

Katy Independent School District

King Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Recognizing that education is a lifelong pursuit, the mission of Robert E. King Elementary is to inspire individual learning that will prepare students to become responsible, self-reliant, caring citizens. Understanding the importance of educating the whole child, the teachers, staff, parents, and community of RKE are committed to providing a dynamic curriculum, quality instruction, appropriate assessment, and an appreciation of the arts within a nurturing learning environment. Believing that all students in our diverse population can achieve success, Robert E King Elementary Lions are... “Roaring with pride”

Vision

Always do your best!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	9
School Processes & Programs	12
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	19
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	20
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.	29
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.	30
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.	31
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	32
Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.	34
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.	35
Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	38
Title I	41
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	41
1.1: Description of CNA Process	41
1.2: Location for Evidence of Multiple Meetings Held	42
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	42
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	43
2.2: Stakeholders 1114(b)(2)	43
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	43
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	43
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	44
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	44
Campus Funding Summary	45

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Robert E. King Elementary
Comprehensive Needs Assessment
School Profile

Robert E. King is a campus in Katy ISD, opened its doors August 2001 as a Pk-5 Bilingual Campus. The campus became Title I in 2007. King is projected to serve 935 students in grades EE-5 during the 2025-2026 school year, which is a slight decrease from 1029 students the previous school year.

List of Stakeholders and roles

Principal	LaTwanda Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Tarah Shaw
Other school leader	Sabrina Jenkins	Parent	Laquana Grant
Other school leader	Morgan Morford	Parent	Jennifer Powell
Teacher	Travis Parks	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Julie Faber	Paraprofessional	Ines Flores/ Alexis Lyons
Teacher	Lisa Gless	District Representative	Ashley Muzny
Teacher	Atena Clinkscales	District Representative	Susan Richards
Specialized Instructional Support Personnel	Nicole Demo	Specialized Instructional Support Personnel	Angel Akins

Comprehensive Needs Assessment Process

The Campus Advisory Team/CNA Team met via TEAM on April 8, 2025 to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed. We discussed grading policy, campus climate survey, current assessment data, and parental involvement. Members not in attendance were contacted by email by the principal and provided a copy of the presentation and minutes as well as given an

opportunity for feedback.

The Campus Advisory Team/CNA Team met in person on May 5, 2025 to review collected data points below to determine the 2025-2026 focus areas. During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

Campus Improvement Planning Data

- District goals and Campus Performance Objectives Summative review from the previous year
- Current and/or prior year(s) campus and district improvement plan

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current, and longitudinal results (English/Spanish)
- Student failure reports
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Economically disadvantages/non-economically disadvantaged performance and participation data
- Special Education/non-special education population including discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size average by grade level
- School safety data

Employee Data

- Professional Learning Community (PLC) Data
- Teacher/Student ratio
- Professional development needs data
- Staff surveys and feedback

Parent/Community Data

- CAT member feedback
- Parent survey feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation.
- Budget and expenditure data

After looking at the many pieces of data it was determined that the three highest leverage areas for 2025-2026 school year are as follows: student achievement in math, science, and reading, parent/family engagement, and students' social/emotional and behavioral needs. In order to monitor progress towards meeting the goals the campus needs assessments and campus improvement plan will be reviewed and revised throughout the school year by the campus advisory team.

We plan to meet again on October 6, 2025, December 8, 2025, March 2, 2026 and May 4, 2026 to review and revise the CNA as needed. CNA meetings will occur on March 2, 2026 and May 4, 2026. A priority is to communicate the campus needs with families and community members. This will be accomplished by making the Campus Improvement Plan and Parent Family Engagement policy available in English and Spanish. These items will be available in the lobby of King Elementary, shared via Enews, available at family engagement events, and shared with each parent during parent teacher conferences.

