Katy Independent School District

Youngblood Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Youngblood Elementary commits to educational excellence by developing well-rounded students and providing them with unparalleled learning experiences.

Vision

Leading the Way!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

School Profile

David & Terri Youngblood Elementary School is a Katy ISD elementary campus at 25600 Longenbaugh Road, Katy, TX 77493. It serves PK/EE through 5th grade. YES opened for the 2023-2024 school year. From 2023-2024 to 2024-2025, the campus grew from 855 to 1,300+ students.

List of Stakeholders and Roles

Principal	Charlotte Gilder	**Parent**	Bryan Wymann,
Katy ISD allocates only one principal per campus		**Parent**	Tamara Franklin
Other School Leader	Andrea Liner	**Parent**	Sabre Bautista
Other School Leader	Mary McCullough	**Parent**	Mildred Burton
Teacher	Cane Leal	**Parent**	Cheyanne Albright
Teacher	Crystal Lemoine	**Other School Leader**	Nicole Hoffman
Paraprofessional	Amelinda Mejarado	**Other School Leader**	Karen Field
Paraprofessional	Jonay Guillory	**District Administrator**	Marissa Adams
Specialized School Support	Mallory Swartz	**District Administrator**	Ashley Muzny
Specialized School Support	Cindy Pittman	**Community /Business**	Jocole Rogers
		Community /Business	Yvette Parish

Comprehensive Needs Assessment Process

The campus began the Comprehensive Needs Assessment process through its Title I onboarding meeting Wednesday, April 15, 2026 from 4:00 pm-5:00 pm

at Youngblood Elementary in the large group instruction area (LGI). During this first meeting, the principal introduced the purpose of the committee, explained Title I requirements, reviewed how the school qualified, and outlined the role of the committee in identifying campus priorities.

The committee discussed possible data sources to review at future meetings. Leadership explained that the next meeting will focus on a deeper review of campus data so the team can identify strengths, problems, and the top 3–5 priority areas for the next school year. The process will include:

- reviewing multiple sources of campus data,
- discussing patterns and concerns,
- identifying high-leverage needs,
- using those findings to guide future Title I planning and resource decisions.

The school emphasized this is a continuous improvement process and data review will be used to determine what the campus should monitor and address most intentionally.

The first meeting focused on Title I onboarding for Youngblood Elementary as the campus prepares to become a Title I school for the 2026–2027 school year. Principal Charlotte Gilder led the meeting and explained that a committee is being formed to guide the process. The committee will meet again May 12, 2026 from 4:00 pm-6:00 pm to review data, identify campus priorities, and help shape goals for the 2026-2027 school year.

Mrs. Gilder explained that Title I is a federal program for campuses where at least 40% of students qualify based on economic disadvantage. Youngblood currently qualifies with an economically disadvantaged rate of about 64.5%, and the school has met the threshold for three consecutive years.

The main purpose of Title I funding is to provide supplemental support to improve student achievement. These funds can be used for things such as extra staff, small-group intervention, tutoring, instructional materials, and professional development.

A major part of the meeting centered on the upcoming campus needs assessment. The committee will review campus data and help decide the top 3–5 priority areas to address 2026-27 year.

The committee discussed possible data to review at the next meeting, including attendance, MAP test data, STAAR performance, discipline data, retention/promotion, mobility/enrollment changes, parent engagement, staff perceptions, and teacher well-being. Parents in the room expressed support for the school, praised the school culture and staff, and suggested areas of focus such as clear behavior expectations, stronger family accountability, student engagement, after-school opportunities, mobility trends, parent involvement, and staff morale. Overall, the first meeting served as an introduction to Title I and a call for collaboration.

Data Reviewed / Data Identified for Review

The committee discussed reviewing the following data points:

- Attendance and tardies
- MAP assessment data
- STAAR data
- Discipline referrals
- Promotion/retention data

- Enrollment and withdrawal trends
- Student mobility
- Parent engagement
- Teacher and staff perceptions
- Staff well-being
- School processes and intervention supports

The second Title I CNA meeting was held at Youngblood Elementary in the LGI on Tuesday, May 12th from 4:00 pm-6 p.m. and focused on reviewing campus data and completing a Strengths Weaknesses Opportunities and Threats (SWOT) analysis to help identify priority needs for 2026-2027 school year. The committee reviewed 11 different data points in five areas: academic data, attendance/tardies/mobility, parent engagement, teacher perceptions/roadblocks, and discipline data. Members rotated through data stations, discussed strengths and concerns, and added notes to each SWOT chart.

After reviewing the data, the committee prioritized strengths and problems to determine 3 priority problems.

Data indicated a concern in the area of reading and math performance across grade levels. STAAR scores from 2024, 2025, and MAP data from 2026 revealed indicated academic growth across grade level was at expected levels, especially for the following sub-populations-special education, Hispanic, and white students.

