

**Katy Independent School District**  
**King Elementary**  
**2023-2024 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!

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# Comprehensive Needs Assessment

Revised/Approved: June 13, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

**The Campus Needs Assessment was reviewed and updated by the following stakeholders. Meetings were held at 9:00 am on February 27, 2023 and May 15, 2023 in the LGI at King Elementary:**

Tammi Wilhelm, Principal

Ginger AbiHabib, Assistant Principal

Karla Guevara, Assistant Principal

Melody Pohla, Teacher

Pegi Williams, Teacher

Tessa Rodriguez, Paraprofessional (unable to attend but provided feedback based on copies of the data sent to her (Feb. 27))

Maria Gomez Rivas, Paraprofessional (unable to attend but provided feedback based on copies of the data sent to him (May 15))

Dawn Goodwin, Parent

Christina Falcon, Parent (unable to attend but provided feedback based on copies of the data sent to her(May 15))

Ken Spillman, Community Representative (unable to attend but provided feedback based on copies of the data sent to him (Feb. 27))

Donna Ward, Community Representative

Susan Richards, District Representative (unable to attend but provided feedback based on copies of the data sent to her(May 15))

Morgan Morford, Instructional Coordinator/District Representative

### Feb. 27

Members of the committee met to discuss the CNA, focusing on Demographics and Student Learning. Tina Stockton, Instructional Coach led a discussion regarding the Campus Based Assessment data. A review of the problem statements was provided and the committee drafted updates while determining priority problem statements. The Campus Improvement Plan and Campus Needs Assessment were shared with staff members at a meeting on March 1, 2023.

Data Sources:

- CBA Data
- TAPR
- Discipline referral summary

**May 15**

Members of the committee reviewed updates based on the Feb. 27 meeting. The discussion focused on Perceptions and School Processes and Programs. The committee identified root causes related to the priority problem statements addressing behavior concerns, parent perceptions, and academic progress in reading and math. The Campus Improvement Plan and Campus Needs Assessment were shared with staff members at a meeting on May 26, 2023.

Data Sources:

- CBA Data
- TAPR
- Survey feedback
- Discipline referral summary
- Calendar of campus activities/events

## 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 2022-2023 data, King Elementary's enrollment of 1,033 students included the following subpopulations: 70% At Risk; 23% Bilingual; 67% Economically Disadvantaged; 13% ESL; 1% GT; 2% Homeless; 39% LEP; 23% Special Education (excluding our early childhood cluster programs). The campus population includes 57.42% Hispanic, 14.58% White, 17.29% Black/African American, 4.65% Asian, and 5.81% claiming Two-or-More Races. The Texas Academic Performance Report mobility rate for King Elementary is 14.3%, which is above the state average. The attendance rate for King Elementary is 93.95%

There is a direct correlation between student attendance and increased student growth. Even though KISD attendance rate decreased after the pandemic, King Elementary's attendance rate remained stable from 22-23 at 93.83%. We will continue to focus and monitor student attendance for the upcoming school year.

While the federal mandate for highly qualified requirements has now expired, Robert E King Elementary School continues to place a high priority on employing a high-quality, talented staff. The federal mandate for highly qualified Paraprofessional staff remains in effect.

Professional development opportunities are provided on the campus as well as the district level. All RKE teachers are encouraged to attain ESL certification. Grade level teams are staffed for the 2022-2023 year as follows:

Monolingual: Pre K – 2, K- 5, 1 – 5, 2 – 6, 3 – 6, 4 – 7, 5 – 5, ECSE – 1, ECAP – 1, YCAP – 1

Bilingual: Pre K – 2, K- 2, 1 – 2, 2 – 2, 3 – 2, 4 – 2, 5 – 2, ECSE – 1

### Demographics Strengths

Robert E King Elementary notes the following demographic strengths:

1. Many families move to Katy ISD just for the schools. Our community is supportive of our commitment to success.
2. Attendance rates remain above state average.

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

1. Many RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.
2. Experienced staff serve as mentors and buddies to new hires and first year teachers.
3. A majority of staff is participating in HB3 Reading Academy and have successfully completed all modules and requirements.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, with the increase in 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 special education needs in the general education setting after the COVID 19 Pandemic.

