

# Katy Independent School District

## Rylander Elementary

### 2025-2026 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designation**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Rylander Elementary is committed to providing an excellent academic program where every child will have his or her individual needs met in a supportive, nurturing and safe environment. Inherent in this mission is the belief that every child can learn, and that the dedicated teacher is the catalyst.

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

# Vision

The staff, students, parents and community of Rylander Elementary will work together to foster a positive relationship in order for each child to reach his or her fullest potential and attain the highest level of accomplishment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rylander Elementary is celebrating its 21st year in Katy ISD, serving students in Pre-K through 5th grade. Over time, our campus has experienced changes in enrollment, demographics, and programming that have shaped who we are today.

- **Enrollment:** Since 2023, Rylander has experienced a decrease in student enrollment numbers. Last school year, 1,051 students were enrolled at the end of the 2024-2025 school year. Currently, our student enrollment is 939 students as of August 2025.
- **Programs:** Rylander became a bilingual campus in 2021–2022 and continues to see growth in students served through Bilingual, ESL, and Special Education.
- **2025-2026 Demographics:**
  - White 26.3%
  - Hispanic 35.89%
  - Asian 20.34%
  - Black/African American 10.54%
  - Two or More Races 6.18%
  - American Indian/Alaskan Native 0.32%
- **2025-2026 Student Populations:**
  - At-Risk: 45.47%
  - Limited English Proficient 42.17%
  - Special Education 26.73%
  - Bilingual 19.38%
  - ESL 23.2%

- Gifted & Talented: 4.9%

- **Attendance Rate:** 97.39%

At Rylander, we believe all children can succeed, and that teachers are the catalyst for student success. This belief is reflected daily through our students' pride, participation, and commitment to the "Rockin' Rhinos 3Rs": Being **Respectful, Responsible, and Ready to Learn**.

In July 2025, Jia Paek became the fifth principal of Rylander Elementary. Our teachers are selected not only for their curriculum knowledge and instructional expertise, but also for their dedication to student growth and "parent's heart" approach to teaching.

Rylander is also strengthened by the support of parents, community members, and local businesses who partner with the staff as the "village" for all of our students in their learning and growth. Our PTA actively enhances student learning by providing professional development for teachers, funding classroom and campus resources, and supporting enrichment opportunities. Volunteers contribute countless hours preparing materials and assisting in classrooms, creating a strong foundation for student achievement, and a positive school culture.

### **Demographics Strengths**

Rylander Elementary has a multitude of demographic strengths including:

1. Katy ISD is known as a premiere district in the state of Texas and families choose to relocate to the Katy area in order to attend the schools. Parents, students, and teachers are highly committed to success.
2. Despite the significant demographic shifts in our campus in the last several years, Rylander students continue to excel as evidenced by the TEA Accountability rating of "A" for 2025.
3. Rylander is a highly diverse campus with students speaking 32 different native languages as of August 2025.
4. Rylander staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement.
5. Rylander staff is collaborative in their teaching approach.
6. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.
7. Rylander has had very little staff turnover in the past three years. Starting the 2025-2026 school year, Rylander has 3 teachers that are new to the profession and 2 teachers new to Rylander with teaching experience.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Economically Disadvantaged, Special Education, and Emergent Bilingual student scores at the Meets and Masters Grade Level indicators in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-Emergent Bilingual student scores.

**Root Cause:** Economically Disadvantaged, Special Education, and Emergent Bilingual student needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.

# Student Learning

## Student Learning Summary

### 2025 Prior-Year Comparison Data

#### Reading – Average Meets (AMM)

- 3rd Grade: 70 (2024) → 63 (2025) (-7)
- 4th Grade: 60 (2024) → 70 (2025) (+10)
- 5th Grade: 7713 (2024) → 67 (2025) (-4)

#### Math – Average Meets (AMM)

- 3rd Grade: 67 (2024) → 66 (2025) (-1)
- 4th Grade: 56 (2024) → 61 (2025) (+5)
- 5th Grade: 63 (2024) → 60 (2025) (-3)

#### Science – Average Meets (AMM)

- 5th Grade: 48 (2024) → 47 (2025) (-1)

On the TELPAS 2025, the following percentages of students made growth in their Composite Rating:

- One level of progress: 52%
- Two levels of progress: 7%
- Three Levels of progress: 1%

### Student Learning Strengths

According to our 2025 campus accountability data, Rylander demonstrated several academic strengths. As a campus, we are committed to growing students in all academic areas while shifting instruction from teacher-led to more student-centered learning. Last year, we saw strong growth in reading and math scores in 4th grade with the AMM average increasing by 5 points in Math and 10 points in Reading Language Arts. Below are the overall score percentages for Rylander when it comes to passing on the 2025 STAAR test.

