dates. We plan to meet again on September 16, 2024, December 9, 2024, February 10, 2025 and May 12, 2025 to review and revise the CNA as needed.

At the first meeting on February 27th, Principal L. Wilson began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, Principal L. Wilson shared with the group the team expectations. Several handouts were provided to attendees that led discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal L. Wilson then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal L. Wilson led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at attendance (staff and student), discipline, and academic needs/gaps to identify strengths and problems from the 2023-2024 school year. Principal L. Wilson thanked everyone for their participation and reminded everyone of the second CNA meeting on May 13, 2024.

At the second meeting on May 13th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal L. Wilson led the team in prioritizing the problems. Each team member was asked to help identify the three focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

<p><b>Demographics:</b> 66% At Risk; 27% Bilingual; 73% Economically Disadvantaged; ~1% GT; 44% LEP; 22% Special Education. The campus student population includes 59.2% Hispanic, 13.03% White, 17.51% Black/African American, 4.98% Asian, and 4.78% Two-or-More Races.</p>	<p><b>Strengths:</b> 1. Our community is supportive of our commitment to success.</p> <p>2. Increased participation in the PTA by staff and community.</p> <p>Robert E King Elementary notes the following strengths in our staff:</p> <ol style="list-style-type: none"> <li>1. 59% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.</li> <li>2. Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.</li> <li>3. Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy.</li> </ol> <p><b>Problems:</b> Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.</p>
<p><b>Student Learning:</b> Robert E King Elementary students achieved the following results on the spring 2024 STAAR (approaches level):</p> <p><b>Reading: Grade 3- 70%; Grade 4- 82%; Grade 5- 75%</b></p> <p><b>Math: Grade 3- 61%; Grade 4- 64%; Grade 5- 62%</b></p>	<p><b>Strengths:</b> The 2024 3rd Grade Math data shows students that scored "Masters" increased 3% points, from 11% to 14%.</p> <p>The 2024 4th Grade Reading data shows students that scored "Approaches" increased 1% point from 81% to 82%, the percentage of students that scored "Meets" increased 4% points from 38% to</p>

<p><b>Science: Grade 5- 35%</b></p> <p><b>Performance Objectives:</b></p> <p><b>HB3:</b> The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase from 40% to 45% by July 2025.</p> <p><b>HB3:</b> The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 29% to 38% by July 2025.</p>	<p>42%.</p> <p>4th Grade Math data shows students that scored "Masters" increased 3% points from 14% to 17%.</p> <p><b>Problems:</b>  State achievement data shows that 63% RKE students are performing at the approaches, meets, and/or masters standards in Math. The average AMM score showed a seven point decline.</p> <p>State achievement data shows that 76% RKE students are performing at the approaches, meets, and/or masters standards in Reading. The average AMM score showed a seven point decline.</p> <p>Assessment results reveal Special Education subgroups are not meeting targeted progress measures in math and reading.</p> <p>MTSS data analysis shows gaps in student learning and identified TEKS requiring intervention.</p>
<p>School Processes and Programs</p>	<p>Strengths:  Problems:</p>

# Demographics

## Demographics Summary

Robert E. King Elementary, in Katy ISD, opened in August 2001 as a PK- 5 Bilingual campus and became a Title 1 campus in 2007.

Based on 2023-2024 data, King Elementary's enrollment of 1,005 students included the following subpopulations:

66% At Risk; 27% Bilingual; 73% Economically Disadvantaged; ~1% GT; 44% LEP; 22% Special Education. The campus student population includes 59.2% Hispanic, 13.03% White, 17.51% Black/African American, 4.98% Asian, and 4.78% Two-or-More Races.

The attendance rate for King Elementary is 94.09% with a mobility rate of 19%. There is a direct correlation between student attendance and student achievement growth. We will continue to focus and monitor student attendance for the upcoming school year. Robert E. King Elementary School continues to place a high priority on employing a high-quality, talented staff. Instructional Para professionals are tested to are highly qualified to work with students. All RKE certified teachers are encouraged to attain ESL certification, 59% of eligible staff hold an ESL certification for the 2023-2024 school year. Grade level teams were staffed for the 2023-2024 year as follows:

Monolingual: Pre K – 2, K- 5, 1st – 5, 2nd – 5, 3rd – 5, 4th – 7, 5th – 5, ECSE – 1, ECAP – 1, YCAP – 1

Bilingual: Pre K – 2, K- 2, 1st – 2, 2nd – 2, 3rd – 2, 4th – 2, 5th – 2, ECSE – 1

## Demographics Strengths

Robert E King Elementary notes the following demographic strengths:

1. Our community is supportive of our commitment to success.
2. Increased participation in the PTA by staff and community.