**Problem Statement 2:** Our GT percentage is significantly lower than district or state averages, and referrals are not proactively sought by parents or teachers. **Root Cause:** Our community - teachers and parents - need additional information regarding the characteristics of giftedness in order to make appropriate referrals. 5th Grade teachers must determine by September who will be recommended and rely on 4th grade teachers to recommend on Pink and Blue cards.

## Student Learning

### Student Learning Summary

Robert E King Elementary students achieved the following results on the spring 2023 STAAR:

**Reading: Grade 3- 76%; Grade 4- 81%; Grade 5- 87%**

**Math: Grade 3- 71%; Grade 4- 68%; Grade 5- 88%**

**Science: Grade 5- 67%**

### Performance Objectives:

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase from 43% to 50% by July 2024.

**HB3:** The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase from 47% to 59% by July 2024.

### STAAR Progress: Growth Targets

Due to HB3 student accountability for STAAR 2022, RKE is monitoring Economically Disadvantaged and Limited English Proficient student groups in Reading and Hispanic and Limited English Proficient in Math student groups to ensure progress measurements meet federal targets for STAAR 2023.

### CAMPUS BASED ASSESSMENT DATA:

(SUMMARIZED RESULTS)

3RD GRADE MATH: 69.85%

3RD GRADE RLA: 71.87%

3RD GRADE SPANISH RLA: 60.28%

4TH GRADE MATH: 73.47%



4TH GRADE RLA: 70.19%

4TH GRADE SPANISH RLA: 69.55%

5TH GRADE MATH: 66.31%

5TH GRADE RLA: 70.40%

5TH GRADE SPANISH RLA: 68.43%

### **Student Learning Strengths**

Robert E King Elementary focuses on the academic growth and progress of students. The campus notes the following strengths when comparing 2022 STAAR scores to 2023 STAAR scores:

#### **STAAR Data analysis**

##### **3<sup>rd</sup> Grade**

From 2022 to 2023

The percentage of students that scored "Approaches" increased 3 points 69-72%, "Meets" increased 5 points 34-39%.

Sub pop African American "Approaches" increased 16 points 50-66% and "Meets" increased 9 points 29-38%

Hispanic "Approaches" increased 6 points 63-69% and "Meets" increased 5 points 28-33%

3<sup>rd</sup> Grade saw a huge increase in percentage in RC 4-Data Analysis and Personal Financial Literacy 60-70% ESL/Bil 56-65%

##### **4<sup>th</sup> Grade**

From 2022 to 2023

4th Grade gained percentage in RC 4-Data Analysis and Personal Financial Literacy 61%-69/77%

I could not find bilingual data from 2022 but a big celebration is this year "Approaches" is 91% and "Meets" is 45%

##### **5<sup>th</sup> Grade**

From 2022 to 2023

Math

Percent of students scoring "Approaches" increased 15 points 73-88% ESL/and 8 points increase for BIL 67-75%

Percent of "Meets" increased 8 points 37-45% and 0-25% in our bilingual math classes.

Overall increase in RC 4-Data Analysis and Personal Financial Literacy 55-61% and BIL 38-47%

Science

57-67% (Increase) "Approaches"

Eco Dis sub pop "Meets" increased by 1 16-17% and Hisp. 21-22%

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

**Problem Statement 1 (Prioritized):** Achievement data shows that RKE students are not progressing to masters standards in Math. **Root Cause:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

**Problem Statement 2 (Prioritized):** Achievement data shows that RKE students are not progressing to masters standards in Reading. **Root Cause:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

**Problem Statement 3:** Assessment results reveal White and Special Education subgroups are not meeting targeted process 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:** Data analysis shows gaps in student learning and identified TEKS requiring intervention. **Root Cause:** Small group intervention for identified students needs to be provided early to target TEKS and specific skills.

## 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 with the Instructional Coaches. 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 are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with interventions and individualized instructional plans.
3. MTSS is being utilized successfully with students referred to the appropriate intervention.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.
7. 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 and home check-out

2. One full computer lab is available for students with additional computers in the library
3. All classrooms are fully equipped with a variety of current technology, including 1:1 student to technology availability.