Discipline was a focus, especially incidents during unstructured times such as the bus, recess, hallway transitions, and lunch. The committee also discussed how tardiness affects students' access to morning social-emotional learning and how missed instruction can contribute to behavior and academic gaps.

Parent/family engagement was identified as a need. The group discussed the importance of helping families better understand attendance, grades, school expectations, Canvas, homework, and how to partner with the school. Teacher and student morale were also discussed as important factors connected to school climate and student success.

After identifying 3 problem statements, the committee conducted a root cause analysis.

Problem Statement 1:
Students did not meet reading and mathematics performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 2:
Discipline referrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development needed for all teachers on classroom management that support consistent behavior expectations and self-regulation skills throughout the school day.

Problem Statement 3:
Limited parent engagement is impacting student attendance, academic performance, and behavior.
Root Cause: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

The three areas of focus for the 2026-2027 school year are reading and math performance, discipline, and parent and family engagement

Demographics

Demographics Summary

- David and Terri Youngblood Elementary School (YES), entering its fourth year, continues to serve as a hub of diversity, inclusion, and academic growth in the northwest quadrant of Katy ISD. For the 2025–2026 school year, YES served approximately 950 students in grades PK–5. The student body reflects a broad and diverse demographic makeup:

Race/Ethnicity

- **Hispanic:** 289 students (30.33%)
- **Black/African American:** 439 students (46.07%)
- **White:** 82 students (8.60%)
- **Asian:** 89 students (9.34%)
- **Two or More Races:** 47 students (4.93%)
- **American Indian/Alaskan Native:** 5 students (0.52%)
- **Native Hawaiian/Pacific Islander:** 2 students (0.21%)

Program Enrollment

- **At-Risk:** 64.32%
- **Low Income (Economically Disadvantaged):** 64.95%
- **Limited English Proficient (LEP):** 22.14%
- **Special Education:** 24.66%
- **ESL:** 19.92%
- **Gifted/Talented (GT):** 0.42%
- **Attendance Rate:** 93.49%

YES proudly reflects the cultural richness of the Katy ISD community. While demographic shifts are expected in the 2026-2027 school year—increasing enrollment to approximately 1300 students due to growth—the school remains committed to providing equitable access to high-quality instruction, culturally responsive teaching, and student-centered supports. The school's strength lies in its diverse population and committed staff, who work collaboratively to ensure that every student has the opportunity to thrive.

Demographics Strengths

David and Terri Youngblood Elementary School's most powerful asset is its diverse and inclusive student body, made up of learners from a wide range of racial, cultural, and socioeconomic backgrounds. With over 30% of students identifying as Hispanic and another 46% as Black/African American, and with a significant percentage of students classified as Limited English Proficient (22.14%) and Economically Disadvantaged (64.95%), the campus offers a dynamic environment that mirrors the world students will one day lead. YES has prioritized hiring and retaining a highly qualified, diverse instructional staff who reflect the community and foster culturally responsive practices, helping students feel valued and represented. This cultural richness promotes empathy, strengthens student engagement, and prepares learners to succeed in a global society.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 2 (Prioritized): Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Student Learning

Student Learning Summary

Student achievement and growth are at the forefront of our mission at Youngblood Elementary. Over the course of the nine-month school year, from August to May, we expect each student to demonstrate significant progress from their starting point. The 2023-24 school year was a benchmark year for our school, during which we established our baseline with state testing. This initial data allows us to tailor our instructional strategies and interventions to meet the individual needs of our students effectively. Students are exposed to rigorous content and are challenged in their learning environment daily, ensuring they are constantly engaged and motivated to excel. By fostering a supportive and challenging learning environment, we are committed to ensuring that every student not only meets but exceeds their academic goals, setting a strong foundation for lifelong learning and success.

Based on the STAAR snapshot data shown, our greatest opportunity is moving students from Approaches to Meets and from Meets to Masters, particularly in math.

Math Results (comparison by grade)

Grade	Students	DNM	DNM %	Approaches	Approaches %	Meets	Meets %	Masters	Masters %
3rd Math	152	58	38.2%	94	61.8%	60	39.5%	27	17.8%
4th Math	141	65	46.1%	76	53.9%	47	33.3%	14	9.9%
5th Math	147	60	40.8%	87	59.2%	37	25.2%	9	6.1%

Reading Results (comparison by grade)

Grade	Students	DNM	DNM %	Approaches	Approaches %	Meets	Meets %	Masters	Masters %
3rd Reading	152	46	30.3%	106	69.7%	70	46.1%	32	21.1%
4th Reading	139	36	25.9%	103	74.1%	73	52.5%	30	21.6%
5th Reading	146	40	27.4%	105	71.9%	74	50.7%	36	24.7%

Overall Snapshot

Subject	DNM %	Approaches %	Meets %	Masters %
Math	25.9%	74.8%	52.7%	23.4%
Reading	27.9%	72.1%	49.8%	22.5%

Area of Focus	Evidence
Increase Math Meets	4th Grade (33.3%) and 5th Grade (25.2%) are below desired levels.