Robert E King Elementary notes the following strengths in our staff:

1. 59% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.
2. Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.
3. Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy.



# Student Learning

## Student Learning Summary

Robert E King Elementary students achieved the following results on the spring 2024 STAAR (approaches level):

**Reading: Grade 3- 70%; Grade 4- 82%; Grade 5- 75%**

**Math: Grade 3- 61%; Grade 4- 64%; Grade 5- 62%**

**Science: Grade 5- 35%**

## Performance Objectives:

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase from 40% to 45% by July 2025.

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 29% to 38% by July 2025.

## STAAR Progress: Growth Targets

Due to HB3 student accountability for STAAR 2023, RKE lowest race/ethnicity groups are African American and Hispanic. Special education students and Limited English Proficient students are monitored to ensure progress measurements to meet federal targets for STAAR 2024.

## Student Learning Strengths

Robert E King Elementary focuses on the academic growth and progress of students. The campus notes the following strengths when comparing 2023 STAAR scores to 2024 STAAR scores:

STAAR Data analysis

The 2024 3rd Grade Math data shows students that scored "Masters" increased 3% points, from 11% to 14%.

The 2024 4th Grade Reading data shows students that scored "Approaches" increased 1% point from 81% to 82%, the percentage of students that scored "Meets" increased 4% points from 38% to 42%.

4th Grade Math data shows students that scored "Masters" increased 3% points from 14% to 17%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** State achievement data shows that 63% RKE students are performing at the approaches, meets, and/or masters standards in Math. The average AMM score showed a seven point decline. **Root Cause:** Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth.

**Problem Statement 2:** State achievement data shows that 76% RKE students are performing at the approaches, meets, and/or masters standards in Reading. The average AMM score showed a seven point decline. **Root Cause:** The HMH Reading Language Arts curriculum was introduced this school year, resulting in a new level of learning and instructional needs of teachers. Small group instruction was limited due to time management and instructional knowledge.

**Problem Statement 3:** Assessment results reveal Special Education subgroups are not meeting targeted progress measures in math and reading. **Root Cause:** Students have gaps in learning based on assessment results. Students working below grade level are expected to test at their current grade.

**Problem Statement 4:** MTSS data analysis shows gaps in student learning and identified TEKS requiring intervention. **Root Cause:** Specific small group intervention for identified students needs to be provided early to target TEKS and specific skills.

**Problem Statement 5 (Prioritized):** Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

# School Processes & Programs

## School Processes & Programs Summary

Robert E King Elementary provides instruction and assessment following the Katy ISD curriculum, based on TEKS. A variety of research based instructional strategies are utilized to ensure quality and success.

Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon CLI, TXKEA, Amira, DreamBox, and campus benchmarks for assessment. Third through fifth grade focus on STAAR, DreamBox, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia and ESL/Bilingual instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ESL/Bilingual students.

Weekly grade level planning meetings are held. These grade level learning communities target lesson planning, data review, long range planning, and professional learning. Paraprofessionals are included in all staff development days and campus training, as appropriate. Grade levels have a daily common planning time. Regularly scheduled Professional Learning Collaborations (PLC) meetings and monthly meetings provide opportunities for collaboration and training.

To support new teachers, RKE assigns campus mentors as well as campus buddies to all new teachers. New teachers are also provided time to observe in veteran teacher classrooms, as well as opportunities for Instructional Coaches to model lessons in their classrooms. Instructional Coaches meet with new teachers monthly to provide support, training, and clarification of procedures.

