

Katy Independent School District

District Improvement Plan

2025-2026



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 April 28, 2025, 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 May 13, 2025, 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.

2024-2025 Federal Advisory Committee

Campus Initials	Stakeholder Role	Campus Representative Name
Katy ISD	Administrator	Lynette Cornell
Katy ISD	Administrator	Kristie Valdez
Katy ISD	Administrator	Nakia Coy
Katy ISD	Administrator	Suzanna Campbell
Katy ISD	Administrator	Karen Muller
Katy ISD	Administrator	Alicia Bates
Katy ISD	Administrator	Heather Devries
Katy ISD	Administrator	Nicole Zwahr
Katy ISD	Administrator	Rosie Pratt
Katy ISD	Administrator	Danielle Sanchez
Katy ISD	Administrator	Tiffany White
BDJH	Assistant Principal/Other School Leader	Diane Jones
WME	Assistant Principal/Other School Leader	Kelli Tharp
Christ Clinic Katy	Community Member	Sonya Jensen
	Community Member	Marco

Campus Initials	Stakeholder Role	Campus Representative Name
AccessHealthcare	Community-Based Organization	Jodan Neal
Suvida Healthcare	Community-Based Organization	Priscilla Rios
OLE	Counselor/Specialized Instructional Support	Latoya Mills
AJH	Counselor/Specialized Instructional Support	Brianna Pollinger
KDE	Instructional Coach/Other School Leader	Kathy Smith
MRJH	Instructional Coach/Other School Leader	Elizabeth Torres
MCJH	Instructional Coach/Other School Leader	Chelsea Haden
MDJH	Librarian/Specialized Instructional Support	Jessica Roberts
SES	Paraprofessional	Laurel Grassau
GE	Paraprofessional	Maria Aguirre Orellana
MJE	Parent	Jessica Macchi
FPSE	Parent	Natalia Reza Gonzalez
TWE	Parent	Samantha Rader
JHS	Parent	Jana DeBow
SLHS	Parent	Kathleen Brennan
BHE	Parent	Samantha Tavares
DWE	Parent	Yumi Rawlinson
FES	Parent	Beatrice Hercules
HJH	Parent	Erica Brettell
CBE	Parent	Laura Buehner
JRE	Parent	Maria Chapman
SJH	Parent	Alexandra Prieto
SSE	Parent	Christy Black
MGE	Parent	Jeremy Zink
RJWE	Parent of ESL/Bilingual Student	Maria Mendez Oronia
MRE	Parent of ESL/Bilingual Student	Nataly Suarez
HE	Parent of ESL/Bilingual Student	Luz Maria Perez
RKE	Parent of ESL/Bilingual Student	Christine Babalola
BCE	Parent of ESL/Bilingual Student	Catherine Baez
NJH	Principal	Kara Morgan

Campus Initials	Stakeholder Role	Campus Representative Name
WE	Principal	Anna Hinojosa
MRHS	Principal	Julie Hinson
USE	Principal	Carole Langley
MPE	Principal	Nelly Vaccaro
FHS	Principal	Gina Cobb
MCHS	Principal	Lizzie Herring
MRHS	Student	Keaton Hinson
MCHS	Student	Jayden Timmons
SLHS	Student - ESL	Maria Valentina Rivera Martinez
OTHS	Student - ESL	Cesar Ledezma Oliveros
RCFE	Teacher	Marcelina Bishop
TJH	Teacher	Maria Loveday
WCJH	Teacher	Subathra (SUBA) Dhinaker
CE	Teacher	Barbara Rosales
CJH	Teacher	Scarlett, Crystal
BES	Teacher	Katherine Chaney
PHS	Teacher	Kristen Smyers
JEE	Teacher - Academic Support	Ellen Farrar
MCE	Teacher - Academic Support	Niccole Bigelow-Moore
PME	Teacher - Bilingual Academic Support	Natalie Alvarez
ACE	Teacher - Bilingual Academic Support	Liliana Duarte
SE	Teacher - Bilingual Academic Support	Geovany Hernandez
RES	Teacher - ESL/Bilingual	Luz Torres
WCE	Teacher - ESL/Bilingual	Diana Yarbrough
SLJH	Teacher - ESL/Bilingual	Shannon Rubio
Law Enforcement		Wendy Corrales

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 25% of students are Limited English Proficient. 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit and retain quality staff for campus and program needs

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 unit plans and resources, principal collabs, ongoing support through instructional specialists and 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

2024 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.
- Dual credit enrollment and course completion have increased over the past three years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies.

Root Cause: Disparities in instructional capacity of educators across these subjects hinder the District's ability to ensure all students receive high-quality education and the achievement gaps are closed.

Problem Statement 2 (Prioritized): There has been an increase in behavioral incidents throughout the district. The district needs to continue to find ways to support students with their behavioral needs as well as supporting staff in finding ways to decrease behavior.

Problem Statement 3 (Prioritized): There is a disparity in STAAR achievement between students receiving special education, ESL or bilingual services, those identified as low-income, in foster care, or experiencing homelessness, and their peers.

Root Cause: There is a lack of equitable access to high-quality, differentiated instruction and support services that address the unique academic and linguistic needs of these student groups. Inconsistent implementation of inclusive practices contribute to gaps in learning opportunities and outcomes.

Problem Statement 4 (Prioritized): The number of students who select non-traditional CTE program areas in KISD is lower than the state average.

Root Cause: Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.

Problem Statement 5 (Prioritized): Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR.

Root Cause: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 6-12.

Problem Statement 6 (Prioritized): Not all students are aware of the opportunities and advantages of taking advanced courses, including AP, KAP, and Dual Credit, in elementary and junior high grades.

Root Cause: Students and their parents should be exposed to all the various programs in advanced courses, including AP, KAP, and Dual Credit, starting in elementary and junior high grades.

Problem Statement 7 (Prioritized): There is a need for emergent bilingual (EB) students to make consistent progress in English language proficiency across all campuses, as some schools did not meet the federal expectations in Closing the Gaps Domain III, despite the district meeting the overall target.

Root Cause: Instruction for emergent bilingual (EB) students does not provide adequate opportunities to practice academic language, particularly in the expressive domains of Speaking and Writing.

Problem Statement 8 (Prioritized): There is a need, due to increase behavior incidents, to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior and academic outcomes, as well as to equip campus staff with effective behavior intervention strategies and resources for Tier I, II and III.

Problem Statement 9 (Prioritized): There is a need for more Reading Language Arts (RLA) teachers to obtain ESL certification to ensure emergent bilingual (EB) students receive effective, research-based language instruction that supports both English language development and academic success.

Root Cause: Although the population of emergent bilingual (EB) students continues to grow in the district, there is insufficient encouragement or emphasis at the campus/district level for RLA teachers to obtain ESL certification.

Problem Statement 10 (Prioritized): There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources, for identified students, to assure accelerated instruction and student growth are tracked and monitored.

Root Cause: Students who are unsuccessful on STAAR/EOC require accelerated instruction hours and documentation of such submitted to PEIMS annually.

Problem Statement 11 (Prioritized): More engagement is needed from all stakeholders regarding the intervention of chronic absenteeism and recovery of all dropouts.

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 April 28, 2025 to review program data and provide input on identified needs. A follow-up meeting was held on May 13, 2025 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.

The 2024-2025 Federal Program survey data show that most parents were unaware they could provide input, although they did feel their opinions were valued. Many parents expressed that communication from the school was good overall but noted there were too many different formats, which sometimes made it unclear where to find important information. While parent preferences for communication formats varied, these findings highlight the need for more consistent and streamlined communication methods.

Additionally, the survey indicates that a majority of parents remain involved with their child's school and feel included in supporting their academic success. Parents also appreciate opportunities to share their opinions and would like more chances to provide input. Overall, parents feel KISD is preparing their children well for future success beyond school.

According to Title I campus survey responses, campus staff believe parents are well informed of their rights and have 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.

For the 2024-2025 school year, Katy ISD identified 594 students as experiencing homelessness under the McKinney-Vento definition. The attendance rate for these students is 89%, compared to the district-wide attendance rate of 95%. The graduation rate for students identified as homeless is 86%, compared to 95% for their non-homeless peers. While graduation rates for homeless students have shown improvement over time, continued support is needed to address both academic and social challenges.

To support educational progress and stability, the district implements targeted interventions for identified secondary students, focusing on course completion, credit accrual, and graduation. District staff regularly monitor attendance and grades and meet with high school campus administrators every six weeks to review student progress. Communication with classroom teachers is coordinated to support the completion of missed assignments and to schedule retests for major assessments. In addition, parents are contacted to discuss educational concerns and collaborate on strategies to improve student outcomes. Transportation services are also provided to help students remain in their school of origin, reducing

disruptions and promoting continuity in their education.

The district employs three social workers specifically dedicated to supporting students identified under McKinney-Vento. These social workers help address immediate needs, including providing food resources, purchasing school supplies, and coordinating after-school tutoring services. They also participate in professional development to strengthen their capacity to serve this population effectively. Through these combined efforts, district staff and campus staff continue to work toward reducing barriers to academic success and supporting the overall well-being of students experiencing homelessness.

Title I, Part C - Education of Migratory Children

In 24-25, 7 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, Advanced Academics, 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 15% gap in 2024-2025 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 20 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 across grade levels, where students design, construct, calculate, test, and communicate to create products aligned with specific learning objectives. Through cooperative group work, they develop critical thinking, problem-solving, and collaboration skills. To support these efforts, teachers and students require access to resources such as consumable building materials and evolving technologies. The Robert R. Shaw Center for STEAM enhances these opportunities by providing a variety of engaging experiences, including robotics programs where students build and prepare robots for FIRST Robotics competitions during evenings and weekends, hands-on field trips that serve over 16,000 students annually, Family STEAM Nights that feature interactive science activities, and STEM summer camps that include invention, robotics, and other science-focused learning. Additionally, STEM instruction is integrated throughout elementary and secondary classrooms, and summer enrichment courses in Math and AP Human Geography are offered to broaden access to advanced academic opportunities for secondary students. Using visual non-linguistic strategies, such as diagrams, models, and infographics, supports these instructional programs by helping students better understand complex STEM and humanities concepts.

Safe and Healthy Students

Katy ISD provides a range of services designed to support student well-being and engagement. The district employs eight Dropout Prevention, Intervention, and Recovery Facilitators (DPIRFs) who work with students to address factors that may influence school attendance and progress toward graduation. On average, these facilitators collectively support approximately 2,650 students and families each month. Two of these positions are funded through Title IV, which helps distribute caseloads and allows for more individualized support.

The Katy ISD Social Work team serves as a connection point among schools, homes, and community resources. The team consists of 20 social workers, including 3 who are specifically assigned to support students eligible under the McKinney-Vento Act. The other 17 social workers are assigned to campuses for direct support and are also available to consult across all district schools. Four of these positions are supplemental and funded by Title IV, which helps to maintain manageable caseloads and broaden access to services.

Social Work Services in the district include:

- Providing direct support to students related to academic, behavioral, or social concerns
- Offering crisis intervention and referrals as needed
- Facilitating small group meetings on topics related to student well-being
- Coordinating connections to community resources for students and families
- Collaborating with campus staff to support mental health initiatives
- Supporting communication and partnerships among schools, families, and community organizations

During the 2024-2025 school year, the Katy ISD social worker team provided a total of 19, 805 services to students in Katy ISD. Below is a summary of the top services provided.