Team members were asked to help identify three to five focus areas for next year based on the identified problems. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Area of focus for 2025-2026

1. Student Achievement: Math and Science
2. Student Behavior and social emotional needs
3. Family Engagement

Demographics

Demographics Summary

King Elementary was established in 2001 in the Northwest quadrant of Katy ISD. We are located off of Grandparkway and Franz Rd surrounded by a diverse group of neighborhoods and apartment complexes. King is one of 50 elementary schools in Katy ISD. We are a Title I campus that serves approximately 1,000 students. Our campus is comprised of PreK, ECSE, Structured Life (Life Skills), YCAP (Young Children with Autism Program), and grades Kindergarten- 5th. Students in Prek-1st grade have the opportunity to establish their love of learning in a self-contained classroom environment. Students in grades 2-5 have the opportunity to share their learning experiences with teachers who are considered content specialists. Students switch between two teachers when appropriate. Our students are proudly known as the Lions!

Enrollment information shows the following demographic/populations:

The campus student population includes

- 57.14% Hispanic
- 12.24% White
- 20.31% Black/African American
- 5.64% Asian
- 4.08% Two-or-More Races
- 67% At Risk
- 30% Bilingual
- 70% Economically Disadvantaged
- 1% GT
- 44% LEP
- 28% Special Education

Demographics Strengths

- Families move to the area for the quality education their child can receive at our KISD schools.
- King has a diverse population and the staff is representative of our student body.
- There has been increased participation in the PTA by staff and community.
- 71% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.
- According to district data, our attendance rate has increased from 94.19% in 2024 to 94.51% in 2025.
- Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.
- Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students scoring at the meets and masters performance for reading, math, and science are below the district average.

Root Cause: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.

Problem Statement 2: Problem Statement: Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of the student population. The populatoin includes students identified with Austism Spectrum Disorders, Emotional Disturbance, Social Emotional Needs and Truancy (attendance).

Root Cause: Root cause: There is a need to provide additional training in Social Emotional Learning, Behaivoral Support and differentiated instruction truacny support for General Educational , Special Education, Instructional Staff, and Support staff.

Student Learning

Student Learning Summary

Accountability for the 2024-2025 school year has not been released at this time. According to the latest rating, 2023, King Elementary has an accountability rating of a C. When reviewing STAAR data in the approaches, meets, and masters performance level, please review the criteria for each category.

- **Approaches**- indicates that students are likely to succeed in the next grade level with targeted academic intervention
- **Meets**- indicates that students have a high likelihood of success in the next grade level, but may still need some short-term, targeted academic intervention
- **Masters**- indicates that students have mastered all grade-level content and have a high probability of success in the next grade level without intervention

STAAR COMPARISON READING DATA:

3rd Grade	Approaches	Meets	Masters
2023	74%	50%	21%
2024	70%	40%	13%
2025	79%	51%	17%

4th Grade	Approaches	Meets	Masters
2023	81%	38%	16%
2024	82%	42%	16%
2025	82%	56%	18%

5th Grade	Approaches	Meets	Masters
2023	86%	69%	31%
2024	75%	46%	20%
2025	73%	53%	22%

STAAR COMPARISON MATH DATA:

3rd Grade	Approaches	Meets	Masters
2023	68%	38%	11%
2024	61%	29%	14%
2025	55%	28%	10%

4th Grade	Approaches	Meets	Masters
2023	70%	43%	14%
2024	64%	33%	17%
2025	64%	29%	15%

5th Grade	Approaches	Meets	Masters
2023	87%	44%	15%
2024	62%	37%	8%
2025	62%	34%	17%

STAAR COMPARISON SCIENCE DATA:

5th Grade	Approaches	Meets	Masters
2023	65%	23%	7%
2024	35%	8%	0%
2025	48%	17%	3%

Student Learning Strengths

Success at RKE is attributed to many factors. There is a commitment to meet the needs of each learner through quality first-line instruction. We seek to provide best practices and invest in professional development for staff. Staff at RKE work diligently to use district approved resources and follow the curriculum as intended. We utilize the support of district staff to provide our teachers and students with real-time support and interventions. Our teachers regularly design and administer Campus Based Assessments (CBA) and analyze the results to plan reteaching, remediation, and enrichment. Teachers differentiate instruction through guided reading, writing,

math, and science. During small group learning time, students are grouped by proficiency on specific TEKS being taught. The groups are “fluid” and change as students show mastery. Students in need of additional support are invited to participate in tutorials before school when available.