#### 3-5 Math:

- Approaches: 84 (2024) → 86 (2025) (+2)
- Meets: 66 (2024) → 63 (2025) (-3)

- Masters: 34 (2024) → 37 (2025) (+3)

### **3-5 RLA:**

- Approaches: 89 (2024) → 89 (2025) (0)
- Meets: 71 (2024) → 70 (2025) (-1)
- Masters: 41 (2024) → 42 (2025) (+1)

### **5 Science:**

- Approaches: 76 (2024) → 77 (2025) (+1)
- Meets: 45 (2024) → 46 (2025) (+1)
- Masters: 22 (2024) → 20 (2025) (-2)

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Although Rylander has an overall "A" 2025 accountability rating from TEA, the School Progress domain has been an overall "B" rating for the last two years, with the Academic Growth sub-domain being a "B" for the last four years.

**Root Cause:** Most 3rd-5th grade students are maintaining a passing score on the STAAR test but not showing a year's growth. Relative Performance is impacted by the varying needs of Economically Disadvantaged students who require differentiated supports for their individual needs.

# School Processes & Programs

## School Processes & Programs Summary

At Rylander Elementary, curriculum, instruction, and assessment are guided by the TEKS and Katy ISD expectations. Assessment plays a key role in decision-making, and we use a balanced approach to ensure student needs are met and progress is measured effectively.

Teachers meet weekly for lesson planning, data review, and professional learning, with paraprofessionals included in staff development. Grade levels have daily common planning time, as well as extended planning once per nine weeks for long-range range planning. Small Group instruction time is built into the master schedule to provide targeted instruction by teachers meeting students' where they are in their learning and progress.

Student progress is monitored routinely, and instruction is adjusted based on formative assessment data. Professional development is tailored to demonstrated needs and provided through rotations that reinforce learning, share best practices, and encourage collaboration. Teachers are also supported in attending district and out-of-district training to build capacity. Leadership opportunities are available at both the campus and district level, and teachers regularly observe one another to grow in a spirit of collaboration.

Rylander's mission is to create innovative learners who actively solve problems in a safe and supportive environment. Instructional time is protected, and when data shows student learning is being impacted, staff respond immediately by adjusting instruction and practices to ensure success.

## School Processes & Programs Strengths

In 2025, Rylander has entered its 11th year as a PBIS school. Rylander's process and program strengths include:

1. Collaborative planning processes ensure equity in instruction.
2. Relationship building between students, staff, and parents enhances our school community and instructional integrity.
3. Staff is growing in their ability to interpret and use common assessment data to drive instruction.
4. Innovative practices are welcomed among students, staff, and parents.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success.

**Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

# Perceptions

## Perceptions Summary

Rylander Elementary is committed to creating a **family-friendly environment** where parents, staff, and students work together as partners in education. Family involvement is essential to student success, and we provide multiple opportunities for parents to engage, including Meet the Teacher, Grade Level Programs, Science Night, International Night, PTA Rumble, Curriculum Nights, Family Movie Nights, etc. Our active PTA and a dedicated parent liaison strengthen the home-school connection, while our campus website and social media platforms keep families informed and connected.

Rylander is a **diverse community** with over 32 spoken languages represented. This diversity enriches our school culture and is embraced as a strength. Parents, teachers, and students take pride in Rylander's reputation for being a safe, positive, and academically focused environment for all learners.

A core belief at Rylander is that students learn best in an environment where differences are valued and mistakes are viewed as opportunities for learning and growth. We operate under the PBIS framework with the "Rockin' Rhinos 3Rs" — **Respectful, Responsible, and Ready to Learn**. Expectations are explicitly taught, practiced, and reinforced so students understand what success looks like.

