

Katy Independent School District

Katy Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Katy Elementary, in partnership with family and community, provides unparalleled learning experiences designed to help each child develop a lifelong love of learning and live an honorable, fulfilling life, prepared to create the future.

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Comprehensive Needs Assessment

Revised/Approved: June 16, 2025

Demographics

Demographics Summary

Katy Elementary is the original elementary campus in Katy ISD. Our campus was recognized during the 2017-18 school year with a Historical Marker from Harris County commemorating the site of our campus as the original school in Katy ISD, over one hundred years ago. Our school continues to serve a community of students who range from the sixth to second generation in the family to attend Katy Elementary School, in addition to first generation KE students. The level of parental involvement is high and provides the campus with a large number of parent volunteers through the campus PTO. High levels of community support and involvement continues to be the norm. Our campus also serves many student transfers of Katy ISD staff working in close proximity to our campus.

Student enrollment at Katy Elementary continues to remain around 700 students. Our projected enrollment for this school year is 652, which is a slight decrease from the 2024-25 enrollment of 715. Our special education student population has risen slightly to 28.7% consisting of one LifeSkills unit, two ECSE units, resource and in class support services. The number of LEP students has doubled to 12.7%. The number of At Risk students has increased slightly to 39.8%. Last year our pre-kindergarten classroom increased to two total serving students in a full day program with students in our attendance zone and those of neighboring schools. This year our PK and one ECSE classroom are part of a pilot for the LEAP program where ECSE students will be served all day in the PK classroom.

Our current student enrollment is 39.8% At Risk, 28.1% economically disadvantaged, 11.7% ESL, 3.3% GT, 12.7% LEP and 28.7% special education. Due to the continued increase in the percentage of LEP and ESL students, our campus expectation remains for all grade level teachers to obtain their ESL certification. Collaborative teaching strategies and co-teaching in intermediate grades continue to be refined to provide for more inclusion of special education students in the general education setting for first teach with the use of instructional block scheduling, to continue to increase the levels of growth for special education students. The last two years there have been no special education students in grades K-5 with a special education teacher as the teacher of record, which continues to support increases in the performance levels for our special education students.

Our campus was on a watch list for failure to meet federal accountability standards in three or more categories for two consecutive years for our EB students. Our campus leadership team worked collaboratively with our district assessment team to develop, implement and monitor our EB student progress. Because of this, our campus strategically put in place practices designed to target the growth of our EB students, including a focus on increasing the frequency of students' opportunities to converse with adults and peers related to content across all content areas and in using tutorial funds to target identified student needs during small group intervention provided both before, during and after school.

Katy Elementary School continues to place a high priority on employing and maintaining a high-quality, talented staff. This year our campus has a relatively low number of new hires to the campus: one new ECSE teacher and one new Lifeskills teacher. Overall student enrollment projections have resulted in the reduction of teachers from 6 to 5 in grades 3-5, with one person on each of these teams teaching a self-contained classroom. All grades 1-2 grade levels continue have 5 teachers per team, while kindergarten was reduced from 5 to 4 on the team. We have experienced staff in all positions except for Lifeskills. Grade level teams are departmentalized in grades 3-5, with all first and second grade teachers self-contained except for one set of teachers who are departmentalized, and one teacher in grades 3-5 who is self-contained. The number of teachers with ESL certification continues to increase, with all RLA teachers of record for EL students in every grade level certified. Only 5 teachers in grades K-5 and special education remain to earn ESL certification. All PK-3 and required special education teachers have completed Reading Academy except for the Lifeskills teacher and one third grade teacher who will complete the training this school year.

Demographics Strengths

Katy Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive and actively involved parents with students who are committed to academic excellence.
2. Our school has an active PTO and volunteer program that supports students by serving as mentors, tutors and provide assistance to students in need.
3. Students at Katy Elementary are very accepting of new students regardless of race or ethnicity.
4. The percentage of all students scoring at meets and masters in reading and math and third and fourth grade continues to increase.
5. The percentage of special education students demonstrating growth continues to meet or exceed federal and state standards for accountability.
6. Our EL students demonstrated improvements in the areas of TELPAS growth, reading growth, math performance and overall growth, based on federal and state standards for accountability.

Staff strengths include:

- Katy Elementary's faculty remains relatively small, with the largest grade level teams having five team members, which allows for more collaboration and unity on teams.
- Our smaller staff continues to provide a sense of family that supports one another.
- Each new staff member is assigned a buddy or mentor (if a first year teacher) to assist them throughout the year.
- The majority of staff members with 10 or more years of teaching experience continues to exceed the district and state average.
- One hundred percent of our homeroom teachers successfully implement Morning Meetings to further support a campus wide approach to positive behavior supports.
- Our school implements a PBIS system, implemented during the 2023-24 school year, consistently monitored and revised in collaboration with input from all stakeholders which includes a schoolwide system of expectations and procedures to promote a positive school environment, continuing to reduce the number of discipline referrals.
- Our school implements a House system, implemented during the 2023-24 school year, consistently monitored and revised in collaboration with input from all stakeholders. The House system is based on some of the principles of the Ron Clark Academy, but modified to include our school community's unique history and attributes to promote unity, school spirit and teach character attributes in a schoolwide approach.
- The staff consistently implements the district ELAR curriculum and resources with fidelity to promote the reading and writing skills of all students K-5.
- A campus wide initiative to increase the frequency of opportunities for students to engage in speaking about content across all content areas continues to benefit the speaking skills and growth of our EL students.
- Schoolwide implementation of purposeful academic stations during ELAR and math blocks continues to foster the academic growth of all students in ELAR and math.
- Daily scheduled academic support time, as part of the campus master schedule, allows for identified students to access daily supplemental supports during small group rotations to meet individual academic needs for special education resource, MTSS academic support, dyslexia and dysgraphia.
- Weekly scheduled team planning days, long range planning days, Power Up Mondays and instructional rounds learning walks are utilized to significantly increase the opportunities for all staff to engage in collaboration to effectively meet the needs of each student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At risk students are our lowest performing sub-population group.

Root Cause: These students' progress needs to be consistently monitored to ensure adequate interventions are in place to support each student's academic and emotional needs.

Student Learning

Student Learning Summary

Preliminary 2025 STAAR Data is as follows:

Reading	Approaches	Meets	Masters
Third Grade	90%	72%	42%
Fourth Grade	90%	72%	42%
Fifth Grade	82%	69%	38%

Math	Approaches	Meets	Masters
Third Grade	85%	63%	30%
Fourth Grade	78%	71%	42%
Fifth Grade	79%	53%	26%

Science	Approaches	Meets	Masters
Fifth Grade	67%	36%	9%

2025 STAAR Prior Year Comparison - Reading

	Approaches		Meets		Masters		Change
KE-3rd	2024- 85%	2025- 90%	2024- 63%	2025- 72%	2024- 26%	2024- 42%	+10
District-3rd	2024- 84%	2025-85%	2024- 64%	2025- 64%	2024- 34%	2025- 35%	+1
KE- 4th	2024- 91%	2025- 92%	2024- 66%	2025- 72%	2024- 39%	2025- 42%	+3
District-4th	2024- 87%	2025- 87%	2024- 64%	2025- 66%	2023- 36%	2024- 36%	+1
KE- 5th	2024- 90%	2025- 82%	2023- 58%	2024- 69%	2023- 26%	2024- 38%	+5
District - 5th	2024- 88%	2025- 85%	2024- 68%	2025- 71%	2024- 43%	2025- 47%	+2

2025 STAAR Prior Year Comparison - Math

	Approaches		Meets		Masters		Change AMM Avg.
KE- 3rd	2024- 83%	2025- 85%	2024- 59%	2025- 63%	2024- 20%	2025- 30%	+5
District- 3rd	2024- 80%	2025- 78%	2024- 55%	2025- 57%	2024- 26%	2025- 29%	+2
KE - 4th	2024- 78%	2025- 88%	2024- 55%	2025- 71%	2024- 25%	2025- 42%	+14
District- 4th	2024- 78%	2025- 78%	2024- 58%	2025- 59%	2024- 32%	2025- 36%	+2
KE - 5th	2024- 81%	2025- 79%	2024- 57%	2025- 53%	2024- 27%	2025- 26%	-2
District-5th	2024- 85%	2025- 82%	2024- 64%	2025- 62%	2024- 33%	2025- 37%	-1

2025 STAAR Prior Year Comparison - Science

	Approaches		Meets		Masters		Change AMM Avg.
KE	2024- 68%	2025- 67%	2024- 40%	2025- 36%	2024- 13%	2025- 9%	-4
District	2024- 70%	2025- 76%	2024- 40%	2025- 45%	2024- 20%	2025- 24%	+5

Student Learning Strengths

1. Reading data collected through Amira demonstrates majority of K-5 students demonstrated growth in the area of reading during 2024-25.
2. The percent of all students scoring at meets and/or masters improved in both reading and math, as measured by STAAR.
3. Our EB students demonstrated improvement in reading growth, math growth and TELPAS.
4. Our 2+ subpopulation demonstrated improvement in reading achievement and SSS.
5. Our AA subpopulation demonstrated improvement in SSS.
6. Our special education subpopulation continues to demonstrate improvement in RLA, Math, growth for RLA and SSS.
6. We earned a Distinction Designation for Academic Achievement in Reading/Language Arts.
7. Our campus earned an overall "B" rating with an "A" rating in student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of fifth grade students scoring at meets and masters on STAAR in reading and math is significantly less than those in grades 3-4 for the second year.

Root Cause: All fifth grade teachers will benefit from additional support and coaching to ensure instructional practices are aligned with grades 3-4.

Problem Statement 2 (Prioritized): Thirty-three percent of fifth grade students did not meet passing standard on science STAAR.

