

Katy Independent School District

District Improvement Plan

2026-2027



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life -- *to create the future*.

Vision

Be the legacy.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	8
District Processes & Programs	11
Perceptions	17
Priority Problem Statements	19
Goals	22
Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.	22
Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	24
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.	38
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.	41
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.	42
Goal 6: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	46
Goal 7: Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.	54
Goal 8: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	57
Goal 9: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	61
RDA Strategies	63
Assurances	64
Statutorily Required Assurances	64
District Funding Summary	65

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Katy ISD held a meeting on April 30, 2026, to gather input and feedback from stakeholders regarding the comprehensive needs assessment. District staff reviewed the purpose and goals of each grant program and discussed key data points for consideration. They highlighted strengths as well as areas needing improvement. Stakeholders were then asked to reflect on these areas and offer feedback on proposed activities.

A follow-up meeting took place on May 12, 2025, to prioritize identified needs. During this session, the committee developed a preliminary draft of the comprehensive needs assessment and outlined the next steps. Stakeholders were encouraged to ask questions and provide further input. The committee prioritized the following areas: closing achievement gaps across all student groups, enhancing staff development across all areas, and increasing parent and family engagement. District personnel then established performance objectives and set goals to address these prioritized improvement areas.

2025-2026 Federal Advisory Committee

Campus	Role	Name
THS	Assistant Principal	Kelly Brod
KHS	Assistant Principal	Noemi Barreto
MCJH	Assistant Principal	Karen Feldman
WME	Assistant Principal	Kelli Tharp
USE	Assistant Principal	Susan Boiarsky
MDJH	Assistant Principal	Felicia Hood
	Community Member	Sonya Pemelton
	Community Member	JaNae Breda
	Community Member	Liz Booth
	Community Member	Jordan Oneal
	Community Member	Deysi Crespo
	Community Member	Joey Garcia
	Community Member	Natasha Moreno
	Community Member/Police Officer	Maci Rosales
RAE	Counselor	Arysa Sutherland
MCE	Instructional Coach	Lori Gillespie
MRJH	Instructional Coordinator	Jamieson Sermo
AABE	Librarian	Sarah Beth Muzny

Campus	Role	Name
JMCE	Librarian	LaKursha Vykukal
FE	Paraprofessional	Ana Moreno
CRJH	Paraprofessional	Micleah Cherry
PE	Paraprofessional	Andrea Headley
JHE	Paraprofessional	Kristi Trickett
SES	Paraprofessional	Laurel Grassau
GE	Paraprofessional	Lucianna Tognetti
CRHS	Parent	Shelley Keating
RRE	Parent	Luis Gonzalez & Arlene Gonzalez
OKE	Parent	Krystal Talghani
PMCE	Parent	Beth Vedros
MPJH	Parent	Misty Pierce
SERE	Parent	Christina Langston
MCTC	Parent	Anna Bills
JWE	Parent	Laura Vick
MPE	Parent	Jennifer Rosso
BCE	Parent	Sury Velado
OLE	Parent	Cristina Polanco
RES	Parent	Syeda Mateen
DWE	Parent	DWE
CJH	Parent	Taylor Perez
WMJH	Parent	Tiffany Poye
CE	Parent	Tori Bloodworth
SCE	Parent of ESL/Bilingual Student	Julie Pham
MCHS	Parent of ESL/Bilingual Student	Cinthia Hernandez
MRE	Parent of ESL/Bilingual Student	Ellie Castillo
MRHS	Parent of ESL/Bilingual Student	Johana Perez
FES	Parent of ESL/Bilingual Student	Miriam Gallegos
HE	Parent of ESL/Bilingual Student	Rosy Perez
RKE	Parent of ESL/Bilingual Student	Christine Babalola
KE	Principal	Beth Grimet
KJH	Principal	Carrie Lowery
WE	Principal	Anna Hinojosa
CRHS	Student	John Ferguson

Campus	Role	Name
MCHS	Student - ESL	Dominick Palma
MRHS	Student - ESL	Juan David Arroyo Perez
BJH	Teacher	Emily Large
NCE	Teacher	Diamond Garcia
MMJH	Teacher	Melissa Hueske
YES	Teacher	Marilyn Triolo
RCFE	Teacher	Madison Larson
PME	Teacher - Academic Support	Rebecca Salinas
PME	Teacher - Academic Support	Rebecca Salinas
SE	Teacher - ESL/Bilingual	Consuelo Gallagher
	Administrator	Nakia Coy
	Administrator	Lynette Cornell
	Administrator	Kristie Valdez
	Administrator	Susanna Campbell
	Administrator	Tiffany White
	Administrator	Vivian Muldune
	Administrator	Ashley Muzny
	Administrator	Karen Muller
	Administrator	Alicia Bates
	Administrator	Rosie Pratt
	Administrator	Nicole Zwahr

Demographics

Demographics Summary

Katy ISD is a flourishing suburban school district that encompasses 181 square miles in southeast Texas. Its eastern boundaries stretch to Houston's energy corridor approximately 16 miles west of downtown Houston and extend along Interstate 10 to a few miles west of the city of Katy.

During the 2025–2026 school year, Katy ISD served more than 95,000 students across 80 campuses, including ten comprehensive four-year high schools. The District is recognized for its exceptional instructional programs and state-of-the-art facilities, equipment, and resources, earning distinction as one of the top school districts in Texas through its Niche Best School District rating.

As Katy ISD's demographics and student needs continue to evolve, the District remains committed to strategic planning that aligns educational programs, facilities, and resources with both current needs and projected enrollment growth.

Student Demographics

Katy ISD is experiencing a shift in demographics. Increases in the percentages of economically disadvantaged, at-risk, and Emergent Bilingual (EB) students are a few of the changes in the student population landscape in Katy ISD. Beginning the 2026-2027 school year, Katy ISD will have 27 Title I campuses serving approximately 30% of the student population. According to the Katy ISD Public Dashboard, 45% of students are economically disadvantaged and 40% meet at least one of the State Compensatory Education indicators for at-risk. Approximately 25% of students are Limited English Proficient. To continue its legacy of providing unparalleled learning experiences, Katy ISD has to ensure district-wide equitable access in terms of program offerings, appropriate staffing and by providing students with the best possible access to instructional tools and technology across the District. This requires constant monitoring and analysis of changes in the demographics of students, staff, and stakeholders.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Students in Katy ISD are exposed to an enriching and challenging curriculum that leads to student success. Katy ISD achieved an overall B rating by the Texas Education Agency. After each state assessment, data is disaggregated across every program and student group; the disaggregated data is accessible to campus and district leaders via a data dashboard. District leaders receive electronic reports comparing prior year to current year.

The District uses a variety of instructional methods to equip schools in meeting the needs of all students including data team meetings, curriculum unit plans and resources, principal collabs, ongoing support through instructional specialists and instructional coaches, and additional professional development.

KISD STAAR Summary

District performance on STAAR content areas remains the same in reading, math, social studies. Katy ISD shows an increase in science performance by 5 points in the approaches, meets, and masters average score. In all four content areas: reading, math, science, and social studies, Katy ISD outperforms the state average. Data for reading and math shows student groups/programs including: Economically disadvantage, African American, Hispanic, Current Emergent Bilingual, and Special Education performing below the district average for approaches, meets, and masters (averaged together).

Title I STAAR Summary:

According to STAAR data, Title I campuses continue to exhibit a gap in all tested subjects when compared to their Non-Title counterparts, specifically in Reading and Math.

Results Driven Accountability (RDA) 2025 Summary *(2026 Reports reflecting 2025 data is not released until late September by TEA)*

Performance Level Counts										
	0, O SA, O RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	SD, RP	SD Year 3	Notes
BE/ESL/EB	20	5	1	1			1			The 2025 RDA Report identified Social Studies (PL 3) and Science (PL 2) as priority areas for Emergent Bilingual (EB) students, highlighting the need to strengthen instructional supports and academic language development in these content areas.
OSP	10									

Performance Level Counts									
SPED	12	6	2				2	1	The 2025 RDA Report identified areas including: Social Studies (PL 2) and SPED regular early childhood program rate (PL 2) and discipline areas: SPED OSS and expulsion less than 10 days and total disciplinary removals rate.

Student Learning Strengths

- According to Results Driven Accountability Data, Title I campuses scored above the state rate on Title I, Part A STAAR 3-8 Passing Rate and within acceptable cut points on Title I, Part A STAAR EOC Passing Rate in Mathematics, Science, Social Studies, and English Language Arts.
- The district offers structured CTE Career Preparation, Practicum and internship opportunities to high school students.
- In the Advanced Academics program, Katy ISD has expanded participation in coursework while maintaining high-performance levels on AP examinations.
- There is consistency in the resources that are used for remediation purposes which are available in a variety of formats.
- Accelerated progress increased for elementary and JH reading for the past three years.
- STAAR results are consistently higher than the state and Region 4.
- Dual credit enrollment and course completion have increased over the past three years.

Problem Statements Identifying Student Learning Needs

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

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

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

Problem Statement 3 (Prioritized): There are continued achievement gaps in STAAR performance between students receiving special education, ESL or bilingual services, students identified as economically disadvantaged, students in foster care, students experiencing homelessness, and their peers.