Service Provided	Number of Services
Emotional/Behavioral Support	2, 508
Resource Referral	840
Crisis/ Mental Health	610
Check In with Student	4,455
Group Counseling	2, 155
Relationship/Conflict	468
Group Counseling	492

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Effective Use of Technology

The district's technology department supports the effective use of technology embedded in instructional practices. Such support includes offering after-school professional development sessions, campus-requested training, departmental workshops, and online Canvas module courses available to all staff. Technology integration helps make learning more active and engaging, ensures all students have opportunities to participate, provides timely feedback to students and teachers, adapts to diverse student needs, enhances collaboration, and expands learning access beyond 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 9% of the total student population of Katy ISD. Statewide, the GT population in Texas schools is roughly 8.5%. The demographics of the GT program do not align with those 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 that provides full-day instruction and activities tailored to the needs of gifted students in grades K-5. The secondary GT program monitors course selections and the academic performance of the GT students on those campuses. Every campus is served by a GT Facilitator who manages screening and monitors service, ensuring compliance with state guidelines. 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 education. Advanced Academics includes all Advanced Placement (AP) courses and Katy Advanced Program (KAP) courses. Teachers receive ongoing training in curriculum and instruction relevant to the course they teach, with the goal of student success on the AP Exams at the end of the course, which will earn them college credit at many colleges and universities. Teachers also receive resources provided by the College Board to help them align their curriculum and support 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 award 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 enable students to earn college credit and/or workforce certifications before high school graduation, saving students and their families time and money. Katy ISD 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to actively support students as they fully transition from elementary to secondary and secondary to post-secondary.

Problem Statement 2 (Prioritized): Students, staff and parents need more resources and education in supporting student well-being.

Problem Statement 3 (Prioritized): There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Problem Statement 4 (Prioritized): There is a need to strengthen awareness and expand parent and family engagement opportunities in order to build stronger partnerships between schools, families, and the community.

Root Cause: There is a lack of culturally and linguistically appropriate communication and outreach strategies to effectively engage diverse families, particularly those of emergent bilingual (EB) and underserved students. Additionally, limited time, resources, and training needed hinders opportunities to develop strong and meaningful partnerships with families.

Problem Statement 5 (Prioritized): There is a need for professional development specifically targeted to teachers of advanced coursework.

Root Cause: Advanced academics PD has historically been focused on GT.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students, parents, and community members have misconceptions about what CTE is and the types of students that take CTE courses.

Root Cause: Some people still view CTE as vocational or for students that can't go to college.

Problem Statement 2 (Prioritized): Students, parents, and community members have misconceptions about GT services at the secondary level.

Root Cause: There is a prevailing misconception that GT services are not provided at the secondary level.

Priority Problem Statements

Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies.

Root Cause 1: Disparities in instructional capacity of educators across these subjects hinder the District's ability to ensure all students receive high-quality education and the achievement gaps are closed.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for emergent bilingual (EB) students to make consistent progress in English language proficiency across all campuses, as some schools did not meet the federal expectations in Closing the Gaps Domain III, despite the district meeting the overall target.

Root Cause 2: Instruction for emergent bilingual (EB) students does not provide adequate opportunities to practice academic language, particularly in the expressive domains of Speaking and Writing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a disparity in STAAR achievement between students receiving special education, ESL or bilingual services, those identified as low-income, in foster care, or experiencing homelessness, and their peers.

Root Cause 3: There is a lack of equitable access to high-quality, differentiated instruction and support services that address the unique academic and linguistic needs of these student groups. Inconsistent implementation of inclusive practices contribute to gaps in learning opportunities and outcomes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to strengthen awareness and expand parent and family engagement opportunities in order to build stronger partnerships between schools, families, and the community.

Root Cause 4: There is a lack of culturally and linguistically appropriate communication and outreach strategies to effectively engage diverse families, particularly those of emergent bilingual (EB) and underserved students. Additionally, limited time, resources, and training needed hinders opportunities to develop strong and meaningful partnerships with families.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: There is a need for more Reading Language Arts (RLA) teachers to obtain ESL certification to ensure emergent bilingual (EB) students receive effective, research-based language instruction that supports both English language development and academic success.

Root Cause 5: Although the population of emergent bilingual (EB) students continues to grow in the district, there is insufficient encouragement or emphasis at the campus/district level for RLA teachers to obtain ESL certification.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There has been an increase in behavioral incidents throughout the district. The district needs to continue to find ways to support students with their behavioral needs as well as supporting staff in finding ways to decrease behavior.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources, for identified students, to assure accelerated instruction and student growth are tracked and monitored.

Root Cause 7: Students who are unsuccessful on STAAR/EOC require accelerated instruction hours and documentation of such submitted to PEIMS annually.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need, due to increase behavior incidents, to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior and academic outcomes, as well as to equip campus staff with effective behavior intervention strategies and resources for Tier I, II and III.

Root Cause 8:

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to actively support students as they fully transition from elementary to secondary and secondary to post-secondary.

Root Cause 9:

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: The number of students who select non-traditional CTE program areas in KISD is lower than the state average.

Root Cause 10: Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR.

Root Cause 11: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 6-12.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Not all students are aware of the opportunities and advantages of taking advanced courses, including AP, KAP, and Dual Credit, in elementary and junior high grades.

Root Cause 12: Students and their parents should be exposed to all the various programs in advanced courses, including AP, KAP, and Dual Credit, starting in elementary and junior high grades.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: More engagement is needed from all stakeholders regarding the intervention of chronic absenteeism and recovery of all dropouts.

Root Cause 13:

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Students, staff and parents need more resources and education in supporting student well-being.

Root Cause 14:

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Root Cause 15:

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit and retain quality staff for campus and program needs

Root Cause 16:

Problem Statement 16 Areas: Demographics

Problem Statement 17: Students, parents, and community members have misconceptions about GT services at the secondary level.

Root Cause 17: There is a prevailing misconception that GT services are not provided at the secondary level.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need for professional development specifically targeted to teachers of advanced coursework.

Root Cause 18: Advanced academics PD has historically been focused on GT.




Problem Statement 18 Areas: District Processes & Programs









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	Reviews			
Strategy 1: Adhere and strive to surpass state and local safety requirements. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Identify and assess physical vulnerabilities to threats. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Identify safety & security resource availability and requirements. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			




Strategy 4 Details	Reviews			
Strategy 4: Apply safety & security resources efficiently to address safe spaces. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Emplace measures to ensure safe spaces at all levels. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Educate students and the community on campus safety. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 7 Details	Reviews			
Strategy 7: Katy ISD Police Department will provide an established multi-disciplinary approach to proactively secure campuses, district facilities, and district events. Strategy's Expected Result/Impact: District personnel and Board members will have a working knowledge of Katy ISD deployment of safety & security personnel and resources. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








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	Reviews			
Strategy 1: 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: Technology Professional Development - 204- Title IV - \$15,500	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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 Assistant Superintendent for Special Education Director of Intervention Programs Equity Plan Funding Sources: Title I Homeless Reservation - Credit Recovery - 211 - Title I Part A - \$5,000, Title I Homeless Reservation - Supplemental Resources - 211 - Title I Part A - \$5,000, GT Advanced Academics Professional Development Support - 255 - Title II Part A TPTR - \$14,213, Intervention Supports to all campuses - 192 - Special Project - \$52,000, Technology to support math and science instruction - 204- Title IV - \$180,322, 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, Professional Development Personnel for Intervention - 255 - Title II Part A TPTR - \$200,000	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: 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 Assistant Superintendent for 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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: 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 Equity Plan Problem Statements: Student Learning 1 Funding Sources: Professional Development Personnel-Elementary & Secondary - 255 - Title II Part A TPTR - \$930,000, Professional Development, Professional Development Resources, Contracted Services and Extra Duty Pay-Elementary & Secondary - 255 - Title II Part A TPTR - \$780,259	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
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 - \$100,013	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			

Strategy 6 Details	Reviews			
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 - \$60,000	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			
Strategy 7 Details	Reviews			
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 Problem Statements: Student Learning 7 Funding Sources: Title III ELA - Language Instruction Educational Programs (LIEPs) - 263 - Title III ELA - \$1,650,000, Title III Immigrant - Language Instruction Educational Programs (LIEPs) - 263 - Title III-A Immigrant - \$57,688	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 8 Details	Reviews			
Strategy 8: 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 Equity Plan Problem Statements: Student Learning 1 Funding Sources: Professional Development - Elementary & Secondary - 192 - Special Project - \$65,000, Professional Development - Elementary & Secondary - 255 - Title II Part A TPTR - \$80,000, Professional Development with Strong Foundations Grant - 255 - \$150,000	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning



Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. **Root Cause:** Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.






Problem Statement 7: There is a need for emergent bilingual (EB) students to make consistent progress in English language proficiency across all campuses, as some schools did not meet the federal expectations in Closing the Gaps Domain III, despite the district meeting the overall target. **Root Cause:** Instruction for emergent bilingual (EB) students does not provide adequate opportunities to practice academic language, particularly in the expressive domains of Speaking and Writing.

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	Reviews			
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. 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 Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Director of Intervention Programs Funding Sources: Student Data Support and Supplies - 206- TEHCY Grant - \$64,656	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide effective ongoing professional development and resources for staff of emergent bilingual (EB) students to: (1) strengthen content-based language instructional practices; (2) implement ongoing data reviews to monitor language and academic growth; and (3) target students in need of intensified support, including Students with Interrupted Formal Education (SIFEs) and Long-Term EBs. Strategy's Expected Result/Impact: Improves teacher capacity to deliver grade-level content while supporting English language development. Enables targeted instruction based on language proficiency and content gaps. Helps address persistent language and academic gaps among high-need groups. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Problem Statements: Student Learning 3 Funding Sources: Title III Immigrant - Professional Development for EBs - 263 - Title III-A Immigrant - \$410,500, Title III ELA - Professional Development for EBs - 263 - Title III ELA - \$450,305, OOL Title II Stipends - 255 - Title II Part A TPTR - \$39,200	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: 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: Assistant Superintendent for Special Education Funding Sources: Resources and instructional supports for students with identified needs - 192 - Special Project - \$52,000	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:




Student Learning
Problem Statement 3: There is a disparity in STAAR achievement between students receiving special education, ESL or bilingual services, those identified as low-income, in foster care, or experiencing homelessness, and their peers. Root Cause: There is a lack of equitable access to high-quality, differentiated instruction and support services that address the unique academic and linguistic needs of these student groups. Inconsistent implementation of inclusive practices contribute to gaps in learning opportunities and outcomes.

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

Performance Objective 3: HB3: The percent of Katy ISD High School students who achieve the CCMR target will increase to 83% by July 2026. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2026 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: The Director of GTAAS will design and implement a stakeholder education plan that communicates the importance of early enrollment in advanced academic courses beginning in 6th grade. The plan will include presentations, digital resources, and campus outreach, reaching 100% of secondary campuses and at least 90% of targeted parent and student audiences. Strategy's Expected Result/Impact: Post-implementation surveys will show that at least 85% of respondents understand the district's open enrollment opportunities and the benefits of early participation. Staff Responsible for Monitoring: Director of Advanced Academic Services Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: 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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify









Discontinue

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

Performance Objective 4: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 65% by July 2026 . (Legal Requirement)

HB3 Goal
Evaluation Data Sources: 2026 Accountability data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Focus on literacy in elementary curriculum area 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: Student mastery of Reading TEKS will increase. Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - Texas Reading Academy - 192 - Special Project - \$120,000	 Some Progress			
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.

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

Performance Objective 5: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 57% by July 2026 . (Legal Requirement)

HB3 Goal
Evaluation Data Sources: 2026 Accountability data




Strategy 1 Details		Reviews			
Strategy 1: Focus on mathematics in elementary curriculum 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: Student mastery of Math TEKS will increase. Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - 192 - Special Project - \$120,000		Formative			Summative
		Oct	Feb	Apr	June
		 Some Progress			
Strategy 2 Details		Reviews			
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		Formative			Summative
		Oct	Feb	Apr	June
		 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					





Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.