The 2025 3rd Grade Reading data shows an increase in student performance in all areas, Approaches, Meets, and Masters.

The 2025 4th and 5th Grade Reading data shows the students performed at a higher meets and masters level than in 2024.

5th Grade Math data shows students that scored "Masters" increased 9 points from 8% to 17%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students scoring at the meets and masters performance for reading, math, and science are below the district average.

Root Cause: Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.

Problem Statement 2 (Prioritized): King teachers need to effectively plan small group instruction to meet the needs of all learners. IE: math, special education students When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups.

Root Cause: There is a need to provide additional training in data analysis and differentiated instruction for General Education Teachers, Academic Support/Title I Teachers, Special Education Teachers and in-class support staff. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

Problem Statement 3: Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.

Root Cause: Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

Problem Statement 4: Students demonstrated difficulty in math computation, numeracy, and problem solving.

Root Cause: Additional training is needed to build teacher capacity regarding multiple math strategies to help students in and out of school.

Problem Statement 5 (Prioritized): Chronic absenteeism negatively impacts achievement, widens learning gaps, and limits student progress.

Root Cause: Families and students may not fully understand the link between attendance and achievement; inconsistent recognition of positive attendance

School Processes & Programs

School Processes & Programs Summary

Robert E. King Elementary focuses on curriculum, instruction, and assessment in alignment with KISD. A variety of research based instructional strategies are utilized to ensure quality and success. Authentic assessments are conducted throughout the year, along with formative and formal assessments. Some of these include Campus Based Assessment (CBA's), Interims, and AMIRA Assessments, Math Progressions, Dreambox, Math Running Records, TELPAS, and primary reading inventories.

For the 2025-2026 school year the campus will continue to focus on delivering quality first-line instruction to all students, plan and deliver effective small group instruction, along with effective relationship-based classroom management using PBIS and CHAMPS. Teachers will use 2024-2025 data, beginning of the year data, state assessment data, and formative data to plan effective lessons that address the TEKS and individual student learning needs. In math, teachers will work on alignment across the grade levels and vertical alignment across the campus. Teachers will use progressions to teach and accelerate math skills. Administrators, Instructional Coach and Instructional Coordinator will collaborate with district personnel to ensure teachers are trained on understanding the TEKS and analyzing data to drive their instruction. The Instructional Coach and Coordinator will conduct data meetings to review student and classroom data with teachers. During these meetings teachers will disaggregate the data to form small groups based on specific learning needs.

King is fortunate to be able to access the latest technology hardware and software. Students, teachers, and staff have access to iPads, Smartboards, ChromeBooks, Laptops, and document cameras.

Teachers and Staff will implement CHAMPS and our students show PRIDE throughout the day, in the classrooms as well as common areas. King will continue to use the PBIS app to award students points for meeting behavioral expectations. Students can redeem prizes and rewards. The staff uses PurposeFULL people to address students' emotional well being and reinforce character traits that align with school wide behavioral expectations. Teachers conduct morning meetings daily with their students to foster community and build relationships within their classroom. Our students, staff, and parents are a vital part of our campus community. The campus takes pride in creating a safe and positive environment. We work with Project Class to teach students and staff how to treat one another in and out of the school setting. The resources are available to our parents.

King takes pride in hiring highly qualified teachers to support students. New teachers are provided mentors to guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with new teachers to provide feedback. Teachers have the opportunity to observe each other on campus and at other KISD campuses as appropriate. Ongoing, job-embedded professional development is provided throughout the school year.

School Processes & Programs Strengths

King has recognized the following strengths:

- Provided instructional technology, such as iPads, Smart boards, document cameras, and training for teachers to integrate into instruction to maintain student engagement.