Area of Focus	Evidence
Increase Math Masters	Masters is below 10% in both 4th and 5th grade math.
Maintain Strong Reading Performance	All grades are at or above 46% Meets in Reading.
Increase Reading Masters	Reading Masters ranges from 21.1%–24.7%, suggesting an opportunity to move Meets students to Masters.
Highest Priority	5th Grade Math (25.2% Meets, 6.1% Masters).
Greatest Growth Opportunity	Students currently at Approaches in both Reading (72.1%) and Math (74.8%).

Discipline

Reduce classroom and bus referrals by 15% and decrease discipline incidents in grades 4 and 5 by 10% through consistent behavior expectations, proactive classroom management, restorative practices, and targeted interventions for students with repeated referrals

Focus Areas

Classroom Management (479 incidents)
Bus Behavior (276 incidents)
Grade levels 4th (277 incidents) and 5th (294 incidents)

Campus Improvement Priorities

Priority	Why
Classroom Behavior	40%+ of all incidents occur in classrooms.
Bus Expectations	Second-highest location for referrals.
Grades 4 & 5	Highest referral-producing grade levels.

Student Learning Strengths

Student Learning Strengths – 2025-2026 Early Release STAAR Data

Early release STAAR results indicate several areas of academic strength across grades 3–5. Reading performance emerged as a notable strength, with 69.7% of third-grade students, 74.1% of fourth-grade students, and more than half of fourth-grade students achieving the Meets Grade Level standard. Additionally, fourth-grade reading demonstrated strong advanced performance, with 21.6% of students reaching the Masters Grade Level standard. Third-grade reading also showed strong achievement, with 46.1% of students meeting grade-level expectations and 21.1% performing at the Masters level.

In mathematics, third-grade students demonstrated solid performance, with 62% approaching grade level, 40% meeting grade-level expectations, and 18% achieving Masters. These results reflect effective instructional practices, a strong focus on foundational literacy and numeracy skills, and students' ability to engage with increasingly rigorous academic content. The data also highlight a strong cohort of high-performing students, particularly in reading, who are demonstrating advanced mastery of grade-level standards and readiness for continued academic growth.

Key Discipline Strengths

- Clear systems are in place for documenting and monitoring student behavior.

- Most incidents occur in supervised environments, allowing staff to intervene and provide support quickly.
- Low incident rates in the cafeteria, gymnasium, restroom, and specialized instructional settings indicate effective behavior expectations in those areas.
- Playground and hallway referrals remain comparatively low, reflecting successful supervision and transition procedures.
- The campus uses data to identify trends by grade level, location, and student groups.
- Staff provide targeted supports for at-risk students, students receiving special education services, multilingual learners, and economically disadvantaged students.
- Schoolwide behavior expectations and PBIS practices provide a foundation for a positive learning environment.
- Discipline data is regularly reviewed to guide proactive interventions and continuous improvement efforts.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 2 (Prioritized): Limited parent engagement is impacting student attendance, academic performance, and behavior.
Root Cause: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

Problem Statement 3 (Prioritized): Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

School Processes & Programs

School Processes & Programs Summary

At Youngblood Elementary, now entering our fourth year after opening in the 2023–2024 school year, we are proud to serve a vibrant and growing community of over 1000 students. Our staff is committed to cultivating a positive and inclusive campus climate and culture. To support this vision, our Instructional Leadership Team collaborates closely with district personnel to craft and refine a unified set of vision, mission, and belief statements that guide our work. Staff members actively participate in the development and review process, ensuring their perspectives are valued and represented.

Guided by Katy ISD's tradition of academic excellence, Youngblood Elementary maintains high expectations for instructional practices while focusing on the development of the whole child. Our mission goes beyond standardized test scores—we are grounded in the belief that "Not for school, but for life we learn." With students at the center of every decision, we prioritize purposeful learning, protect instructional time, and minimize classroom disruptions to foster an environment focused on student growth and success.

We take an intentional approach to designing our master schedule, ensuring it maximizes uninterrupted learning time for both students and teachers. This careful planning supports consistent, high-quality instruction and reinforces our commitment to academic excellence across all grade levels.

Our instructional coach and academic support team play a vital role in implementing targeted, data-driven action plans that meet the diverse academic needs of our learners. We rely on evidence-based strategies and high-quality resources to ensure our instruction is effective and continually improving.