## 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 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 585 total conduct referrals during the 2022-2023 school year. The number of "Physical Contact/ Assault / Fighting" incidents increased from 145 referrals during the 2021-2022 school year to 315 referral for 2022-2023. In addition, there were 61 referrals for "Creating a Disturbance/ Disrupting the Learning Environment" and 12 referrals for " Damaging School Property/ Vandalizing" Review of the referrals revealed the students involved in these incidents included special education students / Referral Process, repeated behaviors, students new to our school / state, Kindergarteners, 1st Graders, and students with behavior intervention plans. As a result, Assistant Principals will review school-wide discipline expectations with each grade level at the start and middle of the school year during the 2023-2024 school year. Project CLASS will also be implemented school-wide to assist with classroom behaviors.

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 Watch DOGS (Dads of Great Students) help 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 materials. 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. To attract more parental volunteers, we intend to have volunteers within each grade level at Meet the Teacher to establish a rapport, and incorporate Tears and Cheers for Kindergarten parents on the first day of school. We make sure that our routines are consistent, including sending our Take-Home-Folders on Tuesday every week. 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 activities and training.
4. Communication is provided through personal contacts, weekly grade level newsletters, CANVAS, HAC monthly newsletter, a variety of social media outlets, Katy Corkboard, campus website, as well as printed materials.

#### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent participation does not reflect all subpopulations of our community. **Root Cause:** Parents need opportunities to adjust varying beliefs related to educational involvement by communicating with others in the community attending events offered at different times.

**Problem Statement 2 (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.

# Priority Problem Statements

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

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, with the increase in students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs .

**Root Cause 2:** Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting after the COVID 19 Pandemic.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Achievement data shows that RKE students are not progressing to masters standards in Math.

**Root Cause 3:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Achievement data shows that RKE students are not progressing to masters standards in Reading.

**Root Cause 4:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Parent participation does not reflect all subpopulations of our community.

**Root Cause 5:** Parents need opportunities to adjust varying beliefs related to educational involvement by communicating with others in the community attending events offered at different times.

**Problem Statement 5 Areas:** Perceptions



# 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
- 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.
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- 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
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

**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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data


# Goals

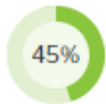

Revised/Approved: October 24, 2023






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

**Performance Objective 1:** Increase overall student performance on Reading STAAR to 90% during the 23-24 school year.

**Evaluation Data Sources:** 2024 STAAR Scores; STAAR Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Classroom teachers, compensatory education, Title 1, and Special Education teachers will provide additional instruction/tutorials and resources for at-risk students struggling with identified TEKS in reading during King Academy, PAW, or small group instruction. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading. <b>Staff Responsible for Monitoring:</b> Title I Reading Teacher Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 192 - Special Project - \$3,000, - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All teachers will participate in professional development to focus on aligned TEKS and formative assessment, data analysis, accountable talks, small group strategies and Reading/Writing Workshop. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading. <b>Staff Responsible for Monitoring:</b> RLA Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$15,000		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will ensure rigor of instruction and assessments is aligned vertically through the use of Vertical Conversations among grade level liaisons and "data digs". <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$700		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers will keep anecdotal records (data binders) for small group instruction and will demonstrate the use of Benchmark Assessment Systems (BAS) data with student selection and teaching points. Performance data on each student will be monitored by teachers during Data Digs and by the leadership team to determine effectiveness. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading. <b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue



### Performance Objective 1 Problem Statements:







Student Learning
<b>Problem Statement 1:</b> Achievement data shows that RKE students are not progressing to masters standards in Math. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.
<b>Problem Statement 2:</b> Achievement data shows that RKE students are not progressing to masters standards in Reading. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

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

**Performance Objective 2:** Increase student performance on Math STAAR to 90% during the 23-24 school year for all students.

**Evaluation Data Sources:** 2024 STAAR Scores; STAAR Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in professional development to focus on aligned TEKS and formative assessments, data analysis, Fact Fluency, Progressions of Mathematical learning, and small group strategies in math, with guidance from outside consultants.  <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in math. <b>Staff Responsible for Monitoring:</b> Math Instructional Coach Leadership Team  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Classroom teachers, compensatory education, Title 1, and Special Education teachers will provide additional instruction/tutorials and resources (including Progression Kits) for At Risk students with identified TEKS in math (including Fact Fluency) during King Academy, PAW, or small group instruction.  <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data, STAAR scores and Progression Kit data, monitored students will increase performance and show progress on identified TEKS in math. <b>Staff Responsible for Monitoring:</b> Math Instructional Coach Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 192 - Special Project - \$3,000, - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will ensure rigor of instruction and assessments is aligned horizontally during team planning and vertically through the use of Vertical Conversations among grade level liaisons and "data digs." <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will keep anecdotal records (data binders) for small group instruction and will demonstrate the use of data with student selection and teaching points. Performance data on each student will be monitored by teachers during Data Digs and by the leadership team to determine effectiveness. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data, STAAR scores, and Progression Kit data, monitored students will increase performance and show progress on identified TEKS in math. <b>Staff Responsible for Monitoring:</b> Leadership Team Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


