

**Katy Independent School District**  
**Youngblood Elementary**  
**2023-2024 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

David and Terri Youngblood Elementary (YES) is a new campus opening in August 2023 at Katy ISD. We are located in a high-growth area in the northwest quadrant of the district. There are new homes being built and new sections developing around the school. There are currently 860 students enrolled in Pre-K through 5th grade, but we are still currently enrolling students. Around 600 students transferred from one overcrowded school in the district. The rest of the student population is new to our zone. Our staff consists of 100 members, including leadership, teachers, and paraprofessionals.

Our students are proudly known as the BULLS!

### Ethnicity Percentages:

- White - 15.11%
- Hispanic - 38.87%
- African American - 27.34%
- Asian - 12.23%
- Two or More Races - 6.23%

### Program Percentages:

- At-Risk - 26.18%
- ESL - 8.65%
- Limited English Proficient - 21.45%
- Economically Disadvantaged - 56.40%
- Special Education - 18.69%
- GT - 1.27%

## Demographics Strengths

### Demographics Strengths

Katy ISD is a premier district that brings families to the area for quality education. Youngblood Elementary is a diverse campus with learners from various backgrounds and learning experiences. The diverse ethnicity of our student population is one strength of our school community. We are excited to get to know each other during this inaugural year and develop the culture of Youngblood.

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

**Problem Statement 1:** We will continue to grow and add students throughout the year. This will create large class sizes and the need to add new teachers. **Root Cause:** Housing is continually being built in the Youngblood attendance zone, which will keep our enrollment steadily growing throughout the year and next summer.

# Student Learning

## Student Learning Summary

Youngblood Elementary School is ready to engage students in unparalleled learning experiences during our inaugural year 2023-2024. Due to our new campus status, we are anticipating data from TEA regarding student performance. At the time of the creation of this document, our data is limited. However, we can ensure that YES students will be challenged daily with learning targets that are rigorous and on grade level.

## Student Learning Strengths

Student strengths will be updated once scores and data are generated for YES.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** : Our student enrollment will continue to grow and we will receive students from in and out of the district and state, which can result in inconsistencies with skills students have previously learned. **Root Cause:** Youngblood is located in a high-growth area.

**Problem Statement 2:** Students may be passing and meeting grade-level standards, but we need to make sure they are growing each year and mastering grade-level standards. **Root Cause:** Teachers need to utilize small group instruction to meet the varied needs of each individual student resulting in growth.

# School Processes & Programs

## School Processes & Programs Summary

Youngblood Elementary staff has a focus on building and establishing a positive campus climate and culture. This goal has led to our Instructional Leadership team working with district personnel to develop our campus vision, mission, and belief statements. Every staff member was given an opportunity to review, revise, and render input during this process.

Katy ISD is known for its strong focus on academic excellence. Youngblood Elementary will continue to place emphasis on high standards for best instructional practices while developing the 'whole' child. Youngblood Elementary's focus goes far beyond STAAR scores. Our goals align with the quote, "Not for school, but for life we learn." Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance! We will work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for trivial reasons. Teachers are supported by instructional coaches and students are supported by the academic support team. Academic achievement is the result of specific, intentional plans of action. As part of the Katy ISD systems, Youngblood Elementary is fortunate to have access to the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboards, Chrome books, document cameras, and laptops. Wireless access points are throughout the building.

## School Processes & Programs Strengths

This school year, Youngblood will implement the school-wide House system. The purpose of this system is to develop a school climate and culture where students are excited to learn the necessary skills to build positive relationships, become leaders and productive citizens, and grow academically. Further, the House system promotes an understanding of cultural diversity as represented through our student population. Students will be randomly assigned to one of eight houses. Students will have opportunities to earn points for their House every school day by displaying positive behaviors connected to our LEAD expectations.

