Katy Independent School District

Campbell Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Amy Campbell Elementary, together with staff, students, and community, commits to:

Achieve academic success by inspiring all learners to realize their full potential.

Create an innovative learning environment to meet student needs.

Embrace our diversity and promote a culture of mutual respect.

Vision

Building a Legacy

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Amy Campbell Elementary opened in August 2018 in Katy ISD, and we are excited for our year seven. We are located in the Cross Creek Ranch subdivision and also serve the Churchill Farms subdivision and a few streets of Tamarron. We recently experienced a boundary modification and have about 1300 students currently enrolled. We ended last school year with 1,587 students enrolled in Pre-K through 5th grade. We are a bilingual campus and also have a Life Skills class and 2 ECSE classrooms.

Ethnicity Percentages:

White-30%

Hispanic- 24%

African American- 7%

Asian- 31%

Two or More Races – 5%

Program Percentages:

40% of students are identified at-risk

10% of students are in the bilingual program

25% receive ESL services

12% of students are economically disadvantaged

20% receiving Special Education services

10% receiving Gifted and Talented services

We have hired a quality staff here at Campbell. With a staff of over 160, we only hired a librarian for this next school year. Teams will have consistency. All teachers are provided a variety of opportunities for professional development. Grade level teams plan together and receive resources and support needed to be successful. Having a supportive, positive school culture helps to attract and retain the best staff.

Demographics Strengths

Campbell Elementary is a diverse campus with learners from various backgrounds and learning experiences. Many families move into our area for the school district. Most families are coming from another state or another country. Each year, we have increased our enrollment and added staff. We will have 160 staff members this year and over 1300 students. We have retained our highly effective staff, and only hired one new staff member for this new school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of all students is harder on a teacher with large class sizes, and providing the needed interventions can be more difficult. **Root Cause:** We are a large campus and one of the largest elementary schools in Katy ISD.

Student Learning

Student Learning Summary

In year seven, Campbell Elementary staff will continue to work with students to help each one make progress and show growth.

Percent of students who mastered and approached grade level on 2024 STAAR:

	Reading	Math	Science
3rd Grade	95% Approaches 60 % Masters	96% Approaches 44% Masters	
4th Grade	98% Approaches 63% Masters	89% Approaches 43% Masters	
5th Grade	94% Approaches 56% Masters	97% Approaches 50% Masters	87% Approaches 29% Masters

Student Learning Strengths

According to the 2024 preliminary STAAR data, the vast majority of students are approaching, meets, or masters grade level by the standard set by TEA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards. **Root Cause:** Teachers need to utilize small group instruction and assessment data to meet the needs of each individual student so they show growth.

School Processes & Programs

School Processes & Programs Summary

Campbell Elementary has a strong set of core values and beliefs that are the foundation of our culture. We do what's best for kids, collaborate with one another, value each other's strengths, continuously learn, and choose kindess. The master schedule has been arranged to allow for maximum instructional time. Teachers have opportunities to share ideas and plan together through the use of common planning times, MTSS Collaboratives, Kid Chats, PLC meetings, and professional development opportunities.

School Processes & Programs Strengths

Campbell Elementary has had the number one culture and climate in the district for this past school year! Many teachers are wanting to join our staff to work in the positive environment and culture we have created. Our families are eager to volunteer. Our PTA has a full board, and they have trained and recruited many volunteers. We are continuing to build relationships throughout the school community.

Campbell Elementary has highly dedicated and professional teachers that were recruited and hired because they are quality educators. All of our staff members are highly effective and are student centered.

Campbell Elementary follows the TEKS and unit plans from Katy ISD. Our teachers have attended trainings throughout the summer and received many resources to support this effort.

Each one of the classrooms at Campbell is equipped with new technology in our retrofit year. Board. We are working on our 1:1 initiative for 3-5 Chromebooks. Grades K-2 are supplied with as many devices as we can divide out.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With online testing, we know it is important to be one-to-one with devices for grades 3-5. We are also trying to get devices to all students, especially now with TELPAS online. This will require our younger grades to need to have typing skills, and they only have ipads currently. We also no longer have a computer lab. **Root Cause:** We have a student enrollment of over 1,300 and not enough devices.

Perceptions

Perceptions Summary

Campbell Elementary has had the number one culture and climate survey in Katy ISD during this last school year. Campbell Elementary has established a variety of ways for parental and community involvement. We have an established and supportive PTA. Committees are open to everyone wanting to support our school. We had meet and greet playdates throughout the summer. There will be surveys to gain feedback throughout the year. Families will have many opportunities throughout the school year to visit the campus for events sponsored by PTA or by grade levels. We are also promoting a culture of kindness from day one. Each week will feature different activities to promote kindness by students and staff.