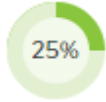




## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Achievement data shows that RKE students are not progressing to masters standards in Math. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

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

**Performance Objective 3:** Increase student performance on Science STAAR during the 23-24 school year.

**Evaluation Data Sources:** 2024 STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Classroom teachers, compensatory education, Title 1, and Special Education teachers will provide additional instruction/tutorials and resources for students struggling with identified TEKS in science during King Academy, PAW, or small group instruction. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in science. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> instructional materials, tutorials - 263 - Title III ELA - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure curriculum and instruction are aligned vertically through the use of vertical conversations among grade level liaisons during regular meetings. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored TEKS will show increased performance and students growth measure will increase. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**


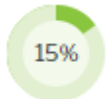





Student Learning
<b>Problem Statement 1:</b> Achievement data shows that RKE students are not progressing to masters standards in Math. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.
<b>Problem Statement 2:</b> Achievement data shows that RKE students are not progressing to masters standards in Reading. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.



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

**Performance Objective 4:** SI: 100% of staff members will increase focus on T-TESS Dimension 2.4 (differentiate instruction, align methods and techniques to diverse student needs in small groups) and improve instruction as evident by reaching or maintaining the highest level of implementation on our campus rubric.

**Evaluation Data Sources:** T-TESS report data, Campus rubrics data






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will review student achievement data in AWARE, focusing on academic performance of all students while targeting Economically Disadvantaged and Limited English Proficient Subgroups in Reading and Hispanic and Limited English Proficient in Math, Data Digs, Learning Walks and Office of Assessment and Accountability Meetings will be scheduled. <b>Strategy's Expected Result/Impact:</b> Percentages of Economically Disadvantaged and Limited English Proficient Subgroups in Reading and Hispanic and Limited English Proficient in Math Subgroups will increase to Meets and Above Target Standards <b>Staff Responsible for Monitoring:</b> Campus Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrators will review student achievement with scheduled data reviews and teacher implementation of strategies using rubrics to collect data during learning walks. <b>Strategy's Expected Result/Impact:</b> Based on 2 learning walks per semester, teachers will earn proficient on 6 out of 10 components within the Differentiation Rubric with feedback provided to teachers. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor teacher implementation of small group instruction to target student needs. <b>Strategy's Expected Result/Impact:</b> Based on data, students will show growth / improvement on targeted TEKS. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 5:** HB3: The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase to 59% by July 2023.

**HB3 Goal**

**Evaluation Data Sources:** 3rd Grade STAAR Scores; STAAR Accountability






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Classroom teachers, compensatory education, Title 1, and Special Education teachers will review student achievement data in AWARE, focusing on academic performance of all students while targeting Hispanic and Economically Disadvantaged Student Subgroups. Data Digs, Learning Walks and Office of Assessment and Accountability Meetings will be scheduled.  <b>Strategy's Expected Result/Impact:</b> Percentages of White and Special Education Student Subgroups in 3rd grade will increase to Meets and Above Target Standards on STAAR <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
	 20%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 6:** HB3: The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase to 50% by July 2023.

**HB3 Goal**







**Evaluation Data Sources:** 3rd Grade STAAR Scores; STAAR Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will review student achievement data in AWARE, focusing on academic performance of all students while targeting Hispanic and Economically Disadvantaged Student Subgroups. Data Digs, Learning Walks and Office of Assessment and Accountability Meetings will be scheduled.  <b>Strategy's Expected Result/Impact:</b> Percentages of Limited English Proficient and Economically Disadvantaged Student Subgroups in 3rd grade will increase to Meets and Above Target Standards on STAAR  <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 7:** 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			
<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. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. <b>Staff Responsible for Monitoring:</b> Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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