Parents, teachers, and students at Robert E. King Elementary take pride in their school and the school's reputation of success. The perception of RKE among all is that it is a safe and positive environment with a focus on academic excellence, while maintaining the tradition of "family". There is an expectation for best instructional practices as well as building social character. RKE's focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their Professional Learning Community (PLCs) and also to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

## School Processes & Programs Strengths

Robert E King Elementary notes the following strengths:

1. Teachers accommodate special populations with interventions and individualized instructional plans.
2. MTSS is utilized successfully with students referred to the appropriate intervention.
3. A master schedule and calendar maximize the amount of time spent on instruction
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently.
6. ATOMIK Science strengthens science concepts with hands-on learning and incorporates writing.

Robert E King Elementary notes the following strengths in technology:

1. iPads and Chromebooks with Internet access are available for students.
2. The library has a bank of computers available for student and staff use.

3. All classrooms are fully equipped with a variety of current technology, including 1:1 student to technology availability (chromebooks/I-Pads).

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

# Perceptions

## Perceptions Summary

Robert E King Elementary promotes Positive Behavior Intervention and Supports (PBIS) campus wide and utilizes the PBIS app. Our campus also uses CHAMPS in the classrooms and common areas setting the behavior expectation thus students are rewarded with PBIS PRIDE points. Our campus is committed to providing a safe and secure environment where students can learn, grow, and become productive members of the community.

Campus discipline data indicates there were 394 total conduct referrals during the 2023-2024 school year (585 the year prior). The number of "Physical Contact/ Assault / Fighting" incidents decreased from 315 referrals during the 2022-2023 school year to 172 referrals for 2023-2024. In addition, there were 65 referrals for inappropriate language or gestures, 40 referrals for creating a disturbance, and 35 referrals for non compliant with directives. Our students that are at risk and economically disadvantaged attributing to over 70% of the referrals submitted. Project-Class was implemented school wide to assist our counselors and Campus Behavior Interventionist teach students appropriate replacement behaviors as well as provide prevention strategies to teachers and staff. Assistant Principals will review school-wide discipline expectations with each grade level, students and staff, at the start and middle of the school year during the 2024-2025 school year.

Robert E King Elementary strives to create a family-friendly school environment. We provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and styles within the school community. RKE's PTA helps strengthen connections between home and school, which benefits our diverse and mobile population. We update our campus website regularly, including important dates and resources to equip parents to partner in their child's education. The campus provides Spanish translations of all materials and information. We also provide interpreters for school events (more than Spanish), especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Folders on Tuesday every week and our Royal Register emailed to parents monthly. We take pride in the fact that parents and guests report our staff as very friendly and welcoming.

## Perceptions Strengths

Robert E King Elementary notes the following strengths:

1. Implementation of PBIS and CHAMPS has been more consistently aligned and utilized campus-wide.
2. PBIS app and rewards usage has increased across the campus.
3. Involvement of parents continue in a variety of methods for family engagement activities and training.
4. Communication is provided through personal contacts, weekly grade level newsletters, CANVAS, monthly newsletter, social media outlets (Facebook/X), Katy Corkboard, campus website, as well as printed materials.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater. **Root Cause:** Staff members need further training and support in working with students who have behavioral and emotional challenges.

**Problem Statement 2:** Parent participation/involvement does not reflect all subpopulations of our community. WatchDOG Dad program needs implementation with fidelity. **Root**

**Cause:** Parents not feeling included due to time of events being offered. Dads needing more information and a contact person to ensure the success of WatchDOGS.

# Priority Problem Statements

**Problem Statement 1:** Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.

**Root Cause 1:** Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater.

**Root Cause 2:** Staff members need further training and support in working with students who have behavioral and emotional challenges.

**Problem Statement 2 Areas:** Perceptions

# 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:** 85% of students in 90% of classes will consistently be behaviorally engaged during classroom instruction in PK-5th grade classrooms by May 2025 as evidenced by ongoing analysis using the Campus Monitoring Tool.


**Evaluation Data Sources:** Campus Monitoring Tool, District CBA data analysis, discipline data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus leadership team will facilitate engagement learning walks, provide feedback to teachers, and set goals for continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students achievement levels improve, campus morale improves, less off-task behaviors yielding in loss of instructional time.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Team Leaders, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

**Performance Objective 2:** SI: 80% of all classroom teachers at RKE will score proficient or higher in implementing targeted data-based small group instruction as evidenced from the District RLA IPG and Math Look-fors rubric.