Root Cause: Instructional practices, support services, and program models are not consistently implemented across campuses to meet the diverse academic and linguistic needs of these student groups. As a result, students may receive inconsistent access to the learning opportunities needed to support academic success.

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

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

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

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

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

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

Problem Statement 7 (Prioritized): There is a need to improve academic achievement for EB students by strengthening the integration of language development through content-based language instruction within grade level instruction across all content areas.

Root Cause: The lack of targeted differentiated instruction for Emergent Bilingual (EB) students leads to insufficient opportunities for students to develop the language proficiency needed to access the grade level content required to make measurable growth in all language domains.

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

Problem Statement 9 (Prioritized): Katy ISD has increased the number of Reading Language Arts (RLA) teachers who hold ESL certification; however, continued efforts are needed to ensure all Emergent Bilingual (EB) students have access to appropriately certified teachers who can provide research-based language instruction that supports English language development and academic achievement.

Root Cause: Although the district has made significant progress in increasing ESL certification among RLA teachers, staffing needs continue to evolve due to student enrollment, teacher turnover, and ongoing certification requirements.

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

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

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

District Processes & Programs

District Processes & Programs Summary

ESSA Federal Programs Needs Assessment, Goals and Evaluation Process

Katy ISD implements a process of completing a needs assessment, determining goals, monitoring progress and evaluating activities of all ESSA related programs. Program coordination amongst all ESSA areas is ensured. Funds are prioritized for Title I identified campuses and those campuses with high concentrations of economically disadvantaged students. The district ensures that all ESSA program activities are aligned with the challenging state academic standards and engages in meaningful two-way consultation with all required stakeholder groups to include administrators, teachers, other professional staff, paraprofessionals, and parents and families. An initial meeting was held on April 30, 2026 to review program data and provide input on identified needs. A follow-up meeting was held on May 12, 2026 to review a draft of the comprehensive needs assessment. All ESSA programs are annually evaluated to ensure continuous improvement.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 25-26 school year 20 schoolwide elementary campuses, 5 junior high school campuses and two high school campuses will participate in the program. Title I funds on these campuses are utilized to close the achievement gap through providing additional staff, tutorials, instructional resources, technology and professional development to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions between grade spans, coordination with other programs and fund sources. Katy ISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches residing in school attendance zones. Funds are used schoolwide with a focus on struggling learners. Additionally, Title I campuses place emphasis on parent and family engagement.

The 2025-2026 Federal Program survey data show that most parents were unaware they could provide input, although they did feel their opinions were valued. Many parents expressed that communication from the school was good overall but noted there were too many different formats, which sometimes made it unclear where to find important information. While parent preferences for communication formats varied, these findings highlight the need for more consistent and streamlined communication methods.

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

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

The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

For the 2025-2026 school year, Katy ISD identified 762 students as experiencing homelessness under the McKinney-Vento definition. The attendance rate for these students is 90%, compared to the district-wide attendance rate of 95%. The graduation rate for students identified as homeless is 87%, compared to 95% for their non-homeless peers. While graduation rates for homeless students have shown improvement over time, continued support is needed to address both academic and social challenges.

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

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

Title I, Part C - Education of Migratory Children

In 25-26, 9 students were identified. As a non-project district, Katy ISD is required to survey all students annually to determine eligibility for the Migrant Education Program (MEP). Students are surveyed annually upon enrollment and during the beginning of the year enrollment update for returning students. Katy ISD works to ensure that each campus has a completion rate of 90% or higher. Region IV verifies the identification of eligible students and provides any necessary services.

Title II, Part A - Supporting Effective Instruction

Curriculum and Instruction, along with ESL/BIL, SPED, Instructional Technology, and other central office departments collaborate on the delivery of professional development opportunities for campus staff. These teams also meet regularly to plan for the development of instructional coaches to support differentiated instruction. Title II conducts an annual survey of multiple stakeholders.

Based on feedback from both staff members and parents, the district would benefit from professional learning that strengthens instructional practices, student engagement, classroom management, relationship-building, and support for diverse learners. Staff members need opportunities to collaborate around course- and grade-level expectations while learning effective instructional strategies that increase student participation and achievement. Professional development focused on positive behavior supports and classroom management can help create consistent, productive learning environments across schools. Additionally, training that enhances educators' ability to build strong relationships with students and differentiate instruction to address varied academic, linguistic, and social-emotional learning needs and background is essential. Parents have expressed a desire for engaging classrooms, strong teacher-student connections, and equitable support for all learners, highlighting the importance of professional learning that promotes effective communication, inclusive practices, and student-centered instruction. Together, these areas of focus can improve student outcomes, strengthen school-family partnerships, and foster a positive learning environment throughout the district. Professional development is coordinated with various programs in the district such as Title III, Special Education, Advanced Academics, and CTE. Community organizations with expertise in professional development are also consulted as needed.

New Teacher Mentor Program

The mission of the program is to grow new teachers with support and guidance founded in trusting and fulfilling relationships with their mentors in order to retain high-quality educators for the benefit of all Katy ISD students. As part of the Katy ISD Strategic Design planning, it was determined that teachers new to the profession would benefit from mentor support for two years. Therefore, the Katy ISD New Teacher Mentor Program supports teachers with zero and one year of experience. The new teachers are supported by veteran teachers with 3 or more years of experience. The new teachers receive support monthly from their mentors as well as from the Professional Learning Department.

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Activities

Bilingual and ESL Programs

The Office of Other Languages (OOL) is committed to providing equitable educational opportunities that support the academic achievement and language development of all Emergent Bilingual (EB) students. Approximately 25% of Katy ISD students are identified as Emergent Bilingual and are served through bilingual programs at 19 elementary campuses and ESL programs at all Katy ISD campuses. In partnership with educators, families, and the community, OOL promotes culturally and linguistically responsive practices that recognize the strengths EB students bring to the learning environment while ensuring they have full access to high-quality instructional programs.

Beginning in the 2026–2027 school year, Texas requires implementation of the revised English Language Proficiency Standards (ELPS), increasing the need for consistent, high-quality language instruction across all campuses. To support implementation of the revised ELPS and strengthen instructional practices, Katy ISD has established a campus-based EB Specialist at every campus. Working collaboratively with campus administrators, ESL teachers, and classroom teachers, EB Specialists provide modeling, mentoring, and job-embedded professional learning to build teacher capacity and promote consistent implementation of research-based language development practices. Although funded through district resources, EB Specialists support the effective implementation of Title III activities by helping ensure that supplemental services, professional learning, instructional resources, and interventions funded through Title III are implemented with fidelity and aligned to improve language development and academic achievement for EB students.

Title IV, Part A - Student Support and Academic Enrichment

Well-Rounded Education

Science, Technology, Engineering, and Mathematics (STEM) instruction is embedded across grade levels, where students design, construct, calculate, test, and communicate to create products aligned with academic learning objectives. Through collaborative learning experiences, students develop critical thinking, problem-solving, creativity, and teamwork skills. To effectively implement these instructional activities, teachers and students require access to current technologies, consumable building materials, and hands-on instructional resources. The Robert R. Shaw Center for STEAM expands these opportunities by providing robotics programs that prepare students for FIRST Robotics competitions during evenings and weekends, hands-on field trips serving more than 16,000 students annually, Family STEAM Nights with interactive science activities, and STEM summer camps focused on robotics, engineering, invention, and other science-based learning. STEM instruction is also integrated into elementary and secondary classrooms, while summer enrichment courses in Math and AP Human Geography provide students with additional opportunities to strengthen academic achievement. Visual, non-linguistic instructional strategies, including diagrams, models, and infographics, further support student understanding of complex STEM and humanities concepts. Continued access to these instructional resources is necessary to sustain and expand equitable, engaging, and rigorous learning opportunities for all students.

Safe and Healthy Students

The district continues to need dropout prevention, attendance intervention, and student engagement services. Dropout Prevention and Recovery Facilitators conduct approximately 30–50 home visits each week to address attendance and truancy concerns, provide mentoring and training to elementary and junior high administrators on effective home visit practices, and support truancy intervention efforts, including approximately 250 student and/or guardian referrals to local truancy courts in Harris and Fort Bend County. Facilitators also meet regularly with off-cohort students to monitor academic progress and support pathways toward graduation. Continued investment in these services helps improve attendance, increase graduation rates, and keep students engaged in school.

The Katy ISD Social Work team serves as a point of connection among schools, homes, and community resources. The team consists of 22 social workers, including 2 who are specifically assigned to support students eligible under the McKinney-Vento Act. The other 20 social workers are assigned to campuses for direct support and are also available to consult across all district schools. Four of these positions are supplemental and funded by Title IV, which helps to maintain manageable caseloads and broaden access to services.

Social Work Services in the district include:

- Providing direct support to students related to academic, behavioral, or social concerns
- Offering crisis intervention and referrals as needed

- Facilitating small group meetings on topics related to student well-being
- Coordinating connections to community resources for students and families
- Collaborating with campus staff to support mental health initiatives
- Supporting communication and partnerships among schools, families, and community organizations

During the 2025-2026 school year, the Katy ISD social worker team provided a total of 21,503 services to students in Katy ISD. Below is a summary of the top services provided.