Root Cause: Science teachers are in need of additional support in implementing the new district science curriculum with fidelity.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Katy Elementary is guided by the TEKS Resource System scope and sequence and the results of a variety of data sources. Each quarter, each grade level team maps out the specific skills and standards that will be taught for the upcoming quarter during scheduled long range planning campus professional development days, utilizing district curriculum resources and planning guides, under the guidance of the grade level content leader and campus instructional coach.

Assessment plays a major role in decision making and take on many different forms at Katy Elementary. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Long range planning takes place in PLC planning meetings prior to the beginning of each grading period. Teachers use a variety of data collected during each grading period to guide small group instructional focus. This data is collected through module assessments, Texas KIA, TPRI, STAAR, interim assessments, TELPASAMIRA data, and teacher antidotal data. Our campus ELAR teachers implement the district's HMH curriculum with fidelity and continue to implement Amira, to individually assess and monitor each student's progress in reading, according to each reading strand. Students in grades 3-5 are administered the Fitness Gram in physical education class. Dyslexia students are administered beginning of year and end of year assessments to monitor progress. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is collected and analyzed at the end of each grading period, using the quartile system in Lead4Forward to categorize students into quartile groups for intervention and instructional purposes. Teachers review data in PLCs and the results are used to plan for targeted small group instruction. This year all teachers collected weekly data for each special education student to monitor levels of student progress as part of each student's IEP. All special education students in grades K-5 received the majority of their instruction in the general education setting, with each general education teacher serving as the teacher of record. General education teachers collected and submitted weekly data related to each student's IEP goals. Teachers also continue to develop and refine methods used to collect and record student antidotal data during small group instruction for all students to monitor progress.

With the recent district reduction from two content instructional coaches to one instructional coach per elementary campus during 2024-25, our campus leadership team was modified. The campus team leader team, which previously consisted of one representative per team, was modified last year to include a content leader on each team. Each grade level team now has one teacher serving as the content leader for math/science and another teacher serving as the content leader for ELAR/SS. Each content leader has to have at least three or more years successfully teaching the grade level content. Content leaders serve as liaisons between the IC in leading content PLCs and instruction on each team, ensuring alignment with district curriculum requirements and resources. Grade level content PLCs are scheduled once per week for the purpose of collaborative planning. These grade level learning communities target lesson planning, data review, strategic planning, and collaborative teaching strategies for the upcoming instructional unit/module. Vertical team meetings are scheduled at least once per semester to ensure campus content alignment. PLC teams will continue to meet during campus staff development days and/or campus established PLC planning days for long range planning prior to each grading period.

All student progress is monitored in quarterly rotating intervals as part of the campus MTSS meetings with the administrative team, grade level teachers, and support team. Academic intervention services are provided five days per week, with progress monitored every six to nine weeks. Struggling students are discussed and intervention plans are developed or monitored using data from staff. MTSS committee meetings are held during conference times for grade level teams, once per grading period, or on an as needed basis. Student progress is determined based on various assessments and input from intervention and general education teachers. These meetings are scheduled by the MTSS coordinator (assistant principal) and attended by the principal, counselor, LSSP, academic support teachers, ESL teacher and classroom teachers. Students in special education are staffed upon prior to initial and annual ARDs or to review services with data and input collected from the general education teachers, special education teachers, speech therapist, LSSP, counselor, assistant principal, diagnostician, ESL teacher (if applicable) and Dyslexia Intervention teacher (if applicable), and campus principal.

State required interventions for students not meeting passing standards on STAAR are clustered into classes with TIA identified teachers to provide intervention during small group instruction, targeting identified goals in each respective content area.

Katy Elementary School continues to place a high priority in employing a high-quality, talented staff. All teachers, including all new teachers, will have the opportunity to attend a variety of professional development sessions on campus. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Katy Elementary to provide ongoing, very targeted, job-embedded professional learning. Focus areas will be continued implementation of ESL strategies to increase levels of listening and speaking to promote growth of EL students

and building teacher's capacity to best utilize formative assessments to monitor student progress during learning. The instructional coach will be available to provide increased levels of instructional coaching support to identified teachers to increase levels of student achievement in all grade levels.

All grade level teachers will be encouraged to obtain ESL certification with the campus goal of having 100% of the grade level teachers ESL certified. All staff is continually encouraged to obtain 30 hours of GT credit withing the first two years on campus.

Our campus will continue to implement our campus developed school-wide discipline management plan and house system, incorporating the principles of PBIS and the Ron Clark Academy. Staff will receive updated training prior to the beginning of the school year and this year's newly incoming students will have an all school house reveal on the third day of school. House staff committee leaders will continue to meet with the campus leadership team members each grading period to monitor and revise the programs.

Parents, teachers, and students at Katy Elementary take pride in their school and the school's reputation of success. The perception of Katy Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Katy Elementary's focus goes far beyond STAAR scores and accountability ratings. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have with their PLCs and also to prepare for their individual classroom instruction. There is a unified passion for students and making a positive and significant difference among the staff that promotes unity of purpose and drives all to meet the needs of each student on campus.