Campus-based decision-making is a core strength of our school. We actively involve teachers, parents, and community members in shaping policies and programs that reflect the values and needs of our school community. Through regular communication, stakeholder meetings, and opportunities for feedback, we promote a culture of transparency, collaboration, and shared leadership.

As a part of the Katy ISD system, Youngblood Elementary is equipped with state-of-the-art technology, including computers, iPads, Smartboards, Chromebooks, document cameras, and laptops—all supported by a robust wireless infrastructure. This ensures our students and staff have the tools they need to thrive in a technology-rich learning environment.

School Processes & Programs Strengths

At Youngblood, our school-wide processes and programs are intentionally designed to support the whole child—academically, socially, and emotionally—while creating a safe, inclusive, and engaging learning environment for all students.

Processes and Program Strengths at Youngblood Elementary

1. **Collaborative Leadership and Vision Development**

    - At Youngblood, leadership is a shared responsibility grounded in collaboration, transparency, and purpose. Our Instructional Leadership Team works hand-in-hand with district personnel to shape and continuously refine the school's vision, mission, and core beliefs. This ongoing process ensures our guiding statements reflect both district priorities and the unique strengths and needs of our school community.

      All staff members actively contribute to this work through structured opportunities for input, reflection, and dialogue. By engaging teachers, support staff, and campus leaders in vision development, we ensure that decisions are inclusive, grounded in real classroom experiences, and aligned with our commitment to whole child development. This collaborative approach builds shared ownership, strengthens school culture, and drives consistent, mission-aligned action across the campus.

2. **Commitment to Whole Child Development**

    - At Youngblood, we believe true education goes beyond test scores. We're committed to nurturing the whole child—socially, emotionally, intellectually, and culturally. This year, we continue our school-wide House system, designed to build a positive, inclusive school culture that supports every aspect of student growth.

      The House system helps students build strong relationships, practice leadership, and develop the skills they need to thrive both in and out of the classroom. It reinforces our LEAD expectations by recognizing and rewarding positive behavior daily, encouraging students to be responsible, respectful, and community-minded.

      By being part of one of eight diverse Houses, students learn the value of teamwork, empathy, and cultural awareness. The random assignment process ensures all students feel a sense of belonging and connection, while the point system keeps them engaged and motivated. It's more than just a system; it’s a foundation for lifelong learning and personal development.

3. **Intentional Master Scheduling**

    - Our master schedule is purposefully designed to support high-quality instruction and whole child development. Every element of the schedule is built with intention; to protect uninterrupted learning time, maximize instructional minutes, and reduce transitions that disrupt student focus.

      Core academic blocks are prioritized to ensure students have consistent access to rigorous, standards-aligned instruction. Enrichment opportunities, interventions, and social-emotional learning are strategically embedded throughout the day to provide balanced support for every learner. Time is also allocated for teacher collaboration and professional learning, reinforcing a culture of continuous improvement.

      By designing the schedule around what’s best for students, not just what’s convenient, we create a structured, predictable environment where learning can thrive and every minute counts.

4. **Data-Driven Instructional Support**

    - Instructional coaches and academic support teams at Youngblood play a critical role in accelerating student growth. Using campus and classroom-level data, they develop and implement targeted action plans tailored to the specific needs of students and teachers.

      These plans are grounded in research-based instructional strategies and supported by high-quality, standards-aligned resources. Coaches work side-by-side with teachers, modeling lessons, co-planning instruction, analyzing student work, and providing ongoing feedback, to ensure practices are both effective and responsive.

      Through regular progress monitoring and collaborative data reviews, support teams make timely adjustments to interventions and enrichment, keeping instruction focused, purposeful, and student-centered. This proactive, data-informed approach ensures every learner receives the right support at the right time.

5. **Campus-Based Decision Making**

    - Teachers, parents, and community members are not only valued voices, they are active participants in shaping the policies and programs that define our school. Through advisory committees, parent engagement events, surveys, and open forums, stakeholders are invited to contribute ideas, provide feedback, and help guide campus priorities. Teachers play a central role in school planning and leadership teams, while families and community partners collaborate with staff on initiatives that support student achievement and well-being.

      This model of shared leadership ensures that decisions are transparent, inclusive, and aligned with the real-world needs of our school community. By working together, we create a learning environment that reflects our collective values and promotes success for every student.

6. **Transparent and Ongoing Communication**

   - We prioritize open and ongoing communication to build trust and keep all stakeholders informed and engaged. Families, staff, and community members receive regular updates through newsletters, meetings, and digital platforms, ensuring timely access to important information.

     We also provide multiple opportunities for feedback and dialogue, creating space for questions, ideas, and concerns to be heard and addressed. This commitment to transparent, two-way communication strengthens relationships and supports a collaborative, informed school community.