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 2026. (District Needs Assessment)

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide Parent, Family and Community engagement activities and resources for parents and families of students at Title I campuses Strategy's Expected Result/Impact: Build capacity of parents and families at Title I campuses to assist in closing achievement gaps. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Funding Sources: Materials and Supplies for PFE Activities - 211 - Title I Part A - \$91,922	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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






Performance Objective 8: Identify and communicate personalized learning pathways for all students. (Strategic Design)

Evaluation Data Sources: Personalized learning pathways.

Strategy 1 Details	Reviews			
Strategy 1: GT/AAS will collaborate with technology to develop a system that enables campuses to track student completion of dual credit courses more effectively. Strategy's Expected Result/Impact: A cohesive tracking system will allow campuses to better advise students on completion of dual credit pathways (Level I Certificate, 3 hours in math or reading, or 9 hours total). Staff Responsible for Monitoring: Director of GT/Advanced Academics	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 9: Evaluate student performance in mathematics and support best instructional practices to positively impact student learning and address learning loss. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Develop/expand upon the development of a Math Framework through a partnership with Instruction Partners. Strategy's Expected Result/Impact: Increased student performance in mathematics through the support of best instructional practices. Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development from Instruction Partners - Secondary Funded by Grant - 255 - \$300,000, Professional Development from Instruction Partners - Elem funded by Title - 255 - \$45,000	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
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Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.

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	Reviews			
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. Strategy's Expected Result/Impact: Compliance in all federal program areas. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Problem Statements: Student Learning 1 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 - \$18,080, Services to PNP Campuses - 211 - Title I Part A - \$4,464, Services to PNP Campuses - 255 - Title II Part A TPTR - \$41,584, Title I Professional Development to Title I Campuses - 211 - Title I Part A - \$237,159	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase stakeholder awareness of budget challenges and trade-offs through district presentations and community meetings. Furthermore, increase awareness on the part of all administrators and support staff of the resources available to meet these challenges. Strategy's Expected Result/Impact: 1.) Program and resource alignment; 2.) Increased Financial literacy throughout the District enabling more effective use of limited resources; 3.) Accurate and timely tracking of financial activity; 4.) Closer adherence to plans as outlined in campus, department, and District budgets; and 5.) Informed decision making as plans change throughout the year. Staff Responsible for Monitoring: Director of Budget and Treasury Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies.</p> <p>Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.</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: Develop a Communication Plan of factual information and data of facilities to assist with transparency in the district. This will assist with communication transparency and frequency in order to educate the Katy community and beyond of the importance and need of maintaining the district infrastructure. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Work with District departments to provide the public with information and data related to current and future facility needs throughout Katy ISD. Strategy's Expected Result/Impact: Assist the District with future bond planning by educating voters and garnering support from the Katy ISD community. Staff Responsible for Monitoring: Ted Vierling, COO; Dr. Andrea Grooms, CCO; Lisa Kassman, Exec Dir Facilities, Planning and Construction; Nathan Fuchs, Senior Executive Director, Operations	Formative			Summative
	Oct	Feb	Apr	June
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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: Create a communication plan to share the purpose of each assessment in the District Assessment System to parents. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Communicate the Balanced Assessment system to parents. Strategy's Expected Result/Impact: Inform parents of the purpose for each assessment types. Staff Responsible for Monitoring: Executive Director of School Improvement	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> <div>Some Progress</div>			
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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)

Evaluation Data Sources: Dashboard, data collection, data analysis, stakeholder input

Summative Evaluation: Met Objective



Next Year's Recommendation: For subsequent school years, Technology will follow the same proces.



Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
				
	Accomplished	Accomplished	Accomplished	Accomplished
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
				
	Accomplished	Accomplished	Accomplished	Accomplished
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
				
	Accomplished	Accomplished	Accomplished	Accomplished







Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
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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 2: Create an online education Hub that meets the diversity of the Katy ISD community to educate on core systems, web filtering and online safety. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Establish an implementation team. Strategy's Expected Result/Impact: Clear Roles and Responsibilities Defined leadership and ownership of the Education Hub project. Assigned roles for content creation, translation, technical support, and community outreach. Staff Responsible for Monitoring: Executive Director of Technology Operations Director of Customer Services	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Educate on Core Systems in multiple languages. Strategy's Expected Result/Impact: 1. Increased Accessibility and Inclusion, families who speak languages other than English can fully engage with district Technology resources. 2. Reduction in support requests. Staff Responsible for Monitoring: Executive Director of Technology Operations Director of Customer Services	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			




Strategy 3 Details	Reviews			
Strategy 3: Educate on web filtering and online safety. Strategy's Expected Result/Impact: 1. Improved Awareness of District Protections Parents and students gain a clear understanding of how Katy ISD's web filtering works both on and off campus. Families feel reassured that students are protected from harmful or inappropriate content. 2. Empowered Digital Citizenship Students learn safe online practices (avoiding scams, protecting personal information, preventing cyberbullying). Encourages responsible use of technology and reduces risky behaviors online. 3. Stronger School-Home Partnership Parents understand their role in reinforcing online safety at home, creating a consistent message between school and family. Families feel included in the shared responsibility for digital safety. 4. Reduction in Incidents and Misuse Fewer cases of unsafe browsing, inappropriate searches, or cyberbullying reported. More proactive reporting of concerns by students and parents. 5. Community Confidence in District Technology Families view Katy ISD as proactive and transparent in protecting students. Staff Responsible for Monitoring: Executive Director of Technology Operations	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: Establish live webinars/presentations on online safety for stakeholders. Strategy's Expected Result/Impact: 1. Direct Engagement and Interaction Parents, students, and staff have the opportunity to ask questions in real time and clarify concerns about online safety. Sessions foster two-way communication rather than just one-way information delivery. 2. Increased Awareness and Confidence Stakeholders leave sessions with a clearer understanding of district web filtering, digital citizenship, and safety resources. Parents gain practical strategies to support safe technology use at home. 3. Demonstrated District Commitment Hosting regular live events shows stakeholders that Katy ISD prioritizes transparency, education, and family partnership. Builds stronger trust in district leadership and technology initiatives. 4. Collaborative Community Culture Creates a sense of shared responsibility for online safety between schools, families, and students. Opens the door for ongoing conversations, feedback, and continuous improvement. Staff Responsible for Monitoring: Executive Director of Technology Operations	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			







Strategy 5 Details	Reviews			
Strategy 5: Create an online education hub for all stakeholders. Strategy's Expected Result/Impact: 1. Centralized Access to Resources Families, students, and staff have a one-stop location for tutorials, guides, and safety information. Reduces confusion and saves time by consolidating resources that were previously scattered. 2. Improved Equity of Access Hub content is designed with multilingual support, accessibility features, and role-specific navigation (e.g., student, parent, staff). Ensures every stakeholder can find resources that meet their unique needs. 3. Reduced Support Burden Fewer repetitive questions to help desks, teachers, and campus staff because answers are readily available online. More efficient use of district staff time. Staff Responsible for Monitoring: Executive Director of Technology Operations Director of Customer Services	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Explore the use of artificial intelligence providing online safety. Strategy's Expected Result/Impact: 1. Research Enhanced Monitoring and Protection AI tools can identify unsafe content, phishing attempts, and cyberbullying patterns more quickly than traditional methods. Early detection leads to proactive interventions, reducing the risk of harm to students. 2. Potential Improved Efficiency and Responsiveness Automation reduces manual workload for IT staff, freeing them to focus on higher-level safety and instructional technology initiatives. Faster responses to potential threats increase community trust. Staff Responsible for Monitoring: Executive Director of Technology Operations	Formative			Summative
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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	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			

Strategy 4 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide district-wide opportunities to support non-ESL certified teachers in obtaining ESL certification throughout the school year. 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 Problem Statements: Student Learning 9 Funding Sources: TExES ESL Certification - Bilingual Allotment - 199 - General Fund - \$20,000	Formative			Summative
	Oct	Feb	Apr	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: There is a need for more Reading Language Arts (RLA) teachers to obtain ESL certification to ensure emergent bilingual (EB) students receive effective, research-based language instruction that supports both English language development and academic success. Root Cause: Although the population of emergent bilingual (EB) students continues to grow in the district, there is insufficient encouragement or emphasis at the campus/district level for RLA teachers to obtain ESL certification.

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)

Strategy 1 Details	Reviews			
Strategy 1: GT/AAS will partner with staff development providers to bring new learning to the district, specifically focused on the needs of gifted and advanced students. Strategy's Expected Result/Impact: Teachers will have a better understanding of how to support gifted and advanced students in the general education setting. Staff Responsible for Monitoring: Director of GT/Advanced Academics	Formative			Summative
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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	Reviews			
Strategy 1: Enhance Prekindergarten behavior intervention with classroom materials, resources and professional learning opportunities. Strategy's Expected Result/Impact: Decrease negative behavior incidences in Prekindergarten classrooms. Staff Responsible for Monitoring: Director of Intervention Programs	Formative			Summative
	Oct	Feb	Apr	June
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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	Reviews			
Strategy 1: Complete market analysis on an annual basis to ensure competitiveness of salaries for all Katy ISD employees and recommend changes as needed. Strategy's Expected Result/Impact: Higher retention rate of all positions. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources	Formative			Summative
	Oct	Feb	Apr	June
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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	Reviews			
Strategy 1: Mentoring Program will implement activities to support teachers through peer mentorship, monitoring and professional growth activities. Strategy's Expected Result/Impact: Improve retention of new teachers and expand teacher capacity. Staff Responsible for Monitoring: Director of Professional Learning Equity Plan Funding Sources: Mentor Pay - Zero Year Teachers - 199 - General Fund - \$100,000, Mentor Pay - One Year Teachers - 255 - Title II Part A TPTR - \$65,000	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
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Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 6: Monitor and adjust the Katy ISD internal alternative certification program to attract and develop highly qualified teachers in accordance with TEA approval and guidance. (Strategic Design)

Strategy 1 Details		Reviews			
Strategy 1: Research and develop new curriculum that addresses the need for additional certifications in areas of shortage across the district. Strategy's Expected Result/Impact: Additional certifications offered Staff Responsible for Monitoring: Coordinator of KatyTEA+CH Alternative Certification Program		Formative			Summative
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Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.