Service Provided	Number of Services
Emotional/Behavioral Support	2,965
Resource/Referral	1260
Crisis/ Mental Health	641
Check In with Student	4,907
Consults	2,697
Relationship/Conflict	308
Group Counseling	3113

Effective Use of Technology

The district's technology department supports the effective integration of technology through after-school professional development, campus-requested training, departmental workshops, and self-paced Canvas courses for staff. Ongoing access to instructional technology and professional learning ensures educators can effectively integrate digital tools into classroom instruction. Technology enhances student engagement, supports personalized learning, promotes collaboration, provides timely feedback, and extends learning beyond the classroom. Continued investment in technology and staff training is necessary to provide equitable access to high-quality digital learning experiences for all students.

Gifted and Talented Program

The goal of the GT program is to provide specialized curriculum and instruction for students identified as gifted and talented. The GT program contains 9% of the total student population of Katy ISD. Statewide, the GT population in Texas schools is roughly 8.5%. The demographics of the GT program do not align with those of the district. Black/ African American and Hispanic/Latino students are underrepresented in the program, while Asians are overrepresented. The elementary GT program is a pull-out program that provides full-day instruction and activities tailored to the needs of gifted students in grades K-5. The secondary GT program monitors course selections and the academic performance of the GT students on those campuses. Every campus is served by a GT Facilitator who manages screening and monitors service, ensuring compliance with state guidelines. Facilitators receive training in screening processes and procedures and in the delivery of curriculum to GT students.

Advanced Academics

The goal of the Advanced Academics program is to provide rigorous coursework to prepare students for academic success in secondary and post-secondary education. Advanced Academics includes all Advanced Placement (AP) courses and Katy Advanced Program (KAP) courses. Teachers receive ongoing training in curriculum and instruction relevant to the course they teach, with the goal of student success on the AP Exams at the end of the course, which will earn them college credit at many colleges and universities. Teachers also receive resources provided by the College Board to help them align their curriculum and support students. KAP courses are designed to prepare students for the rigor of AP to ensure success in those courses.

Dual Credit

The goal of the dual credit program is to provide courses that award both high school credit and college credit simultaneously upon successful completion of the course. The dual credit program has expanded to include more academic and CTE courses. Dual credit courses enable students to earn college credit and/or workforce certifications before high school graduation, saving students and their families time and money. Katy ISD partners with Houston Community College to make these courses available to students.

Career and Technical Education Program

Career and Technical Education (CTE) is a specialty program area which prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers. Career and Technical Education teachers are required to possess specific certifications and credentials aligned with the industry in which they teach. Katy ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. The District provides professional learning to those individuals coming from industry to transition successfully into the classroom environment. CTE provides industry credentialing opportunities for students, which validate the students knowledge and skills for a specified area of study/industry. These third-party credentials are used as a measurement for student college, career and military readiness as reported to TEA for district accountability.

Special Education Program

The Department of Special Education has a continuous process of identifying, locating, and evaluating students in need of special education and related services. Students who have a documented need for special education services are provided specially designed instruction that is research and data-driven to meet their needs, and those needs are documented and reviewed frequently to ensure students are making progress. The Department of Special Education provides ongoing high-quality training for staff to allow for a seamless implementation of the student's agreed-upon Individualized Education Plan. The special education staff builds strong, collaborative partnerships with parents and guardians so that needs are heard and a plan is created in the best interest of every student.

District Processes & Programs Strengths

- Katy ISD offers a variety of trainings including face to face campus offerings and online offerings. Instructional Technology offers training in a variety of methods for teachers to learn how to integrate technology.
- The district protocol for assessing the needs of students at risk for suicide and strategies to address these needs is consistent throughout the district at all campus levels.
- Numerous opportunities to engage with staff and the educational process are available to parents and community members at both the district and campus levels. The district's broad approach to student and family outreach is a major strength of the district. Strengths include active, frequent and predictable outreach and communication with stakeholder groups.
- The strengths of District professional development include the quality of sessions offered and the variety of formats of sessions offered during the summer along with the opportunities for on-going job-embedded support through Instructional Coordinators during the school year.

Problem Statements Identifying District Processes & Programs Needs

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

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

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

Problem Statement 4 (Prioritized): There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success.

Root Cause: Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

Perceptions

Perceptions Summary

Parent, Family and Community Engagement

Katy ISD has two major departments that address school and community engagement. These departments include Communications and Partners in Education. The primary aim of these departments is to ensure that parents, staff and community members have ample opportunities to provide feedback, direction and ask questions about the educational direction of the District. The District encourages a two-way dialogue with its constituents through monthly leadership forums led by the superintendent. Each forum includes a representative group of students, staff, parents and community members. The District also establishes community bond advisory committees whenever major capital projects are needed, and/or are under consideration. Strategic planning committees comprised of community members are also in place to determine District goals and to identify priorities for each school year. Likewise, a variety of campus-based advisory groups consisting of parents, community and staff are also available to constituents to participate. For example, each campus facilitates a Campus Advisory Team (CAT) with staff and parent representation to collaborate with principals on school organization, budget and professional development. Representatives from each CAT serve on the District-level Katy Improvement Council (KIC) where the input is gathered on topics such as the instructional calendar, transportation models, improvement plans and goal setting. Examples of other advisory leadership groups in which staff participate include the Special Education Advisory Council, Career and Technical Education Advisory Group and the Student Health Advisory Council.

In addition to in-person engagement opportunities, the District develops and distributes electronic and paper surveys on various issues that could potentially affect a large number of stakeholders. Survey topics have included attendance boundary modifications, instructional calendars, and transportation model options. Information on District considerations, as well as all final decisions on high-level matters, are shared via a number of outlets including parent and community email, Katy Update (e-newsletter), social media and via the website. This information is also translated into other languages as needed.

In addition to offering a number of engagement opportunities to stakeholders, campuses and the District also make an effort to provide these opportunities at different times of the day and through diverse venues to reach parents whose schedules may not allow for them to attend a meeting or forum during regular school hours. Again, broad-based community input is often solicited through email and online surveys that have a far-reaching capacity and enables the District to reach a greater number of stakeholders.

Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all levels of stakeholders. The district annually measures student, parent and community perceptions about programs, workplace culture and other matters impacting these stakeholders' success and well-being at Katy ISD. Data shows the response rate for both internal (students and staff) and external (parents and community) to be in line with national survey response rates. This has enabled the district to use the data to inform decision making and improve in areas identified by survey participants. The monthly meetings hosted by the superintendent and held with targeted stakeholders also allow the district to gather and measure "inside" perspective on issues affecting campuses and the district as a whole.

The district frequently measures stakeholders' perceptions of programs and other needs, as well as offers a number of opportunities for parents and community to engage in the educational process at the campus and district level. Katy ISD will continue to develop and deliver information and opportunities to families, teachers, and staff through varying mediums, to engage families and the community in activity and involvement that support student learning.

Additionally, Title I campuses place emphasis on parent and family engagement. Title I Parent Survey results indicate that a majority of parents are involved with their child's school and feel included in supporting the academic success of their children. Parent responses concerning communication varied in regard to the format preferred but most felt well informed. Survey results also show that parents feel their input and opinions are valued but indicate more opportunities to share their opinions would be appreciated. Overall, parents feel KISD is preparing their children for future success beyond their school experience. According to Title I campus survey responses, campus staff feel parents are well informed of their rights and are provided with opportunities to share their opinions. The district and individual campuses will continue to provide information to parents in a format and language that parents can understand.

Texas Behavior Support Initiative

Texas Behavior Support Initiative (TBSI) Instruction of Students with Disabilities-designed for educators who work primarily outside the areas of special education (TEC 21.451(D)(2) Board Policy DMA (Legal): Each campus is required to have a TBSI team and the members of the team are submitted each year to the central office to ensure that we have established teams at each campus. New team members are required to go through the state training modules and receive a certificate of completion.

Dropout Prevention and Recovery

In an effort to support at-risk students, avert potential dropouts, recover previous dropouts, and help address the personal and academic needs of students, the Dropout Prevention, Intervention and Recovery Coordinators serve all KISD high school campuses to assist in coordinating overall District efforts toward the common goal of increasing graduates and reducing dropouts.

Perceptions Strengths

- Business & Community Partnerships, managed by Partners in Education, encourages business and community organizations to build meaningful, long-term relationships with their chosen Katy ISD schools, creating opportunities to sincerely serve and benefit children.
- We're proud to point out that Katy ISD has the largest Junior Achievement program in the world.
- The KEYS Mentor Program matches a caring adult with a student on the brink of success once a week for thirty to forty-five minutes during the school day. Our primary focus is on relationship building rather than tutoring, although we've found that increased student academic success often occurs.
- Leadership Katy ISD is a highly interactive community group that gives members a deeper understanding of District functions and organizational structure via monthly behind-the-scenes looks at District operations. Sessions focus on specific areas of operations - from pre-kindergarten to graduation, the classroom to the bus barn, and buildings to balance sheets.
- A Sister Schools partnership encourages friendship, understanding, and cooperation between students, parents, and teachers. The partnership or "sisterhood" goal is to share campus strengths with each other whether it be resources, ideas or anything else that makes them great individually and even greater collectively.