7. **Robust Technology Integration**

   - Katy ISD campuses, including Youngblood, is equipped with up-to-date technology tools, including Smartboards, Chromebooks, iPads, laptops, and other digital resources. This foundation ensures that students and teachers have seamless access to the tools they need for 21st-century learning.

     Technology is not just available; it's purposefully integrated into daily instruction to deepen engagement, support differentiation, and build essential digital literacy skills. Teachers use interactive platforms, educational software, and multimedia tools to bring lessons to life and tailor instruction to meet individual learning needs.

     Students are empowered to research, collaborate, create, and problem-solve using digital tools that mirror the demands of modern work and life. Ongoing training and support for staff ensure that technology is used not just efficiently, but effectively, as a powerful accelerator of student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited parent engagement is impacting student attendance, academic performance, and behavior.
Root Cause: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

Problem Statement 2 (Prioritized): Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 3 (Prioritized): Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Perceptions

Perceptions Summary

As we enter our fourth year after opening in 2023-2024, Youngblood continues to spark a climate of excitement and fresh beginnings. Our families are eager to volunteer and help establish our school. We have an active PTA Executive Board that has recruited volunteers for various committees, organized spirit nights, and implemented staff appreciation activities. Our community and local businesses have generously offered their time and support. Several committees, including PBIS, RCA Houses, Sunshine, and PurposeFull People, have been formed to develop processes and programs for Youngblood Elementary.

We also utilize the Campus Advisory Committee, which includes parents and stakeholders, to support campus initiatives, ensuring that our strategies and goals align with the needs and aspirations of our community. At Youngblood, business is conducted with transparency, clarity, and strategic planning, ensuring that all are informed and involved in the decision-making process.

Youngblood Elementary boasts dedicated, student-centered, and highly qualified teachers who have been carefully recruited and hired. Our school is committed to providing a positive and safe learning environment for all students and staff. We aim to be recognized throughout the community as a school that fosters positivity and academic success. Our goal is to be known as the 'Chick-fil-A' of schools!

Perceptions Strengths

- Strong family engagement and volunteer participation that demonstrates community investment in the school.
- Active and supportive PTA Executive Board that organizes volunteer opportunities, spirit nights, and staff appreciation activities.
- Positive partnerships with local businesses and community organizations that provide ongoing support to the campus.
- Established campus committees, including PBIS, RCA Houses, Sunshine, and PurposeFull People, that promote a positive school culture and student success.
- Effective use of the Campus Advisory Committee to engage parents and stakeholders in campus planning and decision-making.
- Transparent communication practices that foster trust, collaboration, and stakeholder confidence.
- A welcoming and inclusive school environment where families feel valued and connected.
- Dedicated, student-centered, and highly qualified staff committed to meeting the needs of all learners.
- Strong focus on providing a safe, positive, and supportive learning environment for students and staff.
- Growing reputation within the community for promoting academic excellence and student achievement.
- Commitment to exceptional customer service and positive relationships with students, families, staff, and community members.
- Strong sense of school pride and enthusiasm as the campus continues to build its legacy and traditions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited parent engagement is impacting student attendance, academic performance, and behavior.
Root Cause: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

Problem Statement 2: As we enter our fourth year at Youngblood, there is a potential issue that the values and beliefs may not be fully understood by all students, staff, and parents. It is crucial to ensure that everyone becomes a collaborative, cooperative, and contributing team member.
Root Cause: The root cause of this issue is the lack of established communication and engagement channels to effectively convey and reinforce the campus values and beliefs to all students, staff, and parents.

Problem Statement 3 (Prioritized): Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 4 (Prioritized): Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Priority Problem Statements

Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.

Root Cause 1: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Limited parent engagement is impacting student attendance, academic performance, and behavior.

Root Cause 2: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment.

Root Cause 3: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

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

Performance Objective 1: HB3: The percent of Youngblood Elementary 3rd grade students who achieve Meets and above in Math will increase to 48% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd grade STAAR Math data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will attend quarterly MTSS Meetings during the school year to monitor progress of students and the impact of their academic interventions and supports. **Strategy's Expected Result/Impact:** Student needs will be addressed and plans for improvement developed **Staff Responsible for Monitoring:** MTSS Coordinator **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