Performance Objective 7: Maximize retention efforts by focusing on campuses and departments that have a higher turnover rate than the district average.
(Strategic Design)






Evaluation Data Sources: District Exit Surveys, MUNIS - Resignation/Termination report

Strategy 1 Details	Reviews			
Strategy 1: Identify high-turnover campuses and departments through data analysis to recognize trends and root causes. Strategy's Expected Result/Impact: Assist departments and campuses, as needed, with strategies to improve employee retention. Staff Responsible for Monitoring: Asst. Superintendent of Human Resources	Formative			Summative
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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: Build awareness in all stakeholders around the current state finance system and its limitations for local control. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Determine legislative priorities for Katy ISD initiated between August and December 2024. (Strategic Plan) Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Provide mechanisms for the Katy ISD community to engage elected officials regarding public school finances. (Strategic Plan) Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Identify and expand opportunities for communicating the challenges in public school finance to the community and District stakeholders. (Strategic Plan) Staff Responsible for Monitoring: Chief Communications Officer	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			

Strategy 4 Details		Reviews			
Strategy 4: Continue legislative advocacy for public school finance. (Strategic Plan) Staff Responsible for Monitoring: Chief Communications Officer		Formative			Summative
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		 Some Progress			
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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 2: Continuously monitor and proactively address internal and external factors that impact Katy ISD's finances. (Strategic Design)

Evaluation Data Sources: District budget, District financials, 89th legislative session outcomes, HB2, TEA Summary of Finance

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and communicate the ongoing fiscal health of the District. Strategy's Expected Result/Impact: Provide metrics necessary to determine the financial trends of the District. Staff Responsible for Monitoring: Assistant Superintendent of Finance Executive Director of Finance	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and communicate the ongoing capital needs of the District, along with funding resources necessary to achieve the District's goals. Strategy's Expected Result/Impact: Proactively address the capital needs of Katy ISD as the district's programmatic and demographic landscape changes. Staff Responsible for Monitoring: Assistant Superintendent of Finance Executive Director of Finance	Formative			Summative
	Oct	Feb	Apr	June
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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 3: Evaluate expanding Katy ISD's ability to take advantage of tuition based opportunities for non-enrolled students. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Identify and analyze the fiscal needs and implications of expanding District enrollment through virtual programs. Strategy's Expected Result/Impact: Proactively identify and implement fiscally responsible avenues for District growth. Staff Responsible for Monitoring: Executive Director of Finance	Formative			Summative
	Oct	Feb	Apr	June
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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/or 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		Reviews			
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		Formative			Summative
		Oct	Feb	Apr	June
		 Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Provide parent , family , and/or community engagement activities targeted to emergent bilingual (EB) and/or immigrant students. Strategy's Expected Result/Impact: Improve the English language skills of emergent bilingual (EB) and/or immigrant students. Empower parents/families to engage in their child's academic success. Help families navigate the school environment and foster early engagement. Elevate parent/family voice and encourage shared decision-making between home and school. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Problem Statements: District Processes & Programs 4 Funding Sources: Title III ELA - Parent, Family, and Community Engagement - 263 - Title III ELA - \$30,000, Title III Immigrant - Community Engagement - 263 - Title III-A Immigrant - \$1,000		Formative			Summative
		Oct	Feb	Apr	June
		 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 4: There is a need to strengthen awareness and expand parent and family engagement opportunities in order to build stronger partnerships between schools, families, and the community. Root Cause: There is a lack of culturally and linguistically appropriate communication and outreach strategies to effectively engage diverse families, particularly those of emergent bilingual (EB) and underserved students. Additionally, limited time, resources, and training needed hinders opportunities to develop strong and meaningful partnerships with families.







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: Evaluate and revise existing campus community partnership structures. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Review campus-level donation and volunteer hour data to identify trends, strengths, and gaps. Strategy's Expected Result/Impact: Data-driven recommendations for improving campus partnership structures. Strengthened alignment between community support and campus/student needs. Staff Responsible for Monitoring: Executive Director for Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Gather feedback through VIPS Leadership Council, Community Engagement Advisory Board, and VIPS Executive board to continually refine campus partnership structures. Strategy's Expected Result/Impact: Data-driven recommendations for improving campus partnership structures. Strengthened alignment between community support and campus/student needs. Staff Responsible for Monitoring: Executive Director, Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
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 No Progress  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 3: Advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Streamline the liaison meeting schedule to reduce frequency while increasing the focus, resources, and impact of each session. Launch an annual All Liaisons Kickoff in August 2025, combining staff liaison training with fall open house activities to maximize reach and visibility. Strategy's Expected Result/Impact: Simplifying and clarifying processes will give staff liaisons greater awareness to more effectively share and support community engagement programs on their campuses. Staff Responsible for Monitoring: Executive Director for Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Shift the annual Partners in Education marketing brochure to focus on the "how-to" basics of each program, providing simple, realistic steps for staff to implement on their campuses. Ensure content emphasizes clarity and usability, serving as a quick-reference guide rather than a promotional piece. Strategy's Expected Result/Impact: Staff liaisons gain clearer, more practical understanding of each community engagement program. Stronger consistency across campuses in how programs are communicated and carried out. Staff Responsible for Monitoring: Executive Director of Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
	 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 4: Research the options and viability of a new and improved campus community partnership platform. (Strategic Design)





Strategy 1 Details	Reviews			
<p>Strategy 1: Partners in Education updated the Partner Portal for Business & Community Partnerships, moving from a third-party subscription to a simplified, locally managed format.</p> <p>Strategy's Expected Result/Impact: Campuses may now submit requests through the Campus Community Support Request Form for items such as umbrellas for arrival/dismissal, lunch sponsors, volunteers, event support, and similar resources.</p> <p>Submitted requests will appear on the Open Campus Needs List, a live document accessible to approved community partners, who can review and respond directly. The new forms are available through the existing Partner Portal tile on MyKaty.</p> <p>Staff Responsible for Monitoring: Executive Director for Partners in Education</p>	Formative			Summative
	Oct	Feb	Apr	June
	<div> Accomplished</div>			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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. (Strategic Design)

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
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 Strategy's Expected Result/Impact: Increased support of student well-being, mental health and safety by adding resources, and increasing communication. Staff Responsible for Monitoring: Coordinator of School Leadership and Support Funding Sources: Student Well-Being Support - 204- Title IV - \$376,575, Student Well-Being Support - 211 - Title I Part A - \$188,034	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support. Strategy's Expected Result/Impact: Number of students referred to outside mental health partners Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Implement a comprehensive documentation system to streamline communication and enhance collaboration among campus SSSP team members, ensuring timely and effective support for students. Strategy's Expected Result/Impact: Increased communication and collaboration; consistent documentation Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Implement a systematic process to identify GT students in need of intervention through ongoing performance monitoring, teacher feedback, and assessment data. Strategy's Expected Result/Impact: Ensure that 100% of identified students receive targeted support plans within four weeks of identification, and monitor progress quarterly, with at least 80% of students demonstrating improvement toward established academic or social-emotional goals. Staff Responsible for Monitoring: Director of Advanced Academic Services Funding Sources: Secondary GT Facilitators - 199 General Fund: GT Allotment	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: 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	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Support increased high school graduation and completion rates by focusing efforts to identify barriers to student success and reduce the dropout rate by continuing 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: 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 & Support Funding Sources: Dropout Prevention, Intervention & Recovery Support - 204- Title IV - \$191,848	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: 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	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			



No Progress



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 2: Connect targeted resources and educational opportunities concerning topics related to well-being for students, staff, and parents.
(Strategic Design)

Evaluation Data Sources: Targeted Resources

Strategy 1 Details	Reviews			
Strategy 1: Equip staff with relevant professional learning that builds capacity to support student well-being through safe, responsive, and connected school environments. Strategy's Expected Result/Impact: Increase the number of staff trained; school climate survey; implementation of relevant initiatives Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Promote awareness and streamline access for families to school-based and community supports that address student well-being and mental health. Strategy's Expected Result/Impact: Increased attendance at events, utilization data, an increase in referrals Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
	<div><div></div></div> Some Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

RDA Strategies

Goal	Objective	Strategy	Description
2	1	7	Provide effective language instruction educational programs to increase English proficiency and student academic achievement of emergent bilingual (EB) students.

Title I

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Intervention Supports to all campuses		\$52,000.00
2	1	8	Professional Development - Elementary & Secondary		\$65,000.00
2	2	3	Resources and instructional supports for students with identified needs		\$52,000.00
2	4	1	Professional Development - Texas Reading Academy		\$120,000.00
2	5	1	Professional Development		\$120,000.00
Sub-Total					\$409,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
6	1	5	TEExES ESL Certification - Bilingual Allotment		\$20,000.00
6	5	1	Mentor Pay - Zero Year Teachers		\$100,000.00
Sub-Total					\$120,000.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Materials to support students with disabilities and transition supports		\$16,500.00
Sub-Total					\$16,500.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Title I Homeless Reservation - Supplemental Resources		\$5,000.00
2	1	2	Title I Homeless Reservation - Credit Recovery		\$5,000.00
2	1	3	Instructional Materials to assist in transition		\$10,000.00
2	7	1	Materials and Supplies for PFE Activities		\$91,922.00
3	1	1	Professional Development Activities		\$10,000.00
3	1	1	Title I Administration		\$138,165.00
3	1	1	Title I Professional Development to Title I Campuses		\$237,159.00
3	1	1	Services to PNP Campuses		\$4,464.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Title I McKinney Vento Services and Parent Involvement Reservation		\$91,922.00
9	1	1	Student Well-Being Support		\$188,034.00
Sub-Total					\$781,666.00
263 - Title III-A Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Title III Immigrant - Language Instruction Educational Programs (LIEPs)		\$57,688.00
2	2	2	Title III Immigrant - Professional Development for EBs		\$410,500.00
8	1	2	Title III Immigrant - Community Engagement		\$1,000.00
Sub-Total					\$469,188.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Title III ELA - Language Instruction Educational Programs (LIEPs)		\$1,650,000.00
2	2	2	Title III ELA - Professional Development for EBs		\$450,305.00
8	1	2	Title III ELA - Parent, Family, and Community Engagement		\$30,000.00
Sub-Total					\$2,130,305.00
224 - IDEA B SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Special Education Staff and Supplemental Services		\$14,428,278.00
Sub-Total					\$14,428,278.00
225 - IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional Staff	156,181	\$0.00
Sub-Total					\$0.00
244 - CTE-Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3	District Staff, Conferences, Trainings		\$81,009.00
2	6	4	District Staff, Professional and Contracted Services, Supplies and Materials, and Other Operating Costs		\$260,750.00
2	6	5	CTE Staff, Supplies and Materials		\$167,342.00
2	6	6	CTE Staff, Supplies and Materials		\$112,064.00

244 - CTE-Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	7			\$25,416.00
Sub-Total					\$646,581.00
255 - Title II Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	GT Advanced Academics Professional Development Support		\$14,213.00
2	1	2	Professional Development Personnel for Intervention		\$200,000.00
2	1	4	Professional Development, Professional Development Resources, Contracted Services and Extra Duty Pay-Elementary & Secondary		\$780,259.00
2	1	4	Professional Development Personnel-Elementary & Secondary		\$930,000.00
2	1	8	Professional Development - Elementary & Secondary		\$80,000.00
2	2	2	OOL Title II Stipends		\$39,200.00
3	1	1	Services to PNP Campuses		\$41,584.00
6	5	1	Mentor Pay - One Year Teachers		\$65,000.00
Sub-Total					\$2,150,256.00
206- TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Student Data Support and Supplies		\$64,656.00
Sub-Total					\$64,656.00
204- Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Technology Professional Development		\$15,500.00
2	1	2	Technology to support math and science instruction		\$180,322.00
2	1	5	STEAM supplies, materials and technology		\$100,013.00
2	1	6	Human Geography Bridge and Math Bridge Courses		\$60,000.00
3	1	1	Services to PNP Campuses		\$18,080.00
9	1	1	Student Well-Being Support		\$376,575.00
9	1	6	Dropout Prevention, Intervention & Recovery Support		\$191,848.00
Sub-Total					\$942,338.00

199 General Fund: GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4	Secondary GT Facilitators		\$0.00
Sub-Total					\$0.00
Deaf Education Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Mileage, supplies, and PD		\$3,000.00
2	1	2	Instructional Staff-Fund 315 & 435		\$850,982.00
Sub-Total					\$853,982.00
340 IDEA-C ECI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Mileage and supplies		\$2,457.00
Sub-Total					\$2,457.00
255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	8	Professional Development with Strong Foundations Grant		\$150,000.00
2	9	1	Professional Development from Instruction Partners - Secondary Funded by Grant		\$300,000.00
2	9	1	Professional Development from Instruction Partners - Elem funded by Title		\$45,000.00
Sub-Total					\$495,000.00

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	85				
		Actual Component	79%	83%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	79%	83%	84%	84%	85%
		Met Component Goal	-	Y				

Met target in 2025

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%		
		2025 Actual	923	71%	2616	76%	1987	88%	14	86%	1084	94%	8	63%	236	79%	679	78%	2927	72%	2095	79%
		Met Target										N								N		
		2026 Target		81%																82%		



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	85				
		Actual Component	81%	83%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	81%	83%	84%	84%	85%
		Met Component Goal	-	Y				

Met target in 2025

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%						
		2025 Actual	91	71%	305	73%	341	89%	2	100%	49	94%	2	100%	25	68%	100	82%	308	73%	187	76%
		Met Target											N			N						
		2026 Target		81%												78%						



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

Taylor HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	84	88				
		Actual Component	82%	86%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	82%	86%	87%	87%	88%
		Met Component Goal	-	Y				

Met target in 2025

Taylor 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	71	69%	196	71%	280	85%	1	100%	114	89%	-	-	21	81%	64	72%	265	67%	138	73%
		2025 Target										95%						82%				
		2025 Actual	71	75%	232	75%	296	90%	-	-	109	94%	2	50%	25	88%	77	69%	328	76%	222	82%
		Met Target										N						N				
		2026 Target				85%												79%				



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	74				
		Actual Component	63%	70%				
		State Component	76%	82%				
		Met State Component Rate	N	N				
		Goal Component	-	63%	70%	71%	71%	72%
		Met Component Goal	-	Y				

Met target in 2025

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%		51%
		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%						
		2025 Actual	143	56%	382	68%	81	75%	3	67%	44	84%	-	-	13	54%	83	70%	536	65%	304	69%
		Met Target						Y								N						
		2026 Target											94%%				64%					



The percent of **Cinco Ranch High School** students who achieve
the CCMR target will increase from **84%** to **86%** by July 2029.