- Interruptions to the school day are kept to a minimum
- Student Support Administrator that support the specialized programs on campus
- Behavior support paraprofessional with a flexible schedule that provides behavioral support to students and teachers.
- Weekly team planning sessions
- Highly structured student arrival and dismissal procedures with adequate adult supervision.
- Teachers attending professional development to focus on areas identified as focus areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on staff surveys, special education referrals, and discipline data, teachers are not adequately prepared to address the diverse needs of students, including students identified with autism spectrum disorders and emotional disturbance, as well as meeting social emotional needs.

Root Cause: Teachers need additional training and support in structures and strategies for inclusion of students with unique education needs in the general education setting.

Problem Statement 2: King teachers need to effectively plan small group instruction to meet the needs of all learners. IE: math, special education students, EB students

Root Cause: Staff needs clear expectations, planning time, support, resources, data analysis knowledge, and professional development for small group instruction.

Problem Statement 3: Students demonstrated difficulty in math computation, numeracy, and problem solving.

Root Cause: Additional training is needed to build teacher capacity regarding multiple math strategies to help students in and out of school.

Problem Statement 4 (Prioritized): There were over 500 discipline referrals, highest needs were physical contact, aggression, and noncompliance with directives.

Root Cause: The need for schoolwide systems that will address behaviors and reteaching behaviors at all levels. Teachers need more training on how to implement PBIS strategies, Project Class lessons, and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills.

Perceptions

Perceptions Summary

Robert E King Elementary promotes Positive Behavior Intervention and Supports (PBIS) campus wide and utilizes the PBIS app. Our campus also uses CHAMPS in the classrooms and common areas setting the behavior expectation thus students are rewarded with PBIS PRIDE points. Our campus is committed to providing a safe and secure environment where students can learn, grow, and become productive members of the community.

Campus discipline data indicates there were 394 total conduct referrals during the 2024-2025 school year (585 the year prior). The number of "Physical Contact/ Assault / Fighting" incidents decreased from 166 referrals during the 2023-2024 school year to 151 referrals for 2024-2025. In addition, there were 65 referrals for inappropriate language or gestures, 40 referrals for creating a disturbance, and 35 referrals for non compliant with directives. Our students that are at risk and economically disadvantaged attributing to over 70% of the referrals submitted. Project-Class was implemented school wide to assist our counselor, social worker, and Campus Behavior Interventionist teach students appropriate replacement behaviors as well as provide prevention strategies to teachers and staff. Assistant Principals will review school-wide discipline expectations with each grade level, students and staff, at the start and middle of the school year during the 2025-2026 school year.

Robert E King Elementary strives to create a family-friendly school environment. We provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and styles within the school community. RKE's PTA helps strengthen connections between home and school, which benefits our diverse and mobile population. We update our campus website regularly, including important dates and resources to equip parents to partner in their child's education. The campus provides Spanish translations of all materials and information. We also provide interpreters for school events (more than Spanish), especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Folders on Tuesday every week and our Royal Register emailed to parents and posted to social media bi-monthly. We take pride in the fact that parents and guests report our staff as very friendly and welcoming.

Perceptions Strengths

Robert E King Elementary notes the following strengths:

1. Implementation of PBIS and CHAMPS has been consistently aligned and utilized campus-wide.
2. PBIS app and rewards usage has increased across the campus.
3. Involvement of parents continue in a variety of methods for family engagement activities and training.
4. Communication is provided through personal contacts, weekly grade level newsletters, CANVAS, bi-monthly newsletter, social media outlets (Facebook/X, tiktok), Katy Corkboard, campus website, as well as printed materials.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: An increasing number of behaviorally challenged students continue to disrupt the educational environment and interfere with the academic progress of others as their social-emotional needs have become greater.

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

Problem Statement 2: Parent participation/involvement does not reflect all subpopulations of our community. WatchDOG Dad program needs implementation with fidelity.
Root Cause: Parents not feeling included due to time of events being offered. Dads needing more information and a contact person to ensure the success of WatchDOGS.