Teachers and staff are trained to build and maintain a healthy classroom climate, with an emphasis on strong routines, student self-reliance, and maintaining academic excellence as the primary focus. Staff use the least invasive interventions possible and reflect carefully on classroom practices to ensure students feel respected and validated. Since implementing PBIS, our campus has seen a decline in disciplinary infractions, further supporting a positive learning environment.

## Perceptions Strengths

Rylander Elementary benefits from strong family and community partnerships that support student success. Key strengths include:

- **Active volunteer program** that enhances parental commitment and supports classroom and campus activities.
- **Family events** that build positive school-home relationships, such as Spirit Nights, Grandparents' Day Lunch, Grade Level Music Performances, 3rd Grade Art Night, 1st Grade PE Night, Dads on Safari, PTA Rumble, Field Day, etc.
- **Mentoring programs** (KEYS, Cinco PALS) to address the social-emotional needs of at-risk students.
- **Multiple communication methods** to keep families informed, including weekly eNews, website, social media, Remind, and BlackBoard School Messenger.
- **Parent volunteers** who assist with events such as choir, music performances, field days, PTA parties, workbaskets, staff appreciation, etc.
- **Strong business partnerships** that enhance campus resources.
- **Watch D.O.G.S. program** that encourages fathers to volunteer on campus.
- **Campus Advisory Team** that includes parent and community voices in decision-making.
- **PBIS framework** that supports positive behavior and decision-making.
- **Counseling program** that reinforces character education, provide guidance lessons, and support new students.

- **Safety initiatives** including Raptor visitor system, Safety Liaison, Level 3 Security Guard, nurse/counselor-led safety presentations, and 4th/5th grade Safety Patrol.
- **Character Strong Purposefull People program** promoting strong values and positive choices.

These efforts reflect Rylander’s commitment to maintaining strong family and community engagement, ensuring a safe environment, and supporting students’ academic, social, and emotional growth.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically and/or behaviorally.

**Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values, high standards of excellence, and expectations as a school.

# Priority Problem Statements

**Problem Statement 1:** Economically Disadvantaged, Special Education, and Emergent Bilingual student scores at the Meets and Masters Grade Level indicators in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-Emergent Bilingual student scores.

**Root Cause 1:** Economically Disadvantaged, Special Education, and Emergent Bilingual student needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Although Rylander has an overall "A" 2025 accountability rating from TEA, the School Progress domain has been an overall "B" rating for the last two years, with the Academic Growth sub-domain being a "B" for the last four years.

**Root Cause 2:** Most 3rd-5th grade students are maintaining a passing score on the STAAR test but not showing a year's growth. Relative Performance is impacted by the varying needs of Economically Disadvantaged students who require differentiated supports for their individual needs.

**Problem Statement 2 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Section 504 data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS 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
- 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.


**Performance Objective 1:** Rylander teachers and staff will consistently provide a safe and supportive learning environment that uses positive reinforcement to promote high behavioral expectations for all students.

**Evaluation Data Sources:** Katy Dashboard - Run Student Discipline Report and review by month

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Rylander teachers will set high expectations starting the first day of school regarding expected behavior during their back to school orientation week and continue to refer back to the campus/classroom expectations daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a safe and positive learning environment through the implemented PBIS systems in order for students to perform to the maximum of their abilities. Therefore, there will be a decrease in the 150 office referrals for the 2025-2026 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Paras, Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will use the "3R's" (Respectful, Responsible, and Ready to Learn) which align to the campus PBIS behavior program. All PBIS posters will have the 3Rs outlining behavior expectations in the classroom and in common areas of the building.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency across the campus will create campus-wide behavior expectations that will be easy for students to follow and understand.</p> <p><b>Staff Responsible for Monitoring:</b> All Rylander Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Partnership between parents and school to support a safe learning environment and a decrease in BTAs and disciplinary infractions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, School Psychologist, Admin</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** HB3: The percent of Rylander 3rd grade elementary students who achieve Meets and above in Reading will increase to 78% 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 2:** HB3: The percent of Rylander 3rd grade elementary students who achieve Meets and above in Math will increase to 76% by July 2026.