Problem Statements Identifying Perceptions Needs

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

Root Cause: Some view CTE as a route for students that do not have an interest in college.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to improve academic achievement for EB students by strengthening the integration of language development through content-based language instruction within grade level instruction across all content areas.

Root Cause 2: The lack of targeted differentiated instruction for Emergent Bilingual (EB) students leads to insufficient opportunities for students to develop the language proficiency needed to access the grade level content required to make measurable growth in all language domains.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Katy ISD has increased the number of Reading Language Arts (RLA) teachers who hold ESL certification; however, continued efforts are needed to ensure all Emergent Bilingual (EB) students have access to appropriately certified teachers who can provide research-based language instruction that supports English language development and academic achievement.

Root Cause 3: Although the district has made significant progress in increasing ESL certification among RLA teachers, staffing needs continue to evolve due to student enrollment, teacher turnover, and ongoing certification requirements.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There has been an increase in behavioral incidents throughout the district. The district needs to continue to find ways to support students with their behavioral needs as well as supporting staff in finding ways to decrease behavior.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to continue ongoing efforts to identify and implement assessment tools and intervention resources, for identified students, to assure accelerated instruction and student growth are tracked and monitored.

Root Cause 5: Students who are unsuccessful on STAAR/EOC require accelerated instruction hours and documentation of such submitted to PEIMS annually.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need, due to increase behavior incidents, to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior and academic outcomes, as well as to equip campus staff with effective behavior intervention strategies and resources for Tier I, II and III.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to actively support students as they fully transition from elementary to secondary and secondary to post-secondary.

Root Cause 7:

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: The number of students who select non-traditional CTE program areas in KISD is lower than the state average.

Root Cause 8: Students are not aware of the nontraditional career opportunities available and do not see themselves in nontraditional roles because they do not know someone that has that career.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR.

Root Cause 9: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 6-12.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: More engagement is needed from all stakeholders regarding the intervention of chronic absenteeism and recovery of all dropouts.

Root Cause 10:

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Students, staff and parents need more resources and education in supporting student well-being.

Root Cause 11:

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: There is a small percentage of campuses who do not consistently have a Migrant Education Program survey return rate of 90%.

Root Cause 12:

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: There is a need to improve systems of data collection on staff retention, and absence reporting, as well as to recruit and retain quality staff for campus and program needs

Root Cause 13:

Problem Statement 13 Areas: Demographics

Problem Statement 14: Not all students are aware of the opportunities and advantages of taking advanced courses, including AP, KAP, and Dual Credit, in elementary and junior high grades.

Root Cause 14: Students and their parents should be exposed to all the various programs in advanced courses, including AP, KAP, and Dual Credit, starting in elementary and junior high grades.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There are continued achievement gaps in STAAR performance between students receiving special education, ESL or bilingual services, students identified as economically disadvantaged, students in foster care, students experiencing homelessness, and their peers.

Root Cause 15: Instructional practices, support services, and program models are not consistently implemented across campuses to meet the diverse academic and linguistic needs of these student groups. As a result, students may receive inconsistent access to the learning opportunities needed to support academic success.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success.

Root Cause 16: Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

Problem Statement 16 Areas: District Processes & Programs

Goals

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

Performance Objective 1: All campuses and departments will continue to meet the required components of the comprehensive district emergency operations plan and state safety requirements. (Legal Requirement/Strategic Design)

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
Strategy 1: Adhere and strive to surpass state and local safety requirements. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Identify and assess physical vulnerabilities to threats. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Identify safety & security resource availability and requirements. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Apply safety & security resources efficiently to address safe spaces. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Emplace measures to ensure safe spaces at all levels. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Educate students and the community on campus safety. Staff Responsible for Monitoring: Emergency Management Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Katy ISD Police Department will provide an established multi-disciplinary approach to proactively secure campuses, district facilities, and district events. Strategy's Expected Result/Impact: District personnel and Board members will have a working knowledge of Katy ISD deployment of safety & security personnel and resources. Staff Responsible for Monitoring: Chief of Police	Formative			Summative
	Oct	Feb	Apr	June
 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: The District will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress. (District Needs Assessment)

Evaluation Data Sources: Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

Strategy 1 Details	Reviews			
Strategy 1: Support the effective use of technology to inform instruction and personalize learning through professional learning for educators and instructional resources that support math and science instruction and improve student digital literacy and academic achievement. Strategy's Expected Result/Impact: Increased effective use of technology in math and science instruction, resulting in improved student engagement, digital literacy, and academic achievement. Staff Responsible for Monitoring: Coordinators, Instructional Technology Funding Sources: Technology professional development, digital instructional resources, and support for math and science instruction. - 214- Title IV - \$15,570	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental resources, professional development, and/or intervention opportunities to improve the academic performance of all students, ensure that all children receive a high-quality education and close achievement gaps in reading, writing, math and science, including that of students in special populations, including students identified under the McKinney Vento program. Ensure that all ESSA program activities are aligned with state academic standards. Strategy's Expected Result/Impact: Improved scores on district, state and national assessments. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Assistant Superintendent for Special Education Director of Intervention Programs Director of GT/Advanced Academics Talent Plan Funding Sources: Title I Homeless Reservation - Supplemental Resources - 211 - Title I Part A, GT Advanced Academics Professional Development Support - 255 - Title II Part A TPTR - \$50,000, Intervention Supports to all campuses - 192 - Special Project, Special Education Staff and Supplemental Services - 224 - IDEA B SpEd, Instructional Staff-Fund 315 & 435 - Deaf Education Grants, Mileage, supplies, and PD - Deaf Education Grants, Instructional Staff - 225 - IDEA B Preschool - 156,181, Mileage and supplies - 340 IDEA-C ECI, Professional Development Personnel for Intervention - 255 - Title II Part A TPTR - \$200,000, TEHCY -Supplemental Resources - 206- TEHCY Grant - \$1,559, Professional Development Contracted Services/PD Supplies and Materials for Intervention - 255 - Title II Part A TPTR - \$1,000, Title I Homeless Reservation - Credit Recovery - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities to ensure a smooth and effective transition for students from early childhood programs to PK and K, middle school to high school and from high school to post secondary education. Strategy's Expected Result/Impact: Improved academic performance and increased parent engagement. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Assistant Superintendent for Special Education Director of Intervention Programs Funding Sources: Instructional Materials to assist in transition - 211 - Title I Part A - \$1,000, Instructional Materials to support students with disabilities and transition supports - 199 - General Fund: Special Education	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Support the delivery of personalized learning through job-embedded coaching, facilitators, integrated instruction, and professional development, prioritizing campuses with high percentages of low income students. Implement a system of professional growth and improvement to build teacher and principal capacity and leadership. Strategy's Expected Result/Impact: Increased capacity of district and campus instructional staff Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Talent Plan Problem Statements: Student Learning 1 Funding Sources: Professional Development Personnel-Elementary & Secondary - 255 - Title II Part A TPTR - \$463,901, Professional Development, Professional Development Resources, Contracted Services and Extra Duty Pay-Elementary & Secondary - 255 - Title II Part A TPTR - \$728,870		Formative			Summative
		Oct	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Provide resources, materials, and technology, and Fine Arts instructional equipment to support engaging STEAM and Fine Arts experiences and hands-on learning activities to reinforce the curriculum and encourage career interests in STEAM areas. Strategy's Expected Result/Impact: Increase student participation and engagement in STEAM and Fine Arts programs and encourage students to pursue related academic endorsements and career pathways. Staff Responsible for Monitoring: Coordinator STEAM Center, Executive Director of Fine Arts, Director of Elementary C&I, Director of Secondary C&I Funding Sources: STEAM supplies, materials and technology - 214- Title IV - \$60,610, Fine Arts musical instruments, instructional materials, supplies, and equipment - 214- Title IV - \$30,000, Elementary science instructional materials, supplies, equipment, and technology - 214- Title IV - \$24,220, Secondary Science instructional materials, supplies, equipment, and technology - 214- Title IV - \$32,220, Science professional and contracted services to support science instruction and student learning - 214- Title IV - \$6,000		Formative			Summative
		Oct	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: Increase student opportunities for advanced academic courses by increasing the availability of, and enrollment in, accelerated learning courses. Strategy's Expected Result/Impact: Increase enrollment in and successful completion of advanced academic courses. Staff Responsible for Monitoring: Executive Director of Federal Programs & External Funding Funding Sources: Human Geography Bridge and Math Bridge Courses - 214- Title IV - \$60,000, AP Computer Science Exams - 429 - LASO (APSC) - \$61,000		Formative			Summative
		Oct	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Provide effective language instruction educational programs to increase English proficiency and student academic achievement of emergent bilingual (EB) students. Strategy's Expected Result/Impact: Improved language and academic scores on district, state, and national assessments. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Results Driven Accountability Problem Statements: District Processes & Programs 4 Funding Sources: Title III ELA - Language Instruction Educational Programs (LIEPs) - 263 - Title III ELA - \$716,730	Formative			Summative
	Oct	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Focus on mathematics in elementary and secondary curriculum areas with professional development (including experts from the field and interactive learning sessions) for teachers, principals and district staff, prioritizing campuses with high percentages of low income students. Strategy's Expected Result/Impact: Improved mathematics scores Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Talent Plan Problem Statements: Student Learning 1 Funding Sources: Professional Development - Elementary & Secondary - 255 - Title II Part A TPTR - \$400,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Instructional Coaches will provide job-embedded support to teachers through modeling, coaching, data analysis, and professional learning to improve instructional effectiveness and student achievement for all students while prioritizing targeted support and accelerated learning outcomes for at-risk and educationally disadvantaged students. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development/Professional Resources - 255 - Title II Part A TPTR - \$300,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