Perceptions Strengths

In our seventh year, the staff and PTA are continuing to develop relationships with our community and surrounding businesses. We have a great relationship already with the Fulshear Police Department and the City of Fulshear. We look forward to continuing to be a positive connection in the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a large elementary campus, we need to effectively gain feedback from all stakeholders and implement as appropriate or as needed. **Root Cause:** As a large elementary campus, it is important to keep all communication clear, consistent, and timely.

Priority Problem Statements

Problem Statement 1: As a large elementary campus, we need to effectively gain feedback from all stakeholders and implement as appropriate or as needed.

Root Cause 1: As a large elementary campus, it is important to keep all communication clear, consistent, and timely.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: With online testing, we know it is important to be one-to-one with devices for grades 3-5. We are also trying to get devices to all students, especially now with TELPAS online. This will require our younger grades to need to have typing skills, and they only have ipads currently. We also no longer have a computer lab.

Root Cause 2: We have a student enrollment of over 1,300 and not enough devices.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students may be passing and meeting grade level standards, but we need to make sure they are growing each year and mastering grade level standards.

Root Cause 3: Teachers need to utilize small group instruction and assessment data to meet the needs of each individual student so they show growth.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Campbell Elementary will meet each nine weeks to collaborate in regards to improvement for safety, security, and a positive learning environment in efforts to reduce discipline incidents by 5%.

    Evaluation Data Sources: PBIS Data, Discipline Data, Teacher and Student Feedback

Strategy 1 Details		Reviews			
Strategy 1: Implement MTSS B trainings, strategies and collaborative meetings to support teachers and students		**Formative**			**Summative**
Strategy's Expected Result/Impact: decrease in discipline incidents		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: MTSS B Committee Administrators CBI					
Strategy 2 Details		**Reviews**			
Strategy 2: Implement discipline data meetings each nine weeks to review needs for support		**Formative**			**Summative**
Strategy's Expected Result/Impact: support student behavior needs through working with parents and staff		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administration MTSS Coordinator					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 1: The percentage of Campbell Elementary students to meet the passing standard of approaching grade level will be 90% or higher on all STAAR assessments and in each student group.

    Evaluation Data Sources: 2025 STAAR Data

Strategy 1 Details			Reviews		
Strategy 1: Implement at least 4 coaching cycles per grading period with our instructional coach		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reflect on STAAR data to analyze strengths and needs coaching cycle data - TTESS		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coach Administrators					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: HB3: The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Math will increase to 80% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR 2025 Data

Strategy 1 Details			Reviews		
Strategy 1: Instructional Coach will train and support teachers in utilizing DreamBox student/class/grade level data to identify students in need of reteach, support, or extension. This data, along with other classroom data, will be used by teachers to create small group instruction plans.			**Formative**		**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers use data for small group instruction to increase student math skills. **Staff Responsible for Monitoring:** instructional coach					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 3: HB3: The percent of Campbell Elementary 3rd grade students who achieve Meets and above in Reading will increase to 86% by July 2025.

    HB3 Goal

Strategy 1 Details				Reviews			
Strategy 1: Teachers will administer the Amira assessment with fidelity and show evidence of data driven instruction in lesson plans, data binders, and delivery. Teachers will keep anecdotal notes (data binders) for small group instruction. Performance data on each student group will be monitored to determine effectiveness.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will use reading level/small group data to guide instruction to increase student reading skills/reading levels. **Staff Responsible for Monitoring:** instructional coach							
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue							

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

Performance Objective 4: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 5: Continue to increase our campus student attendance this year by at least .2% to ensure students are at school for instruction

    High Priority

    Evaluation Data Sources: attendance data

Strategy 1 Details	Reviews			

Strategy 1: Emphasize the importance of student attendance to parents through newsletters and posters in the front office so parents plan vacations for non-school days
    Strategy's Expected Result/Impact: increase in student attendance percentage, students in attendance for instruction
    Staff Responsible for Monitoring: Jaime Shipley, Principal
Erika Rodriguez, Assistant Principal
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: 100% of Campbell Students will wear and utilize their RFID badge provided by the district.

Evaluation Data Sources: Observation/Feedback

Strategy 1 Details	Reviews			
Strategy 1: Students will wear the badge and lanyard provided to them during the school day for safety, cafeteria check out, and library check out. RFID tags and lanyards will be stored in the classrooms at the end of the day. Bus riders will have an additional RFID tag attached on their backpacks for bus safety.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: consistent wear and use of RFID badges on campus **Staff Responsible for Monitoring:** Administrators				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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: 100% of Campbell Elementary grade level teams will work collaboratively to analyze data to meet the needs of students during small group instruction.

   Evaluation Data Sources: Planning Agendas, Assessment Data, STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: Provide time for teachers to actively engage in professional learning communities to analyze data, create common assessments, create action plans for student progress, and discuss student needs.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Teams will support student growth and growth in scores. PLC meetings will focus on student needs and progress. **Staff Responsible for Monitoring:** Instructional Coach Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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: Campbell Elementary will provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner.

