

Katy Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

Vision

Be the legacy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Katy ISD held a meeting on May 31, 2024, to gather input and feedback from stakeholders regarding the comprehensive needs assessment. District staff reviewed the purpose and goals of each grant program and discussed key data points for consideration. They highlighted strengths as well as areas needing improvement. Stakeholders were then asked to reflect on these areas and offer feedback on proposed activities.

A follow-up meeting took place on June 4, 2024, to prioritize identified needs. During this session, the committee developed a preliminary draft of the comprehensive needs assessment and outlined the next steps. Stakeholders were encouraged to ask questions and provide further input. The committee prioritized the following areas: closing achievement gaps across all student groups, enhancing staff development across all areas, and increasing parent and family engagement. District personnel then established performance objectives and set goals to address these prioritized improvement areas.

Campus	Stakeholder Role	
KHS	PRINCIPAL OR ASSISTANT PRINCIPAL	Noemi Baretto
THS	PRINCIPAL OR ASSISTANT PRINCIPAL	Karlynn Fuquay
MCTC	PARENT	Rachel Reid
MCHS	PRINCIPAL	Lizzie Herring
CRHS	PARENT	Kristy O'Connor
MRHS	STUDENT - ESL	Gabriel Arana
KJH	PRINCIPAL	Carrie Lowery
WMJH	PRINCIPAL OR ASSISTANT PRINCIPAL	Evelyn Lopez
MCJH	ASSISTANT PRINCIPAL	Jettie Brookins
MPJH	PARENT	Sarah Easterling
MDJH	Assistant Principal	Mark Balser
BJH	TEACHER	Angelica Solorio Pereira

Campus	Stakeholder Role	
MMJH	TEACHER	Dana Hoover
CRJH	PARA - ADA/SECRETARY/FINANCIAL CLERK	Trinidad Jimenez
MRJH	INSTRUCTIONAL COORDINATOR	Kelly Leathers
CJH	TEACHER	Clark, Mary
WE	PRINCIPAL	Anna Hinojosa
KE	PRINCIPAL OR ASSISTANT PRINCIPAL	Andrea Taylor
WME	ASSISTANT PRINCIPAL	Elizabeth Jia Paek
MPE	PRINCIPAL	Nelly Vaccaro
HE	PARENT - BIL/ESL	Joseph and/or Stephanie Alvarado
BCE	PARENT - BIL	Angelica Riveros
CE	TEACHER	Amy Ritter
DWE	PARENT	Janice Romero
NCE	TEACHER	Michael Ho
SE	TEACHER - BIL/ESL	Yvonne Smith
MCE	TEACHER - Instructional Coach	Renee Glasscock
PE	PARA - ADA/SECRETARY/FINANCIAL CLERK	Valerie Henry
GE	PARA - ADA/SECRETARY/FINANCIAL CLERK	Donna "Jane" Casbeer
FE	PARA - ADA/SECRETARY/FINANCIAL CLERK	Marinelly Alcorta Gonzalez
JHE	PARA - ADA/SECRETARY/FINANCIAL CLERK	Pamela Vaughan
PME	TEACHER ACADEMIC SUPPORT	Pamela Nutall
RAE	PARENT	Gretchen Smith
JWE	PARENT	Christine McNabb

Campus	Stakeholder Role	
SCE	PARENT	Whitney Alexander
RKE	PARENT - BIL/ESL	
SES	PARA - ADA/SECRETARY/FINANCIAL CLERK	Laurel Grassau
OKE	PARENT	Samantha Rich
RRE	PARENT	Poornima Jayaram
RES	PARA - ADA/SECRETARY/FINANCIAL CLERK	Stefany Rivero Dritt
FES	PARENT	Natalie Skinner
USE	PRINCIPAL	Carole Langley
MRE	PARENT - BIL/ESL	Diana Mesias
OLE	PARENT	Benjamin Daigle
RCFE	TEACHER	Lola Reed
PMCE	PARENT	Mairim Maya
SERE	PARENT	Katherine Roman
YES	TEACHER	Heather Martin

Demographics

Demographics Summary

Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy. In the 2024-2025 school year, student enrollment grew to more than 96,000 served across 74 schools - including nine four-year high schools. Katy ISD is a fast growth district with changing student and staff demographics. Given the highest possible rating by the Texas Education Agency, when ratings were last given, Katy ISD offers an outstanding instructional program with facilities, equipment, and materials that are among the best in the state. As a high growth school district, we plan based on projected enrollment numbers. PASA works with the district to provide a comprehensive data set that includes trends, forecasting, and individual plot level data. This data is used by school boundary committees to make decisions relative to enrollment growth. Katy ISD does not utilize poverty data in planning school boundaries.

Student Demographics

Katy ISD is experiencing a shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and Emergent Bilingual (EB) students are a few of the changes in the student population landscape in Katy ISD. Beginning the 2024-2025 school year, Katy ISD will have 25 Title I campuses serving approximately 18% of the student population. According to the Katy ISD Public Dashboard, 45% of students are economically disadvantaged and 40% meet at least one of the State Compensatory Education indicators for at-risk. Approximately 26% of students are limited English proficient and 18% are enrolled in a bilingual or English as a second language program. To continue its legacy of providing unparalleled learning experiences, Katy ISD has to ensure district-wide equity in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

Student Learning

Student Learning Summary

Students in Katy ISD are exposed to an enriching and challenging curriculum that leads to student success. Katy ISD achieved an overall A rating when ratings were last assigned by the Texas Education Agency. After each state assessment, data is disaggregated across every program and student group; the disaggregated data is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year. The STAAR assessment data indicates a lag with the special education and Emergent Bilingual (EB) student groups behind all other program areas. African American students also lag behind all other race/ethnicity groups in all tested areas. The same data trends seen with STAAR at the district level are seen with the District Assessments.

The District uses a variety of instructional methods to equip schools in meeting the needs of all students including data team meetings, assessment council, curriculum advisories, principal collabs, ongoing support through instructional coaches, and additional professional development.

KISD STAAR Summary

When looking at the overall STAAR summary, including all students and all tests taken in the district, Katy ISD students showed a slight decrease in STAAR AMM (Approaches, Meets, and Masters) Performance when comparing the 2023 to 2024 school year. Digging further into the data indicates a wider gap in math than in reading; however, when compared to Texas as a whole, Katy ISD still performed significantly higher than the state averages in both Math and Reading.

Title I STAAR Summary

According to STAAR data, Title I campuses continue to exhibit a gap in all tested subjects when compared to their Non-Title counterparts specifically in Reading and Math

RDA 2023-2024

2023 Performance Level Counts							
	0	1	2	3	4	Report Only	SD, SD RP
BE/ESL/EB	21	3	1	1		3	
OSP	10					2	
SPED	10	6	1	1		10	1

Student Learning Strengths

- According to Results Driven Accountability Data, Title I campuses scored above the state rate on Title I, Part A STAAR 3-8 Passing Rate and within acceptable cut points on Title I, Part A STAAR EOC Passing Rate in Mathematics, Science, Social Studies, and English Language Arts.
- The district offers structured CTE Career Preparation, Practicum and internship opportunities to high school students.
- In the Advanced Academics program, Katy ISD has expanded participation in coursework while maintaining high-performance levels on AP

examinations.

- There is consistency in the resources that are used for remediation purposes which are available in a variety of formats.
- Accelerated progress increased for elementary and JH reading for the past three years.
- STAAR results are consistently higher than the state and Region 4.
- There are increases in numbers of students taking AP coursework and increases in numbers of students achieving a 3 or higher.

District Processes & Programs

District Processes & Programs Summary

ESSA Federal Programs Needs Assessment, Goals and Evaluation Process

Katy ISD implements a process of completing a needs assessment, determine goals, monitoring progress and evaluating activities of all ESSA related programs. Program coordination amongst all ESSA areas is ensured. Funds are prioritized for Title I identified campuses and those campuses with high concentrations of economically disadvantaged students. The district ensures that all ESSA program activities are aligned with the challenging state academic standards and engages in meaningful two-way consultation with all required stakeholder groups to include administrators, teachers, other professional staff, paraprofessionals, and parents and families. An initial meeting was held on May 31, 2024 to review program data and provide input on identified needs. A follow-up meeting was held on June 2, 2024 to review a draft of the comprehensive needs assessment. All ESSA programs are annually evaluated to ensure continuous improvement.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 24-25 school year 19 schoolwide elementary campuses, four junior high school campuses and two high school campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Katy ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners. Additionally, Title I campuses place emphasis on parent and family engagement. 2023-2024 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel KISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

There were 812 students identified as homeless for the 2023-2024 school year. The attendance rate for homeless students is 88.8% compared to the district attendance rate of 95.1%. This attendance gap has increased over the previous year. The graduation rate is 75% for homeless students and 94.7% for their non-homeless peers. While the graduation rate has increased over time, additional support continues to be a need. There is ongoing implementation of support and intervention activities for identified secondary homeless students to ensure progress towards course completion, credit accrual, and graduation. District staff monitors attendance, grades, and meets with campus administrators on high school campuses to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is also provided to students so they can continue to attend their school of origin.