**Evaluation Data Sources:** RLA IPG rubric  
District Math Look Fors Rubric

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly planning sessions to consistently analyze district as well as campus assessment data using a planning protocol to make instructional implications for Tier I, Small group Instruction, and Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher order thinking opportunities for students. Teachers utilizing quality, open ended questions. Opportunities for hands-on learning in all subject areas. Manipulatives, tools, and structures used in all subjects</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Team Leaders, Classroom Teachers, Academic Support Teachers, Paraprofessionals, District C&amp;I (specialist)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> District RLA IPG and Math Look-fors will be used by the leadership team to identify levels of teaching performance. (Needs support, proficient, and above-proficient)</p> <p><b>Strategy's Expected Result/Impact:</b> Plans for support for improved teaching performance will be developed and implemented based on District RLA IPG and Math Look-fors data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coach, Instructional Coordinator.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A learning walk schedule for members of the leadership team will be implemented to ensure consistent classroom visits/observations and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Every classroom will receive a learning walk with feedback once or more per week. Every 3rd-5th grade classroom will receive a learning walk once per day. Increased targeted support based on learning walk data will improve instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Instructional Coordinator.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Targeted professional opportunities will be provided throughout the school year during planning sessions, faculty meetings, and professional learning days to address instructional best practices based on our data needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and leadership team members will be equipped with the tools necessary to implement and support highly effective classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Adult behavior data will be discussed each week during leadership team meeting and necessary adjustments to support will be made based on the data.</p> <p><b>Strategy's Expected Result/Impact:</b> The leadership team will collaborate to support and improve adult behaviors as well as reinforce positive behaviors. There will be a continual increase of positive adult behaviors by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The leadership team will communicate and review campus goals, expectations, data updates, progress, and adult behavior expectations during monthly faculty meetings, on the weekly staff newsletter, during planning sessions and team leader meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will continually stay abreast of progress towards campus goals, areas in need of improvement and plans for support. They will also be given the opportunity to share input in plans to support campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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:** By May 2025, at least 72% of RKE students will scores Meets and Above on Campus Based assessments (Math, Science, and Reading) in grades 2-5.

**Evaluation Data Sources:** Campus CBA's, Distict checkpoints and DAs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will participate in weekly planning sessions to consistently analyze district as well as campus assessment data using a planning protocol to make instructional implications for Tier I, Small group Instruction, and Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher order thinking opportunities for students. Teachers utilizing quality, open ended questions. Opportunities for hands-on learning in all subject areas. Manipulatives, tools, and structures used in all subjects</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Instructional Coordinator, Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 4:** The percentage of students performing at Meets and above on state assessments will increase by at least 4% in each core content area (Math, Science, and Reading) by May 2025.

**Evaluation Data Sources:** Intentional use of all instructional models; Goal setting opportunities for learning-both students and teachers using structures and tools, feedback opportunities embedded into instruction-peer to peer, peer to teacher, teacher to parent, peer collaboration using academic vocabulary, monitor growth on CBA and district assessment data

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

**Performance Objective 5:** HB3: The percent of King Elementary students who achieve Meets and above in Reading will increase to 41% by July 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

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

**Performance Objective 6:** HB3: The percent of King Elementary students who achieve Meets and above in Math will increase to 30% by July 2025.





**HB3 Goal**



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

**Performance Objective 7:** 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>	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 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.

**Performance Objective 1:** King Elementary will promote student engagement by providing devices, technology, technology accessories, technology programs, learning materials, lab supplies, and resources to enhance the learning experience for all students in grades PK-5.

**Evaluation Data Sources:** lesson plans, campus learning walks, CLASS 1:1

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> RKE will purchase instructional technology, technology accessories, learning materials, lab supplies, and resources to support innovative instruction in PK-5 Classrooms during the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Librarian</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$111,000</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater. <b>Root Cause:</b> Staff members need further training and support in working with students who have behavioral and emotional challenges.</p>

**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:** The faculty and staff of King Elementary will work collaboratively with parents and the community to continue to have a safe, supportive, and positive learning environment that will promote high academic achievement for all students.