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

District Processes & Programs

Problem Statement 4: There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success. **Root Cause:** Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

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

Performance Objective 2: The percent of students in all special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year. (District Needs Assessment)

Evaluation Data Sources: STAAR reports from TEA and assessment vendor(s)

Strategy 1 Details	Reviews			
Strategy 1: Provide year-long professional learning and monitor the fidelity of implementation of academic interventions through Multi-Tiered Systems of Support (MTSS), as well as credit recovery opportunities for at-risk, including pregnant and parenting, students to increase graduation/completion rates. Monitor and adjust behavior systems to reduce the overuse of discipline practices that remove students from the classroom. Strategy's Expected Result/Impact: Increased graduation rates Reduction in disciplinary referrals Increase behavioral interventions RDA targets met for Title IA graduation rates Decrease in district drop-out percentage Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Director of Intervention Programs Funding Sources: Student Data Support - 206- TEHCY Grant - \$67,569	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide effective ongoing professional development and resources for staff of emergent bilingual (EB) students to: (1) strengthen content-based language instructional practices; (2) implement ongoing data reviews to monitor language and academic growth; and (3) target students in need of intensified support, including Students with Interrupted Formal Education (SIFEs) and Long-Term EBs. Strategy's Expected Result/Impact: Improves teacher capacity to deliver grade-level content while supporting English language development. Enables targeted instruction based on language proficiency and content gaps. Helps address persistent language and academic gaps among high-need groups. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: Title III ELA - Professional Development for EBs - 263 - Title III ELA - \$397,340, OOL Title II Stipends - 255 - Title II Part A TPTR - \$39,200	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: The Department of Special Education will provide professional development and researched based materials designed to meet support students in Special Education with an identified need in the area of reading and math. Strategy's Expected Result/Impact: Increase in the STAAR scores in all areas Staff Responsible for Monitoring: Assistant Superintendent for Special Education Funding Sources: Resources and instructional supports for students with identified needs - 192 - Special Project	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The Office of Interventions will provide guidance, professional learning and researched based materials designed to meet the needs of students performing below grade level, to improve student growth, in reading and math through Academic Support Teachers and secondary Intervention Courses. Strategy's Expected Result/Impact: Increase academic growth for grades K-2 and STAAR scores in Reading, Math and English I EOC. Staff Responsible for Monitoring: Director of Intervention Programs Funding Sources: - 199 - State Comp Ed	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There are continued achievement gaps in STAAR performance between students receiving special education, ESL or bilingual services, students identified as economically disadvantaged, students in foster care, students experiencing homelessness, and their peers. Root Cause: Instructional practices, support services, and program models are not consistently implemented across campuses to meet the diverse academic and linguistic needs of these student groups. As a result, students may receive inconsistent access to the learning opportunities needed to support academic success.

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

Performance Objective 3: HB3: The percent of Katy ISD High School students who achieve the CCMR target will increase to 82% by July 2027. (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2027 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: The Director of GTAAS will design and implement a stakeholder education plan that communicates the importance of early enrollment in advanced academic courses beginning in 6th grade. The plan will include presentations, digital resources, and campus outreach, reaching 100% of secondary campuses and at least 90% of targeted parent and student audiences. Strategy's Expected Result/Impact: Post-implementation surveys will show that at least 85% of respondents understand the district's open enrollment opportunities and the benefits of early participation. Staff Responsible for Monitoring: Director of Advanced Academic Services Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Communicate Counselor and College Career Facilitator expectations to ensure students can make informed curriculum choices to be prepared for success beyond high school. Strategy's Expected Result/Impact: Personal graduation plans are maintained for all current high school students. Personal graduation plans are created for all rising 9th grade students. Student schedules align to support the endorsement and pathway as indicated on personal graduation plans. Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure Counselors and College and Career Facilitators are actively sharing financial aid, grant, and scholarship information to students and helping them seek opportunities to pursue postsecondary education options. Strategy's Expected Result/Impact: Students have an increased knowledge of available financial aid opportunities. Completion of FAFSA or TASFA, or waiver, by seniors as required by HB3. Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 65% by July 2027 . (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2027 Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Focus on literacy in elementary curriculum area with professional development (including experts from the field and interactive learning sessions) for teachers, principals and district staff, prioritizing campuses with high percentages of low income students. Strategy's Expected Result/Impact: Student mastery of Reading TEKS will increase. Staff Responsible for Monitoring: Directors of Elementary and Secondary Curriculum and Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - Texas Reading Academy - 192 - Special Project	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings regularly with the HB3 team leads to discuss progress, adjustments, and systemic concerns. Strategy's Expected Result/Impact: Campus support of HB3 will be monitored. Staff Responsible for Monitoring: Executive Director of School Improvement	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

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

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

Performance Objective 5: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 58% by July 2027 . (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2027 Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Focus on mathematics in elementary and secondary curriculum with professional development (including experts from the field and interactive learning sessions) for teachers, principals and district staff, prioritizing campuses with high percentages of low income students. Strategy's Expected Result/Impact: Student mastery of Math TEKS will increase. Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction. Director of Secondary Curriculum and Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Executive Director of Research, Assessment, and Accountability will hold HB3 Central Support meetings regularly with the HB3 team leads to discuss progress, adjustments, and systemic concerns. Strategy's Expected Result/Impact: Campus support of HB3 will be monitored. Staff Responsible for Monitoring: Executive Director of School Improvement	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

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

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

Performance Objective 6: All CTE students will have the opportunity to complete a Program of Study, and the number of CTE students who take an Industry Based Certification will increase by 10% by May 2027. (District Needs Assessment)

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers will be provided training on the expectations and procedures for administering Industry Based Certifications. Strategy's Expected Result/Impact: The number of CTE students who earn an industry Based Certification will increase by 10% by May 2027. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The CTE Department will provide training to campus administrators and counselors on CTE Programs of Study and the Industry Based Certification testing calendar. Strategy's Expected Result/Impact: The number of CTE students who earn an industry Based Certification will increase by 10% by May 2027. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The CTE Department will provide professional development for teachers, administrators, counselors, and district staff. Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce or pursue a post-secondary education. Staff Responsible for Monitoring: CTE Director Funding Sources: District Staff, Conferences, Trainings - 244 - CTE-Perkins	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: The CTE Department will provide career exploration and career development activities for students. Strategy's Expected Result/Impact: Students in CTE classes will graduate college, career, and/or military ready. Staff Responsible for Monitoring: CTE Director Funding Sources: District Staff, Professional and Contracted Services, Supplies and Materials, and Other Operating Costs - 244 - CTE-Perkins	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: The CTE Department will provide the skills necessary to pursue careers in high-skills, high-wage, and in-demand occupations. Strategy's Expected Result/Impact: Students in CTE classes will graduate college, career, and/or military ready. Staff Responsible for Monitoring: CTE Director Funding Sources: CTE Staff, Supplies and Materials - 244 - CTE-Perkins	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: The CTE Department will support the integration of academic skills and Programs of Study into the CTE Programs of Study. Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce or pursue a post-secondary education. Staff Responsible for Monitoring: CTE Director Funding Sources: CTE Staff, Supplies and Materials - 244 - CTE-Perkins	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: The CTE Department will evaluate the Perkins funded programs including the Comprehensive Local Needs Assessment. Strategy's Expected Result/Impact: Students in CTE classes will receive rigorous instruction that prepares them to enter the workforce or pursue a post-secondary education. Staff Responsible for Monitoring: CTE Director Funding Sources: - 244 - CTE-Perkins	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 7: Develop and communicate instructional resources available to parents to support their child's personalized learning experiences. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Provide Parent, Family, and Community Engagement activities and resources for parents and families of students at Title I campuses, and maintain Parent Centers to offer additional support, resources, and learning opportunities for families. Strategy's Expected Result/Impact: Build capacity of parents and families at Title I campuses to assist in closing achievement gaps. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Problem Statements: District Processes & Programs 4 Funding Sources: Materials and Supplies for PFE Activities - 211 - Title I Part A - \$149,643	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Problem Statements:

District Processes & Programs
Problem Statement 4: There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success. Root Cause: Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

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

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

Evaluation Data Sources: Personalized learning pathways.