Title I, Part C - Education of Migratory Children

In 23-24, 13 students were identified. As a non-project district, Katy ISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment update for returning students. Katy ISD works to ensure that each campus has a completion rate of 90% or higher. Region IV verifies the identification of eligible students and provides any necessary services.

Title II, Part A - Supporting Effective Instruction

Curriculum and Instruction, along with ESL/BIL, SPED, Instructional Technology, and other central office departments collaborate on the delivery of professional development opportunities for campus staff. These teams also meet regularly to plan for the development of instructional coaches to support differentiated instruction. Title II conducts an annual survey of multiple stakeholders. The latest survey revealed a need for more opportunities for professional development, especially in the areas of online skills. During a time when teachers have to quickly toggle between face-to-face and online, online skills will become an even more important topic of professional learning priority. Differentiating professional development for teachers to meet their varied needs of instruction in an online environment will be essential in providing relevant learning on such topics through choice sessions, instructional coach development, department chair learning, and leader supports. Professional development is coordinated with various programs in the district such as Title III, Special Education, and CTE. Community organizations with expertise in professional development are also consulted as needed.

New Teacher Mentor Program

The mission of the program is to grow new teachers with support and guidance founded in trusting and fulfilling relationships with their mentors in order to retain high-quality educators for the benefit of all Katy ISD students. As part of the Katy ISD Strategic Design planning, it was determined that teachers new to the profession would benefit from mentor support for two years. Therefore, the Katy ISD New Teacher Mentor Program supports teachers with zero and one year of experience. The new teachers are supported by veteran teachers with 3 or more years of experience. The new teachers receive support monthly from their mentors as well as from the Professional Learning Department.

Equity Plan

Starting with the 2023-2024 school year, Katy ISD has been identified as having gaps greater than 10 percent in two of the last three years in access to effective teaching by using the “meets or exceeds growth target” percentages for the same student groups identified in the Texas Equity Toolkit (minority students and economically disadvantaged students). There was an 11% gap in 2019 and a 12% gap in 2023 between students who are economically-disadvantaged when compared to their peers. There is a need for a cohesive district-wide continuous improvement framework to assist campus administrators with how to utilize available district-level supports. Teachers at all stages in their career need additional training in current research-based pedagogy, classroom management and strategies to address diverse student groups.

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Act

Bilingual and ESL Programs

The Office of Other Languages cultivates a practice of providing equitable educational opportunities for the advancement of all Emergent Bilingual (EB) students. Together with educators, parents and community members, the Office of Other Languages promotes an appreciation of the unique cultural and linguistic attributes EBs bring to enrich the learning environment. Students with a primary language other than English who are identified as EBs are provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program. Bilingual program services are offered at 19 elementary campuses and ESL program services are offered at all Katy ISD campuses. The ESL and Bilingual programs support EB students to attain English proficiency at high levels in academic subjects. Approximately 25% of the Katy ISD student population is identified as Emergent Bilingual.

Title IV, Part A - Student Support and Academic Enrichment

Well-Rounded Education

Science, Technology, Engineering and Math (STEM) is embedded into instruction as students design, construct, calculate, test and communicate in order to create products based on predetermined objectives. Working in cooperative groups, students develop the skills that will enable them to be future ready. Teachers and students will continue to need access to materials that support these objectives. These materials include consumable building supplies as well as developing technologies. The goal of the faculty and staff at the Robert R. Shaw Center for STEAM is to inspire students to pursue STEM courses and careers by providing highly engaging STEM experiences. These experiences are provided in four main ways. The first is robotics. Students visit the center at night and weekends to build robots and prepare for FIRST Robotics competitions. The second is field trip experiences. Over 16,000 students visit each year on field trips. Field trips consist of hands on STEM activities directly related to the curriculum. The third is Family STEAM Nights. Students and their parents visit the center in what could be described as a science carnival atmosphere with interactive science displays and activities. The final activity is STEM Summer camps. Students spend time creating inventions, learning robotics and doing a host of other Science related activities.

Safe and Healthy Students

The Katy ISD Social Work team serves as the liaison between school, home, and community. Katy ISD has a total of 17 social workers with 3 social workers specifically designated to support McKinney Vento students across the district. The remaining 14 social workers have campuses they are assigned to provide direct support while they also are available for consultation to cover all campuses in the district. Four of these social workers are supplemental and funded by Title IV in order to reduce the individual caseloads and increase services to students and families.

Social Work Services include:

- Providing direct services to students to resolve the causes of academic, behavioral, and/or social stresses
- Provide crisis intervention services and referrals
- Organize and facilitate small group counseling with students on various topics related to student well-being
- Provide resources for students and families to outside agencies
- Collaboration with other school professionals to provide comprehensive mental health support to campuses
- Facilitate the collaboration between the school, home, and community services to ensure educational success

During the 2023-2024 school year, the Katy ISD social worker team provided a total of 3,183 services to students in Katy ISD. Below is a breakdown of the top services provided.

Service Provided	Number of Services
Emotional/Behavioral Support	1105
Resource Referral	660
Crisis/ Mental Health	430
Check In with Student	1358
Group Counseling	542

Effective Use of Technology

The technology department conducts after-school professional development offerings, training requested by individual campuses and at various department meetings and provides access to Canvas Module online training that is available to everyone. The integration of technology aids the learning process by making it active and engaging for students. Technology ensures each student has a voice, allows quick feedback to students and teachers, is adaptive to student needs, enhances both teacher and peer collaboration, and provides access outside the classroom.

Gifted and Talented Program

The goal of the GT program is to provide specialized curriculum and instruction for students identified as gifted and talented. The GT program contains 10% of the total student population of Katy ISD. Statewide, Texas schools' GT population is roughly 9%. The demographics of the GT program do not mirror the demographics of the district. Black/African American and Hispanic/Latino students are underrepresented in the program while Asians are overrepresented. The elementary GT program is a pull-out program where students k-5 receive full-day instruction and activities based on the needs of gifted students. The secondary GT program monitors courses selections and grade of the GT students on those campuses. Every campus is served by a GT Facilitator that manages screening and monitors service. Facilitators receive training in screening processes and procedures and in the delivery of curriculum to GT students.

Advanced Academics

The goal of the Advanced Academics program is to provide rigorous coursework to prepare students for academic success in secondary and post-secondary goals. Advanced Academics includes all Advanced Placement (AP) courses and Katy Advanced Program (KAP) courses. Teachers receive ongoing training in curriculum and instruction that is relevant to the course taught with the goal of student success on the AP Exams at the end of the course which will give them college credit at many colleges/universities. Teachers also receive resources provided by College Board to assist them in curriculum alignment and supporting students. KAP courses are designed to prepare students for the rigor of AP to ensure success in those courses.

Dual Credit

The goal of the dual credit program is to provide courses that will give students both high school credit and college credit simultaneously upon successful completion of the course. The dual credit program has expanded to include more academic and CTE courses. Dual credit courses help students gain college credit and/or workforce certifications before high school graduation saving students and families time and money. Katy partners with Houston Community College to make these courses available to students.

Career and Technical Education Program

Career and Technical Education (CTE) is a specialty program area which prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Career and Technical Education teachers are required to possess specific certifications and credentials aligned with the industry in which they teach. Katy ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. The District provides professional learning to those individuals coming from industry to transition successfully into the classroom environment. CTE provides industry credentialing opportunities for students, which validate the students knowledge and skills for a specified area of study/industry. These third-party credentials are used as a measurement for student college, career and military readiness as reported to TEA for district accountability.

Special Education Program

The Department of Special Education has a continuous process of identifying, locating, and evaluating students in need of special education and related services. Students who have a documented need for special education services are provided specially designed instruction that is research and data-driven to meet their needs, and those needs are documented and reviewed frequently to ensure students are making progress. The Department of Special Education provides ongoing high-quality training for staff to allow for a seamless implementation of the student's agreed-upon Individualized Education Plan. The special education staff builds strong, collaborative partnerships with parents and guardians so that needs are heard and a plan is created in the best interest of every student.

District Processes & Programs Strengths

- Katy ISD offers a variety of trainings including face to face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the district and campus levels. The district's broad approach to student and family outreach is a major strength of the district. Strengths include active, frequent and predictable outreach and communication with stakeholder groups.
- The strengths of District professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support through Instructional Coordinators during the school year.

Perceptions

Perceptions Summary

Parent, Family and Community Engagement

Katy ISD has two major departments that address school and community engagement. These departments include Communications and Partners in Education. The primary aim of these departments is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through monthly leadership forums led by the superintendent. Each forum includes a representative group of students, staff, parents and community members. The District also establishes community bond advisory committees whenever major capital projects are needed, and/or are under consideration. Strategic planning committees comprised of community members are also in place to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, community and staff are also available to constituents to participate. For example, each campus facilitates a Campus Advisory Team (CAT) with staff and parent representation to collaborate with principals on school organization, budget and professional development. Representatives from each CAT serve on the District-level Katy Improvement Council (KIC) where the input is gathered on topics such as the instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Special Education Advisory Council, Career and Technical Education Advisory Group and the Student Health Advisory Council.