Priority Problem Statements

Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average.

Root Cause 1: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: King teachers need to effectively plan small group instruction to meet the needs of all learners. IE: math, special education students When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups.

Root Cause 2: There is a need to provide additional training in data analysis and differentiated instruction for General Education Teachers, Academic Support/Title I Teachers, Special Education Teachers and in-class support staff. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average.

Root Cause 3: Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There were over 500 discipline referrals, highest needs were physical contact, aggression, and noncompliance with directives.

Root Cause 4: The need for schoolwide systems that will address behaviors and reteaching behaviors at all levels. Teachers need more training on how to implement PBIS strategies, Project Class lessons, and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Chronic absenteeism negatively impacts achievement, widens learning gaps, and limits student progress.

Root Cause 5: Families and students may not fully understand the link between attendance and achievement; inconsistent recognition of positive attendance

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

Performance Objective 1: 85% of students in 90% of classes will consistently be behaviorally engaged during classroom instruction in PK-5th grade classrooms by May 2026 as evidenced by ongoing analysis using the Campus Monitoring Tool.

Evaluation Data Sources: Campus Monitoring Tool, District CBA data analysis, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leadership team will facilitate engagement learning walks, provide feedback to teachers, and set goals for continuous improvement.</p> <p>Strategy's Expected Result/Impact: Students achievement levels improve, campus morale improves, less off-task behaviors yielding in loss of instructional time.</p> <p>Staff Responsible for Monitoring: Leadership, Team Leaders, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</p>

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

Performance Objective 2: SI: 80% of all classroom teachers at RKE will score proficient or higher in implementing targeted data-based small group instruction as evidenced from the District RLA IPG and Math Look-fors rubric.

Evaluation Data Sources: RLA IPG rubric
District Math Look Fors Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in weekly planning sessions to consistently analyze district as well as campus assessment data using a planning protocol to make instructional implications for Tier I, Small group Instruction, and Intervention.</p> <p>Strategy's Expected Result/Impact: Higher order thinking opportunities for students. Teachers utilizing quality, open ended questions. Opportunities for hands-on learning in all subject areas. Manipulatives, tools, and structures used in all subjects</p> <p>Staff Responsible for Monitoring: Leadership Team, Team Leaders, Classroom Teachers, Academic Support Teachers, Paraprofessionals, District C&I (specialist)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted professional opportunities will be provided throughout the school year during planning sessions, faculty meetings, and professional learning days to address instructional best practices based on our data needs.</p> <p>Strategy's Expected Result/Impact: Teachers and leadership team members will be equipped with the tools necessary to implement and support highly effective classroom instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The leadership team will communicate and review campus goals, expectations, data updates, progress, and adult behavior expectations during monthly faculty meetings, on the weekly staff newsletter, during planning sessions and team leader meetings.</p> <p>Strategy's Expected Result/Impact: Staff will continually stay abreast of progress towards campus goals, areas in need of improvement and plans for support. They will also be given the opportunity to share input in plans to support campus goals.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</p> <p>Problem Statement 2: King teachers need to effectively plan small group instruction to meet the needs of all learners. IE: math, special education students When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. Root Cause: There is a need to provide additional training in data analysis and differentiated instruction for General Education Teachers, Academic Support/Title I Teachers, Special Education Teachers and in-class support staff. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.</p>

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

Performance Objective 3: The percentage of students performing at Meets and above on state assessments will increase by at least 4% in each core content area (Math, Science, and Reading) by May 2026.