Cinco Ranch HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	86	89				
		Actual Component	84%	87%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	84%	87%	88%	88%	89%
		Met Component Goal	-	Y				

Met target in 2025

Cinco Ranch 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	77	75%	237	75%	349	87%	-	-	144	92%	1	0%	31	74%	66	83%	295	72%	185	69%
		2025 Target										95%										79%
		2025 Actual	69	71%	305	81%	362	88%	-	-	134	96%	-	-	32	88%	73	79%	315	75%	268	84%
		Met Target										Y										Y
		2026 Target		81%															85%			



The percent of **Morton Ranch High School** students who achieve
the CCMR target will increase from **61%** to **63%** by July 2029.

Morton Ranch HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	68	79				
		Actual Component	61%	77%				
		State Component	76%	82%				
		Met State Component Rate	N	N				
		Goal Component	-	61%	77%	78%	78%	79%
		Met Component Goal	-	Y				

Met target in 2025

Morton Ranch 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	135	49%	364	59%	91	68%	4	25%	28	75%	-	-	16	69%	70	63%	452	57%	230	53%
		2025 Target						78%				85%										
		2025 Actual	129	79%	384	72%	75	79%	4	75%	27	85%	1	0%	16	81%	76	63%	461	74%	287	76%
		Met Target						Y				Y										
		2026 Target										95%						73%				



The percent of **Seven Lakes High School** students who achieve
the CCMR target will increase from **93%** to **95%** by July 2029.

Seven Lakes HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	94	93				
		Actual Component	93%	92%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	93%	94%	94%	95%	95%
		Met Component Goal	-	N				

Seven Lakes 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	57	77%	225	88%	305	93%	1	100%	264	97%	-	-	23	96%	63	90%	189	81%	144	85%
		2025 Target		87%																91%		
		2025 Actual	62	84%	236	88%	281	93%	-	-	285	96%	1	100%	24	88%	55	91%	190	78%	249	87%
		Met Target		N															N			
		2026 Target		94%															88%			



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

Tompkins HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	92	92				
		Actual Component	90%	90%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	90%	91%	91%	92%	92%
		Met Component Goal	-	Y				

Tompkins 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	78%	190	85%	224	90%	1	100%	211	96%	-	-	24	71%	63	78%	131	77%	122	81%
		2025 Target														81%				87%		
		2025 Actual	72	81%	181	86%	232	89%	2	100%	201	97%	-	-	33	88%	63	86%	136	76%	174	90%
		Met Target														Y				N		
		2026 Target		91%															86%			

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	74				
		Actual Component	62%	70%				
		State Component	76%	82%				
		Met State Component Rate	N	N				
		Goal Component	-	62%	70%	71%	71%	72%
		Met Component Goal	-	Y				

Met target in 2025

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%						
		2025 Actual	231	62%	409	69%	90	77%	2	100%	69	83%	1	0%	35	71%	108	83%	532	66%	257	71%
		Met Target						Y								Y						
		2026 Target						87%				93%										



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	92				
		Actual Component	90%	90%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	90%	91%	91%	92%	92%
		Met Component Goal	-	Y				

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%		
		2025 Actual	55	89%	182	85%	229	90%	1	100%	166	96%	1	100%	33	76%	44	89%	121	79%	147	90%
		Met Target															Y		N			
		2026 Target													86%				89%			



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%	64%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	64%	65%	65%	66%	66%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%		
		2025 Actual	1,043	52%	2,416	53%	1,692	75%	10	50%	1,163	84%	9	56%	404	68%	1,682	34%	2,965	48%	2,412	58%
		Met Target																N		N		
		2026 Target																44%		58%		

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%	57%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	56%	57%	58%	59%	60%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%		
		2025 Actual	1,042	37%	2,415	45%	1,693	67%	10	60%	1,160	82%	9	44%	404	59%	1,683	29%	2,962	39%	2,411	56%
		Met Target				N														N		
		2026 Target																39%		49%		



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%	80%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	78%	80%	81%	81%	82%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	9	67%	35	66%	48	73%	0		69	90%	0		16	75%	39	49%	38	61%	59	73%
		2025 Target																59%		71%		
		2025 Actual	11	82%	23	65%	55	80%	0		55	87%	0		13	69%	33	52%	37	62%	58	78%
		Met Target																N		N		
		2026 Target																	62%		72%	

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%	74%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	72%	74%	75%	75%	76%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	9	44%	35	51%	48	69%	0		69	88%	0		17	71%	39	31%	39	51%	59	73%
		2025 Target										95%						41%				
		2025 Actual	11	73%	23	52%	55	73%	0		55	85%	0		13	69%	33	30%	37	59%	58	71%
		Met Target										N						N				
		2026 Target										95%						40%				



The Percent of **Bear Creek** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 39% to 44% by July 2029.

Bear Creek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	39%	37%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	40%	41%	42%	43%	44%
		Met Internal Goal	-	No				

			# 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
Bear Creek: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	12	33%	71	34%	6	67%	0		1	100%	0		3	100%	22	18%	73	34%	48	31%
		2025 Target																28%				41%
		2025 Actual	10	40%	79	34%	6	67%	0		1	0%	0		4	50%	28	25%	84	31%	53	23%
		Met Target																N				N
		2026 Target					44%															

The Percent of **Bear Creek** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 27% to 32% by July 2029.

Bear Creek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	27%	34%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	28%	35%	36%	37%	38%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Bear Creek: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	17%	72	24%	6	67%	0		1	0%	0		3	67%	22	9%	74	22%	49	18%
		2025 Target				34%																28%
		2025 Actual	10	30%	79	34%	6	33%	0		1	100%	0		4	25%	28	21%	84	32%	53	28%
		Met Target				Y																N
		2026 Target				44%																38%



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

Bethke: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	59%	61%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	60%	61%	62%	63%	64%
		Met Internal Goal	-	Yes				

			# 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
Bethke: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	47	55%	63	56%	25	52%	0		14	100%	0		7	57%	39	21%	81	54%	39	62%
		2025 Target						62%										31%				
		2025 Actual	40	48%	58	59%	25	72%	0		24	83%	0		8	38%	45	31%	84	51%	49	59%
		Met Target						Y										Y				
		2026 Target		58%														41%				

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

Bethke: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%	41%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	34%	42%	43%	44%	45%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Bethke: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	47	23%	62	34%	25	32%	0		14	64%	0		7	29%	39	18%	81	26%	39	41%
		2025 Target						42%				74%										
		2025 Actual	40	28%	58	36%	25	56%	0		24	54%	0		8	50%	45	13%	84	29%	49	37%
		Met Target						Y				N										
		2026 Target										64%						23%				



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

Boudny: Goals	3rd Grade Reading Meets or Above		*2024	*2025	*2026	*2027	*2028	*2029
		Actual	49%	55%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	50%	56%	57%	58%	59%
		Met Internal Goal	-	Yes				

MET in 2025

		# 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
Boudny: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%	39%		59%		44%		73%		46%		55%		26%		35%		37%
		*2024 Actual	35	51%	59	37%	18	56%	0	12	67%	0		7	86%	37	14%	72	42%	31	42%
		*2025 Target									77%						24%				
		*2025 Actual	81	53%	63	49%	19	53%	0	20	70%	1	0%	12	75%	48	27%	115	45%	39	56%
		Met Target									N						Y				
		*2026 Target					63%				80%										

*Data mirrors Youngblood elementary.

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

Boudny: Goals	3rd Grade Math Meets or Above		*2024	*2025	*2026	*2027	*2028	*2029
		Actual	45%	44%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-	No				

		# 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
Boudny: Targets	3rd Grade Math Meets or Above	Federal Targets		33%	44%		60%		47%		82%		51%		55%		29%		40%		45%
		*2024 Actual	35	46%	59	32%	18	56%	0	12	83%	0		7	57%	37	16%	72	39%	31	48%
		*2025 Target			42%												26%				
		*2025 Actual	81	43%	63	38%	19	37%	0	20	65%	1	0%	12	67%	48	19%	115	36%	39	56%
		Met Target				N											N				
		*2026 Target					47%				75%										

*Data mirrors Youngblood elementary.



The Percent of **Bryant** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 68% to 70% by July 2029.

Bryant: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	68%	68%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	68%	69%	69%	70%	70%
		Met Internal Goal	-	Yes				

			# 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
Bryant: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	36	64%	51	65%	72	67%	0		38	82%	0		15	67%	53	45%	72	58%	44	70%
		2025 Target						77%				92%										
		2025 Actual	22	55%	35	69%	70	67%	0		28	79%	0		9	67%	44	27%	44	68%	42	64%
		Met Target						N				N										
		2026 Target										89%						37%				

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

Bryant: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	64%	68%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	64%	68%	69%	69%	70%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Bryant: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	36	61%	51	57%	72	58%	0		38	87%	0		15	67%	53	42%	72	54%	44	75%
		2025 Target						68%				95%										
		2025 Actual	22	45%	35	66%	70	70%	0		28	89%	0		9	67%	44	32%	44	61%	42	74%
		Met Target						Y				N										
		2026 Target										95%						42%				



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%	86%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	86%	87%	87%	88%	88%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	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%		
		2025 Actual	20	80%	50	80%	63	89%	0		70	89%	0		13	85%	54	63%	29	76%	83	83%
		Met Target																N		N		
		2026 Target																	73%		86%	

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%	81%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	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%				
		2025 Actual	20	65%	50	74%	63	83%	0		69	88%	0		13	92%	54	57%	29	72%	83	86%
		Met Target		Y														N				
		2026 Target											95%					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%	40%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	33%	41%	42%	43%	44%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%														
		2025 Actual	7	29%	34	38%	24	50%	1	0%	1	0%	0		10	30%	24	8%	49	31%	18	39%
		Met Target		Y				Y														
		2026 Target															40%		18%			

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%	18%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	21%	22%	23%	24%	25%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%		
		2025 Actual	6	17%	34	18%	24	25%	1	0%	1	0%	0		10	0%	24	13%	48	15%	18	17%
		Met Target						N												N		
		2026 Target						35%									10%					



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%	75%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	75%	76%	76%	77%	77%
		Met Internal Goal	-	Yes				

			# 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
Cresch: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%		
		2025 Actual	17	71%	34	62%	60	80%	1	0%	22	82%	0		5	100%	42	48%	61	66%	41	61%
		Met Target																N		N		
		2026 Target										92%						58%				

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%	60%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	62%	63%	63%	64%	64%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%				
		2025 Actual	17	53%	34	47%	60	68%	1	0%	22	77%	0		5	20%	42	26%	61	43%	41	61%
		Met Target						Y										N				
		2026 Target											87%						36%			



The Percent of **Cross** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 66% to 68% by July 2029.