In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Survey topics have included attendance boundary modifications, multi-bell school start schedules, and transportation model options. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Katy Update (e-newsletter), social media and via the website. Many times this information is also translated into Spanish.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being at Katy ISD. Data shows the response rate for both internal (students and staff) and external (parents and community) to be in line with national survey response rates. This has enabled the district to use the data to inform decision making and improve in areas identified by survey participants. The monthly meetings hosted by the superintendent and held with targeted stakeholders also allow the district to gather and measure "inside" perspective on issues affecting campuses and the district as a whole.

The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community to engage in the educational process at the campus and district level. Katy ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, Title I campuses place emphasis on parent and family engagement. 2020-2021 Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel KISD is preparing their children for future success beyond

their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Texas Behavior Support Initiative

Texas Behavior Support Initiative (TBSI) Instruction of Students with Disabilities-designed for educators who work primarily outside the areas of special education (TEC 21.451(D)(2) Board Policy DMA (Legal): Each campus is required to have a TBSI team and the members of the team are submitted each year to the central office to ensure that we have established teams at each campus. New team members are required to go through the state training modules and receive a certificate of completion.

Dropout Prevention and Recovery

In an effort to support at-risk students, avert potential dropouts, recover previous dropouts, and help address the personal and academic needs of students, the Dropout Prevention, Intervention and Recovery Coordinators serve all KISD high school campuses to assist in coordinating overall District efforts toward the common goal of increasing graduates and reducing dropouts.

Perceptions Strengths

- Business & Community Partnerships, managed by Partners in Education, encourages business and community organizations to build meaningful, long-term relationships with their chosen Katy ISD schools, creating opportunities to sincerely serve and benefit children.
- We're proud to point out that Katy ISD has the largest Junior Achievement program in the world.
- The KEYS Mentor Program matches a caring adult with a student on the brink of success once a week for thirty to forty-five minutes during the school day. Our primary focus is on relationship building rather than tutoring, although we've found that increased student academic success often occurs.
- Leadership Katy ISD is a highly interactive community group that gives members a deeper understanding of District functions and organizational structure via monthly behind-the-scenes looks at District operations. Sessions focus on specific areas of operations - from pre-kindergarten to graduation, the classroom to the bus barn, and buildings to balance sheets.
- A Sister Schools partnership encourages friendship, understanding, and cooperation between students, parents, and teachers. The partnership or "sisterhood" goal is to share campus strengths with each other whether it be resources, ideas or anything else that makes them great individually and even greater collectively.

Goals

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

Performance Objective 1: All campuses and departments will continue to meet the required components of the comprehensive district emergency operations plan and state safety requirements. (Legal Requirement/Strategic Design)

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details
<p>Strategy 1: Adhere and strive to surpass state and local safety requirements. Staff Responsible for Monitoring: Emergency Management Director</p>
Strategy 2 Details
<p>Strategy 2: Identify and assess physical vulnerabilities to threats. Staff Responsible for Monitoring: Emergency Management Director</p>
Strategy 3 Details
<p>Strategy 3: Identify resource availability and requirements. Staff Responsible for Monitoring: Emergency Management Director</p>
Strategy 4 Details
<p>Strategy 4: Apply resources efficiently to address safe spaces. Staff Responsible for Monitoring: Emergency Management Director</p>
Strategy 5 Details
<p>Strategy 5: Emplace measures to ensure safe spaces at all levels. Staff Responsible for Monitoring: Emergency Management Director</p>
Strategy 6 Details
<p>Strategy 6: Educate students and the community on campus safety. Staff Responsible for Monitoring: Emergency Management Director</p>

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

Performance Objective 1: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress. (District Needs Assessment)

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Strategy 1 Details

Strategy 1: Support the delivery of personalized learning through job-embedded coaching, facilitators, integrated instruction, and professional development, prioritizing campuses with high percentages of low income students. Implement a system of professional growth and improvement to build teacher and principal capacity and leadership.

Strategy's Expected Result/Impact: Increased capacity of district and campus instructional staff

Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction

Funding Sources: Principal Professional Development - 255 - Title II Part A TPTR - \$50,000, Professional Development Personnel-Elementary & Secondary - 255 - Title II Part A TPTR - \$600,000, Professional Development, Professional Development Resources, Contracted Services and Extra Duty Pay-Elementary & Secondary - 255 - Title II Part A TPTR - \$541,166

Strategy 2 Details

Strategy 2: Support the use of technology to inform instruction and to personalize learning through professional development for teachers, and by providing devices, content and school library resources that will improve student digital literacy skills and academic achievement.

Strategy's Expected Result/Impact: Increased use of technology in Instruction evidenced by observations and evaluation data

Staff Responsible for Monitoring: Director of Instructional Technology

Funding Sources: Contracted Services - 204- Title IV - \$59,531, Technology Professional Development - 204- Title IV - \$24,000

Strategy 3 Details

Strategy 3: Provide supplemental resources, professional development, and/or intervention opportunities to improve the academic performance of all students, ensure that all children receive a high-quality education and close achievement gaps in reading, writing, math and science, including that of students in special populations. Ensure that all ESSA program activities are aligned with state academic standards.

Strategy's Expected Result/Impact: Improved scores on district, state and national assessments.

Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding
Executive Director of Special Education
Director of Intervention Programs

Funding Sources: Title I Homeless Reservation - Supplemental Resources - 211 - Title I Part A - \$5,000, Title I Homeless Reservation - Credit Recovery - 211 - Title I Part A - \$5,000, GT Advanced Academics Professional Development Support - 255 - Title II Part A TPTR - \$50,000, Intervention Support to all Campuses - 255 - Title II Part A TPTR - \$202,470, Intervention Supports to all campuses - 192 - Special Project - \$52,000, Technology to support math and science instruction - 204- Title IV - \$112,667, Special Education Staff and Supplemental Services - 224 - IDEA B SpEd - \$14,428,278, Instructional Staff-Fund 315 & 435 - Deaf Education Grants - \$850,982, Mileage, supplies, and PD - Deaf Education Grants - \$3,000, Instructional Staff - 225 - IDEA B Preschool - 156,181, Mileage and supplies - 340 IDEA-C ECI - \$2,457

Strategy 4 Details

Strategy 4: Provide opportunities to ensure a smooth and effective transition for students from early childhood programs to PK and K, middle school to high school and from high school to post secondary education.

Strategy's Expected Result/Impact: Improved academic performance and increased parent engagement.

Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding
Executive Director of Special Education
Director of Intervention Programs

Funding Sources: Instructional Materials to assist in transition - 211 - Title I Part A - \$10,000, Instructional Materials to support students with disabilities and transition supports - 199 - General Fund: Special Education - \$16,500

Strategy 5 Details

Strategy 5: Provide resources, materials and technology to allow engaging STEAM experiences and hands-on learning activities to reinforce the curriculum and encourage career interests in STEAM areas.

Strategy's Expected Result/Impact: Increase the number of students selecting a STEM endorsement.

Staff Responsible for Monitoring: Coordinator STEAM center

Funding Sources: STEAM supplies, materials and technology - 204- Title IV - \$102,286

Strategy 6 Details

Strategy 6: Increase student opportunities for advanced academic courses by increasing the availability of, and enrollment in, accelerated learning courses.

Strategy's Expected Result/Impact: Increase enrollment in and successful completion of advanced academic courses.

Staff Responsible for Monitoring: Executive Director of Federal Programs & External Funding

Funding Sources: Human Geography Bridge and Math Bridge Courses - 204- Title IV - \$65,000

Strategy 7 Details

Strategy 7: Provide effective language instruction educational programs to increase English proficiency and student academic achievement of emergent bilingual (EB) students.

Strategy's Expected Result/Impact: Improved language and academic scores on district, state, and national assessments.

Staff Responsible for Monitoring: Director of ESL & Bilingual Programs

Results Driven Accountability

Funding Sources: Title III ELA - Language Instruction Educational Programs (LIEPs) - 263 - Title III ELA - \$1,208,506, Title III Immigrant - Language Instruction Educational Programs (LIEPs) - 263 - Title III-A Immigrant - \$515,562

Strategy 8 Details

Strategy 8: Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring. Provide professional development for staff regarding best practices.

Strategy's Expected Result/Impact: Reduced monthly/yearly dropouts, increased graduation and completion rates

Staff Responsible for Monitoring: Coordinator for School Leadership & Support

Funding Sources: Dropout Prevention, Intervention & Recovery Support - 204- Title IV - \$190,000

Strategy 9 Details

Strategy 9: Focus on mathematics in elementary and secondary curriculum areas with professional development (including experts from the field and interactive learning sessions) for teachers, principals and district staff, prioritizing campuses with high percentages of low income students.

Strategy's Expected Result/Impact: Improved mathematics scores

Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction

Funding Sources: Professional Development - Elementary & Secondary - 255 - Title II Part A TPTR - \$65,000, Professional Development Personnel - Elementary - 255 - Title II Part A TPTR - \$100,000

Strategy 10 Details

Strategy 10: Provide engaging STEAM experiences and hands-on learning activities to reinforce the curriculum and encourage career interests in STEAM areas.