Evaluation Data Sources: Bright Bytes Data, Lesson Plans, Survey Data

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Campbell Elementary will promote student engagement during instruction with the use of class 1:1 technology in grades 3-5.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Campbell staff will be innovative in teaching methods with the use of the class 1:1 Chromebooks and other devices. **Staff Responsible for Monitoring:** Classroom Tech Designer Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Campbell Elementary will meet or exceed an 8 on all pillars of the Culture and Climate Survey.

    Evaluation Data Sources: Staff Survey Data, Culture and Climate Survey Data, Staff Retention Data

Strategy 1 Details		Reviews		

Strategy 1: Recognize staff for their accomplishments and success in a variety of ways. Personalize recognition and affirmations. Celebrate staff with Thankful Thursdays, Shout Outs, intentional notes, and special days. Support staff through Monday Mindsets/Check Ins. Create a culture where all staff members take part in complimenting and recognizing one another.
 	
    Strategy's Expected Result/Impact: Recognizing staff intentionally and utilizing strengths effectively will create a positive campus culture.
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
		Formative		**Summative**

		Oct	Jan	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.

Performance Objective 1: Campbell Elementary will allocate budget resources to provide the materials and professional development teachers need for students to meet their academic goals.

Evaluation Data Sources: Budget, Professional Development Survey Data, Professional Development Plan, STAAR Data, Bright Byte Survey Data

Strategy 1 Details		Reviews		
Strategy 1: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by instructional support and classroom teachers to ensure the mastery of required math, reading, science and writing TEKS for all students.		**Formative**		**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Resources will be utilized efficiently to support our goal of all students making progress on state and district assessments. **Staff Responsible for Monitoring:** Instructional Coach Administrators **Funding Sources:** professional development - 199 - General Fund - $4,701, instructional materials - 199 - General Fund - $59,544, bilingual instructional materials - 263 - Title III ELA - $7,675, special education instructional materials - 224 - IDEA B SpEd - $3,601, GT instructional materials - 397 - Advanced Placement - $612				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: The faculty and staff of Campbell Elementary will work collaboratively with parents and the community to establish and maintain a safe, supportive and positive learning environment that will promote high academic achievement and experiences for all students.

Evaluation Data Sources: Family Night Attendance, PTA Memberships, Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple opportunities for parents to be actively engaged with their students and the teaching and learning process at Campbell by providing interactive family nights, special programs and events, coffee chats, International Festival, WATCH Dogs and CATCH fitness night.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: By creating programs for students and parents, stakeholders will receive a value-added school experience. Parent Feedback **Staff Responsible for Monitoring:** Principal				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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: Campbell Elementary will implement school safety and involvement programs to promote awareness and maintain a safe school environment.

    Evaluation Data Sources: Positive Office Referrals, Kindness Crew Agendas and Calendar, Bully Survey Data, PBIS Committee Data

Strategy 1 Details		Reviews			
Strategy 1: Implement the House System with PBIS to build relationships and unity throughout the campus as the four houses work to earn points for positive interactions and deeds.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: PBIS Data and Discipline Data will show that students are being kind to one another. Positive office referrals and Core Essential awards will given to students who exhibit kindness. The campus will be a positive and happy place to work and learn.
    Staff Responsible for Monitoring: Counselor
 	
    PBIS Committee					

Strategy 2 Details		Reviews			
Strategy 2: Meet each nine week with grade levels to collaborate for MTSS-B discussions to support student behavior.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: decrease office referrals, more positive office referrals, happy students with strong conduct grades **Staff Responsible for Monitoring:** Administrators					

Strategy 3 Details		Reviews			
Strategy 3: Counselor guidance, including bullying awareness, will be provided for each grade level to meet the behavior needs and support the well-being of all students.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: PBIS Data and Discipline Data will show that students are being kind to one another. Positive office referrals and Core Essential awards will given to students who exhibit kindness. The campus will be a positive and happy place to work and learn. **Staff Responsible for Monitoring:** Counselor					

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

State Compensatory

Budget for Campbell Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Campbell Elementary

Name	Position	FTE
Interventions	Academic Support	3

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	professional development		$4,701.00
7	1	1	instructional materials		$59,544.00
				Sub-Total	$64,245.00

263 - Title III ELA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	bilingual instructional materials		$7,675.00
				Sub-Total	$7,675.00

224 - IDEA B SpEd					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	special education instructional materials		$3,601.00
				Sub-Total	$3,601.00

397 - Advanced Placement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1	GT instructional materials		$612.00
				Sub-Total	$612.00

Addendums

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	-					

Campbell: Targets

3rd Grade Reading Meets or Above

	# 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
Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
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	-					

Campbell: Targets

3rd Grade Math Meets or Above

	# 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
Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
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%				