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

Performance Objective 2: HB3: The percent of Youngblood Elementary 3rd grade students who achieve Meets and above in Reading will increase to 52% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: 3rd grade 2027 STAAR Reading data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will administer AMIRA assessment for BOY, MOY, EOY and analyze the data collaboratively to drive systematic instruction. The Growth Measure will be monitored after each administration. **Strategy's Expected Result/Impact:** Student groups will be created for small groups to cater to the data and growth will be measured. **Staff Responsible for Monitoring:** RLA teachers, Leadership Team **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Administrators will monitor small group instruction in each classroom and review data by students group to ensure focus groups (SPED, White, and African American) are making progress. **Strategy's Expected Result/Impact:** Increased student growth for all students Consistent implementation of small group best practices by teachers **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Increase student achievement on standardized assessments in reading, math, and science by 3% as measured by state and district assessment data through targeted instruction, intervention, and progress monitoring for all students.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide targeted professional development for staff focused on effective small-group intervention strategies across all content areas, with a strong emphasis on reading, math, and science to accelerate academic growth for ALL STUDENTS, particularly those AT-RISK of academic failure. **Strategy's Expected Result/Impact:** Utilization of research-based strategies will impact teaching and increase student achievement **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Lead Teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3 **Funding Sources:** Other Contracted Services - 211 - Title I Part A - $10,000, Reading Materials (Books for PD) - 211 - Title I Part A - $5,000, Employee Registration, Room, Board, Mileage - 211 - Title I Part A - $12,000, Administrative Registration, Room, Board, Mileage - 211 - Title I Part A - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Campus Specialist (Title I, EB specialist, and academic interventionsist) will work together to provide specialized instructional support and progress monitoring for all students, with targeted support for identified subpopulations, including Special Education, African American, and White students, through differentiated instruction, accommodations, instructional materials, online resources, secure technology, professional development, collaborative planning, targeted interventions, before/during/after-school tutorials, and summer learning opportunities to increase instructional time, ensure mastery of required TEKS, promote equitable academic growth and a well-rounded education, and improve achievement on standardized assessments. **Strategy's Expected Result/Impact:** increased student achievement for all students **Staff Responsible for Monitoring:** Admin, Lead teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3 **Funding Sources:** Trackable Technology - 211 - Title I Part A - $10,000, Extra Duty Pay: Professional Tutorials/ Supplemental - 211 - Title I Part A - $25,000, General Supplies - 211 - Title I Part A - $10,000, Prepared Media (Subscriptions) - 211 - Title I Part A - $5,000, Title 1 Staffing Amount - 211 - Title I Part A - $295,677				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

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

Performance Objective 4: ESL Certification: All campus literacy teachers will be ESL certified within one year of their hire date.

High Priority

Evaluation Data Sources: Katy ISD ESL Certification Dashboard & SBEC Certification

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Monitor and track ESL certification status for all literacy teachers to ensure completion of ESL certification requirements. **Strategy's Expected Result/Impact:** 100% of Literacy teachers will obtain ESL certification within one year of hire date, ensuring teachers are appropriately certified and equipped to meet the linguistic and academic needs of EB students. **Staff Responsible for Monitoring:** EB Specialist and Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

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

Performance Objective 5: EB Program Implementation: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. **Staff Responsible for Monitoring:** EB specialist and adminstrators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

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

Performance Objective 6: ELPS Implementation: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. **Strategy's Expected Result/Impact:** Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. **Staff Responsible for Monitoring:** EB Specialist & Administrators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

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

Performance Objective 1: Reduce classroom disruptions and discipline incidents by implementing consistent schoolwide behavior expectations, proactive classroom management strategies, and social-emotional learning supports to foster a positive and productive learning environment and well rounded education.

High Priority

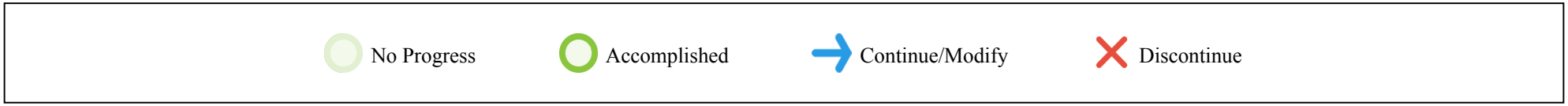
Evaluation Data Sources: Discipline records, PBIS data, Student surveys, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for staff on classroom management, de-escalation, and restorative practices.	Formative			Summative
Strategy's Expected Result/Impact: staff will gain confidence and consistency when dealing with discipline which will result in more time on task for students **Staff Responsible for Monitoring:** Admin and behavior support staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Increase student SEL support through counseling lessons, check-ins, and behavior intervention plans to ensure a well-rounded education.	Formative			Summative
Strategy's Expected Result/Impact: Students will learn strategies to minimize behavior and become more focused with time on task **Staff Responsible for Monitoring:** Admin, Counselor, coordinator	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Recognize and celebrate positive student behavior through incentives and campus acknowledgment programs.	Formative			Summative
Strategy's Expected Result/Impact: students will learn how to self-regulate emotions and improve academically **Staff Responsible for Monitoring:** admin and PBIS committee	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Establish parent communication protocols to address behavior concerns early and collaboratively.	Formative			Summative
Strategy's Expected Result/Impact: collaborating with families to eliminate problems will result in increased student performance **Staff Responsible for Monitoring:** admin and teachers	Oct	Feb	Apr	June