# Perceptions

## Perceptions Summary

Being a new campus has created a climate of excitement and new beginnings. Our families are eager to volunteer to establish our campus. We have an active PTA Executive Board that has solicited volunteers to help on committees, organize spirit nights, and show appreciation to the staff. Our community and business owners have been generous and ready to provide their time. Various committees have been established to create processes and programs to be implemented at Youngblood. These committees include PBIS, House, Sunshine, and PurposeFull People. Youngblood Elementary has highly dedicated and professional teachers that were recruited and hired for our first year. All of our staff members are highly qualified and are student-centered. Our school has set a standard of providing a positive and safe learning environment for all students and staff. We want to be known throughout the community as a school that promotes a feeling of positivity and academic success. We truly would like to be known as the 'Chick fil A' of schools!

## Perceptions Strengths

As a new Katy ISD campus, the staff and PTA at Youngblood Elementary are working together to develop relationships with our community and surrounding businesses.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** As a new campus, values and beliefs may not be understood by all students, staff, and parents. It is important that everyone be a collaborative, cooperative, contributing team member. **Root Cause:** Communication can sometimes be inconsistent when starting a new campus in a fast growth area.

# Priority Problem Statements



# Goals

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

**Performance Objective 1:** HB3: The percent of Youngblood Elementary 3rd grade students who achieve Meet or above in Math will increase to 41% by July 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Compare 2023 STAAR data in Domains 1-3

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

**Performance Objective 2:** HB3: The percent of Youngblood Elementary 3rd grade students who achieve Meets or above in Reading will increase from to 57% by July 2024.

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** 2023 State data in Domains 1-3

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

**Performance Objective 3:** Increase the number of students scoring at health fitness zones, as measured by FitnessGram, to contribute to optimal health.





**Evaluation Data Sources:** FitnessGram, Class observation, Formative and Summative fitness skills 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> PE Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state-mandated minutes per week, focused on the areas of cardiovascular endurance, body strength endurance, and flexibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations in the physical education classroom.</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers/Recess monitors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** 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:** Youngblood Elementary staff will show at least an 8 rating on the categories of culture and school management in satchel-Pulse surveys.





**Evaluation Data Sources:** Satchel-Pulse survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host a minimum of three culture-building activities for teachers and staff to participate in each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff culture rating on the survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** All students, staff, and families will utilize research-based social-emotional learning strategies to maintain a positive learning and work environment. This is inclusive of violence and bullying prevention education.

**Evaluation Data Sources:** monitor input into BHIP for bullying, data from office referrals, PBIS app

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PBIS/PurposeFULL People team will use the framework to design a proactive and positive school-wide management plan that will teach students expectations for behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> A school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate students behaviors will be key in creating a positive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS/Purposefull People Committee</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>				

# Addendums

The percent of **Youngblood** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **57%** by July 2024.

	*2018	*2019	*2021	*2022	*2023	*2024
Goals			43%	55%	56%	57%
Actual	45%	42%	54%	55%	48%	
Met Goal			Y	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	
Youngblood	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	*2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		*2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		*2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		*2023 Target		64%		55%		63%				40%				100%		18%		57%		43%
		*2023 Actual	52	48%	90	38%	44	50%	0		30	63%	1	100%	14	64%	48	15%	109	33%	55	29%
		Met Target		N		N		N				Y				N		N		N		N
*2024 Target		64%		55%		60%				73%				100%		18%		57%		43%		

\*Data mirrors McElwain elementary.

The percent of **Youngblood** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **41%** by July 2024.

	*2018	*2019	*2021	*2022	*2023	*2024
Goals			40%	26%	38%	41%
Actual	53%	39%	25%	37%	40%	
Met Goal			N	Y	Y	

		# 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	
Youngblood	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	*2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		*2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		*2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		*2023 Target		36%		35%		49%				0%				50%		14%		28%		31%
		*2023 Actual	52	35%	90	31%	44	36%	0		30	70%	1	0%	14	64%	48	8%	109	28%	55	31%
		Met Target		N		N		N								Y		N		N		N
*2024 Target		36%		35%		46%				0%				50%		18%		28%		31%		

\*Data mirrors McElwain elementary.