Evaluation Data Sources: Intentional use of all instructional models; Goal setting opportunities for learning-both students and teachers using structures and tools, feedback opportunities embedded into instruction-peer to peer, peer to teacher, teacher to parent, peer collaboration using academic vocabulary, monitor growth on CBA and district assessment data

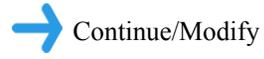
Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers, Title I, ESL ISST's and Special Education Teachers will provide additional tutorials for struggling at-risk students (King Academy) in reading, math, and science. Title I intervention and Academic support teachers collaborate to provide intervention to students based on TEKS and skills, in a small group setting including use of online subscriptions.</p> <p>Strategy's Expected Result/Impact: Utilizing AWARE data and STAAR scores, monitored students will increase performance and show progress on identified TEKS.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.53</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 - Title I Part A - \$10,000, Intervention/Title I Staff - 211 - Title I Part A - \$233,134</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Classroom teachers, Title I, ESL ISST and Special Education Teachers will be provided materials and professional learning to support learners, including subpopulations EB's, At-Risk, Special Education, and General Education students, in daily instruction, small group instruction, and tutorial resources.</p> <p>Strategy's Expected Result/Impact: Students in our struggling subpopulations will show academically in Reading, Math, and Science.</p> <p>Staff Responsible for Monitoring: Leadership, Teachers, Coordinator</p> <p>Title I: 2.51</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - 211 - Title I Part A - \$48,277</p>	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: King teachers need to effectively plan small group instruction to meet the needs of all learners. IE: math, special education students When reviewing sub-populations, there are significant performance gaps between the highest performing student groups and the lowest performing student groups. **Root Cause:** There is a need to provide additional training in data analysis and differentiated instruction for General Education Teachers, Academic Support/Title I Teachers, Special Education Teachers and in-class support staff. Some teachers struggle to disaggregate data and effectively implement small group instruction for struggling learners.

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

Performance Objective 4: HB3: The percent of King Elementary 3rd grade students who achieve Meets and above in Reading will increase to 52% by July 2026.

HB3 Goal

Evaluation Data Sources: STAAR

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

Performance Objective 5: HB3: The percent of King Elementary 3rd grade students who achieve Meets and above in Math will increase to 31% by July 2026.

HB3 Goal

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

Performance Objective 6: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: There were over 500 discipline referrals, highest needs were physical contact, aggression, and noncompliance with directives. Root Cause: The need for schoolwide systems that will address behaviors and reteaching behaviors at all levels. Teachers need more training on how to implement PBIS strategies, Project Class lessons, and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills.</p>

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

Performance Objective 7: Teachers of Emergent Bilingual (EB) students will participate in professional development that address instruction that is sheltered and culturally responsive.

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform teachers of the English Language Proficiency (ELPS) levels of the Emergent Bilingual students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Increased student results</p> <p>Staff Responsible for Monitoring: ESL Staff Administration Instructional Coordinator</p> <p>Title I: 2.534</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</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.

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.

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: King Elementary will promote student engagement by providing devices, technology, technology accessories, technology programs, learning materials, lab supplies, and resources to enhance the learning experience for all students in grades PK-5.

Evaluation Data Sources: lesson plans, campus learning walks, CLASS 1:1

Strategy 1 Details	Reviews			
<p>Strategy 1: RKE will purchase instructional technology, online subscriptions, technology accessories, learning materials, lab supplies, and resources to support innovative instruction in PK-5 Classrooms during the school year.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient in technology skills.</p> <p>Staff Responsible for Monitoring: Administration, Librarian</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I Part A - \$90,000</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</p>

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers and staff through mentors, buddies, book studies, professional development, to attract and retain quality staff members</p> <p>Strategy's Expected Result/Impact: Increased staff morale, increased staff capacity in support all learners.</p> <p>Staff Responsible for Monitoring: Leadership Team, Instructional Coach</p> <p>Title I: 2.51, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I Part A - \$2,000</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed.</p> <p>Strategy's Expected Result/Impact: All EB students receive ELAR instruction by an ESL certified teacher.</p> <p>Staff Responsible for Monitoring: ESL ISST Principal</p> <p>Title I: 2.52</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. **Root Cause:** Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.