Our campus will continue to implement the district's new Class 1:1 program where each student in grades 3-5 are issued a Chromebook. Our campus will continue to partner with our PTO to ensure our classrooms, EC-K also will grow to 1:1 within the next three years. Students are provided with opportunities to utilize technology each day as part of the workstation/center model in ELA and math classes. The integrated use of technology across content areas and grade levels continues to increase each year. All students in grades K-5 will continue to use Amira to target essential reading skills. All students in grades K-5 will continue to use Reflex math as part of math stations. Our staff continues to work collaboratively with our instructional technologist in order to gain further knowledge and skills with effective use of technology in the classroom and to provide students and parents with resources to support learning at home.

School Processes & Programs Strengths

Campus strengths include:

1. A shared passion possessed by each staff member to make a positive difference in the lives of others.
2. Scheduled and sacred weekly content team planning, once per week, and quarterly long range planning in PLCs.
3. Teachers' ability to identify, implement and collect student targeted data for MTSS and special education students.
4. Teachers' ability to interpret and use multiple sources data to drive instructional decisions.
5. Effective MTSS and staffing for ARD processes which are an integral part of systematically monitoring, collaborating and assisting struggling students.
6. Instructional rounds learning walks, each semester for all grade level teachers, to increase the opportunities for all staff to gain knowledge and skills in an environment which fosters continued growth.

7. Effective and consistent targeted interventions provided to 3-5 students not meeting passing standards on STAAR during small group instruction to close instructional gaps and foster student growth across demographic groups.
 8. A master schedule and calendar created to maximize the amount of time spent on instruction and ensure sacred times to allow teams regularly scheduled opportunities to collaborate and plan.
 9. Interruptions to the instructional day are kept to a minimum and staff removal from instructional time is minimized.
 10. Safety drills are performed frequently and efficiently.
 11. Schoolwide implementation of PBIS and House programs are staff created and staff led which promotes optimal "buy in" and continues monitoring and adjusting as needed based on feedback from all stakeholders.
- All of these strengths provide a "safety net" to monitor and adjust instructional strategies to help each student reach his/her highest potential.

Perceptions

Perceptions Summary

All Katy Elementary staff has a common shared vision to make a positive and significant difference in the life of each student, staff member, parent and community member on a daily basis. The Katy Elementary staff and learning community is committed to all students reaching his/her highest level of success. The entire campus believes students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the students are taught the value of perseverance and teachers focus on pointing out progress to students on a regular basis. Students are taught the benefit of always doing their best the first time and to never be fearful to take a risk as a learner. Our staff sets high expectations for each student and provides a framework to support each student in reaching his/her highest potential through targeted interventions and enrichment opportunities.

Katy Elementary is committed to maintaining a welcoming and positive school environment that promotes continued parental and community involvement. We strive to provide a responsive climate for parents and to widely communicate ways for parents and community members to partner with us in educating the children of Katy. Our PTO continues to be an asset to our campus, providing support through active parental and community volunteer involvement. Although our school enrollment is smaller compared to others in our district, our reported volunteer hours continues to meet or exceed those of campuses with much larger student enrollments. The diversity of our campus is not noticed due to the efforts of our staff working in partnership with our PTO to coordinate many programs throughout the year to support families and students in need of assistance. We utilize a variety of options to assist parents and community in staying informed about campus events that include enews email communication, Remind text or emails, campus and grade level specific web sites, TAC emails/notifications, PBIS notifications, Canvas, Facebook, PTO Facebook page and website, weekly campus newsletter enews with upcoming events and campus information, and the campus marquee. Our KEYS mentoring program continues to increase the number of mentors each year and a large number of community members serve as parent tutors to our students during the school day. We take pride in the fact that parents and visitors always comment on the warm and inviting feel of our campus.

Katy Elementary School has a school-wide system of routines and procedures, based on PBIS, designed to maintain a safe and orderly learning environment for all. Teachers and staff routinely practice school and classroom procedures designed to establish and maintain a positive learning environment. Respect for staff, students, community, country and world is modeled and reinforced daily in a positive school environment that values the importance of good citizenship attributes. Students and staff are recognized and rewarded daily for demonstrating one of the school's ten identified citizenship attributes. All homeroom teachers facilitate classroom communities through the daily use of Morning Meetings, which strives to model empathy and acceptance for others' differences and reduce occurrences of bullying and disruptive behaviors. Our campus implements a schoolwide plan, uniquely developed for our school community, based on the principles of PBIS which includes a campus created house system, based on the principles of the Ron Clark Academy, in an effort to further enhance our school's sense of community and team spirit.

Structured workstations and literacy centers are a campus norm in academic core classes with daily small group instruction that targets specific student needs. Teams are provided one weekly opportunity, per content area cluster (ELA/SS or math/science) to collaborate and plan as grade level teams, under the leadership of a grade level content leader.