Strategy's Expected Result/Impact: Increase the number of students selecting a STEM endorsement. Increased student achievement on corresponding unit assessments. Increased participation in HS robotics clubs.

Staff Responsible for Monitoring: Coordinator STEAM Center

Funding Sources: - 204- Title IV

Strategy 11 Details

Strategy 11: Communicate expectations to campus counselors regarding the need to counsel students and create personal graduation plans so that students can make informed curriculum choices to be prepared for success beyond high school.

Strategy's Expected Result/Impact: Personal graduation plans are maintained for all current high school students. Personal graduation plans are created for all rising 9th grade students. Student schedules align to support the endorsement and pathway as indicated on personal graduation plans.

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 12 Details

Strategy 12: Increase Counselor and College and Career Facilitator awareness and promotion of financial aid, grant and scholarship opportunities in an effort to pursue post-secondary education options.

Strategy's Expected Result/Impact: Students have an increased knowledge of available financial aid opportunities. Completion of FAFSA or TASFA, or waiver, by seniors as required by HB3.

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

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

Performance Objective 2: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year. (District Needs Assessment)

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Strategy 1 Details
<p>Strategy 1: Monitor the fidelity of implementation of academic and behavioral interventions through Multi-Tiered Systems of Support (MTSS) and credit recovery opportunities for at-risk students to increase graduation/completion rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.</p> <p>Strategy's Expected Result/Impact: Increased graduation rates Reduction in disciplinary referrals Increase behavioral interventions RDA targets met for Title IA graduation rates Decrease in district drop-out percentage</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Director of Intervention Programs</p> <p>Funding Sources: Student Data Support and Supplies - 206- TEHCY Grant - \$75,448, Intervention Support to all Campuses - 255 - Title II Part A TPTR - \$135,000</p>
Strategy 2 Details
<p>Strategy 2: Provide effective professional development and resources for staff of emergent bilingual (EB) students to: (1) improve the instruction and assessment; (2) enhance understanding of curricula/assessment/ and EB instructional strategies ; (3) increase proficiency of EBs by developing subject matter knowledge; and (4) sustain ongoing professional development as provided by the District's EB Comprehensive Professional Development Plan resulting in the improvement of all identified schools where Domain III is less than 100% met indicators.</p> <p>Strategy's Expected Result/Impact: District and campus Domain III scores will result in 100% met targets for the EB students group.</p> <p>Staff Responsible for Monitoring: Director of ESL & Bilingual Programs</p> <p>Funding Sources: Title III ELA - Professional Development for EBs - 263 - Title III ELA - \$473,934, Title III Immigrant - Professional Development for EBs - 263 - Title III-A Immigrant - \$1,000, OOL Title II Stipends - 255 - Title II Part A TPTR - \$39,200, OOL Title II Staff - 255 - Title II Part A TPTR - \$100,000</p>
Strategy 3 Details
<p>Strategy 3: Increase student opportunities for Advanced Academic courses by reviewing transition data (STAAR) and identifying gaps where supports are needed.</p> <p>Strategy's Expected Result/Impact: More students accessing and persist in Advanced Academic coursework and more students achieving successful AP Exam scores of 3 or more</p> <p>Staff Responsible for Monitoring: Director of Advanced Academic Services</p>

Strategy 4 Details

Strategy 4: The Department of Special Education will provide professional development and researched based materials designed to meet support students in Special Education with an identified need reading and math.

Strategy's Expected Result/Impact: Increase in the STAAR scores in all areas

Staff Responsible for Monitoring: Executive Director for Special Education

Funding Sources: Resources and instructional supports for students with identified needs - 192 - Special Project - \$52,000

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

Performance Objective 3: The percent of Katy ISD High School students who achieve the CCMR target will increase to 79% by July 2025. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2025 Accountability data

Strategy 1 Details

Strategy 1: The Director of GTAAS and Secondary GT Facilitators will create and deliver training for secondary teachers focused on building teacher capacity for reaching advanced learners and cultivating skills required for student success in advanced academic courses. Six sessions on various topics related to advanced teaching and learning will be delivered throughout the year (Sept, Oct, Nov, March, April). Campus participation will be monitored via attendance documents and implementation of learning will be observed by the GT Facilitators.

Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target

Staff Responsible for Monitoring: Director of Advanced Academic Services

Strategy 2 Details

Strategy 2: The Director of GTAAS will implement a process to educate all stakeholders in the importance of early enrollment (starting in the 6th grade) in advanced academic courses so that all students understand and are able to take advantage of the district's open enrollment opportunities. Stakeholders will have the opportunity to engage and participate in 4 learning sessions (Nov, Dec, Jan, June) which will be facilitated and monitored by the office of GTAAS.

Strategy's Expected Result/Impact: Increase in the percentage of students meeting the CCMR target

Staff Responsible for Monitoring: Director of Advanced Academic Services

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

Performance Objective 4: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 64% by July 2025. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2025 Accountability data

Strategy 1 Details
<p>Strategy 1: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of data driven small group instruction. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.</p> <p>Strategy's Expected Result/Impact: Student mastery of Reading TEKS will increase.</p> <p>Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction</p>
Strategy 2 Details
<p>Strategy 2: The Office of Other Languages will provide six opportunities to support non-ESL certified teachers in obtaining ESL certification throughout the school year, combined with an extended opportunity to participate in 35 hours of sheltered instruction professional development. OOL staff will review the Katy ISD ESL Certification Dashboard to identify the number of students currently not receiving ESL services from an ELAR ESL-certified teacher. Katy ISD will measure improvement in services by comparing beginning of year dashboard data to end of year dashboard data.</p> <p>Strategy's Expected Result/Impact: Student mastery of Reading TEKS will increase.</p> <p>Staff Responsible for Monitoring: Director of ESL & Bilingual Programs</p>
Strategy 3 Details
<p>Strategy 3: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings regularly with the HB3 team leads to discuss progress, adjustments, and systemic concerns.</p> <p>Strategy's Expected Result/Impact: Campus support of HB3 will be monitored.</p> <p>Staff Responsible for Monitoring: Executive Director of School Improvement</p>

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

Performance Objective 5: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 56% by July 2025.
(Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2025 Accountability data

Strategy 1 Details

Strategy 1: C&I Staff members will conduct campus walk-throughs at identified campuses to review effective use of Data Driven Small Group Instruction. As needed, campuses will be provide just-in-time support and training. Campus walk-throughs will occur prior to each school improvement meeting throughout the year. As needed, campuses will be provide just-in-time support and training. Campus administrators will be provided with guidance to support monitoring during walk-throughs, school improvement meetings, and PLCs.

Strategy's Expected Result/Impact: Student mastery of Math TEKS will increase.

Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction

Strategy 2 Details

Strategy 2: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings regularly with the HB3 team leads to discuss progress, adjustments, and systemic concerns.

Strategy's Expected Result/Impact: Campus support of HB3 will be monitored.

Staff Responsible for Monitoring: Executive Director of School Improvement

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

Performance Objective 6: All CTE students will have the opportunity to complete a Program of Study, and the number of CTE students who take an Industry Based Certification will increase by 10% by May 2025. (District Needs Assessment)

Strategy 1 Details
<p>Strategy 1: CTE teachers will be provided training on the expectations for administering Industry Based Certifications. Strategy's Expected Result/Impact: The number of CTE students who take an industry Based Certification will increase by 10% by May 2025. Staff Responsible for Monitoring: CTE Director</p>
Strategy 2 Details
<p>Strategy 2: The CTE Department will provide training to campus administrators and counselors on CTE Programs of Study and the Industry Based Certification testing calendar. Strategy's Expected Result/Impact: The number of CTE students who take an industry Based Certification will increase by 10% by May 2025. Staff Responsible for Monitoring: CTE Director</p>
Strategy 3 Details
<p>Strategy 3: The CTE Department will provide professional development for teachers, administrators, counselors, and district staff. Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce. Staff Responsible for Monitoring: CTE Director Funding Sources: District Staff, Conferences, Trainings - 244 - CTE-Perkins - \$81,009</p>
Strategy 4 Details
<p>Strategy 4: The CTE Department will provide career exploration and career development activities for students. Strategy's Expected Result/Impact: Students in CTE classes will graduate career ready. Staff Responsible for Monitoring: CTE Director Funding Sources: District Staff, Professional and Contracted Services, Supplies and Materials, and Other Operating Costs - 244 - CTE-Perkins - \$260,750</p>
Strategy 5 Details
<p>Strategy 5: The CTE Department will provide the skills necessary to pursue careers in high-skills, high-wage, and in-demand occupations. Strategy's Expected Result/Impact: Students in CTE classes will graduate career ready. Staff Responsible for Monitoring: CTE Director Funding Sources: CTE Staff, Supplies and Materials - 244 - CTE-Perkins - \$167,342</p>

Strategy 6 Details

Strategy 6: The CTE Department will support the integration of academic skills and Programs of Study into the CTE Programs of Study.

Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce.