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

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

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

Evaluation Data Sources: improved student attendance, increase in volunteer hours.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide multiple opportunities throughout the school for parents to be actively engaged with their student's learning. We will provide Meet the Teacher, Open House, various interactive family nights, fieldtrips, and special programs. Information for the events is shared via bi-weekly campus newsletter, grade level canvas page, printed copies for Tuesday folder, campus website, and social media platforms.</p> <p>Strategy's Expected Result/Impact: Increase in parent/family attendance at events</p> <p>Staff Responsible for Monitoring: teachers, administration</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Advertise and provide Title III event flyers for: Parent Engagement-Enhancing Educational Supports for EB students.</p> <p>Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning</p> <p>Staff Responsible for Monitoring: ESL ISST's, Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Assist 5th grade students with transitioning to 6th grade and assist Pre-K students with transitioning to Kindergarten</p> <p>Strategy's Expected Result/Impact: Students and parents are quipped with tools necessary to be successful in the upcoming grade</p> <p>Staff Responsible for Monitoring: RKE Staff</p> <p>Title I: 2.51, 2.535</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211 - Title I Part A - \$200</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Advertise and provide event flyers for Title III Series: Community Engagement: Fostering Statewide Community Connections.</p> <p>Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning</p> <p>Staff Responsible for Monitoring: ESL ISST's, Administration</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</p>
Student Learning
<p>Problem Statement 1: The number of students scoring at the meets and masters performance for reading, math, and science are below the district average. Root Cause: Tier I instruction is math and SEL does not align with the learning levels students need to succeed. The rigor and fidelity of small group instruction needs to improve and target student growth. Teachers need to have continued access to effective training resources and professional development in order to be better prepared to meet the various needs of all learners and all ethnic groups.</p>

School Processes & Programs

Problem Statement 4: There were over 500 discipline referrals, highest needs were physical contact, aggression, and noncompliance with directives. **Root Cause:** The need for schoolwide systems that will address behaviors and reteaching behaviors at all levels. Teachers need more training on how to implement PBIS strategies, Project Class lessons, and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills.

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

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Support better understanding of the social and emotional needs of all students through Project CLASS, professional development, and support systems for students to receive a well-rounded education.</p> <p>Strategy's Expected Result/Impact: STAAR, informal observations, campus climate</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>Title I: 2.51, 2.53, 2.531</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement CHAMPS as a model for classroom management and campus routines/procedures while maintaining Positive Behavior Interventions and Supports (PBIS) strategies for students and staff with PRIDE Point incentives, tracked in the PBIS app. Teachers will participate in professional development geared towards Social-Emotional learning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and positive recognition with decreased office referrals and disruptive/non-engaged student behaviors</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>Title I: 2.531</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title I Part A - \$25,000</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Less students reporting bullying in and out of school as evidenced by the Student Safety Survey. Staff Responsible for Monitoring: Counselor, Social Worker, Administration</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Identify students below 90% attendance and monitor for support. Strategy's Expected Result/Impact: Reduce chronic absenteeism from 15% to 9% compared to the prior school year. Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 2.531</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Students/Family incentives, Parent training - 211 - Title I Part A - \$2,000</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: School Parent Compact and Family Engagement Plan will be available and distributed to parents and staff in English/Spanish. Items will be available in the Lobby of RKE, shared via Enews, available at family engagement events, and shared during parent teacher conferences. Strategy's Expected Result/Impact: Parents and staff have a better understanding of the family and school relationship in supporting student achievement. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.51</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 5: Chronic absenteeism negatively impacts achievement, widens learning gaps, and limits student progress. Root Cause: Families and students may not fully understand the link between attendance and achievement; inconsistent recognition of positive attendance</p>

School Processes & Programs

Problem Statement 4: There were over 500 discipline referrals, highest needs were physical contact, aggression, and noncompliance with directives. **Root Cause:** The need for schoolwide systems that will address behaviors and reteaching behaviors at all levels. Teachers need more training on how to implement PBIS strategies, Project Class lessons, and students need more opportunities with explicit social skills lessons to better equip students with problem solving skills.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Campus Advisory Team/CNA Team met via TEAM on April 8, 2025 to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed. We discussed grading policy, campus climate survey, current assessment data, and parental involvement. Members not in attendance were contacted by email by the principal and provided a copy of the presentation and minutes as well as given an opportunity for feedback.