Cross: Goals	3rd Grade Reading Meets or Above		*2024	*2025	*2026	*2027	*2028	*2029
		Actual	66%	63%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	66%	67%	67%	68%	68%
		Met Internal Goal	-	No				

			# 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
Cross: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		*2024 Actual	49	57%	44	61%	50	76%	4	75%	27	67%	1	0%	11	73%	41	37%	66	48%	25	44%
		*2025 Target										77%										54%
		*2025 Actual	69	48%	52	58%	55	75%	0		32	69%	1	100%	19	84%	55	35%	73	49%	36	44%
		Met Target											N									N
		*2026 Target											79%									

*Data mirrors Robertson elementary.

The Percent of **Cross** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 53% to 58% by July 2029.

Cross: Goals	3rd Grade Math Meets or Above		*2024	*2025	*2026	*2027	*2028	*2029
		Actual	53%	56%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	54%	55%	56%	57%	58%
		Met Internal Goal	-	Yes				

		# 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
Cross: Targets	3rd Grade Math Meets or Above	Federal Targets		33%	44%		60%		47%		82%		51%		55%		29%		40%		45%
		*2024 Actual	49	39%	44	50%	54%	4	50%	27	70%	1	100%	11	82%	41	24%	66	44%	25	40%
		*2025 Target					64%				80%										
		*2025 Actual	69	43%	52	48%	55	64%	0	32	63%	1	100%	19	84%	55	27%	73	37%	36	36%
		Met Target					N				N										
		*2026 Target									73%										46%

*Data mirrors Robertson elementary.



The Percent of **Davidson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 73% to 75% by July 2029.

Davidson: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	73%	79%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	73%	79%	80%	80%	81%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Davidson: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	7	71%	30	47%	47	70%	1	100%	82	82%	0		14	93%	36	31%	25	56%	57	65%
		2025 Target				57%												41%				
		2025 Actual	16	69%	16	56%	37	70%	0		64	91%	0		9	89%	31	48%	22	64%	45	76%
		Met Target				N												Y				
		2026 Target				66%													58%			

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

Davidson: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	76%	77%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	76%	77%	77%	78%	78%
		Met Internal Goal	-	Yes				

			# 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
Davidson: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	7	57%	30	50%	47	68%	1	100%	82	88%	0		14	100%	36	39%	25	64%	57	77%
		2025 Target				60%						95%										
		2025 Actual	16	44%	16	44%	37	73%	0		64	95%	0		9	78%	31	52%	22	59%	45	82%
		Met Target				N						Y										
		2026 Target		54%		54%																



The Percent of **Exley** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 70% to 72% by July 2029.

Exley: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%	69%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-	No				

			# 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
Exley: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	11	27%	27	56%	55	78%	1	0%	49	78%	0		6	83%	33	36%	68	63%	71	69%
		2025 Target		37%								88%										
		2025 Actual	12	67%	43	56%	38	74%	0		40	75%	0		4	100%	37	43%	48	73%	53	62%
		Met Target		Y								N										
		2026 Target										85%						53%				

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

Exley: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%	61%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	Yes				

			# 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
Exley: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	11	9%	27	52%	55	60%	1	0%	49	67%	0		6	83%	33	18%	68	47%	71	59%
		2025 Target		19%								77%										
		2025 Actual	12	42%	43	49%	38	74%	0		39	69%	0		4	50%	37	35%	48	54%	53	57%
		Met Target		Y								N										
		2026 Target				59%						79%										



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%	47%				
		State Rate	46%	49%				
		Met State Rate	Yes	No				
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	48	40%	70	49%	17	65%	1	0%	14	71%	0		7	43%	38	18%	100	40%	56	45%
		2025 Target										81%						28%				
		2025 Actual	62	47%	81	41%	22	45%	1	0%	20	70%	0		9	56%	56	23%	108	37%	59	51%
		Met Target										N						N				
		2026 Target						55%				80%										

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%	31%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	32%	33%	34%	35%	36%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	48	21%	69	30%	17	47%	1	0%	14	50%	0		7	29%	38	3%	99	22%	55	31%
		2025 Target										60%						13%				
		2025 Actual	62	27%	81	25%	22	41%	1	0%	20	55%	0		9	33%	56	14%	108	22%	59	31%
		Met Target										N						Y				
		2026 Target					35%						65%									



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

Fielder: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	71%	72%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	71%	72%	72%	73%	73%
		Met Internal Goal	-	Yes				

			# 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
Fielder: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	6	33%	55	64%	47	85%	0		25	68%	0		3	100%	26	46%	56	54%	54	63%
		2025 Target										78%						56%				
		2025 Actual	11	45%	63	59%	70	86%	0		28	82%	0		9	67%	50	52%	57	46%	67	60%
		Met Target										Y						N				
		2026 Target		55%								92%										

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

Fielder: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	61%	66%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	61%	66%	67%	67%	68%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Fielder: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	6	50%	55	53%	47	66%	0		26	69%	0		3	67%	26	42%	56	39%	54	57%
		2025 Target										79%								49%		
		2025 Actual	11	36%	63	63%	70	69%	0		28	75%	0		9	67%	50	28%	57	54%	67	69%
		Met Target										N								Y		
		2026 Target										85%						38%				



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

Franz: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	37%	46%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	38%	47%	48%	49%	50%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Franz: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	32	56%	108	31%	16	25%	0		4	100%	1	100%	3	0%	33	12%	138	36%	94	28%
		2025 Target						35%										22%				
		2025 Actual	33	30%	102	50%	12	42%	0		9	78%	0		7	29%	36	14%	128	41%	91	52%
		Met Target						Y										N				
		2026 Target						52%											24%			

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

Franz: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	39%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	30%	40%	41%	42%	43%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Franz: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	32	41%	108	26%	16	25%	0		4	50%	1	0%	3	33%	33	12%	138	28%	94	28%
		2025 Target				36%		35%														
		2025 Actual	33	15%	102	45%	12	42%	0		9	78%	0		7	14%	37	14%	128	37%	91	53%
		Met Target				Y		Y														
		2026 Target		25%				52%														



The Percent of **Golbow** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 50% to 55% by July 2029.

Golbow: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	50%	57%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	51%	58%	59%	60%	61%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Golbow: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	36	42%	41	51%	20	40%	0		11	91%	1	100%	3	33%	26	27%	84	50%	35	57%
		2025 Target						50%										37%				
		2025 Actual	30	53%	37	46%	12	100%	0		5	60%	0		5	60%	23	17%	60	52%	24	46%
		Met Target						Y										N				
		2026 Target				56%												27%				

The Percent of **Golbow** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 36% to 41% by July 2029.

Golbow: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	36%	47%				
		State Rate	40%	44%				
		Met State Rate	No	Yes				
		Internal Goal	-	37%	48%	49%	50%	51%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Golbow: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	36	19%	41	34%	20	45%	0		11	82%	1	0%	3	33%	26	19%	84	30%	35	49%
		2025 Target		29%				55%														
		2025 Actual	30	50%	37	35%	12	67%	0		5	60%	0		5	60%	23	26%	60	43%	24	38%
		Met Target		Y				Y														
		2026 Target				45%																48%



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%	80%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	82%	83%	83%	84%	84%
		Met Internal Goal	-	No				

Griffin: 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	0		24	79%	61	85%	1	100%	38	82%	0		12	75%	33	61%	24	54%	36	64%
		2025 Target										92%								64%		
		2025 Actual	2	0%	21	71%	40	80%	0		31	87%	1	100%	9	89%	24	67%	14	64%	41	71%
		Met Target										N								Y		
		2026 Target																77%		74%		

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%	86%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	76%	86%	87%	87%	88%
		Met Internal Goal	-	Yes				

MET in 2025

Griffin: 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	0		24	75%	61	77%	1	100%	38	74%	0		12	75%	33	48%	24	71%	36	67%
		2025 Target										84%						58%				
		2025 Actual	2	0%	21	95%	40	80%	0		32	91%	1	100%	9	89%	24	71%	14	71%	42	81%
		Met Target										Y						Y				
		2026 Target										95%						81%				



The Percent of **Hayes** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 67% to 69% by July 2029.

Hayes: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	67%	89%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	67%	89%	90%	90%	91%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Hayes: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	5	80%	23	57%	52	67%	1	100%	20	70%	0		8	75%	26	31%	40	48%	35	60%
		2025 Target										80%						41%				
		2025 Actual	4	75%	10	80%	39	90%	0		15	93%	0		11	91%	25	68%	25	76%	16	94%
		Met Target										Y						Y				
		2026 Target																	78%		86%	

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

Hayes: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%	72%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	59%	72%	73%	73%	74%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Hayes: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%				29%		40%		45%
		2024 Actual	5	60%	22	50%	52	54%	1	100%	20	80%	0		8	50%	26	38%	40	48%	34	53%
		2025 Target						64%				90%										
		2025 Actual	4	75%	10	40%	39	72%	0		15	87%	0		11	82%	25	44%	25	60%	16	94%
		Met Target						Y				N										
		2026 Target				50%						95%										



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

Holland: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	84%	79%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	84%	85%	85%	86%	86%
		Met Internal Goal	-	No				

			# 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
Holland: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	9	56%	30	70%	34	82%	0		57	95%	0		8	100%	27	56%	38	68%	54	78%
		2025 Target																66%		78%		
		2025 Actual	12	75%	25	68%	31	77%	0		38	87%	0		7	86%	25	44%	33	61%	47	74%
		Met Target																N		N		
		2026 Target																	54%		71%	

The Percent of **Holland** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 70% to 72% by July 2029.

Holland: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%	69%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-	No				

			# 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
Holland: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	9	22%	30	60%	34	65%	0		56	86%	0		8	75%	27	52%	38	50%	54	70%
		2025 Target						75%				95%										
		2025 Actual	12	50%	25	56%	31	71%	0		38	82%	0		7	71%	25	28%	33	52%	47	72%
		Met Target						N				N										
		2026 Target										92%						38%				



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

Hutsell: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	46%	42%				
		State Rate	46%	49%				
		Met State Rate	Yes	No				
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-	No				

			# 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
Hutsell: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	6	50%	95	42%	27	56%	0		2	50%	0		4	50%	44	11%	105	44%	65	28%
		2025 Target																21%				38%
		2025 Actual	4	0%	71	38%	20	70%	0		1	0%	0		3	33%	32	25%	65	37%	48	23%
		Met Target																Y				N
		2026 Target																	35%			

The Percent of **Hutsell** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 25% to 30% by July 2029.