**Performance Objective 8:** Increase the campus overall daily attendance average from 93.97% to 94.47% or above







**High Priority**  
**Evaluation Data Sources:** ADA averages

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus incentives including monthly recognition tags, PBIS points, and activities for students achieving perfect attendance. <b>Strategy's Expected Result/Impact:</b> Improve student daily attendance <b>Staff Responsible for Monitoring:</b> Campus Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 1:** Allocate resources to facilitate quality learning experiences and a positive work environment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Classroom teachers, compensatory education, Title 1, and Special Education teachers will provide additional tutorials for struggling at-risk students (King Academy) in reading, math, and science. Title I intervention and Academic Support Teachers collaborate to provide intervention to students based on TEKS and skills, in a small group setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in reading, math, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 192 - Special Project - \$2,000, - 211 - Title I Part A - \$265,760</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in professional development opportunities for campus staff in content and grade levels PK - 5, including reading, math, writing, science, social studies, technology, fine arts, and ELL support.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas.</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 1, 2</p> <p><b>Funding Sources:</b> - 211 - Title I Part A - \$15,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Participate in conferences, workshops and learning cohorts to work together with district leaders to provide high-quality professional development for teachers to strengthen the conversation around student growth and how to maximize planning for instruction. <b>Strategy's Expected Result/Impact:</b> Utilize data and collaboration to strengthen planning for instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Campus leadership cohort  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$2,903	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Participate in leadership conferences and training to provide high-quality professional development for teachers and to strengthen the conversation around student growth and how to maximize content knowledge to plan for instruction. <b>Strategy's Expected Result/Impact:</b> Utilize data and conversation to strengthen planning for instruction and improve student performance. <b>Staff Responsible for Monitoring:</b> Leadership Team Instructional Coordinator/Coaches  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Demographics 1 - Perceptions 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$3,117	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, with the increase in students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs . <b>Root Cause:</b> Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting after the COVID 19 Pandemic.
Student Learning
<b>Problem Statement 1:</b> Achievement data shows that RKE students are not progressing to masters standards in Math. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments. <b>Problem Statement 2:</b> Achievement data shows that RKE students are not progressing to masters standards in Reading. <b>Root Cause:</b> The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.


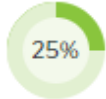




## Perceptions

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








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

**Performance Objective 1:** Develop meaningful, effective, aligned assessments that inspire and inform students and educators toward continuous improvement. Teachers will participate in Data Digs and Vertical Conversations.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will ensure curriculum and instruction are aligned vertically through the use of Vertical Conversations among grade level liaisons during regular meetings. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Performance data on each student group will be monitored by the leadership team monthly to determine effectiveness. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas <b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Secure and sustain current and next generation digital content and tools for all stakeholders.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase access to and use of technology (iPads, Chromebooks, Document Cameras, and software etc) to enhance instruction and increase student engagement. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$2,200, - 199 - General Fund - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities and training for parents to practice using technology available to students and identifying the connection with curriculum. (Technology/ Curriculum Night - Reading, Math, Science, Digital Citizenship) <b>Strategy's Expected Result/Impact:</b> Increase parent awareness of student technology use as well as increased parent involvement and use of technology/communication options. <b>Staff Responsible for Monitoring:</b> Leadership Team Instructional Coaches  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$1,800, - 199 - General Fund - \$6,500	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** Achievement data shows that RKE students are not progressing to masters standards in Math. **Root Cause:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.






**Problem Statement 2:** Achievement data shows that RKE students are not progressing to masters standards in Reading. **Root Cause:** The rigor of daily instruction does not always match the rigor of assessments. The rigor of small group instruction needs to match rigor of assessments.

### Perceptions

**Problem Statement 1:** Parent participation does not reflect all subpopulations of our community. **Root Cause:** Parents need opportunities to adjust varying beliefs related to educational involvement by communicating with others in the community attending events offered at different times.

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

**Performance Objective 1:** Attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for new teachers through mentors, buddies, book studies, professional development, and other supports to attract and retain quality staff members. <b>Strategy's Expected Result/Impact:</b> Increased staff morale Decreased turnover <b>Staff Responsible for Monitoring:</b> Leadership Team Instructional Coaches  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Perceptions 2 <b>Funding Sources:</b> - 199 - General Fund - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Based on staff surveys, teachers feel inadequately prepared to address the diverse needs of special education students, with the increase in students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs . <b>Root Cause:</b> Teachers need additional training and support in structures and strategies for inclusion of students with special education needs in the general education setting after the COVID 19 Pandemic.
Perceptions
<b>Problem Statement 2:</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.