Staff Responsible for Monitoring: CTE Director

Funding Sources: CTE Staff, Supplies and Materials - 244 - CTE-Perkins - \$112,064

Strategy 7 Details

Strategy 7: The CTE Department will evaluate the Perkins funded programs including the Comprehensive Local Needs Assessment.

Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce.

Staff Responsible for Monitoring: CTE Director

Funding Sources: - 244 - CTE-Perkins - \$25,416

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

Performance Objective 7: Develop and communicate instructional resources available to parents to support their child's personalized learning experiences.
(Strategic Design)

Strategy 1 Details
<p>Strategy 1: Provide Parent, Family and Community engagement activities and resources for parents and families of students at Title I campuses</p> <p>Strategy's Expected Result/Impact: Build capacity of parents and families at Title I campuses to assist in closing achievement gaps.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding</p> <p>Funding Sources: Materials and Supplies for PFE Activities - 211 - Title I Part A - \$91,922</p>

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.

Performance Objective 1: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources. High need campuses will be prioritized in funding in all ESSA programs. (District Needs Assessment)

Evaluation Data Sources: Adopted budget

Strategy 1 Details
<p>Strategy 1: Ensure all programs are effectively implemented, documented and evaluated in accordance with state and federal guidelines by providing technical support, training and appropriate resources. Facilitate coordination of activities amongst all ESEA programs, IDEA, CTE and McKinney-Vento Homeless Assistance acts.</p> <p>Strategy's Expected Result/Impact: Compliance in all federal program areas.</p> <p>Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding</p> <p>Funding Sources: Title I Administration - 211 - Title I Part A - \$138,165, Professional Development Activities - 211 - Title I Part A - \$10,000, Services to PNP Campuses - 204- Title IV - \$15,600, Services to PNP Campuses - 211 - Title I Part A - \$4,464, Services to PNP Campuses - 255 - Title II Part A TPTR - \$35,574, Title I Professional Development to Title I Campuses - 211 - Title I Part A - \$237,159</p>

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.

Performance Objective 2: Follow the Katy ISD replacement cycle for facilities, equipment, and assets throughout the district annually. (Strategic Design)

Strategy 1 Details
<p>Strategy 1: Facilities and Planning Department, along with Maintenance and Operations will follow the Katy ISD Replacement Cycle while implementing bond projects from Bond 2021 and Bond 2023.</p> <p>Strategy's Expected Result/Impact: Bond 2021 and Bond 2023 will be executed according to the bond/replacement cycle timeline.</p> <p>Staff Responsible for Monitoring: Executive Director Facilities, Planning, and Construction</p>

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.

Performance Objective 1: Establish an Assessment Council to align and support a District and Campus Assessment system. (Strategic Design)

Strategy 1 Details
<p>Strategy 1: Identify the goals and objectives for establishing a Council. Strategy's Expected Result/Impact: Clear goals and expectations for the Assessment Council will be established. Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 2 Details
<p>Strategy 2: Identify Assessment Council members. Strategy's Expected Result/Impact: Member of the Assessment Council will be established. Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 3 Details
<p>Strategy 3: Establish philosophy of assessments in Katy ISD. Strategy's Expected Result/Impact: A clear Katy ISD philosophy of assessments will be created. Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 4 Details
<p>Strategy 4: Analyze all district and campus assessment types to determine instructional impact. Strategy's Expected Result/Impact: Current assessments will be analyzed for their instructional impact and a set of guidance for future assessments will be created. Staff Responsible for Monitoring: Executive Director of School Improvement</p>
Strategy 5 Details
<p>Strategy 5: Create framework of assessments for Katy ISD. Strategy's Expected Result/Impact: A framework to guide the creation or adoption of future assessments will be created. Staff Responsible for Monitoring: Executive Director of School Improvement</p>

Strategy 6 Details

Strategy 6: Ensure all assessments are aligned to maximize trend data.

Strategy's Expected Result/Impact: An alignment plan for all future assessments will be created.

Staff Responsible for Monitoring: Executive Director of School 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: Create a process that measures utilization and seeks feedback of technology resources, systems, and tools. (Strategic Design)

Strategy 1 Details
<p>Strategy 1: Identify specific technology resources, systems, tools along with coordinating metrics to be evaluated. Strategy's Expected Result/Impact: Technology resources, systems, and tools are identified with the specific metrics needed. Staff Responsible for Monitoring: Director of Instructional Technology</p>
Strategy 2 Details
<p>Strategy 2: Contact the identified technology resource, system, or tool to set up metrics. Strategy's Expected Result/Impact: Custom Data Dashboard to measure metrics and analytics Staff Responsible for Monitoring: Director of Business Intelligence</p>
Strategy 3 Details
<p>Strategy 3: Review metrics and seek feedback with business owners. Strategy's Expected Result/Impact: The technology resources, systems, and tools will be evaluated by the business owner/committee owner. Staff Responsible for Monitoring: Director of Enterprise Systems</p>
Strategy 4 Details
<p>Strategy 4: A process is deployed. Strategy's Expected Result/Impact: Dashboard is deployed and reviewed for budgetary and ROI investment. Staff Responsible for Monitoring: Director of Instructional Technology</p>

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

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel. (Legal Requirement)

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details

Strategy 1: Continue monitoring any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective or inexperienced teachers. Recruit staff at both in and out of state job fairs.

Strategy's Expected Result/Impact: Increase in high quality and effective staff employed by Katy ISD.

Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding
Assistant Superintendent for Human Resources

Funding Sources: Title I Experience Reserve - 211 - Title I Part A - \$840,802

Strategy 2 Details

Strategy 2: Continue to develop, implement, and expand a local designation system for the Teacher Incentive Allotment (TIA) to incentivize teachers to work at high-needs campuses and in STAAR tested grades and subject areas district wide.

Strategy's Expected Result/Impact: Recruit, retain, and incentivize highly effective teachers to teach in STAAR tested areas and increase student achievement.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Strategy 3 Details

Strategy 3: Screen, select, and onboard up to 100 Katy TEA+CH candidates to address teacher shortage areas in elementary and junior high schools through a structured process that includes in-depth interviews to evaluate candidates' potential and commitment to the program, completion of rigorous and robust coursework, field observations, intensive test preparation and internship.

Strategy's Expected Result/Impact: Reduction of campus vacancies caused by the nationwide teacher shortage by employing well-trained, effective teachers .

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources
Coordinator for EPP and Recruiting

Strategy 4 Details

Strategy 4: Continue to make timely offers of employment to maximize and increase the likelihood of acquiring the best possible applicants. Develop efficient, paperless systems to expedite all new hire, transfers and changes of assignments.

Strategy's Expected Result/Impact: Offer of employment within 24-48 hours of campus putting in recommendation to HR to increase likelihood of acceptance.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources

Strategy 5 Details

Strategy 5: Provide district-wide opportunities to support non-ESL certified teachers in obtaining ESL certification throughout the school year. Review the Katy ISD ESL Certification Dashboard to identify the number of students currently not receiving ESL services from an ELAR ESL-certified teacher. Katy ISD will measure improvement in services by comparing beginning of year dashboard data to end of year dashboard data.

Strategy's Expected Result/Impact: Teachers on the TEA ESL Waiver will obtain ESL certification and learn the skills necessary to support emergent bilingual (EB) students in acquiring English proficiency and improving academic performance.

Staff Responsible for Monitoring: Director of ESL & Bilingual Programs

Funding Sources: TExES ESL Certification - Bilingual Allotment - 199 - General Fund - \$26,500

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

Performance Objective 2: The GT/AAS department will provide ongoing professional development related to services for gifted and talented students or advanced academics. (District Needs Assessment)

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

Performance Objective 3: The Office of Interventions will provide ongoing training in the area of Multi-Tiered Systems of Support to ensure faculty and staff are equipped with strategies at Tier I, II and III both in academics and behavior in grades PK-12. (District Needs Assessment)

Evaluation Data Sources: Discipline Dashboard

Strategy 1 Details
<p>Strategy 1: Enhance Prekindergarten behavior intervention with classroom materials, resources and professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Decrease negative behavior incidences in Prekindergarten classrooms.</p> <p>Staff Responsible for Monitoring: Director of Intervention Programs</p> <p>Funding Sources: Prekindergarten Behavior Intervention Support - 255 - Title II Part A TPTR - \$15,000, Prekindergarten Behavior Intervention Supplies and Materials - 204- Title IV - \$9,000</p>

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

Performance Objective 4: Katy ISD will implement a compensation plan that exceeds the market median for all classroom teachers and ensures market competitiveness of all other staff members. (District Needs Assessment)

Strategy 1 Details
<p>Strategy 1: Complete market analysis on an annual basis to ensure competitiveness of salaries for all Katy ISD employees and recommend changes as needed.</p> <p>Strategy's Expected Result/Impact: Higher retention rate of all positions.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources</p>

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

Performance Objective 5: The district will implement the teacher mentoring program to address the needs of teachers with less than two years of experience and to increase teacher retention. (District Needs Assessment)

Strategy 1 Details
<p>Strategy 1: Mentoring Program will implement activities to support teachers through peer mentorship, monitoring and professional growth activities.</p> <p>Strategy's Expected Result/Impact: Improve retention of new teachers and expand teacher capacity.</p> <p>Staff Responsible for Monitoring: Director of Professional Learning</p> <p>Funding Sources: Mentor Pay - 199 - General Fund - \$100,000, Mentor Pay - 255 - Title II Part A TPTR - \$100,000</p>

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 District will identify existing parent and community engagement programs at campuses and district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates. (District Needs Assessment/Legal Requirement)

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details

Strategy 1: Provide technical assistance, support and supplemental resources to assist schools in implementing effective family and community engagement activities, including distribution of the Title I Parent and Family Engagement Policy. Support ongoing consultation with all stakeholders regarding ESSA applications.