**Evaluation Data Sources:** Increase in volunteer hours

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide multiple opportunities throughout the school for parents to be actively engaged with their student's learning. We will provide Meet the Teacher, Open House, various interactive family nights, fieldtrips, and special programs. Information for the events is shared via bi-weekly campus newsletter, grade level canvas page, printed copies for Tuesday folder, campus website, and social media platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/family attendance at events</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administration</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Advertise and provide Title III event flyers for: Parent Engagement-Enhancing Educational Supports for EB students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning</p> <p><b>Staff Responsible for Monitoring:</b> ESL ISST's, Administration</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Perceptions**

**Problem Statement 1:** An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater. **Root Cause:** Staff members need further training and support in working with students who have behavioral and emotional challenges.




**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:** Maintain practices and procedures to ensure a safe and orderly environment in which to learn and work.

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support better understanding of the social and emotional needs of all students through Project CLASS, professional development, and support systems for students to receive a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR, informal observations, campus climate</p> <p><b>Staff Responsible for Monitoring:</b> Leadership team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$5,000</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> Teachers will implement CHAMPS as a model for classroom management and campus routines/procedures while maintaining Positive Behavior Interventions and Supports (PBIS) strategies for students and staff with PRIDE Point incentives, tracked in the PBIS app. Teachers will participate in professional development geared towards Social-Emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and positive recognition with decreased office referrals and disruptive/non-engaged student behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 5:** Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

**School Processes & Programs**

**Problem Statement 1:** Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs. **Root Cause:** Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

**Perceptions**

**Problem Statement 1:** An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater. **Root Cause:** Staff members need further training and support in working with students who have behavioral and emotional challenges.

# Title I

## 1.1: Comprehensive Needs Assessment

### Robert E. King Elementary Comprehensive Needs Assessment

#### School Profile

Robert E. King is a campus in Katy ISD, opened its doors August 2001 as a Pk-5 Bilingual Campus. The campus became Title I in 2007. King is projected to serve 950 students in grades PK-5 during the 2024-2025 school year, which is a slight decrease from 1003 students the previous school year.

#### List of Stakeholders and roles

Principal	LaTwanda Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Judianne Klemi
Other school leader	Karla Guevara	District Representative	Ashley Muzny
Teacher	Pegi Williams	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Lisa Gless	Paraprofessional	Dulce Dodgen/ Alexis Lyons
Other school leader	Morgan Morford	District Representative	Tiffany White

#### Comprehensive Needs Assessment Process

King's needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

STAAR Standardized Test

Attendance Data

Discipline

Teacher Turnover Rate

Failure Lists MTSS

## Economically Disadvantaged Report Cards

### EBs

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on February 27, 2024 and again on May 13, 2024 to develop the CNA. The meetings were held in the campus LGI starting at 9:00 a.m. on both dates. We plan to meet again on September 16, 2024, December 9, 2024, February 10, 2025 and May 12, 2025 to review and revise the CNA as needed.

At the first meeting on February 27th, Principal L. Wilson began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, Principal L. Wilson shared with the group the team expectations. Several handouts were provided to attendees that led discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal L. Wilson then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2023 -2024 school year. Principal L. Wilson led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at attendance (staff and student), discipline, and academic needs/gaps to identify strengths and problems from the 2023-2024 school year. Principal L. Wilson thanked everyone for their participation and reminded everyone of the second CNA meeting on May 13, 2024.

At the second meeting on May 13th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Principal L. Wilson led the team in prioritizing the problems. Each team member was asked to help identify the three focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

<p><b>Demographics:</b> 66% At Risk; 27% Bilingual; 73% Economically Disadvantaged; ~1% GT; 44% LEP; 22% Special Education. The campus student population includes 59.2% Hispanic, 13.03% White, 17.51% Black/African American, 4.98% Asian, and 4.78% Two-or-More Races.</p>	<p><b>Strengths:</b> 1. Our community is supportive of our commitment to success.</p> <p>2. Increased participation in the PTA by staff and community.</p> <p>Robert E King Elementary notes the following strengths in our staff:</p> <ol style="list-style-type: none"> <li>1. 59% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.</li> <li>2. Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.</li> <li>3. Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy.</li> </ol> <p><b>Problems:</b> Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.</p>
<p><b>Student Learning:</b> Robert E King Elementary students achieved the following results on the spring 2024 STAAR (approaches level):</p> <p><b>Reading: Grade 3- 70%; Grade 4- 82%; Grade 5- 75%</b></p> <p><b>Math: Grade 3- 61%; Grade 4- 64%; Grade 5- 62%</b></p>	<p><b>Strengths:</b> The 2024 3rd Grade Math data shows students that scored "Masters" increased 3% points, from 11% to 14%.</p> <p>The 2024 4th Grade Reading data shows students that scored "Approaches" increased 1% point from 81% to 82%, the percentage of students that scored "Meets" increased 4% points from 38% to</p>

**Science: Grade 5- 35%**

**Performance Objectives:**

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase from 40% to 45% by July 2025.