**Goal 6:** Katy ISD will actively support the emotional well-being of all learners.


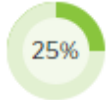




**Performance Objective 1:** Maintain practices and procedures to ensure a safe and orderly environment in which to learn and work.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support better understanding of the social and emotional needs of all students (including gifted students) through professional development and support systems for students to receive a well-rounded education. <b>Strategy's Expected Result/Impact:</b> STAAR Informal observations Campus climate <b>Staff Responsible for Monitoring:</b> Leadership Team Counselor  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 - Title I Part A - \$300	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and positive recognition with decreased office referrals and disruptive/non-engaged student behaviors <b>Staff Responsible for Monitoring:</b> Counselor Leadership Team  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 211 - Title I Part A - \$3,000, - 199 - General Fund - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the understanding of Gifted and Talented student identification and characteristics through training and resources. <b>Strategy's Expected Result/Impact:</b> Increase the number of students identified as Gifted and Talented at King Elementary. <b>Staff Responsible for Monitoring:</b> GT Teacher Counselors  <b>Funding Sources:</b> - 199 - General Fund - \$250	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain PALS, KEYS, and WATCH D.O.G.S. programs to mentor and serve as role models and volunteers in the school. <b>Strategy's Expected Result/Impact:</b> Increased parent/volunteer participation <b>Staff Responsible for Monitoring:</b> Counselor Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Information on violence prevention and bullying prevention will be provided to parents, students and teachers. <b>Strategy's Expected Result/Impact:</b> Violence prevention <b>Staff Responsible for Monitoring:</b> Counselor Campus Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 1:** Utilize strategies, processes, and activities to involve all stakeholders in a collaborative environment for decision-making

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase data based decision making through structured collaboration, including instructional coach led team planning, PLC's, MTSS conferences, and student progress checks as well as increased use of common and formative assessments. <b>Strategy's Expected Result/Impact:</b> Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS in all areas <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue student recognition and incentive programs to support PBIS, including PRIDE Points, HERO, Royal Court, 'PAWSOME' Writers, Recognition Tags, and Dreambox. <b>Strategy's Expected Result/Impact:</b> Recognize and celebrate positive behaviors, expectations, routines and procedures throughout the campus to support a safe and secure environment and climate for learning. <b>Staff Responsible for Monitoring:</b> Leadership Team	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Provide opportunities to enhance the partnership among students, parents, staff and community members.






Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Ensure parent access to campus information by utilizing Parent Link (emails and texts), Katy ISD app, PBIS App, SMART Tag Transportation App, Speak Up, CANVAS, campus webpage with newsletters, calendars, the campus corkboard as well as resources and links to district resources, with translations into Spanish, to distribute parent and family engagement communications. <b>Strategy's Expected Result/Impact:</b> Provide a variety of support, communication and activities for families to increase involvement and academic connections between home and school. <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Funding Sources:</b> - 199 - General Fund - \$2,000		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide a variety of support, training, resources and activities for families of preschool age children and their parents to prepare for transition to school or grade level. <b>Strategy's Expected Result/Impact:</b> Improved parent feedback on survey Pre-K/K Readiness results, feedback Increased participation <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 211 - Title I Part A - \$4,500		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Assist 5th grade students with transition to 6th grade by providing field trips to the junior high, visitation with counselors, preview fine arts programs, assistance with schedule planning and orientations/ Q&A events for parents. <b>Strategy's Expected Result/Impact:</b> Provide a variety of support, training and activities for students and families transitioning to junior high. <b>Staff Responsible for Monitoring:</b> Leadership Team		Formative			Summative
		Oct	Jan	Apr	June
		N/A			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Offer Family Learning Events in English and Spanish to increase parent involvement and support academics and socio-emotional well-being between home and school through parent orientations, curriculum nights, flipped learning opportunities, technology checkouts, and family day and night events. Provide a variety of support, training and activities for families to increase involvement and academic connections between home and school. <b>Strategy's Expected Result/Impact:</b> Increased parent participation <b>Staff Responsible for Monitoring:</b> Leadership Team Instructional Coaches  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> - 211 - Title I Part A - \$2,044	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers and staff will participate in Professional Development regarding the importance of family and parent engagement. <b>Strategy's Expected Result/Impact:</b> Educate teachers, specialized support personnel, principals, other school leaders, and other staff with the assistance of parents in the value and utility of contributions of parents, and in how to reach out to , communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school. <b>Staff Responsible for Monitoring:</b> Principal/AP	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide family engagement for families of ELs through the use of the Ready Rosie resource. <b>Strategy's Expected Result/Impact:</b> Increased parent participation. <b>Staff Responsible for Monitoring:</b> Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Advertise Title III: Family Engagement Event - Empowering Families through Helpful Resources <b>Strategy's Expected Result/Impact:</b> Provide parents with required parent and family literacy services, activities, and trainings needed to improve their English language skills. <b>Staff Responsible for Monitoring:</b> Admin Team	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 3:** ESF: 90% of Campus Instructional Leaders (Principal, Assistant Principals, Instructional Coordinator, Instructional Coaches, Counselor, Team Leaders) will model and implement campus designed roles and responsibilities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Instructional Leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility weekly. <b>Strategy's Expected Result/Impact:</b> Lead team members use agendas and tracking tools for their instructional responsibilities, including written agendas, minutes, and next steps submitted within 48 hours of PLC, planning and or data meeting <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# State Compensatory