Strategy's Expected Result/Impact: Increased Volunteer Hours

Increased Attendance at District and Campus Events

Increased Participation in School Planning

Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding

Funding Sources: Title I McKinney Vento Services and Parent Involvement Reservation - 211 - Title I Part A - \$91,922

Strategy 2 Details

Strategy 2: Provide parent , family , and community engagement supported by Title III English Language Acquisition grant opportunities, and provide community outreach and trainings supported by the Title III Immigrant grant opportunities.

Strategy's Expected Result/Impact: Improve the English language skills of emergent bilingual (EB) students and assist parent and families in helping their children to improve their academic achievement and in becoming active participants in the education of their children.

Staff Responsible for Monitoring: Director of ESL & Bilingual Programs

Funding Sources: Title III ELA - Parent, Family, and Community Engagement - 263 - Title III ELA - \$439,667, Title III Immigrant - Community Engagement - 263 - Title III-A Immigrant - \$7,536

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 2: Establish a Community Engagement Board comprised of leaders from multiple community groups (i.e., Chamber of Commerce, Katy ISD volunteers, community organizations, small businesses, government, campus liaisons, law enforcement, etc.) to coordinate community connections, information, and resources. (Strategic Design)

Strategy 1 Details
<p>Strategy 1: Develop a purpose statement that explains the board's unique role in connecting the district with various community groups and coordinating resources. Strategy's Expected Result/Impact: Clarify the scope of the Community Engagement Board in a way that clearly distinguishes this board from existing initiatives. Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 2 Details
<p>Strategy 2: Create a comprehensive list of target board members from both the existing pool and new sectors. Identify community leaders, business owners, and organizations that haven't previously engaged with the district. Include leaders from current boards (Education Foundation, VIPS, Leadership Katy ISD etc.) who can contribute strategically. Strategy's Expected Result/Impact: Create an inaugural board that balances existing and new community partners. Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 3 Details
<p>Strategy 3: Schedule and host inaugural meetings to introduce members to each other, establish roles, and outline immediate goals Strategy's Expected Result/Impact: Refine the direction of the Community Engagement Board using community feedback. Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 4 Details
<p>Strategy 4: Work with board members to set realistic objectives for the first year. Strategy's Expected Result/Impact: Refinement of goal-setting for the first two years of the Community Engagement Board. Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>

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 3: Build awareness around the importance of campus community engagement. (Strategic Design)

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details
<p>Strategy 1: Update and refine the existing Campus Community Partnership Team resource repository to equip staff with the knowledge and resources to participate in and promote their campus engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Increased program awareness and engagement among campus liasons.</p> <p>Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 2 Details
<p>Strategy 2: Convene and educate Campus Community Partnership Teams through events, collateral and training materials to strengthen connections between campus and District Administration.</p> <p>Strategy's Expected Result/Impact: Campus-based support for community engagement programs.</p> <p>Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 3 Details
<p>Strategy 3: Conduct surveys for campus community partnership team and all Katy ISD staff to track and measure training effectiveness and revise as needed.</p> <p>Strategy's Expected Result/Impact: Streamlined processes and procedures from central administration, facilitating approachable and effective engagement.</p> <p>Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>
Strategy 4 Details
<p>Strategy 4: Social media informational campaign regarding PIE opportunities and impact.</p> <p>Strategy's Expected Result/Impact: Increased community and staff engagement and knowledge of Partnership in Education programs.</p> <p>Staff Responsible for Monitoring: Executive Director for Community Partnerships</p>

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: The District will expand and strengthen internal systems and connect targeted resources to proactively support the well-being of the students, staff, and parents of the Katy ISD school community. (District Needs Assessment)

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details
<p>Strategy 1: Implement curriculum, programming, and professional development to address school climate, social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, dating violence, sex trafficking, violence prevention, and other maltreatment of students</p> <p>Strategy's Expected Result/Impact: Increased support of student well-being, mental health and safety by adding resources, and increasing communication.</p> <p>Staff Responsible for Monitoring: Coordinator of School Leadership and Support</p> <p>Funding Sources: Student Well-Being Support - 204- Title IV - \$351,000, Student Well-Being Support - 211 - Title I Part A - \$188,034</p>
Strategy 2 Details
<p>Strategy 2: Create opportunities for education and training and will continue to provide ongoing support tailored to students, staff, and parents concerning emotional well-being.</p> <p>Strategy's Expected Result/Impact: Number of professional development opportunities and training provided.</p> <p>Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>
Strategy 3 Details
<p>Strategy 3: Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support.</p> <p>Strategy's Expected Result/Impact: Number of students referred to outside mental health partners</p> <p>Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>
Strategy 4 Details
<p>Strategy 4: Implement a comprehensive documentation system to streamline communication and enhance collaboration among campus SSSP team members, ensuring timely and effective support for students.</p> <p>Strategy's Expected Result/Impact: Increased communication and collaboration; consistent documentation</p> <p>Staff Responsible for Monitoring: Coordinator for School Leadership and Support</p>

Strategy 5 Details

Strategy 5: Continue interdepartmental collaboration to provide consistent communication and guidance for implementation of wrap-around services and support for students and families.

Strategy's Expected Result/Impact: Increased access to resources and improved service coordination

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 6 Details

Strategy 6: College and Career Facilitators and School Counselors will connect students with post-secondary opportunities that include:

*Community college/junior college

*4-year college/university

*Career and technical school

*Military service

*Entry into workforce or Katy ISD (post-secondary students) career opportunities

Strategy's Expected Result/Impact: Administration of TSI, ASVAB, ACT, and SAT; College and Career fairs (District and Campus); Senior Survey completion; confirmed Katy ISD student new hires.

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 7 Details

Strategy 7: Partner with schools to identify and serve gifted and talented students.

Strategy's Expected Result/Impact: Students in need of intervention with GT services are identified and served.

Staff Responsible for Monitoring: Director of Advanced Academic Services

Strategy 8 Details

Strategy 8: Implement a student work program that allows flexibility for students to earn a diploma while earning an income and learning relevant job skills.

Strategy's Expected Result/Impact: Number of students participating in the Katy ISD/MRA/MCTC work program

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 9 Details

Strategy 9: Identify barriers to student success and re-engage targeted student groups with their school community:

*Chronic absenteeism

*At risk of dropping out

*Off grade level cohort

*Dropouts (W98's)

Strategy's Expected Result/Impact: Decrease chronic absent rates; decrease drop-out rate; reclassification of students back on cohort; number of W98's successfully re-enrolled in an academic setting; increase graduation rate; number of services provided by social work team and Dropout Intervention and Prevention facilitators

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

Strategy 10 Details

Strategy 10: Host and facilitate an event for foreign exchange students new to Katy ISD to encourage campus and community involvement through academics and extra-curricular activities.

Strategy's Expected Result/Impact: Support foreign exchange students by building a culture of community and connectedness

Staff Responsible for Monitoring: Coordinator for School Leadership and Support

State Compensatory

Title I

1.1: Comprehensive Needs Assessment

Katy ISD held a meeting on May 31, 2024, to gather input and feedback from stakeholders regarding the comprehensive needs assessment. District staff reviewed the purpose and goals of each grant program and discussed key data points for consideration. They highlighted strengths as well as areas needing improvement. Stakeholders were then asked to reflect on these areas and offer feedback on proposed activities.

A follow-up meeting took place on June 4, 2024, to prioritize identified needs. During this session, the committee developed a preliminary draft of the comprehensive needs assessment and outlined the next steps. Stakeholders were encouraged to ask questions and provide further input. The committee prioritized the following areas: closing achievement gaps across all student groups, enhancing staff development across all areas, and increasing parent and family engagement. District personnel then established performance objectives and set goals to address these prioritized improvement areas.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A meeting of the Federal Programs Advisory committee was held on June 4, 2024 to prioritize needs and identify objectives and strategies to address identified needs. The committee drafted an initial, working copy of the comprehensive needs assessment and outlined next steps. Stakeholders were invited to ask questions and provide feedback. The committee identified the following areas of prioritization: close achievement gaps in all areas for all student groups, provide robust staff development in all areas and increase parent and family engagement. District personnel then identified performance objectives and outlined goals to address the prioritized areas of improvement.

After the goals and objectives were identified in the June 4 meeting, district personnel developed strategies and funding sources to address those objectives. Performance goals and objectives were reviewed and approved by the school board during the September board meeting.