Katy Elementary continues to have a low incidence of discipline referrals. Campus discipline data shows a continued decline in the number of discipline referrals decreasing over time as the campus continues to refine the system of school wide procedures/routines using our school-wide positive behavior expectations and practices. PBIS school wide expectations and a house system will continue to be implemented and refined this school year to meet the changing emotional and behavioral needs of students and further enhance a positive school environment for all. The school wide implementation of morning meetings will continue to build a positive classroom environment through the development of relationships and proactively prevent bullying behaviors before they begin. The counselor continues to implement the Character Strong program through guidance lessons with grade levels, working collaboratively with the physical education teacher to teach and apply social and emotional and CATCH TEKS through a co-teaching mode. The Counseling Advisory Council (CAC), which includes the counselor, principal, teachers and parents will continue to provide guidance to support the emotional needs of all students and staff.

Perceptions Strengths

1. Katy Elementary staff has a shared vision which is committed to facilitating each student's growth in a positive learning environment.

2. There is a legacy of generations of families who attend and are actively involved in campus activities.
3. PTO members are actively involved and support the school.
4. 100% of all KE staff continue to be members of the PTO.
5. Parents, staff, students, guests and visitors consistently report a positive atmosphere on our campus.
6. The student enrollment continues to grow at Katy Elementary with most parents reporting they purposely moved into our school zone due to our school's continued reputation of excellence.
7. The number of parents and community members volunteering at the school continues to increase.
8. The discipline incident referral rate decreased and remains low.
9. Our school wide PBIS and House system, developed specifically for our campus, continues to successfully enhance the climate and culture of our campus, as evidenced through staff and parent survey responses.
10. Campus Culture and Climate survey responses consistently indicate high pillars on all areas pertaining to campus practices.

Priority Problem Statements

Problem Statement 1: The number of fifth grade students scoring at meets and masters on STAAR in reading and math is significantly less than those in grades 3-4 for the second year.

Root Cause 1: All fifth grade teachers will benefit from additional support and coaching to ensure instructional practices are aligned with grades 3-4.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At risk students are our lowest performing sub-population group.

Root Cause 2: These students' progress needs to be consistently monitored to ensure adequate interventions are in place to support each student's academic and emotional needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Thirty-three percent of fifth grade students did not meet passing standard on science STAAR.

Root Cause 3: Science teachers are in need of additional support in implementing the new district science curriculum with fidelity.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Action research results

Goals

Revised/Approved: June 16, 2025

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of Katy Elementary third grade students who achieve meets and above in reading will increase to 72% by July 2026.





High Priority

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: ELAR content leaders in grades K-5 will work collaboratively with the vertical team and IC to increase teacher ELAR capacity and skills on each grade level to implement formative assessments in alignment with the district's curriculum and resources in an effort to effectively monitor student progress during instruction.</p> <p>Strategy's Expected Result/Impact: Consistent vertical ELAR alignment with district curriculum expectations and standards; Increased levels of student growth in reading skills, as measured by BOY, MOY and EOY Amira growth measures; Increased numbers of students in each grade level demonstrating a year or more growth in reading, as measured by BOY, MOY and EOY MAP; Evidence of formative assessment data collected and used for instructional purposes</p> <p>Staff Responsible for Monitoring: Grade level content leaders, assistant principals, instructional coach, principal</p> <p>TEA Priorities: Build a foundation of reading and math</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>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional Development - 199 - General Fund - \$500</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During small group rotations, all K-5 ELAR teachers will ensure students are actively engaged in speaking about text in content with teacher and/or peers in at least 2 of 3 stations.</p> <p>Strategy's Expected Result/Impact: Consistent vertical ELAR alignment with district curriculum expectations and standards; Increased levels of student growth in reading skills, as measured by BOY, MOY and EOY Amira and MAP growth measures; Increased numbers of students in each grade level demonstrating a year or more growth in reading, as measured by BOY, MOY and EOY Amira and MAP growth measures; Increase in levels of student engagement in speaking activities in IC data collection; Increased levels of students scoring at advanced or advanced high in speaking on TELPAS</p> <p>Staff Responsible for Monitoring: Grade level ELAR content leader, assistant principals, instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</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>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All K-5 ELAR teachers will implement student growth tracking folders that promotes student goal setting and ownership in personal accountability in reading.</p> <p>Strategy's Expected Result/Impact: Increased levels of student growth in reading skills, as measured by BOY, MOY and EOY Amira growth measures; Increased numbers of students in each grade level demonstrating a year or more growth in reading, as measured by BOY, MOY and EOY Amira growth measures.</p> <p>Staff Responsible for Monitoring: Grade level content leaders, instructional coach, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Folders - 199 - General Fund - \$1,000</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All K-5 ELAR teachers will participate in instructional rounds, at least once per semester with the IC and member/s of administrative team, to ensure consistent alignment with district and campus expectations and standards.</p> <p>Strategy's Expected Result/Impact: Consistent vertical ELAR alignment with district curriculum expectations and standards; Increased levels of student growth in reading skills, as measured by BOY, MOY and EOY MAP and Amira; Increased numbers of students in each grade level demonstrating a year or more growth in reading, as measured by BOY, MOY and EOY MAP and Amira; Increased numbers of fifth grade students scoring at meets and masters on STAAR ELAR</p> <p>Staff Responsible for Monitoring: Instructional coach, assistant principals, principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide daily reading targeted intervention to Accelerated Learning students in grades 4-5 and to identified MTSS at risk students in K-5 with the RLA academic support teacher.</p> <p>Strategy's Expected Result/Impact: All AL students will receive their required number of intervention minutes; all AL and MTSS at-risk identified students will demonstrate reading growth, as measured by Amira and MAP.</p> <p>Staff Responsible for Monitoring: Assistant Principals, RLA Academic Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 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:

Demographics
<p>Problem Statement 1: At risk students are our lowest performing sub-population group. Root Cause: These students' progress needs to be consistently monitored to ensure adequate interventions are in place to support each student's academic and emotional needs.</p>

Student Learning

Problem Statement 1: The number of fifth grade students scoring at meets and masters on STAAR in reading and math is significantly less than those in grades 3-4 for the second year. **Root Cause:** All fifth grade teachers will benefit from additional support and coaching to ensure instructional practices are aligned with grades 3-4.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Katy Elementary third grade students who achieve meets and above in math will increase to 61% by July 2026.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data


Strategy 1 Details	Reviews			
<p>Strategy 1: Math/science content leaders in grades K-5 will work collaboratively with the vertical team and IC to increase teacher capacity and skills in math and science on each grade level to implement formative assessments in alignment with the district's curriculum and resources in an effort to effectively monitor student progress during instruction.</p> <p>Strategy's Expected Result/Impact: Consistent vertical math/science alignment with district curriculum expectations and standards; Increased levels of student growth in math skills, as measured by BOY, MOY and EOY MAP; Increased numbers of students in each grade level demonstrating a year or more growth in math skills, as measured by BOY, MOY and EOY MAP.</p> <p>Staff Responsible for Monitoring: Grade level math content leaders, instructional coach, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math</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>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Professional Development - 199 - General Fund - \$500</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During small group rotations, all K-5 math teachers will ensure students are actively engaged in speaking about content with teacher and/or peers in at least 2 of 3 stations.</p> <p>Strategy's Expected Result/Impact: Consistent vertical math alignment with district curriculum expectations and standards; Increased levels of student growth in math, as measured by MOY and EOY MAP; Increased numbers of students in each grade level demonstrating a year or more growth in math skills, as measured by MOY and EOY MAP; Increase in levels of student engagement in speaking activities in IC data collection; Increased levels of students scoring at advanced or advanced high in speaking on TELPAS</p> <p>Staff Responsible for Monitoring: Grade level content leaders, instructional coach, assistant principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All K-5 math teachers will implement student growth tracking folders that promotes student goal setting and ownership in personal accountability in math fluency skills.</p> <p>Strategy's Expected Result/Impact: Consistent vertical math alignment with district curriculum expectations and standards; Increased levels of student growth in math fluency, as measured by Reflex and MAP; Increased numbers of students in each grade level demonstrating a year or more growth in math fluency skills, as measured by Reflex and MOY and EOY MAP data.</p> <p>Staff Responsible for Monitoring: Grade level content leaders, instructional coach, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Tracking folders - 199 - General Fund - \$1,000</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Math lead teachers in first and fifth grade will be utilized for campus math teacher learning walks to model effective small group instructional practices and to ensure vertical alignment with district and campus expectations.</p> <p>Strategy's Expected Result/Impact: Consistent vertical math/science alignment with district curriculum expectations and standards; Increased levels of student growth in math fluency, as measured by Reflex; Increased numbers of students in each grade level demonstrating a year or more growth in math fluency skills, as measured by MOY and EOY MAP scores; Increased numbers of fifth grade math students scoring at meets or masters on state benchmarks and STAAR</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All K-5 math teachers will participate in instructional rounds, at least once per semester with the IC and member/s of administrative team, to ensure consistent alignment with district and campus expectations and standards.</p> <p>Strategy's Expected Result/Impact: Consistent vertical math alignment with district curriculum expectations and standards; Increased levels of student growth in math skills, as measured by MOY and EOY MAP and Reflex; Increased numbers of students in each grade level demonstrating a year or more growth in math, as measured by MOY and EOY MAP; Increased numbers of fifth grade students scoring at meets and masters on STAAR math</p> <p>Staff Responsible for Monitoring: Content leaders, instructional coach, assistant principals, principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide daily targeted math intervention to Accelerated Learning students in grades 4-5 and to identified MTSS at risk students in K-5 with the math academic support teacher.</p> <p>Strategy's Expected Result/Impact: All AL students will receive their required number of intervention minutes; all AL and MTSS at-risk identified students will demonstrate math growth, as measured by Amira and MAP.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Math Academic Support teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: At risk students are our lowest performing sub-population group. **Root Cause:** These students' progress needs to be consistently monitored to ensure adequate interventions are in place to support each student's academic and emotional needs.

Student Learning

Problem Statement 1: The number of fifth grade students scoring at meets and masters on STAAR in reading and math is significantly less than those in grades 3-4 for the second year. **Root Cause:** All fifth grade teachers will benefit from additional support and coaching to ensure instructional practices are aligned with grades 3-4.