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 29% to 38% by July 2025.

42%.

4th Grade Math data shows students that scored

"Masters" increased 3% points from 14% to 17%.

**Problems:**

State achievement data shows that 63% RKE students are performing at the approaches, meets, and/or masters standards in Math. The average AMM score showed a seven point decline.

State achievement data shows that 76% RKE students are performing at the approaches, meets, and/or masters standards in Reading. The average AMM score showed a seven point decline.

Assessment results reveal Special Education subgroups are not meeting targeted progress measures in math and reading.

MTSS data analysis shows gaps in student learning and identified TEKS requiring intervention.

<p><b>Demographics:</b> 66% At Risk; 27% Bilingual; 73% Economically Disadvantaged; ~1% GT; 44% LEP; 22% Special Education. The campus student population includes 59.2% Hispanic, 13.03% White, 17.51% Black/African American, 4.98% Asian, and 4.78% Two-or-More Races.</p>	<p><b>Strengths:</b> 1. Our community is supportive of our commitment to success.</p> <p>2. Increased participation in the PTA by staff and community.</p> <p>Robert E King Elementary notes the following strengths in our staff:</p> <p>1. 59% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.</p> <p>2. Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.</p> <p>3. Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy.</p> <p><b>Problems:</b> Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.</p>
<p>School Processes and Programs</p>	<p>Strengths: Problems:</p>

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

King Elementary ensures that we are serving all students, improving student learning, and combing all resources to achieve our goals and maximize the impact of Title I. Administrators, teachers, faculty, and parents meet several times to discuss and identify student strengths and needs. We also look at interventions that are currently in place and assess the effectiveness of those interventions and make recommendations for revisions as needed.

## 2.1 Campus Improvement Plan developed with appropriate stakeholders

- o Describe the process of developing the CIP
- o Names and roles of committee members

## **2.2: Regular monitoring and revision**

The CIP will be reviewed in October, January, April, and June by those determined that can best monitor the effectiveness of each goal. For example, our Reading Language Arts instructional coach will review the effectiveness of goals that pertain to RLA. Our CAT team will review the effectiveness of goals that target the overall school program.

## 2.2 Regular monitoring and revision

- o Describe the process of how the CIP will be monitored and revised if necessary
- o Meeting dates for monitoring and revision

## **2.3: Available to parents and community in an understandable format and language**

The CIP will be translated and a copy will be uploaded on the campus website, sent through e-news and can be requested at the front office.

## 2.3 Available to parents and community in an understandable format and language

- o Describe what format and language the CIP is made available to parents
- o Indicate where and how parents and families can access the CIP

## **2.4: Opportunities for all children to meet State standards**

King Elementary is committed to ensuring that all children have opportunities to meet standards. We have PAW time during the day where our students are pulled by classroom teachers, academic support teachers, and paraprofessionals to work in small groups on TEKS they need more practice in. Along with PAW time, our teachers and academic support teachers hold multiple small groups throughout their classes to ensure that each child is getting targeted instruction and filling any learning gaps they may have. We also host morning tutorials called King Academy for students in the fall and spring semester. King Academy works with students in small groups and teachers pull data on their students to ensure they are meeting their groups where they're at. King Elementary also has Extended Study after school to ensure that students are able to finish any class work they may need extra assistance with and they are able to receive help from a teacher in a small group setting.