2.2: Regular monitoring and revision

Each quarter (October, January, April, and June), district personnel review the progress of strategies designed to meet identified objectives. The reviews conducted in October, January, and April serve as formative assessments, tracking progress toward the successful implementation of these strategies and documenting evidence of that progress. In June, a comprehensive evaluation is conducted to assess the completion and impact of the strategies. District personnel analyze which activities were implemented and the extent to which these activities effectively addressed the objectives.

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

The Katy ISD District Improvement Plan is reviewed during the September board meeting and is available on the Katy ISD website in both English and Spanish. Translation into other languages is available upon request.

Plan Notes

Addendums



The percent of **Katy ISD** High School students who achieve the CCMR target will increase from **79%** to **81%** by July 2029.

KATY ISD Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	81					
		Actual Component	79%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	79%	80%	80%	81%	81%
		Met Component Goal	-					

KATY ISD Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%	60%	71%	58%	84%	51%	63%	64%	56%	51%									
		2024 Actual	901	61%	2417	71%	1978	85%	15	47%	1042	93%	5	40%	217	73%	611	78%	2754	65%	1501	69%
		2025 Target										95%									75%	



The percent of **Katy High School** students who achieve
the CCMR target will increase from **81%** to **83%** by July 2029.

Katy HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	83					
		Actual Component	81%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	81%	82%	82%	83%	83%
		Met Component Goal	-					

Katy HS Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	86	69%	263	73%	345	88%			47	89%	1	0%	26	69%	72	79%	292	71%	127	73%
		2025 Target										95%				79%						



The percent of **Taylor High School** students who achieve the CCMR target will increase from **82%** to **84%** by July 2029.

		2024	2025	2026	2027	2028	2029
		Taylor HS Goals					
CCMR	Actual Scaled	84					
	Actual Component	82%					
	State Component	76%					
	Met State Component Rate	Y					
	Goal Component	-	82%	83%	83%	84%	84%
	Met Component Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB/EL	% EB/EL
		Taylor HS Targets																			
CCMR	Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
	2024 Actual	71	69%	196	71%	280	85%	1	100%	114	89%			21	81%	64	72%	265	67%	138	73%
	2025 Target										95%						82%				



The percent of **Mayde Creek High School** students who achieve the CCMR target will increase from **63%** to **65%** by July 2029.

Mayde Creek HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	69					
		Actual Component	63%					
		State Component	76%					
		Met State Component Rate	N					
		Goal Component	-	63%	64%	64%	65%	65%
		Met Component Goal	-					

Mayde Creek HS Targets	CCMR		# 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/EL	% EB/EL	
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		241	66%
		2024 Actual	141	53%	375	61%	78	63%	2	50%	43	86%	2	100%	16	63%	92	75%	512	59%	241	66%	
		2025 Target						73%								73%							



The percent of **Tompkins High School** students who achieve the CCMR target will increase from **90% to 92%** by July 2029.

Tompkins HS Goals		2024	2025	2026	2027	2028	2029
		CCMR		92			
Actual Scaled		92					
Actual Component		90%					
State Component		76%					
Met State Component Rate		Y					
Goal Component		-	90%	91%	91%	92%	92%
Met Component Goal		-					

Tompkins HS Targets		# 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/EL	% EB/EL
		CCMR			47%		60%		71%		58%		84%		51%		63%		64%		56%
2024 Actual		51	78%	190	85%	224	90%	1	100%	211	96%			24	71%	63	78%	131	77%	122	81%
2025 Target															81%				87%		



The percent of **Paetow High School** students who achieve the CCMR target will increase from **62%** to **64%** by July 2029.

Paetow HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	68					
		Actual Component	62%					
		State Component	76%					
		Met State Component Rate	N					
		Goal Component	-	62%	63%	63%	64%	64%
		Met Component Goal	-					

Paetow HS Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	232	51%	408	62%	115	66%	5	20%	70	84%	1	0%	33	58%	90	84%	524	59%	230	63%
		2025 Target						76%								68%						



The percent of **Jordan High School** students who achieve the CCMR target will increase from **90% to 92%** by July 2029.

Jordan HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	92					
		Actual Component	90%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	90%	91%	91%	92%	92%
		Met Component Goal	-					

Jordan HS Targets	CCMR		# 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/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	51	86%	159	89%	191	87%	1	100%	121	96%			27	81%	31	77%	94	80%	84	88%
		2025 Target																87%		90%		



The Percent of **Katy ISD** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 64% to 66% by July 2029.

Katy ISD: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	64%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	64%	65%	65%	66%	66%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Katy ISD: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	988	50%	2,476	51%	1,810	74%	15	53%	1,248	84%	10	70%	346	71%	1,583	34%	3,006	47%	2,286	56%
	2025 Target																44%		57%		

The Percent of **Katy ISD** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 55% to 60% by July 2029.

Katy ISD: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	55%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	56%	57%	58%	59%	60%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Katy ISD: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	988	36%	2,475	42%	1,811	64%	15	47%	1,246	83%	10	30%	347	63%	1,583	29%	3,005	36%	2,286	51%
	2025 Target				52%														46%		



The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 78% to 80% by July 2029.

Alexander: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	78%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	78%	79%	79%	80%	80%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Alexander: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	9	67%	35	66%	48	73%	0		69	90%	0		16	75%	39	49%	38	61%	59	73%
	2025 Target																59%		71%		

The Percent of **Alexander** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 72% to 74% by July 2029.

Alexander: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	72%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	72%	73%	73%	74%	74%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Alexander: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	9	44%	35	51%	48	69%	0		69	88%	0		17	71%	39	31%	39	51%	59	73%
	2025 Target										95%						41%				



The Percent of **Campbell** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 86% to 88% by July 2029.

Campbell: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	86%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	86%	87%	87%	88%	88%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Campbell: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	17	82%	54	83%	59	86%	1	100%	69	90%	0		13	85%	44	70%	31	74%	64	81%
	2025 Target																80%		84%		

The Percent of **Campbell** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 80% to 82% by July 2029.

Campbell: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	80%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Campbell: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	17	53%	54	80%	59	71%	1	100%	69	96%	0		13	77%	44	57%	31	68%	64	88%
	2025 Target		63%														67%				



The Percent of **Cimarron** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 32% to 37% by July 2029.

Cimarron: Goals	3rd Grade Reading Meets or Above	2024	2025	2026	2027	2028	2029	
		Actual	32%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	33%	34%	35%	36%	37%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Cimarron: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	16	13%	44	30%	25	28%	1	0%	7	71%	0		11	55%	37	8%	61	23%	12	25%
	2025 Target		23%				38%														

The Percent of **Cimarron** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 20% to 25% by July 2029.

Cimarron: Goals	3rd Grade Math Meets or Above	2024	2025	2026	2027	2028	2029	
		Actual	20%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	21%	22%	23%	24%	25%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Cimarron: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	16	13%	44	18%	25	20%	1	0%	7	43%	0		11	27%	37	11%	61	11%	12	33%
	2025 Target						30%												21%		



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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Creech: Targets		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
	3rd Grade Reading Meets or Above	2024 Actual	21	71%	29	83%	48	71%	1	0%	19	89%	0		7	57%	29	41%	45	69%	42	81%
		2025 Target																51%		79%		

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

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

		# 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	
Creech: Targets		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
	3rd Grade Math Meets or Above	2024 Actual	21	67%	29	55%	48	56%	1	0%	18	83%	0		7	57%	29	24%	44	50%	42	67%
		2025 Target						66%										34%				



The Percent of **Faldyn** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 49% to 54% by July 2029.

Faldyn: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Faldyn: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	48	40%	70	49%	17	65%	1	0%	14	71%	0		43%	38	18%	100	40%	56	45%
	2025 Target										81%						28%				

The Percent of **Faldyn** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 31% to 36% by July 2029.

Faldyn: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	31%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	32%	33%	34%	35%	36%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Faldyn: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	48	21%	69	30%	17	47%	1	0%	14	50%	0		29%	38	3%	99	22%	55	31%
	2025 Target										60%						13%				



The Percent of **Griffin** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 82% to 84% by July 2029.

Griffin: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	82%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	82%	83%	83%	84%	84%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Griffin: Targets		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	0	24	79%	61	85%	1	100%	38	82%	0		12	75%	33	61%	24	54%	36	64%
		2025 Target									92%									64%	

The Percent of **Griffin** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 76% to 78% by July 2029.

Griffin: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	76%	77%	77%	78%	78%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Griffin: Targets		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	0	24	75%	61	77%	1	100%	38	74%	0		12	75%	33	48%	24	71%	36	67%
		2025 Target									84%									58%	



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

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

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

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Jenks: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	21	62%	89	44%	53	53%	1	100%	77	88%	0		9	67%	54	33%	52	38%	120	53%
	2025 Target						63%												48%		



The Percent of **Katy** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 63% to 65% by July 2029.

Katy: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	63%	64%	64%	65%	65%
Met Internal Goal	-							

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Katy: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	4	25%	30	57%	72	69%	0		3	67%	0		8	50%	24	17%	23	22%	10	40%
	2025 Target																27%		32%		

The Percent of **Katy** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 59% to 64% by July 2029.