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

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

Performance Objective 1: Department and campus leaders will implement a systematic prioritization process to align programs and priorities with available resources. High need campuses will be prioritized in funding in all ESSA programs. (District Needs Assessment)

Evaluation Data Sources: Adopted budget

Strategy 1 Details	Reviews			
Strategy 1: Ensure all programs are effectively implemented, documented and evaluated in accordance with state and federal guidelines by providing technical support, training and appropriate resources. Facilitate coordination of activities amongst all ESEA programs, IDEA, CTE and McKinney-Vento Homeless Assistance acts. Strategy's Expected Result/Impact: Compliance in all federal program areas. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Problem Statements: Student Learning 1 - District Processes & Programs 4 Funding Sources: Title I Administration - 211 - Title I Part A - \$35,834, Professional Development Activities - 211 - Title I Part A - \$21,350, Services to PNP Campuses - 211 - Title I Part A - \$7,073, CCEIS Funding Through IDEA B - 224 - IDEA B SpEd, Services to PNP Campuses - 214- Title IV - \$17,010, Services to PNP Campuses - 255 - Title II Part A TPTR - \$42,525, Title I Professional Development to Title I Campuses - 211 - Title I Part A - \$47,049	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase stakeholder awareness of budget challenges and trade-offs through a defined cadence of Board presentations and communications addressing state funding changes, including HB 2 implementation and 90th legislative session impacts. Provide budget training and financial resources to campus and department administrators to strengthen financial literacy and effective use of limited resources. Strategy's Expected Result/Impact: 1) Program and resource alignment 2) Increased financial literacy throughout the District, measured by budget training sessions delivered to campus and department administrators 3) Accurate and timely tracking of financial activity 4) Closer adherence to campus, department, and District budgets 5) Informed decision-making as state funding conditions change throughout the year. Staff Responsible for Monitoring: Assistant Superintendent of Finance Assistant Superintendent of Business Services	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed.
District Processes & Programs
Problem Statement 4: There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success. Root Cause: Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

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

Performance Objective 2: Develop a Communication Plan of factual information and data of facilities to assist with transparency in the district. This will assist with communication transparency and frequency in order to educate the Katy community and beyond of the importance and need of maintaining the district infrastructure. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Work with District departments to provide the public with information and data related to current and future facility needs throughout Katy ISD. Strategy's Expected Result/Impact: Assist the District with future bond planning by educating voters and garnering support from the Katy ISD community. Staff Responsible for Monitoring: Ted Vierling, COO; Dr. Andrea Grooms, CCO; Lisa Kassman, Exec Dir Facilities, Planning and Construction; Nathan Fuchs, Senior Executive Director, Operations	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: The district will educate leaders and parents on the transition from STAAR to SST.

Evaluation Data Sources: Communication sources (agendas, Weekly Digests)

Strategy 1 Details	Reviews			
Strategy 1: The district will publicize information on the SST to parents at least twice in the spring semester through Weekly Digests. Strategy's Expected Result/Impact: Build an understanding of the purpose behind assessments given and the power of the data to support instruction. Staff Responsible for Monitoring: Natalie Martinez	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The district will educate our principals and central staff on the expectations for SST and the logistics needed to have a successful implementation. Quarterly meetings will occur to give updates from TEA and district practices to support implementation. Strategy's Expected Result/Impact: Build an understanding of the purpose behind assessments given and the power of the data to support instruction. Staff Responsible for Monitoring: Natalie Martinez	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: Create a process that measures utilization and seeks feedback of technology resources, systems, and tools. (Strategic Design)

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

Strategy 1 Details	Reviews			
Strategy 1: Identify specific technology resources, systems, tools along with coordinating metrics to be evaluated. Strategy's Expected Result/Impact: Technology resources, systems, and tools are identified with the specific metrics needed. Staff Responsible for Monitoring: Director of Instructional Technology	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Contact the identified technology resource, system, or tool to set up metrics. Strategy's Expected Result/Impact: Custom Data Dashboard to measure metrics and analytics Staff Responsible for Monitoring: Director of Business Intelligence	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Review metrics and seek feedback with business owners. Strategy's Expected Result/Impact: The technology resources, systems, and tools will be evaluated by the business owner/committee owner. Staff Responsible for Monitoring: Director of Enterprise Systems	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: A process is deployed. Strategy's Expected Result/Impact: Dashboard is deployed and reviewed for budgetary and ROI investment. Staff Responsible for Monitoring: Director of Instructional Technology	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 2: Create an online education Hub that meets the diversity of the Katy ISD community to educate on core systems, web filtering and online safety. (Strategic Design)

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

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

Strategy 5 Details	Reviews			
Strategy 5: Create an online education hub for all stakeholders. Strategy's Expected Result/Impact: 1. Centralized Access to Resources Families, students, and staff have a one-stop location for tutorials, guides, and safety information. Reduces confusion and saves time by consolidating resources that were previously scattered. 2. Improved Equity of Access Hub content is designed with multilingual support, accessibility features, and role-specific navigation (e.g., student, parent, staff). Ensures every stakeholder can find resources that meet their unique needs. 3. Reduced Support Burden Fewer repetitive questions to help desks, teachers, and campus staff because answers are readily available online. More efficient use of district staff time. Staff Responsible for Monitoring: Executive Director of Technology Operations Director of Customer Services	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Explore the use of artificial intelligence providing online safety. Strategy's Expected Result/Impact: 1. Research Enhanced Monitoring and Protection AI tools can identify unsafe content, phishing attempts, and cyberbullying patterns more quickly than traditional methods. Early detection leads to proactive interventions, reducing the risk of harm to students. 2. Potential Improved Efficiency and Responsiveness Automation reduces manual workload for IT staff, freeing them to focus on higher-level safety and instructional technology initiatives. Faster responses to potential threats increase community trust. Staff Responsible for Monitoring: Executive Director of Technology Operations	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel. (Legal Requirement)

Evaluation Data Sources: Recruiting records, hiring timelines, and retention reports

Strategy 1 Details	Reviews			
Strategy 1: Continue monitoring any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective or inexperienced teachers. Recruit staff at both in and out of state job fairs. Strategy's Expected Result/Impact: Increase in high quality and effective staff employed by Katy ISD. Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Assistant Superintendent for Human Resources	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Continue to develop, implement, and expand a local designation system for the Teacher Incentive Allotment (TIA) to incentivize teachers to work at high-needs campuses and in STAAR tested grades and subject areas district wide. Strategy's Expected Result/Impact: Recruit, retain, and incentivize highly effective teachers to teach in STAAR tested areas and increase student achievement. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Screen, select, and onboard up to 100 Katy TEA+CH candidates to address teacher shortage areas in elementary and junior high schools through a structured process that includes in-depth interviews to evaluate candidates' potential and commitment to the program, completion of rigorous and robust coursework, field observations, intensive test preparation and internship. Strategy's Expected Result/Impact: Reduction of campus vacancies caused by the nationwide teacher shortage by employing well-trained, effective teachers . Staff Responsible for Monitoring: Assistant Superintendent for Human Resources Coordinator for EPP and Recruiting	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Continue to make timely offers of employment to maximize and increase the likelihood of acquiring the best possible applicants. Develop efficient, paperless systems to expedite all new hire, transfers and changes of assignments. Strategy's Expected Result/Impact: Offer of employment within 24-48 hours of campus putting in recommendation to HR to increase likelihood of acceptance. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources	Formative			Summative
	Oct	Feb	Apr	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Provide district-wide opportunities to support non-ESL certified teachers in obtaining ESL certification throughout the school year. Strategy's Expected Result/Impact: Teachers on the TEA ESL Waiver will obtain ESL certification and learn the skills necessary to support emergent bilingual (EB) students in acquiring English proficiency and improving academic performance. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Problem Statements: Student Learning 9 Funding Sources: TExES ESL Certification - Bilingual Allotment - 199 - General Fund - \$82,400	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 9: Katy ISD has increased the number of Reading Language Arts (RLA) teachers who hold ESL certification; however, continued efforts are needed to ensure all Emergent Bilingual (EB) students have access to appropriately certified teachers who can provide research-based language instruction that supports English language development and academic achievement. Root Cause: Although the district has made significant progress in increasing ESL certification among RLA teachers, staffing needs continue to evolve due to student enrollment, teacher turnover, and ongoing certification requirements.