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 2: Youngblood Elementary staff will work together to provide a safe, supportive, and positive learning environment for all students

High Priority

Evaluation Data Sources: 3rd-5th Grade Student Safety Survey completed at the end of the school year, informal check-ins with students, parent feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Train staff and students on the PBIS LEAD Expectation Matrix and review throughout the school year. **Strategy's Expected Result/Impact:** Appropriate behaviors reinforced and incresed over time **Staff Responsible for Monitoring:** Admin, Teachers, MTSS-B Committee **Title I:** 2.53 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** Prepared Media - 211 - Title I Part A - $5,000, General Supplies - 211 - Title I Part A - $9,673				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: We will begin our day with Community Circles and weave Purposeful People instruction throughout our day including recess as well as class time. We will provide resources for families and challenge staff to model these character traits. **Strategy's Expected Result/Impact:** Campus training on Purposeful People and ongoing support will be provided throughout the school year. **Staff Responsible for Monitoring:** Counselor and Teachers				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment. **Root Cause**: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Student Learning
Problem Statement 3: Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment. **Root Cause**: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.
School Processes & Programs
Problem Statement 3: Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment. **Root Cause**: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.
Perceptions
Problem Statement 4: Discipline referrrals and classroom disruptions increased, negatively impacting the learning environment. **Root Cause**: Professional development is needed for all teachers on classroom management that supports consistent behavior expecations and self-regulation skills throughout the school day.

Goal 3: 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: Increase parent and family engagement by implementing consistent communication, meaningful involvment opportunities, and family support iniatives to improve student attendance, academic achievement, and behavior.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Host monthly parent engagement events such as Coffee with the Principal, learning walks, and family information sessions. Events will be advertised through monthly newsletter, campus Facebook page, and the district campus website. Teachers will provide information about the Parent and Family Engagement Plan and School Parent Compact at parent teacher conferences, and include it on their campus canvas page. **Strategy's Expected Result/Impact:** Parent/community partnership in order to increase involvement and student support which will lead to increased students achievement and increase self-esteem. **Staff Responsible for Monitoring:** Admin, instructional coach, counselor **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Reading Materials, Books for Parent Involvement - 211 - Title I Part A - $1,100, Printing - 211 - Title I Part A - $600, General Supplies - 211 - Title I Part A - $2,200, Other Operating Expenses: Snacks for Parent Meetings - 211 - Title I Part A - $541				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Provide parent education session on topics such as bullying prevention, social media safety, behavior support, and academic success strategies. **Strategy's Expected Result/Impact:** Parents gain tools and resources to support student success. **Staff Responsible for Monitoring:** Admin and counselor and lead teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Recognize students achievement through academic celebrations, Student of the Month programs, and character recognition events that encourage family participation. **Strategy's Expected Result/Impact:** Increased student motivation and greater family involvement at school will yield positive school culture, improving student confidence, behavior, and engagement. **Staff Responsible for Monitoring:** Admin and teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Limited parent engagement is impacting student attendance, academic performance, and behavior. **Root Cause**: Inconsistent communication, limited involvement opportunities, and insufficient support for families.
School Processes & Programs
Problem Statement 1: Limited parent engagement is impacting student attendance, academic performance, and behavior. **Root Cause**: Inconsistent communication, limited involvement opportunities, and insufficient support for families.
Perceptions
Problem Statement 1: Limited parent engagement is impacting student attendance, academic performance, and behavior. **Root Cause**: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

Goal 3: 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: Performance Objective 1: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

Evaluation Data Sources: Evaluation Data Sources: Parent/family engagement participation data, event attendance records, parent feedback surveys, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. **Strategy's Expected Result/Impact:** Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. **Staff Responsible for Monitoring:** EB Specialist & Administrators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Provide transition information for parents of students moving from PK-K and 5th-6th. **Strategy's Expected Result/Impact:** Parents are informed and become knowledgeable of the systems and procedures in place for transitions. **Staff Responsible for Monitoring:** Admin and Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Student Learning
Problem Statement 1: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
School Processes & Programs
Problem Statement 2: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.
Perceptions
Problem Statement 3: Students did not meet reading, mathematics, and science performance targets, with the largest gaps among Special Education, White, and Hispanic student groups. **Root Cause**: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Differentiated job-embedded professional learning opportunities will be provided for YES staff to collaborate and make data-driven instructional decisions.