Problem Statement 2: Thirty-three percent of fifth grade students did not meet passing standard on science STAAR. **Root Cause:** Science teachers are in need of additional support in implementing the new district science curriculum with fidelity.





Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percentage of EL students demonstrating growth will increase in the area of reading achievement by 10%, as measured by STAAR 2026 and TELPAS 2026.

High Priority

Evaluation Data Sources: STAAR data, TELPAS data, IC observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development and coaching on format of TELPAS speaking test to all teachers to ensure the majority of all content lessons actively engage students in speaking about content with teacher and/or peers.</p> <p>Strategy's Expected Result/Impact: Classroom structures and strategies aligned across grade levels and content with maximum opportunities for students to engage in content related speaking opportunities; At least 2 content stations engage students in speaking about content with teacher and/or peers; Increased numbers of EL students demonstrating growth in speaking proficiencies, as measured by TELPAS</p> <p>Staff Responsible for Monitoring: Instructional coach, ESL ISST, assistant principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional Development - 199 - General Fund - \$800</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All emergent bilingual students (English learners), with parent approval for ESL program participation, minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade level(s).</p> <p>Strategy's Expected Result/Impact: The percentage of ESL students who demonstrate growth as measure by TELPAS 2026 will increase by 5%; All grade level ELAR teachers will be ESL certified by May 2026; All K-5 grade level teachers will obtain ESL certification by August 2026;</p> <p>Staff Responsible for Monitoring: ESL ISST; assistant principals; principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers are informed of the English language proficiency levels of the emergent bilingual students (English learners) in their classrooms, and Professional Learning Communities actively utilize the ELPS to provide meaningful opportunities for ELs to develop social and academic English proficiency in listening, speaking, reading and writing, including QSSSA strategies.</p> <p>Strategy's Expected Result/Impact: The percentage of ESL students who demonstrate growth as measure by TELPAS 2026 will increase by 5%.</p> <p>Staff Responsible for Monitoring: ESL ISST; Grade level content leaders; Instructional coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers of emergent bilingual students (English learners) participate in professional development that addresses instruction that is sheltered and culturally responsive.</p> <p>Strategy's Expected Result/Impact: All emergent bilingual students will demonstrate growth as measured by TELPAS 2026</p> <p>Staff Responsible for Monitoring: ESL ISST; assistant principals; principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide parent and family engagement activities (parent and student) to parents/guardians of emergent bilingual students (English learners) that is supplemental to the services provided to all parents.</p> <p>Strategy's Expected Result/Impact: Distribute information to EL parents regarding district parent and family engagement activities; the percentage of EL students who demonstrate growth, as measured by TELPAS 2026, will increase by 5%</p> <p>Staff Responsible for Monitoring: ESL ISST; principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: At risk students are our lowest performing sub-population group. Root Cause: These students' progress needs to be consistently monitored to ensure adequate interventions are in place to support each student's academic and emotional needs.





Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: The percentage of all fifth grade students scoring at approaches in science will increase to 75%, as measured by STAAR 2026.

High Priority

Evaluation Data Sources: Science MAP test, Science interim, Science STAAR 2026

Strategy 1 Details	Reviews			
<p>Strategy 1: The instructional coach will provide professional development and coaching to K-5 science teachers to ensure the district's science curriculum and resources are implemented with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased levels of performance on science MOY and EOY MAP; Scores on science interim at or above district average; Percent of students scoring at approaches on STAAR are 75% or greater</p> <p>Staff Responsible for Monitoring: Instructional coach, assistant principals</p> <p>ESF Levers: 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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Thirty-three percent of fifth grade students did not meet passing standard on science STAAR. Root Cause: Science teachers are in need of additional support in implementing the new district science curriculum with fidelity.</p>


Goal 2: 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: All staff will fully implement all campus developed PBIS schoolwide expectations and house system with fidelity.

Evaluation Data Sources: PBIS data reports from RCA app; Discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will consistently provide positive reinforcement to students, according to campus developed expectations, using the RCA app.</p> <p>Strategy's Expected Result/Impact: All students will be provided positive reinforcement for demonstrating character at least twice a week, as measured by the RCA app's weekly reports.</p> <p>Staff Responsible for Monitoring: House Advisory council; counselor; assistant principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Funds to purchase RCA app - 199 - General Fund - Principal Activity Account - \$2,500</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be provided professional development on the campus ROAR expectations, Think Sheets, house system and RCA app to ensure alignment across campus.</p> <p>Strategy's Expected Result/Impact: Decreased numbers of discipline incidents; increased levels of student engagement in classrooms; Increased levels of safe environment as collected in student bullying survey</p> <p>Staff Responsible for Monitoring: House advisory council and committee counselor; assistant principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional development materials - 199 - General Fund - \$500</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Student House leaders will participate in Tiger Chats with campus principal and assistant principals, once per semester, to provide input on effectiveness of campus practices to provide a positive and safe environment for all students.</p> <p>Strategy's Expected Result/Impact: Decrease to reports of bullying; Decreased number of discipline referrals</p> <p>Staff Responsible for Monitoring: Principal and assistant principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: 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: Provide staff, students and parents with information, resources and tools to support the social/emotional needs of all.