The Campus Advisory Team/CNA Team met in person on May 5, 2025 to review collected data points below to determine the 2025-2026 focus areas. During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

Campus Improvement Planning Data

- District goals and Campus Performance Objectives Summative review from the previous year
- Current and/or prior year(s) campus and district improvement plan

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current, and longitudinal results (English/Spanish)
- Student failure reports
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Economically disadvantages/non-economically disadvantaged performance and participation data
- Special Education/non-special education population including discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size average by grade level

- School safety data

Employee Data

- Professional Learning Community (PLC) Data
- Teacher/Student ratio
- Professional development needs data
- Staff surveys and feedback

Parent/Community Data

- CAT member feedback
- Parent survey feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation.
- Budget and expenditure data

After looking at the many pieces of data it was determined that the three highest leverage areas for 2025-2026 school year are as follows: student achievement in math, science, and reading, parent/family engagement, and students' social/emotional and behavioral needs. In order to monitor progress towards meeting the goals the campus needs assessments and campus improvement plan will be reviewed and revised throughout the school year by the campus advisory team.

We plan to meet again on October 6, 2025, December 8, 2025, March 2, 2026 and May 4, 2026 to review and revise the CNA as needed. CNA meetings will occur on March 2, 2026 and May 4, 2026.

Team members were asked to help identify three to five focus areas for next year based on the identified problems. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Area of focus for 2025-2026

1. Student Achievement: Math
2. Student Behavior and social emotional needs
3. Family Engagement

1.2: Location for Evidence of Multiple Meetings Held

CNA meetings were held April 8, 2025 and May 5, 2025. Meetings were held in the Robert E. King LGI (Large Group Instruction). Meeting agendas, minutes and sign-in sheets are located in the Title I Crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Advisory Team met in person on May 5, 2025 to review collected data points below to determine the 2025-2026 focus areas. The CAT team developed the initial CIP. The CAT team will meet again October 2025 and review/update the CIP as needed

During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

2.2: Stakeholders 1114(b)(2)

The sign-in sheet is located in the Title I CRATE.

Principal	LaTwana Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Tarah Shaw
Other school leader	Sabrina Jenkins	Parent	Laquana Grant
Other school leader	Morgan Morford	Parent	Jennifer Powell
Teacher	Travis Parks	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Julie Faber	Paraprofessional	Ines Flores/ Alexis Lyons
Teacher	Lisa Gless	District Representative	Ashley Muzny
Teacher	Atena Clinkscales	District Representative	Susan Richards

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

A priority is to communicate the campus needs with families and community members. This will be accomplished by making the Campus Improvement Plan, School Parent Compact, and Parent Family Engagement Plan available in English and Spanish. These items will be available in the lobby of King Elementary, shared via Enews, available at family engagement events, and shared with each parent during parent teacher conferences.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title I funds are listed as a funding source has Title I Elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

During the formative review process, the staff and CAT members review the effectiveness of the Title I program. Notes for the annual evaluation of the schoolwide program plan are in the Summative Review. All documentation, which includes sign-in sheets and agendas, as well as data analyzed are aligned with the required schoolwide program evaluation process. RKE is committed to evaluating the effectiveness of the program during the CNA process each school year.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$10,000.00
2	3	1	Intervention/Title I Staff		\$233,134.00
2	3	2			\$48,277.00
5	1	1			\$90,000.00
6	1	1			\$2,000.00
8	1	1			\$5,000.00
8	1	3			\$200.00
9	1	1			\$5,000.00
9	1	2			\$25,000.00
9	1	4	Students/Family incentives, Parent training		\$2,000.00
Sub-Total					\$420,611.00



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%				