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

Performance Objective 2: The GT/AAS department will provide ongoing professional development related to services for gifted and talented students or advanced academics. (District Needs Assessment)

Strategy 1 Details	Reviews			
Strategy 1: GT/AAS will partner with staff development providers to bring new learning to the district, specifically focused on the needs of gifted and advanced students. Strategy's Expected Result/Impact: Teachers will have a better understanding of how to support gifted and advanced students in the general education setting. Staff Responsible for Monitoring: Director of GT/Advanced Academics	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The Office of Interventions will provide guidance and ongoing training in the area of Multi-Tiered Systems of Support to ensure faculty and staff are equipped with strategies at Tier I, II and III in academics, attendance, behavior and student well-being in grades PK-12. (District Needs Assessment)

Evaluation Data Sources: Discipline Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Enhance Prekindergarten behavior intervention with classroom materials, resources and professional learning opportunities. Strategy's Expected Result/Impact: Decrease negative behavior incidences in Prekindergarten classrooms. Staff Responsible for Monitoring: Director of Intervention Programs	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure campus MTSS Coordinators are supported in Year 1 implementation of SameGoal to ensure intervention plans are created and progress monitoring takes place for appropriate adjustments of the intensity, frequency and differentiated interventions. Strategy's Expected Result/Impact: Decrease the number of students in need of Tier II and Tier III intervention supports. Staff Responsible for Monitoring: Director of Intervention Programs	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Katy ISD will implement a compensation plan that exceeds the market median for all classroom teachers and ensures market competitiveness of all other staff members. (District Needs Assessment)

Strategy 1 Details	Reviews			
Strategy 1: Complete market analysis on an annual basis to ensure competitiveness of salaries for all Katy ISD employees and recommend changes as needed. Strategy's Expected Result/Impact: Higher retention rate of all positions. Staff Responsible for Monitoring: Assistant Superintendent for Human Resources	Formative			Summative
	Oct	Feb	Apr	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: The district will implement the teacher mentoring program to address the needs of teachers with less than two years of experience and to increase teacher retention. (District Needs Assessment)

Strategy 1 Details	Reviews			
Strategy 1: Mentoring Program will implement activities to support teachers through peer mentorship, monitoring and professional growth activities. Strategy's Expected Result/Impact: Improve retention of new teachers and expand teacher capacity. Staff Responsible for Monitoring: Director of Professional Learning Talent Plan Funding Sources: Mentor Pay - Zero Year Teachers - 199 - General Fund, Mentor Pay - One Year Teachers - 255 - Title II Part A TPTR - \$115,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Research and develop new curriculum that addresses the need for additional certifications in areas of shortage across the district. Strategy's Expected Result/Impact: Additional certifications offered Staff Responsible for Monitoring: Coordinator of KatyTEA+CH Alternative Certification Program	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Identify high-turnover campuses and departments through data analysis to recognize trends and root causes. Strategy's Expected Result/Impact: Assist departments and campuses, as needed, with strategies to improve employee retention. Staff Responsible for Monitoring: Asst. Superintendent of Human Resources	Formative			Summative
	Oct	Feb	Apr	June
	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Build awareness in all stakeholders around the current state finance system and its limitations for local control. (Strategic Design)

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

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

Performance Objective 2: Continuously monitor and proactively address internal and external factors that impact Katy ISD's finances. (Strategic Design)

Evaluation Data Sources: District budget, District financials, 90th legislative session outcomes, HB2 implementation outcomes, TEA Summary of Finance

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and communicate the ongoing fiscal health of the District. Strategy's Expected Result/Impact: Provide metrics necessary to determine the financial trends of the District. Staff Responsible for Monitoring: Assistant Superintendent of Finance Assistant Superintendent of Business Services	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Evaluate and communicate the ongoing capital needs of the District, along with funding resources necessary to achieve the District's goals. Strategy's Expected Result/Impact: Implement capital cash-flow consolidation and forecasting tools to expand transparency on Bond 2023 and future capital funding needs. Staff Responsible for Monitoring: Assistant Superintendent of Finance Assistant Superintendent of Business Services	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Evaluate expanding Katy ISD's ability to take advantage of tuition based opportunities for non-enrolled students. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Identify and analyze the fiscal needs and implications of expanding District enrollment through virtual programs. Strategy's Expected Result/Impact: Track revenues and expenditures of Innovative Pathways Programs against the cost/revenue model through its first full year and assess how to improve and scale tuition-based enrollment. Staff Responsible for Monitoring: Assistant Superintendent of Finance Assistant Superintendent of Business Services	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: The District will identify existing parent and community engagement programs at campuses and/or district level, and explore opportunities to involve a greater number of stakeholders on/at campuses that have lower engagement rates. (District Needs Assessment/Legal Requirement)

Evaluation Data Sources: Programs identified and listed; engagement rates, survey data

Strategy 1 Details	Reviews			
Strategy 1: Provide technical assistance, support, and supplemental resources to assist schools in implementing effective family and community engagement activities, including the distribution of the Title I Parent and Family Engagement Policy. Ensure the involvement of the McKinney-Vento Homeless Liaison and Data Clerk to support accurate identification, data reporting, and targeted support for eligible students and families. Support ongoing consultation with all stakeholders regarding ESSA applications. Strategy's Expected Result/Impact: Increased Volunteer Hours Increased Attendance at District and Campus Events Increased Participation in School Planning Staff Responsible for Monitoring: Executive Director of Federal Programs and External Funding Problem Statements: Student Learning 1, 2, 3, 5, 8 - District Processes & Programs 2, 4 Funding Sources: Title I McKinney Vento Services and Parent Involvement Reservation - 211 - Title I Part A - \$47,127	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parent , family , and/or community engagement activities targeted to emergent bilingual (EB) students. Strategy's Expected Result/Impact: Improve the English language skills of emergent bilingual (EB) students. Empower parents/families to engage in their child's academic success. Help families navigate the school environment and foster early engagement. Elevate parent/family voice and encourage shared decision-making between home and school. Staff Responsible for Monitoring: Director of ESL & Bilingual Programs Problem Statements: District Processes & Programs 4 Funding Sources: Title III ELA - Parent, Family, and Community Engagement - 263 - Title III ELA - \$60,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to ensure all Katy ISD students receive a high-quality education and close achievement gaps in literacy, math, science, and social studies. Root Cause: Disparities in instructional capacity of educators across these subjects hinder the DIstrict's ability to ensure all students receive high-quality education and the achievemnt gaps are closed. Problem Statement 2: There has been an increase in behavioral incidents throughout the district. The district needs to continue to find ways to support students with their behavioral needs as well as supporting staff in finding ways to decrease behavior. Problem Statement 3: There are continued achievement gaps in STAAR performance between students receiving special education, ESL or bilingual services, students identified as economically disadvantaged, students in foster care, students experiencing homelessness, and their peers. Root Cause: Instructional practices, support services, and program models are not consistently implemented across campuses to meet the diverse academic and linguistic needs of these student groups. As a result, students may receive inconsistent access to the learning opportunities needed to support academic success. Problem Statement 5: Not all stakeholders, including counselors, community members, parents, and students, are aware of all the CTE Programs of Study and the opportunities available within those Programs of Study to make informed decisions about achieving CCMR. Root Cause: Students need to be exposed to career awareness/exploration activities and develop a CCMR plan in grades 6-12. Problem Statement 8: There is a need, due to increase behavior incidents, to provide professional learning to campus staff on Multi-Tiered Systems of Support - Behavior practices in order to improve student behavior and academic outcomes, as well as to equip campus staff with effective behavior intervention strategies and resources for Tier I, II and III.
District Processes & Programs
Problem Statement 2: Students, staff and parents need more resources and education in supporting student well-being. Problem Statement 4: There is a need to strengthen parent and family engagement by expanding opportunities that foster meaningful partnerships among schools, families, and the community to support student success. Root Cause: Communication and family engagement practices are not consistently responsive to the needs of Emergent Bilingual (EB) and other underserved families. Limited time, resources, and professional learning, combined with competing demands on staff and families, can also reduce participation and opportunities to develop strong school-family partnerships.

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

Performance Objective 2: Evaluate and revise existing campus community partnership structures. (Strategic Design)

Strategy 1 Details	Reviews			
Strategy 1: Review campus-level donation and volunteer hour data to identify trends, strengths, and gaps. Strategy's Expected Result/Impact: Data-driven recommendations for improving campus partnership structures. Strengthened alignment between community support and campus/student needs. Staff Responsible for Monitoring: Executive Director for Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Gather feedback through VIPS Leadership Council, Community Engagement Advisory Board, and VIPS Executive board to continually refine campus partnership structures. Strategy's Expected Result/Impact: Data-driven recommendations for improving campus partnership structures. Strengthened alignment between community support and campus/student needs. Staff Responsible for Monitoring: Executive Director, Community Partnerships	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Advance Katy ISD staff into enthusiastic, well-informed advocates for the district's community engagement programs. (Strategic Design)

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

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

Performance Objective 1: The District will expand and strengthen internal systems while connecting targeted resources and educational opportunities to proactively support the well-being of the students, staff, and parents of the Katy ISD school community. (Strategic Design)