## 2.4 Opportunities for all children to meet State Standards

- o Describe strategies used to address the needs of all students, including sub-pops to meet State Standards

## **2.5: Increased learning time and well-rounded education**

King Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. As a school, we offer PAW Time to ensure that students are met in various small groups with targeted instruction to their needs based off data. We also offer before school tutoring, extended study to ensure that students are able to complete any assignments they may not have had time to complete in the classroom and allow them extra one-on-one time with a classroom teacher. We also offer various after school clubs to ensure that students are able to showcase their skills outside of the classroom. Additionally, our master schedule maximizes instructional time. Morning Meetings are built into the master schedule so we are able to meet the social emotional needs of the students and create a family atmosphere in the classroom. Intervention time is also built into the master schedule so that interventions and accelerated learning for individual learning for individual student needs can be addressed without interfering with the lessons planned.

## 2.5 Increased learning time and well-rounded education

- o Describe methods and instructional strategies that strengthen the academic program of the school, including extended learning time and tutorials.

## **2.6: Address needs of all students, particularly at-risk**

In order to address the needs of all of students we offer PAW time to ensure that all students are being pulled in small groups by the classroom teacher, an academic support teacher and/or a paraprofessional to meet students needs. We also offer King Academy, before school tutoring, for 1st and 2nd grade in the fall and 1st through 5th grade in the spring. Teachers recommend students based on who needs additional assistance with Math and/or Reading and students are given targeted small group instruction based off their individual needs. We also offer extended study to ensure that students are able to complete any assignments they may not have had time to complete in the classroom and allow them extra one-on-one time with a classroom teacher to ensure they do not fall behind in the classroom.

## 2.6 Address needs of all students, particularly at-risk students

- o Describe strategies focused on meeting the academic needs of at-risk students

## **3.1: Annually evaluate the schoolwide plan**

As a campus we reviewed data, conducted classroom observations and parent surveys, and held discussions with staff members and our Campus Advisory Team to evaluate the 2022-2023 plan. From that evaluation, it was determined that a number of strategies should be modified and carried over to this school year in order to continue to work towards achievement of these strategies.

Towards the end of the 2023-2024 school year, we will review data, conduct classroom observations and parent surveys, and hold discussions with staff members and our Campus Advisory Team to conduct a summative evaluation of the 2023-2024 plan and determine what strategies, if any, should be continued into the 2024-2025 school year.

## 3.1 Annually evaluate the schoolwide plan

- o Describe the process used to evaluate the effectiveness of Title I strategies within the CIP
- o Include timeline of evaluation

## **4.1: Develop and distribute Parent and Family Engagement Policy**

We develop the Parent and Family Engagement Policy using input from parents and Campus Advisory Team discussions. It is located on our website in English and Spanish and in our front office.

### 4.1 Develop and distribute Parent and Family Engagement Policy

- o Describe the process used to revise, edit and update the campus Parent and Family Engagement Policy
- o Describe process of distribution including location and languages available
- o Include how bilingual parents and families are notified of the availability of the translated policy

## **4.2: Offer flexible number of parent involvement meetings**

Parent involvement opportunities are offered face to face and at various times throughout the school year. At the beginning of the year, we ask parents what are the best times to hold meetings to ensure a high level of participation. We also discuss meeting and event times at our CAT meetings to get a wide variety of ideas.

### 4.2 Offer flexible number of parent involvement meetings

- o Title I Orientation offered for the same group of parents on multiple dates at a variety of times
- o Describe Parent and Family Engagement activities

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$111,000.00
8	1	1			\$5,000.00
9	1	1			\$5,000.00
9	1	2			\$3,000.00
<b>Sub-Total</b>					<b>\$124,000.00</b>

# Addendums



The Percent of **King** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 40% to 45% by July 2029.

<b>King: Goals</b>	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	40%					
		State Rate	46%					
		<b>Met State Rate</b>	No					
		Internal Goal	-	41%	42%	43%	44%	45%
<b>Met Internal Goal</b>	-							

		# 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
<b>King: Targets</b>		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	22	45%	86	37%	14	57%	1	0%	10	50%	0	7	14%	40	13%	99	32%	64	34%
		2025 Target										60%						23%			

The Percent of **King** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

<b>King: Goals</b>	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%					
		State Rate	40%					
		<b>Met State Rate</b>	No					
		Internal Goal	-	30%	31%	32%	33%	34%
<b>Met Internal Goal</b>	-							

		# 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
<b>King: Targets</b>		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	22	18%	86	27%	14	71%	1	0%	10	40%	0	7	0%	40	15%	99	22%	64	30%
		2025 Target										50%							32%		