Evaluation Data Sources: Climate and culture survey results, Student bullying survey results, House and PBIS survey results, staff feedback, student feedback, guidance lessons, MTSS-B data





Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor and physical education teacher will provide social and emotional lessons to students in grades K-5, integrating health and physical education TEKS (CATCH), at least once a semester.</p> <p>Strategy's Expected Result/Impact: The number of bullying incidents will decrease, as compared to the number reported in 2024-2025; The number of discipline incidents will decrease, as compared to those in 2024-2025</p> <p>Staff Responsible for Monitoring: Counselor; assistant principals; physical education teacher; principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The counselor will facilitate a Campus Advisory Committee (CAC) including staff, parents, and community members to provide input and guidance related to supporting the social/emotional needs of students and staff, with meetings scheduled twice a semester.</p> <p>Strategy's Expected Result/Impact: Identify and prioritize campus needs and goals with input from all stakeholders in school community; provide staff development related to identified campus needs; decrease the number of CIRs compared to 2024-25</p> <p>Staff Responsible for Monitoring: Counselor; principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Student and staff support resources - 199 - General Fund - Counselor budget - \$500</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Health TEKS will be implemented in all grade levels; CATCH lessons incorporated into K-5 physical education lessons</p> <p>Staff Responsible for Monitoring: Physical education teacher; instructional coach; assistant principals; principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: CATCH meeting materials - 199 - General Fund - \$100</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide annual staff development and coaching to all staff in effectively implementing MTSS-B tiered interventions with fidelity.</p> <p>Strategy's Expected Result/Impact: Decrease in numbers of student removals from class due to disruptive or non-compliant behaviors, as compared to 2024-25; Data collection input into MTSS for each tier by staff; Increase in number of observed tier 1 MTSS-B interventions in classrooms, as documented in classroom observations</p> <p>Staff Responsible for Monitoring: Assistant principals; grade level content leaders; principal; LSSP; counselor; special education team leader</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Increase student attendance rate by 1/2 percent from 2024-25 ADA, in accordance with district initiative.

Evaluation Data Sources: ADA data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement weekly and monthly student attendance incentives using the RCA app and house system.</p> <p>Strategy's Expected Result/Impact: Students' average daily attendance rates will increase each six weeks period, as compared to last year's data.</p> <p>Staff Responsible for Monitoring: ADA, assistant principals, principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Monthly attendance raffle incentives for students - 199 - General Fund - Principal Activity Account - \$100, Monthly attendance raffle incentives for students - 199 - General Fund PTA Donation - \$100</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement House drawings for students on Fridays and Mondays during morning announcements to reduce the number of absences on Monday and Friday.</p> <p>Strategy's Expected Result/Impact: Reduction of student absences/late arrivals/early check outs on Mondays and Fridays as compared to 2024-25; Increase in overall monthly attendance rates</p> <p>Staff Responsible for Monitoring: ADA and principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	ELAR content leaders in grades K-5 will work collaboratively with the vertical team and IC to increase teacher ELAR capacity and skills on each grade level to implement formative assessments in alignment with the district's curriculum and resources in an effort to effectively monitor student progress during instruction.
1	1	2	During small group rotations, all K-5 ELAR teachers will ensure students are actively engaged in speaking about text in content with teacher and/or peers in at least 2 of 3 stations.
1	2	1	Math/science content leaders in grades K-5 will work collaboratively with the vertical team and IC to increase teacher capacity and skills in math and science on each grade level to implement formative assessments in alignment with the district's curriculum and resources in an effort to effectively monitor student progress during instruction.
1	2	2	During small group rotations, all K-5 math teachers will ensure students are actively engaged in speaking about content with teacher and/or peers in at least 2 of 3 stations.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$500.00
1	1	3	Folders		\$1,000.00
1	2	1	Professional Development		\$500.00
1	2	3	Tracking folders		\$1,000.00
1	3	1	Professional Development		\$800.00
2	1	1	Funds to purchase RCA app	Principal Activity Account	\$2,500.00
2	1	2	Professional development materials		\$500.00
2	2	2	Student and staff support resources	Counselor budget	\$500.00
2	2	3	CATCH meeting materials		\$100.00
2	3	1	Monthly attendance raffle incentives for students	Principal Activity Account	\$100.00
Sub-Total					\$7,500.00

199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Monthly attendance raffle incentives for students		\$100.00
Sub-Total					\$100.00



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		2024	2025	2026	2027	2028	2029
		3rd Grade Reading Meets or Above	63%	72%			
		Actual	63%	72%			
		State Rate	46%	49%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	63%	72%	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		2024	2025	2026	2027	2028	2029
		3rd Grade Math Meets or Above	59%	63%			
		Actual	59%	63%			
		State Rate	40%	44%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	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	
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																	40%			