Evaluation Data Sources: Outline and definition of system

Strategy 1 Details	Reviews			
Strategy 1: Implement curriculum, programming, and professional development to address school climate, social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, dating violence, sex trafficking, violence prevention, and other forms of student maltreatment, with support from social workers. Strategy's Expected Result/Impact: Increased support of student well-being, mental health and safety by adding resources, and increasing communication. Staff Responsible for Monitoring: Coordinator of School Leadership and Support Funding Sources: Student Well-Being Support - 214- Title IV - \$501,474, Student Well-Being Support - 211 - Title I Part A	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support. Strategy's Expected Result/Impact: Number of students referred to outside mental health partners Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a comprehensive documentation system to streamline communication and enhance collaboration among campus SSSP team members, ensuring timely and effective support for students. Strategy's Expected Result/Impact: Increased communication and collaboration; consistent documentation Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Implement a systematic process to identify GT students in need of intervention through ongoing performance monitoring, teacher feedback, and assessment data. Strategy's Expected Result/Impact: Ensure that 100% of identified students receive targeted support plans within four weeks of identification, and monitor progress quarterly, with at least 80% of students demonstrating improvement toward established academic or social-emotional goals. Staff Responsible for Monitoring: Director of Advanced Academic Services Funding Sources: Secondary GT Facilitators - 199 General Fund: GT Allotment	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Support increased high school graduation and completion rates by focusing efforts to identify barriers to student success and reduce the dropout rate by continuing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring. Provide professional development for staff regarding best practices. Strategy's Expected Result/Impact: Decrease chronic absent rates; decrease drop-out rate; reclassification of students back on cohort; number of W98's successfully re-enrolled in an academic setting; increase graduation rate; number of services provided by social work team and Dropout Intervention and Prevention facilitators Staff Responsible for Monitoring: Coordinator for School Leadership & Support Funding Sources: Dropout Prevention, Intervention & Recovery Support - 214- Title IV - \$195,787	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Host and facilitate an event for foreign exchange students new to Katy ISD to encourage campus and community involvement through academics and extra-curricular activities. Strategy's Expected Result/Impact: Support foreign exchange students by building a culture of community and connectedness Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Implement a student work program that allows flexibility for students to earn a diploma while earning an income and learning relevant job skills. Strategy's Expected Result/Impact: Number of students participating in the Katy ISD/MRA/MCTC work program Staff Responsible for Monitoring: Coordinator for School Leadership and Support	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
2	1	7	Provide effective language instruction educational programs to increase English proficiency and student academic achievement of emergent bilingual (EB) students.
2	2	2	Provide effective ongoing professional development and resources for staff of emergent bilingual (EB) students to: (1) strengthen content-based language instructional practices; (2) implement ongoing data reviews to monitor language and academic growth; and (3) target students in need of intensified support, including Students with Interrupted Formal Education (SIFEs) and Long-Term EBs.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Intervention Supports to all campuses		\$0.00
2	2	3	Resources and instructional supports for students with identified needs		\$0.00
2	4	1	Professional Development - Texas Reading Academy		\$0.00
Sub-Total					\$0.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
6	1	5	TExES ESL Certification - Bilingual Allotment		\$82,400.00
6	5	1	Mentor Pay - Zero Year Teachers		\$0.00
Sub-Total					\$82,400.00
199 - General Fund: Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional Materials to support students with disabilities and transition supports		\$0.00
Sub-Total					\$0.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Title I Homeless Reservation - Supplemental Resources		\$0.00
2	1	2	Title I Homeless Reservation - Credit Recovery		\$1,000.00
2	1	3	Instructional Materials to assist in transition		\$1,000.00
2	7	1	Materials and Supplies for PFE Activities		\$149,643.00
3	1	1	Professional Development Activities		\$21,350.00
3	1	1	Title I Administration		\$35,834.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Title I Professional Development to Title I Campuses		\$47,049.00
3	1	1	Services to PNP Campuses		\$7,073.00
8	1	1	Title I McKinney Vento Services and Parent Involvement Reservation		\$47,127.00
9	1	1	Student Well-Being Support		\$0.00
Sub-Total					\$310,076.00
263 - Title III ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Title III ELA - Language Instruction Educational Programs (LIEPs)		\$716,730.00
2	2	2	Title III ELA - Professional Development for EBs		\$397,340.00
8	1	2	Title III ELA - Parent, Family, and Community Engagement		\$60,000.00
Sub-Total					\$1,174,070.00
224 - IDEA B SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Special Education Staff and Supplemental Services		\$0.00
3	1	1	CCEIS Funding Through IDEA B		\$0.00
Sub-Total					\$0.00
225 - IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional Staff	156,181	\$0.00
Sub-Total					\$0.00
244 - CTE-Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3	District Staff, Conferences, Trainings		\$0.00
2	6	4	District Staff, Professional and Contracted Services, Supplies and Materials, and Other Operating Costs		\$0.00
2	6	5	CTE Staff, Supplies and Materials		\$0.00
2	6	6	CTE Staff, Supplies and Materials		\$0.00
2	6	7			\$0.00
Sub-Total					\$0.00

255 - Title II Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Professional Development Contracted Services/PD Supplies and Materials for Intervention		\$1,000.00
2	1	2	GT Advanced Academics Professional Development Support		\$50,000.00
2	1	2	Professional Development Personnel for Intervention		\$200,000.00
2	1	4	Professional Development, Professional Development Resources, Contracted Services and Extra Duty Pay-Elementary & Secondary		\$728,870.00
2	1	4	Professional Development Personnel-Elementary & Secondary		\$463,901.00
2	1	8	Professional Development - Elementary & Secondary		\$400,000.00
2	1	9	Professional Development/Professional Resources		\$300,000.00
2	2	2	OOL Title II Stipends		\$39,200.00
3	1	1	Services to PNP Campuses		\$42,525.00
6	5	1	Mentor Pay - One Year Teachers		\$115,000.00
Sub-Total					\$2,340,496.00
206- TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	TEHCY -Supplemental Resources		\$1,559.00
2	2	1	Student Data Support		\$67,569.00
Sub-Total					\$69,128.00
214- Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Technology professional development, digital instructional resources, and support for math and science instruction.		\$15,570.00
2	1	5	Elementary science instructional materials, supplies, equipment, and technology		\$24,220.00
2	1	5	STEAM supplies, materials and technology		\$60,610.00
2	1	5	Secondary Science instructional materials, supplies, equipment, and technology		\$32,220.00
2	1	5	Fine Arts musical instruments, instructional materials, supplies, and equipment		\$30,000.00
2	1	5	Science professional and contracted services to support science instruction and student learning		\$6,000.00
2	1	6	Human Geography Bridge and Math Bridge Courses		\$60,000.00
3	1	1	Services to PNP Campuses		\$17,010.00
9	1	1	Student Well-Being Support		\$501,474.00

214- Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	5	Dropout Prevention, Intervention & Recovery Support		\$195,787.00
Sub-Total					\$942,891.00
199 General Fund: GT Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4	Secondary GT Facilitators		\$0.00
Sub-Total					\$0.00
Deaf Education Grants					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Mileage, supplies, and PD		\$0.00
2	1	2	Instructional Staff-Fund 315 & 435		\$0.00
Sub-Total					\$0.00
340 IDEA-C ECI					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Mileage and supplies		\$0.00
Sub-Total					\$0.00
429 - LASO (APSC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	AP Computer Science Exams		\$61,000.00
Sub-Total					\$61,000.00



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

Katy ISD: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	64%	64%	62%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	64%	65%	65%	66%	66%
		Met Internal Goal	-	Yes	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
Katy ISD: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	988	50%	2,476	51%	1,810	74%	15	53%	1,248	84%	10	70%	346	71%	1,583	34%	3,006	47%	2,286	56%
		2025 Actual	1,043	52%	2,416	53%	1,692	75%	10	50%	1,163	84%	9	56%	404	68%	1,682	34%	2,965	48%	2,412	58%
		2026 Target																44%		58%		
		2026 Actual	1,113	46%	2,285	52%	1,606	72%	7	57%	1,197	81%	1	100%	386	68%	1,644	30%	2,937	45%	2,408	59%
		Met Target								N								N		N		
		2027 Target											91%						40%			

The Percent of **Katy ISD** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 55% to 60% by July 2029.

Katy ISD: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	55%	57%	54%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	56%	57%	58%	59%	60%
		Met Internal Goal	-	Yes	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
Katy ISD: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	988	36%	2,475	42%	1,811	64%	15	47%	1,246	83%	10	30%	347	63%	1,583	29%	3,005	36%	2,286	51%
		2025 Actual	1,042	37%	2,415	45%	1,693	67%	10	60%	1,160	82%	9	44%	404	59%	1,683	29%	2,962	39%	2,411	56%
		2026 Target																39%		49%		
		2026 Actual	1,117	33%	2,281	43%	1,606	66%	7	57%	1,195	79%	2	50%	387	56%	1,643	27%	2,937	37%	2,408	55%
		Met Target																N		N		
		2027 Target											89%							47%		



The percent of **Katy ISD** High School students who achieve the CCMR goal will increase from **79%** to **81%** by July 2029.

KATY ISD: Goals	CCMR		2024	2025	2026	2027	2028	2029
		Scaled Score	81	85	84			
		Actual	79%	83%	82%			
		State Rate	76%	82%	87%			
		Met State Rate	Yes	Yes	No			
		Internal Goal	-	79%	83%	82%	83%	83%
		Met Internal Goal	-	Yes	No			

Met 2029 Goal in 2025

Met 2029 Goal in 2026

KATY ISD: Targets	CCMR		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	901	61%	2417	71%	1978	85%	15	47%	1042	93%	5	40%	217	73%	611	78%	2754	65%	1501	69%
		2025 Actual	923	71%	2616	76%	1987	88%	14	86%	1084	94%	8	63%	236	79%	679	78%	2927	72%	2095	79%
		2026 Target		81%																82%		
		2026 Actual	1123	70%	2,807	75%	2,026	87%	14	86%	1,200	95%	10	90%	259	80%	791	80%	3,222	71%	2,402	78%
		Met Target		N																N		
		2027 Target		80%																	81%	