## Budget for King Elementary

**Total SCE Funds:** \$0.00  
**Total FTEs Funded by SCE:** 4  
**Brief Description of SCE Services and/or Programs**

## Personnel for King Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Interventions	Academic Support	2
Karina Marroquin	Teacher	1
Pegi Williams	Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

King Elementary conducted a comprehensive needs assessment on February 27th and May 15th that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made towards the end of the school year. This year, administrators and teachers collected data and in collaboration with others in the community. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

King Elementary ensures that we are serving all students, improving student learning, and combining 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.

## 2.2: 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.

## 2.3: 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.

## 2.4: 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.

## 2.5: 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.

## **2.6: 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.

## **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.

## **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.

## **4.2: 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.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amaya Spillman	Teacher	Title I	1
Barbara Suszynski	Teacher	Title I	1
Julie Faber	Teacher	Title I	1

# Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,000.00
1	2	2			\$3,000.00
2	1	1			\$2,000.00
Sub-Total					\$8,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$2,000.00
4	1	2			\$6,500.00
5	1	1			\$2,000.00
6	1	2			\$3,000.00
6	1	3			\$250.00
7	1	1			\$0.00
7	2	1			\$2,000.00
Sub-Total					\$15,750.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$3,000.00
1	1	2			\$15,000.00
1	1	3			\$700.00
1	2	1			\$5,000.00
1	2	2			\$3,000.00
2	1	1			\$265,760.00
2	1	2			\$15,000.00
2	1	3			\$2,903.00
2	1	4			\$3,117.00
4	1	1			\$2,200.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$1,800.00
6	1	1			\$300.00
6	1	2			\$3,000.00
7	2	2			\$4,500.00
7	2	4			\$2,044.00
Sub-Total					\$327,324.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	instructional materials, tutorials		\$2,500.00
Sub-Total					\$2,500.00



# Addendums

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			48%	50%	58%	59%
Actual	41%	47%	37%	57%	50%	
Met Goal			N	Y	N	

			# 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	# LEP	% LEP
King	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
		2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
		2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
		2023 Target		52%		45%		61%		50%		67%		0%		50%		0%		65%		60%
		2023 Actual	35	37%	104	50%	29	52%	0		5	80%	0		10	70%	35	20%	113	44%	67	43%
		Met Target		N		Y		N				Y				Y				N		N
		2024 Target		52%		45%		62%		50%		67%		0%		50%		30%		65%		60%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase from **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			44%	46%	48%	50%
Actual	36%	43%	29%	33%	38%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
King	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		2023 Target		39%		35%		61%		100%		100%		0%		33%		13%		41%		29%
		2023 Actual	35	37%	103	32%	29	52%	0		5	80%	0		10	50%	35	20%	112	26%	66	30%
		Met Target		N		N		N				N				Y		Y		N		Y
		2024 Target		39%		35%		61%		100%		100%		0%		33%		13%		36%		40%