**HB3 Goal**

**Evaluation Data Sources:** STAAR


**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.





**Performance Objective 1:** Teachers and staff will plan and implement data driven instruction to target specific areas of need for all students to ensure a year's growth in their academic performance and skills.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores, Formative Assessments, KLA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform teachers of the English Language Proficiency Levels of the emergent bilingual (EB) students in their classrooms and utilize the ELPS in professional learning communities to plan for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student results on TELPAS and classroom performance</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, ESL teachers/staff, Administration</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue






**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Economically Disadvantaged, Special Education, and Emergent Bilingual student scores at the Meets and Masters Grade Level indicators in all areas are lower than non-Economically Disadvantaged, non-Special Education and non-Emergent Bilingual student scores. <b>Root Cause:</b> Economically Disadvantaged, Special Education, and Emergent Bilingual student needs are varied and professional learning and effective implementation of supports need to continue to improve to address individualized needs of students.</p>

**Goal 4:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** Rylander teachers will utilize pre/post assessments in order provide data driven small group instruction. Rylander's 3-5 Reading Assessment scores will increase from 67% to 68% for the 2025 STAAR test. Rylander's 3-5 Math Assessment scores will increase from 62% to 64% for the 2025 STAAR test.

**Evaluation Data Sources:** Current scores, overall for reading is 67% and total overall scores for math is 62%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During planning, formative assessments will be created for each content unit. The data from the formative assessments will determine how small group and whole group instruction will be scaffolded/differentiated. This will be a moving process to ensure that students receive individualized instruction based on the TEK objective that they need to master and closing any learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> By regularly monitoring student progress through formative assessments, teachers will have the data to monitor and adjust instruction to meet individual needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Instructional Coordinator, Admin</p> <p><b>Problem Statements:</b> 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:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Although Rylander has an overall "A" 2025 accountability rating from TEA, the School Progress domain has been an overall "B" rating for the last two years, with the Academic Growth sub-domain being a "B" for the last four years. <b>Root Cause:</b> Most 3rd-5th grade students are maintaining a passing score on the STAAR test but not showing a year's growth. Relative Performance is impacted by the varying needs of Economically Disadvantaged students who require differentiated supports for their individual needs.</p>

**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:** Reduce the number of worksheets being utilized in the classroom to be supplemented with technology tools via the 1:1 chromebooks provided for students in grade 3-5.






**Evaluation Data Sources:** Monthly print clicks and meaningful student use of chromebooks, KISD digital resources, and production of digital student work.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Regular training and feedback from the Campus Technology Designer working closely with grade levels to help supplement and create lessons/projects using technology tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful student use of chromebooks, KISD digital resources, and production of digital student work.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers/Staff, CTD, Admin</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Some Progress			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 1:** All RRE Teachers will be ESL certified within one (1) year of their hire date.

**Evaluation Data Sources:** State Certification






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at Rylander Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Obtainment of ESL Certification</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers, ESL Team Leader, Administration, KISD ESL Team</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Feb	Apr	June
	 No Progress			
<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 7:** 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:** Rylander teachers will create and utilize a weekly newsletter to maintain effective school-home communication with parents regarding students' progress and instruction.

**High Priority**

**Evaluation Data Sources:** Team leaders will keep track on how (and what is included) in the parent weekly newsletters.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly newsletters will sent by homeroom teachers on Fridays or Mondays every week. The newsletters will include up and coming events as well as academic content being covered in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> The more information the campus is able to provide to parents the better the relationship between school and home will improve. Creating a trusting relationship to work together for student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Homeroom teachers.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
	 Considerable			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Targeted Support Strategies

Goal	Objective	Strategy	Description
6	1	1	Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at Rylander Elementary.



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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Rylander: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%	59%		44%		73%		46%		55%		26%		35%		37%	
		2024 Actual	14	64%	62	66%	54	87%	0		37	84%	0		10	80%	40	53%	68	63%	85	67%
		2025 Target																63%		73%		
		2025 Actual	15	67%	72	51%	35	74%	1	100%	30	80%	0		15	67%	48	31%	76	47%	87	54%
		Met Target																N		N		
		2026 Target										90%							41%			

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

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

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Rylander: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%	60%		47%		82%		51%		55%		29%		40%		45%	
		2024 Actual	14	29%	62	69%	55	85%	0		37	84%	0		10	90%	41	46%	68	60%	85	72%
		2025 Target		39%								94%										
		2025 Actual	15	60%	72	49%	35	77%	1	100%	30	90%	0		15	87%	48	40%	76	43%	87	59%
		Met Target		Y								N										
		2026 Target																			53%	