Hutsell: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	25%	38%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	26%	39%	40%	41%	42%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Hutsell: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	6	17%	95	23%	26	35%	0		2	0%	0		4	25%	43	5%	104	20%	65	11%
		2025 Target						45%														21%
		2025 Actual	4	0%	71	37%	21	57%	0		1	0%	0		3	0%	33	24%	65	35%	48	33%
		Met Target						Y														Y
		2026 Target					47%															



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%	76%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	75%	76%	76%	77%	77%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%		
		2025 Actual	16	81%	88	61%	37	78%	1	100%	72	90%	1	100%	15	80%	53	32%	52	54%	132	68%
		Met Target																N		N		
		2026 Target																	42%		64%	

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%	78%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	62%	78%	79%	79%	80%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%		
		2025 Actual	16	88%	88	69%	37	65%	1	100%	72	93%	1	100%	15	80%	53	40%	52	56%	132	74%
		Met Target						Y												Y		
		2026 Target						75%									50%					



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%	72%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	63%	72%	73%	73%	74%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	4	25%	30	57%	72	69%	0		3	67%	0		8	50%	24	17%	23	22%	10	40%
		2025 Target																27%		32%		
		2025 Actual	10	60%	20	60%	63	78%	0		6	83%	0		5	60%	33	45%	30	57%	9	44%
		Met Target																Y		Y		
		2026 Target																55%		67%		

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%	63%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	60%	61%	62%	63%	64%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	4	25%	30	53%	72	63%	0		3	67%	0		8	63%	24	21%	23	26%	10	60%
		2025 Target																31%		36%		
		2025 Actual	10	60%	20	50%	63	70%	0		6	83%	0		5	20%	33	30%	30	53%	9	56%
		Met Target																N		Y		
		2026 Target				60%												40%				



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%	84%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	84%	85%	85%	86%	86%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	4	50%	38	84%	50	80%	0		60	92%	0		10	70%	39	54%	32	63%	63	81%
		2025 Target																64%		73%		
		2025 Actual	8	75%	23	87%	50	90%	0		61	87%	0		9	33%	26	50%	30	63%	71	79%
		Met Target																N		N		
		2026 Target																	60%		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%	77%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	71%	77%	78%	78%	79%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	4	25%	38	53%	50	64%	0		60	92%	0		10	70%	39	41%	32	47%	63	67%
		2025 Target						74%												57%		
		2025 Actual	8	38%	23	78%	50	84%	0		61	82%	0		9	44%	26	38%	30	63%	71	80%
		Met Target						Y												Y		
		2026 Target										92%						48%				



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

King: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	40%	51%				
		State Rate	46%	49%				
		Met State Rate	No	Yes				
		Internal Goal	-	41%	52%	53%	54%	55%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
King: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	22	45%	86	37%	14	57%	1	0%	10	50%	0		7	14%	40	13%	99	32%	64	34%
		2025 Target										60%						23%				
		2025 Actual	27	59%	92	43%	21	62%	0		7	71%	1	0%	8	63%	45	11%	113	44%	67	40%
		Met Target										Y						N				
		2026 Target						72%										21%				

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

King: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	28%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-	No				

			# 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
King: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	22	18%	86	27%	14	71%	1	0%	10	40%	0		7	0%	40	15%	99	22%	64	30%
		2025 Target										50%								32%		
		2025 Actual	27	22%	92	25%	20	45%	0		7	57%	1	0%	8	25%	45	11%	113	23%	67	28%
		Met Target										Y							N			
		2026 Target				35%												21%				



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%	49%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	66	39%	54	43%	17	53%	0		14	64%	0		11	64%	44	14%	108	40%	20	55%
		2025 Target										74%						24%				
		2025 Actual	55	53%	66	39%	13	54%	0		16	81%	0		10	30%	42	17%	112	45%	37	43%
		Met Target										Y						N				
		2026 Target														40%		27%				

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%	35%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	34%	35%	36%	37%	38%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	66	29%	54	26%	17	47%	0		14	64%	0		11	27%	44	9%	108	29%	20	45%
		2025 Target														37%		19%				
		2025 Actual	55	35%	65	26%	13	46%	0		16	69%	0		10	30%	41	15%	111	28%	37	30%
		Met Target														N		N				
		2026 Target				36%										40%						



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%	57%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	49%	58%	59%	60%	61%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	33	39%	52	44%	16	56%	0		6	83%	0		5	80%	31	6%	93	43%	30	50%
		2025 Target						66%										16%				
		2025 Actual	37	51%	54	56%	18	67%	2	100%	4	75%	0		15	53%	40	33%	94	51%	22	59%
		Met Target						Y										Y				
		2026 Target														63%		43%				

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%	34%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	36%	37%	38%	39%	40%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	33	27%	52	29%	16	50%	0		6	67%	0		5	60%	31	6%	93	27%	30	40%
		2025 Target				39%												16%				
		2025 Actual	38	24%	54	37%	18	33%	2	50%	4	75%	0		15	40%	40	15%	95	25%	22	41%
		Met Target				N												N				
		2026 Target						43%								50%						



The Percent of **McElwain** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 52% to 57% by July 2029.

McElwain: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	52%	51%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	53%	54%	55%	56%	57%
		Met Internal Goal	-	No				

			# 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
McElwain: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	38	53%	51	35%	17	47%	0		9	100%	0		10	100%	29	21%	63	35%	34	44%
		2025 Target						57%										31%				
		2025 Actual	55	42%	69	48%	24	63%	0		13	77%	0		6	83%	52	17%	76	34%	43	49%
		Met Target						Y										N				
		2026 Target																27%		44%		

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

McElwain: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	45%	35%				
		State Rate	40%	44%				
		Met State Rate	Yes	No				
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-	No				

			# 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
McElwain: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	38	37%	51	31%	17	59%	0		9	78%	0		10	90%	29	28%	63	32%	34	38%
		2025 Target				41%														42%		
		2025 Actual	55	20%	69	33%	24	50%	0		13	77%	0		6	50%	52	6%	76	22%	43	33%
		Met Target				N														N		
		2026 Target																16%		32%		



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%	43%				
		State Rate	46%	49%				
		Met State Rate	Yes	No				
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	27	59%	96	56%	9	44%	0		6	83%	0		4	75%	28	7%	104	51%	73	60%
		2025 Target																17%		61%		
		2025 Actual	30	50%	71	34%	10	70%	0		7	71%	0		0		35	11%	87	40%	62	35%
		Met Target																N		N		
		2026 Target				44%												21%				

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%	42%				
		State Rate	40%	44%				
		Met State Rate	Yes	No				
		Internal Goal	-	48%	49%	50%	51%	52%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	27	44%	96	46%	9	33%	0		6	83%	0		4	75%	28	14%	104	41%	73	51%
		2025 Target																24%		51%		
		2025 Actual	30	47%	71	32%	10	70%	0		7	86%	0		0		35	20%	87	43%	62	35%
		Met Target																N		N		
		2026 Target				42%																45%



The Percent of **Memorial Parkway** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 36% to 41% by July 2029.

Memorial Parkway: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	36%	44%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	37%	45%	46%	47%	48%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Memorial Parkway- Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	8	25%	133	30%	18	78%	0		5	80%	0		1	0%	45	29%	138	34%	118	34%
		2025 Target				40%																44%
		2025 Actual	8	25%	77	44%	8	50%	0		2	100%	0		7	43%	29	10%	82	39%	66	45%
		Met Target				Y																Y
		2026 Target																	20%		49%	

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

Memorial Parkway: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	32%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-	Yes				

			# 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
Memorial Parkway: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	8	13%	133	23%	18	61%	0		5	100%	0		1	0%	45	18%	138	28%	118	26%
		2025 Target				33%																36%
		2025 Actual	8	0%	77	34%	8	50%	0		2	100%	0		7	14%	29	24%	82	29%	66	39%
		Met Target				Y																Y
		2026 Target				44%														39%		



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

Morton Ranch: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%	54%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	49%	55%	56%	57%	58%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Morton Ranch: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	47	53%	77	42%	17	59%	0		9	67%	1	0%	2	0%	33	9%	98	46%	64	41%
		2025 Target						69%										19%				
		2025 Actual	28	50%	97	60%	15	27%	1	0%	6	67%	0		8	50%	36	14%	102	47%	80	54%
		Met Target						N										N				
		2026 Target						37%											24%			

The Percent of **Morton Ranch** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 41% to 46% by July 2029.

Morton Ranch: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	41%	54%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	42%	55%	56%	57%	58%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Morton Ranch: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	47	45%	78	37%	17	47%	0		9	56%	1	0%	2	0%	33	21%	99	35%	65	32%
		2025 Target						57%														42%
		2025 Actual	28	43%	97	58%	15	47%	1	100%	6	50%	0		8	50%	36	25%	102	45%	80	50%
		Met Target						N														Y
		2026 Target						57%										35%				



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%	64%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	77%	78%	79%		
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	17	53%	33	79%	54	81%	0		2	50%	0		13	92%	36	58%	38	68%	20	75%
		2025 Target		63%														68%				
		2025 Actual	16	56%	33	64%	54	69%	1	100%	7	57%	0		10	60%	31	35%	49	47%	18	50%
		Met Target		N														N				
		2026 Target															70%		45%			

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%	59%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	63%	64%	64%	65%	65%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	17	41%	33	67%	54	65%	0		2	50%	0		13	77%	36	50%	38	47%	20	65%
		2025 Target						75%												57%		
		2025 Actual	14	29%	33	52%	54	69%	1	100%	7	71%	0		10	60%	31	29%	47	34%	18	44%
		Met Target						N												N		
		2026 Target		39%																	44%	



The Percent of **Pattison** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 83% to 85% by July 2029.

Pattison: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	83%	85%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	83%	85%	86%	86%	87%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Pattison: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	22	68%	27	78%	119	87%	0		44	84%	1	0%	10	100%	39	67%	51	67%	50	70%
		2025 Target																77%		77%		
		2025 Actual	24	71%	33	85%	84	93%	0		59	80%	1	100%	9	78%	35	69%	62	71%	73	75%
		Met Target																N		N		
		2026 Target											90%						79%			

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

Pattison: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	77%	75%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-	No				

			# 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
Pattison: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	22	45%	27	74%	119	81%	0		44	84%	1	0%	10	90%	39	62%	51	53%	50	66%
		2025 Target		55%								94%										
		2025 Actual	24	42%	33	67%	84	83%	0		58	86%	1	0%	9	44%	35	51%	61	48%	72	75%
		Met Target		N								N										
		2026 Target										95%								58%		



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

Randolph: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%	82%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	Yes				

			# 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
Randolph: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	7	57%	35	77%	98	81%	0		39	87%	1	100%	11	82%	54	63%	16	56%	32	78%
		2025 Target																73%		66%		
		2025 Actual	3	100%	33	82%	88	82%	0		43	84%	0		15	80%	45	56%	9	44%	33	67%
		Met Target																N		N		
		2026 Target																	66%			

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

Randolph: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	72%	77%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	72%	77%	78%	78%	79%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Randolph: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	7	71%	35	69%	98	67%	0		39	92%	1	0%	11	64%	54	56%	16	38%	32	72%
		2025 Target						77%												48%		
		2025 Actual	3	100%	33	82%	88	72%	0		43	86%	0		15	67%	45	58%	9	56%	33	70%
		Met Target						N												Y		
		2026 Target											95%						68%			



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%	50%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	48%	49%	50%	51%	52%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	24	38%	82	48%	14	57%	0		4	50%	0		3	67%	30	27%	108	44%	58	47%
		2025 Target						67%										37%				
		2025 Actual	22	45%	59	47%	16	63%	0		4	50%	0		4	50%	28	18%	80	45%	48	44%
		Met Target						N										N				
		2026 Target						73%										28%				

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%	31%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	38%	39%	40%	41%	42%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	24	21%	82	38%	14	50%	0		4	25%	0		3	100%	30	17%	108	34%	58	33%
		2025 Target																27%				43%
		2025 Actual	22	18%	59	29%	16	63%	0		4	25%	0		4	25%	28	11%	80	26%	48	31%
		Met Target																N				N
		2026 Target				39%												21%				



The Percent of **Robertson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 66% to 68% by July 2029.

Robertson: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	66%	63%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	66%	67%	67%	68%	
		Met Internal Goal	-	No				

			# 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
Robertson: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	49	57%	44	61%	50	76%	4	75%	27	67%	1	0%	11	73%	41	37%	66	48%	25	44%
		2025 Target										77%										54%
		2025 Actual	69	48%	52	58%	55	75%	0		32	69%	1	100%	19	84%	55	35%	73	49%	36	44%
		Met Target										N										N
		2026 Target										79%										

The Percent of **Robertson** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 53% to 58% by July 2029.