Katy: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	59%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	60%	61%	62%	63%	64%
Met Internal Goal	-							

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Katy: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	4	25%	30	53%	72	63%	0		3	67%	0		8	63%	24	21%	23	26%	10	60%
	2025 Target																31%		36%		



The Percent of **Kilpatrick** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 84% to 86% by July 2029.

Kilpatrick: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	84%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	84%	85%	85%	86%	86%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Kilpatrick: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	4	50%	38	84%	50	80%	0		60	92%	0		10	70%	39	54%	32	63%	63	81%
	2025 Target																64%		73%		

The Percent of **Kilpatrick** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 71% to 73% by July 2029.

Kilpatrick: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	71%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	71%	72%	72%	73%	73%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Kilpatrick: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	4	25%	38	53%	50	64%	0		60	92%	0		10	70%	39	41%	32	47%	63	67%
	2025 Target						74%												57%		



The Percent of **Leonard** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 46% to 51% by July 2029.

Leonard: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	46%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Leonard: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	66	39%	54	43%	17	53%	0		14	64%	0		11	64%	44	14%	108	40%	20	55%
	2025 Target										74%						24%				

The Percent of **Leonard** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 33% to 38% by July 2029.

Leonard: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	34%	35%	36%	37%	38%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Leonard: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	66	29%	54	26%	17	47%	0		14	64%	0		11	27%	44	9%	108	29%	20	45%
	2025 Target														37%		19%				



The Percent of **Mayde Creek** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Mayde Creek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	49%	50%	51%	52%	53%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Mayde Creek: Targets		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	33	39%	52	44%	16	56%	0	6	83%	0		5	80%	31	6%	93	43%	30	50%
		2025 Target						66%										16%			

The Percent of **Mayde Creek** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 35% to 40% by July 2029.

Mayde Creek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	35%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	36%	37%	38%	39%	40%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Mayde Creek: Targets		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	33	27%	52	29%	16	50%	0	6	67%	0		5	60%	31	6%	93	27%	30	40%
		2025 Target				39%												16%			



The Percent of **McRoberts** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 58% to 63% by July 2029.

McRoberts: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
McRoberts: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	27	59%	96	56%	9	44%	0		6	83%	0		4	75%	28	7%	104	51%	73	60%
	2025 Target																17%		61%		

The Percent of **McRoberts** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 47% to 52% by July 2029.

McRoberts: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	47%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	48%	49%	50%	51%	52%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
McRoberts: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	27	44%	96	46%	9	33%	0		6	83%	0		4	75%	28	14%	104	41%	73	51%
	2025 Target																24%		51%		



The Percent of **Nottingham** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 77% to 79% by July 2029.

Nottingham: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	77%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Nottingham: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	17	53%	33	79%	54	81%	0		2	50%	0		13	92%	36	58%	38	68%	20	75%
	2025 Target		63%														68%				

The Percent of **Nottingham** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 63% to 65% by July 2029.

Nottingham: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Nottingham: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	17	41%	33	67%	54	65%	0		2	50%	0		13	77%	36	50%	38	47%	20	65%
	2025 Target						75%												57%		



The Percent of **Rhoads** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 47% to 52% by July 2029.

Rhoads: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	47%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	48%	49%	50%	51%	52%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Rhoads: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	24	38%	82	48%	14	57%	0	4	50%	0		3	67%	30	27%	108	44%	58	47%
	2025 Target						67%										37%				

The Percent of **Rhoads** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 37% to 42% by July 2029.

Rhoads: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	37%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	38%	39%	40%	41%	42%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Rhoads: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	24	21%	82	38%	14	50%	0	4	25%	0		3	100%	30	17%	108	34%	58	33%
	2025 Target																27%				43%



The Percent of **Shafer** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 76% to 78% by July 2029.

Shafer: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	76%	77%	77%	78%	78%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Shafer: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
	3rd Grade Reading Meets or Above	2024 Actual	15	73%	34	68%	52	71%	0		67	87%	1	100%	7	57%	42	45%	40	63%	52	77%
	2025 Target																55%		73%			

The Percent of **Shafer** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 63% to 65% by July 2029.

Shafer: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	63%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Shafer: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
	3rd Grade Math Meets or Above	2024 Actual	15	53%	34	50%	53	49%	0		67	82%	1	100%	7	57%	42	26%	41	44%	53	70%
	2025 Target						59%										36%					



The Percent of **Stanley** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 88% to 90% by July 2029.

Stanley: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	88%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	88%	89%	89%	90%	90%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Stanley: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
	3rd Grade Reading Meets or Above	2024 Actual	8	50%	22	91%	40	88%	1	0%	78	91%	0		6	100%	18	44%	24	71%	42	83%
	2025 Target																54%		81%			

The Percent of **Stanley** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 85% to 87% by July 2029.

Stanley: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	85%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	85%	86%	86%	87%	87%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Stanley: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
	3rd Grade Math Meets or Above	2024 Actual	8	38%	22	77%	40	88%	1	0%	77	92%	0		6	83%	18	44%	23	61%	41	85%
	2025 Target																54%		71%			



The Percent of **Stephens** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 58% to 63% by July 2029.

Stephens: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
Met Internal Goal	-							

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Stephens: Targets		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
	3rd Grade Reading Meets or Above	2024 Actual	13	46%	61	59%	7	86%	0		3	67%	0		4	25%	26	19%	66	55%	42	55%
		2025 Target		56%														29%				

The Percent of **Stephens** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 61% to 63% by July 2029.

Stephens: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	61%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	61%	62%	62%	63%	63%
Met Internal Goal	-							

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Stephens: Targets		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
	3rd Grade Math Meets or Above	2024 Actual	12	42%	61	67%	7	57%	0		3	67%	0		4	25%	26	27%	65	63%	42	71%
		2025 Target		52%														37%				



The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 34% to 39% by July 2029.

Sundown: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	34%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	35%	36%	37%	38%	39%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Sundown: Targets		Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
	3rd Grade Reading Meets or Above	2024 Actual	16	13%	66	36%	6	67%	0		1	0%	1	100%	1	0%	16	6%	80	33%	53	34%
		2025 Target		23%														16%				

The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 24% to 29% by July 2029.

Sundown: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	24%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	25%	26%	27%	28%	29%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Sundown: Targets		Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
	3rd Grade Math Meets or Above	2024 Actual	16	6%	66	24%	6	67%	0		1	0%	1	100%	1	0%	16	6%	80	23%	53	23%
		2025 Target		16%														16%				



The Percent of **Williams** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 65% to 67% by July 2029.

Williams: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	65%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	65%	66%	66%	67%	67%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Williams: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	1	100%	47	45%	66	77%	0		21	76%	0		6	50%	26	38%	34	32%	51	47%
	2025 Target										86%										42%

The Percent of **Williams** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 58% to 63% by July 2029.

Williams: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Williams: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	1	100%	47	40%	66	67%	0		21	76%	0		6	33%	26	19%	34	32%	51	43%
	2025 Target																29%				42%



The Percent of **Wilson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 78% to 80% by July 2029.

Wilson: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	78%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	78%	79%	79%	80%	80%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wilson: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	19	42%	59	73%	37	92%	0		64	86%	0		6	67%	35	51%	36	58%	72	69%
	2025 Target		52%														61%				

The Percent of **Wilson** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 81% to 83% by July 2029.

Wilson: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wilson: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	19	47%	59	76%	37	92%	0		64	89%	0		6	67%	35	46%	36	64%	72	78%
	2025 Target										95%						56%				



The Percent of **Winborn** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Winborn: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	49%	50%	51%	52%	53%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Winborn: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	28	36%	55	47%	24	58%	0		3	33%	0		7	71%	30	23%	70	37%	22	41%
	2025 Target						68%										33%				

The Percent of **Winborn** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 49% to 54% by July 2029.

Winborn: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Winborn: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	28	36%	55	47%	24	58%	0		3	67%	0		7	71%	30	30%	70	37%	22	36%
	2025 Target																		47%		46%



The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 81% to 83% by July 2029.

Wolman: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wolman: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	12	83%	24	71%	93	80%	0		29	90%	0		8	88%	33	48%	26	69%	19	89%
	2025 Target																58%		79%		

The Percent of **Wolman** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 80% to 82% by July 2029.

Wolman: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	80%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Wolman: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	12	67%	24	71%	93	81%	0		29	90%	0		8	88%	33	42%	26	73%	19	89%
	2025 Target										95%						52%				



The Percent of **Youngblood** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 49% to 54% by July 2029.

Youngblood: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Youngblood: Targets	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above 2024 Actual	35	51%	59	37%	18	56%	0		12	67%	0		7	86%	37	14%	72	42%	31	42%
	2025 Target										77%						24%				

The Percent of **Youngblood** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 45% to 50% by July 2029.

Youngblood: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	45%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-					

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Youngblood: Targets	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above 2024 Actual	35	46%	59	32%	18	56%	0		12	83%	0		7	57%	37	16%	72	39%	31	48%
	2025 Target				42%												26%				