Robertson: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	53%	56%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	54%	55%	56%	57%	58%
		Met Internal Goal	-	Yes				

			# 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
Robertson: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	49	39%	44	50%	50	54%	4	50%	27	70%	1	100%	11	82%	41	24%	66	44%	25	40%
		2025 Target						64%				80%										
		2025 Actual	69	43%	52	48%	55	64%	0		32	63%	1	100%	19	84%	55	27%	73	37%	36	36%
		Met Target						N				N										
		2026 Target										73%										



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

Rylander: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	77%	64%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	77%	78%	78%	79%	79%
		Met Internal Goal	-	No				

			# 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
Rylander: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	14	64%	62	66%	54	87%	0		37	84%	0		10	80%	40	53%	68	63%	85	67%
		2025 Target																63%		73%		
		2025 Actual	15	67%	72	51%	35	74%	1	100%	30	80%	0		15	67%	48	31%	76	47%	87	54%
		Met Target																N		N		
		2026 Target										90%							41%			

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

Rylander: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	75%	67%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	75%	76%	76%	77%	77%
		Met Internal Goal	-	No				

			# 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
Rylander: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	14	29%	62	69%	55	85%	0		37	84%	0		10	90%	41	46%	68	60%	85	72%
		2025 Target		39%								94%										
		2025 Actual	15	60%	72	49%	35	77%	1	100%	30	90%	0		15	87%	48	40%	76	43%	87	59%
		Met Target		Y								N										
		2026 Target				59%														53%		



The Percent of **Schmalz** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 42% to 47% by July 2029.

Schmalz: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	42%	48%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	43%	49%	50%	51%	52%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Schmalz: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	55	42%	95	38%	21	57%	0		6	67%	0		9	44%	39	15%	150	39%	71	38%
		2025 Target						67%										25%				
		2025 Actual	50	46%	106	46%	14	64%	0		6	50%	0		11	55%	37	16%	150	43%	76	47%
		Met Target						N										N				
		2026 Target														65%		26%				

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

Schmalz: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	33%	38%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	34%	39%	40%	41%	42%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Schmalz: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	56	29%	95	27%	21	57%	0		6	83%	0		9	33%	39	15%	151	28%	71	24%
		2025 Target				37%																34%
		2025 Actual	50	30%	107	36%	14	50%	0		6	67%	0		11	55%	37	11%	151	34%	76	45%
		Met Target				N																Y
		2026 Target						60%										21%				



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%	78%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	76%	78%	79%	79%	80%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%		
		2025 Actual	19	68%	31	68%	46	70%	0		57	93%	1	0%	11	91%	36	36%	51	69%	59	83%
		Met Target																N		N		
		2026 Target				78%													46%			

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%	71%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	63%	71%	72%	72%	73%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%				
		2025 Actual	19	53%	31	61%	46	70%	0		57	84%	1	0%	11	73%	36	31%	51	61%	59	80%
		Met Target						Y										N				
		2026 Target											94%						41%			



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%	89%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	88%	89%	89%	90%	90%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%		
		2025 Actual	4	100%	23	78%	44	89%	0		65	91%	0		4	100%	21	57%	19	68%	47	85%
		Met Target																Y		N		
		2026 Target																	67%		78%	

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%	86%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	85%	86%	86%	87%	87%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%		
		2025 Actual	4	100%	22	68%	44	84%	0		65	92%	0		4	75%	21	48%	18	72%	47	85%
		Met Target																N		Y		
		2026 Target				78%												58%				



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%	59%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	13	46%	61	59%	7	86%	0		3	67%	0		4	25%	26	19%	66	55%	42	55%
		2025 Target		56%														29%				
		2025 Actual	12	50%	61	59%	7	71%	0		0		0		2	50%	28	14%	68	59%	45	60%
		Met Target		N														N				
		2026 Target		60%														24%				

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%	57%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	61%	62%	62%	63%	63%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	42%	61	67%	7	57%	0		3	67%	0		4	25%	26	27%	65	63%	42	71%
		2025 Target		52%														37%				
		2025 Actual	12	42%	61	62%	7	43%	0		0		0		2	50%	28	29%	68	57%	45	64%
		Met Target		N														N				
		2026 Target		52%														39%				



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%	39%				
		State Rate	46%	49%				
		Met State Rate	No	No				
		Internal Goal	-	35%	40%	41%	42%	43%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		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%				
		2025 Actual	10	50%	72	29%	10	70%	0		5	100%	0		1	0%	18	28%	85	38%	56	25%
		Met Target		Y														Y				
		2026 Target				39%																35%

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%	33%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	25%	34%	35%	36%	37%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		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%				
		2025 Actual	10	30%	72	26%	10	60%	0		5	60%	0		1	100%	18	22%	85	29%	56	23%
		Met Target		Y														Y				
		2026 Target				36%																33%



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

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

			# 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
West Memorial: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	33	42%	48	38%	28	68%	0		8	75%	0		6	17%	33	9%	83	45%	30	40%
		2025 Target				48%												19%				
		2025 Actual	41	46%	87	43%	25	76%	0		4	75%	0		7	86%	43	37%	109	43%	61	23%
		Met Target				N												Y				
		2026 Target				53%																

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

West Memorial: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	30%				
		State Rate	40%	44%				
		Met State Rate	No	No				
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-	Yes				

			# 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
West Memorial: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	32	16%	48	21%	28	50%	0		8	75%	0		6	0%	33	12%	82	26%	30	20%
		2025 Target				31%																30%
		2025 Actual	41	24%	87	24%	26	50%	0		4	50%	0		7	57%	43	19%	110	25%	61	18%
		Met Target				N																N
		2026 Target				34%																



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%	63%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	65%	66%	66%	67%	67%
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	1	100%	47	45%	66	77%	0		21	76%	0		6	50%	26	38%	34	32%	51	47%
		2025 Target									86%									42%		
		2025 Actual	2	0%	54	48%	60	68%	0		16	100%	0		8	63%	29	31%	46	37%	62	44%
		Met Target									Y									N		
		2026 Target																41%		47%		

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%	60%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	1	100%	47	40%	66	67%	0		21	76%	0		6	33%	26	19%	34	32%	51	43%
		2025 Target																29%		42%		
		2025 Actual	2	50%	54	50%	60	62%	0		15	93%	0		8	63%	29	34%	46	33%	61	43%
		Met Target															Y			N		
		2026 Target																		43%		53%



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%	78%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	78%	79%	79%	80%	80%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	19	42%	59	73%	37	92%	0		64	86%	0		6	67%	35	51%	36	58%	72	69%
		2025 Target		52%														61%				
		2025 Actual	8	50%	70	69%	46	78%	0		58	93%	0		7	86%	30	47%	51	73%	104	72%
		Met Target		N														N				
		2026 Target				79%													57%			

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%	82%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	Yes				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	19	47%	59	76%	37	92%	0		64	89%	0		6	67%	35	46%	36	64%	72	78%
		2025 Target										95%						56%				
		2025 Actual	8	38%	70	73%	46	87%	0		58	93%	0		7	100%	30	67%	51	76%	104	75%
		Met Target										N						Y				
		2026 Target				83%													77%			



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%	45%				
		State Rate	46%	49%				
		Met State Rate	Yes	No				
		Internal Goal	-	49%	50%	51%	52%	53%
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	28	36%	55	47%	24	58%	0		3	33%	0		7	71%	30	23%	70	37%	22	41%
		2025 Target						68%										33%				
		2025 Actual	25	20%	45	47%	27	48%	0		2	100%	0		15	67%	37	14%	76	36%	20	40%
		Met Target						N										N				
		2026 Target		30%														24%				

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%	41%				
		State Rate	40%	44%				
		Met State Rate	Yes	No				
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	28	36%	55	47%	24	58%	0		3	67%	0		7	71%	30	30%	70	37%	22	36%
		2025 Target																		47%		46%
		2025 Actual	25	16%	45	47%	27	52%	0		2	100%	0		15	40%	37	14%	76	36%	20	40%
		Met Target																	N		N	
		2026 Target		26%														24%				



The Percent of **Wolfe** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 38% to 43% by July 2029.

Wolfe: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	38%	58%				
		State Rate	46%	49%				
		Met State Rate	No	Yes				
		Internal Goal	-	39%	59%	60%	61%	62%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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
Wolfe: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	8	38%	29	28%	14	50%	0		2	100%	1	100%	1	0%	21	29%	41	39%	15	27%
		2025 Target				38%																37%
		2025 Actual	18	44%	27	48%	18	83%	0		3	67%	0		3	67%	18	50%	45	44%	17	47%
		Met Target				Y																Y
		2026 Target				58%															54%	

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

Wolfe: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	40%	39%				
		State Rate	40%	44%				
		Met State Rate	Yes	No				
		Internal Goal	-	41%	42%	43%	44%	45%
		Met Internal Goal	-	No				

			# 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
Wolfe: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	8	25%	29	24%	14	71%	0		2	100%	1	0%	1	100%	21	24%	41	32%	15	27%
		2025 Target				34%																37%
		2025 Actual	19	26%	27	30%	18	61%	0		3	33%	0		3	67%	18	33%	45	24%	17	35%
		Met Target				N																N
		2026 Target				40%															34%	



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%	71%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	No				

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	12	83%	24	71%	93	80%	0		29	90%	0		8	88%	33	48%	26	69%	19	89%
		2025 Target																58%		79%		
		2025 Actual	20	70%	26	62%	89	70%	1	0%	33	82%	1	100%	10	80%	55	42%	36	61%	39	77%
		Met Target																N		N		
		2026 Target										92%						52%				

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%	73%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	80%	81%	81%	82%	82%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	12	67%	24	71%	93	81%	0		29	90%	0		8	88%	33	42%	26	73%	19	89%
		2025 Target										95%						52%				
		2025 Actual	20	65%	26	73%	89	70%	1	100%	33	85%	1	100%	10	80%	55	49%	36	56%	39	77%
		Met Target										N						N				
		2026 Target						80%				95%										



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

WoodCreek: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%	75%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	81%	82%	82%	83%	83%
		Met Internal Goal	-	No				

			# 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
WoodCreek: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	24	75%	38	66%	73	85%	0		83	87%	1	100%	13	85%	35	49%	48	75%	55	78%
		2025 Target				76%												59%				
		2025 Actual	17	65%	30	67%	72	74%	0		73	81%	1	0%	23	78%	40	25%	39	49%	68	82%
		Met Target				N												N				
		2026 Target											91%						35%			

The Percent of **WoodCreek** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 70% to 72% by July 2029.

WoodCreek: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	70%	68%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	70%	71%	71%	72%	72%
		Met Internal Goal	-	No				

			# 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
WoodCreek: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	25	68%	38	58%	73	63%	0		83	81%	1	0%	13	77%	35	40%	48	63%	55	71%
		2025 Target						73%				91%										
		2025 Actual	17	47%	30	57%	72	64%	0		73	79%	1	0%	23	78%	40	23%	39	44%	68	81%
		Met Target						N				N										
		2026 Target										89%						33%				



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%	55%				
		State Rate	46%	49%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	50%	56%	57%	58%	59%
		Met Internal Goal	-	Yes				

MET in 2025

			# 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	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	35	51%	59	37%	18	56%	0		12	67%	0		7	86%	37	14%	72	42%	31	42%
		2025 Target										77%						24%				
		2025 Actual	81	53%	63	49%	19	53%	0		20	70%	1	0%	12	75%	48	27%	115	45%	39	56%
		Met Target										N						Y				
		2026 Target						63%				80%										

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%	44%				
		State Rate	40%	44%				
		Met State Rate	Yes	Yes				
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-	No				

			# 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	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	35	46%	59	32%	18	56%	0		12	83%	0		7	57%	37	16%	72	39%	31	48%
		2025 Target				42%												26%				
		2025 Actual	81	43%	63	38%	19	37%	0		20	65%	1	0%	12	67%	48	19%	115	36%	39	56%
		Met Target				N												N				
		2026 Target						47%				75%										