High Priority

Evaluation Data Sources: Walkthroughs, AWARE, data digs, Campus Mentors, school improvement meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will receive professional learning opportunities and development through walkthroughs, data digs, scheduled PDR times, campus mentors, school improvement meetings. **Strategy's Expected Result/Impact:** Improved classroom instruction and intervention. **Staff Responsible for Monitoring:** Admin team				

No Progress Accomplished Continue/Modify Discontinue

Title I

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

1.1: Description of CNA Process

School Profile

David & Terri Youngblood Elementary School is a Katy ISD elementary campus at 25600 Longenbaugh Road, Katy, TX 77493. It serves PK/EE through 5th grade. YES opened for the 2023-2024 school year. From 2023-2024 to 2024-2025, the campus grew from 855 to 1,300+ students.

List of Stakeholders and Roles

Principal	Charlotte Gilder	**Parent**	Bryan Wymann,
Katy ISD allocates only one principal per campus		**Parent**	Tamara Franklin
Other School Leader	Andrea Liner	**Parent**	Sabre Bautista
Other School Leader	Mary McCullough	**Parent**	Mildred Burton
Teacher	Cane Leal	**Parent**	Cheyanne Albright
Teacher	Crystal Lemoine	**Other School Leader**	Nicole Hoffman* replaced by Kelley Martinez
Paraprofessional	Amelinda Mejarado	**Other School Leader**	Karen Field
Paraprofessional	Jonay Guillory	**District Administrator**	Marissa Adams
Specialized School Support	Mallory Swartz	**District Administrator**	Ashley Muzny
Specialized School Support	Cindy Pittman	**Community /Business**	Jocole Rogers
		Community /Business	Yvette Parish

Comprehensive Needs Assessment Process

The campus began the Comprehensive Needs Assessment process through its Title I onboarding meeting Wednesday, April 15, 2026 from 4:00 pm-5:00 pm at Youngblood Elementary in the large group instruction area (LGI). During this first meeting, the principal introduced the purpose of the committee, explained Title I requirements, reviewed how the school qualified, and outlined the role of the committee in identifying campus priorities.

The committee discussed possible data sources to review at future meetings. Leadership explained that the next meeting will focus on a deeper review of campus data so the team can identify strengths, problems, and the top 3–5 priority areas for the next school year. The process will include:

- reviewing multiple sources of campus data,
- discussing patterns and concerns,
- identifying high-leverage needs,
- using those findings to guide future Title I planning and resource decisions.

The school emphasized this is a continuous improvement process and data review will be used to determine what the campus should monitor and address most intentionally.

The first meeting focused on Title I onboarding for Youngblood Elementary as the campus prepares to become a Title I school for the 2026–2027 school year. Principal Charlotte Gilder led the meeting and explained that a committee is being formed to guide the process. The committee will meet again May 12, 2026 from 4:00 pm-6:00 pm to review data, identify campus priorities, and help shape goals for the 2026-2027 school year.

Mrs. Gilder explained that Title I is a federal program for campuses where at least 40% of students qualify based on economic disadvantage. Youngblood currently qualifies with an economically disadvantaged rate of about 64.5%, and the school has met the threshold for three consecutive years.

The main purpose of Title I funding is to provide supplemental support to improve student achievement. These funds can be used for things such as extra staff, small-group intervention, tutoring, instructional materials, and professional development.

A major part of the meeting centered on the upcoming campus needs assessment. The committee will review campus data and help decide the top 3–5 priority areas to address 2026-27 year.

The committee discussed possible data to review at the next meeting, including attendance, MAP test data, STAAR performance, discipline data, retention/promotion, mobility/enrollment changes, parent engagement, staff perceptions, and teacher well-being. Parents in the room expressed support for the school, praised the school culture and staff, and suggested areas of focus such as clear behavior expectations, stronger family accountability, student engagement, after-school opportunities, mobility trends, parent involvement, and staff morale. Overall, the first meeting served as an introduction to Title I and a call for collaboration.

Data Reviewed / Data Identified for Review

The committee discussed reviewing the following data points:

- Attendance and tardies
- MAP assessment data
- STAAR data

- Discipline referrals
- Promotion/retention data
- Enrollment and withdrawal trends
- Student mobility
- Parent engagement
- Teacher and staff perceptions
- Staff well-being
- School processes and intervention supports

The second Title I CNA meeting was held at Youngblood Elementary in the LGI on Tuesday, May 12th from 4:00 pm-6 p.m. and focused on reviewing campus data and completing a Strengths Weaknesses Opportunities and Threats (SWOT) analysis to help identify priority needs for 2026-2027 school year. The committee reviewed 11 different data points in five areas: academic data, attendance/tardies/mobility, parent engagement, teacher perceptions/roadblocks, and discipline data. Members rotated through data stations, discussed strengths and concerns, and added notes to each SWOT chart.

After reviewing the data, the committee prioritized strengths and problems to determine 3 priority problems.

Data indicated a concern in the area of reading and math performance across grade levels. STAAR scores from 2024, 2025, and MAP data from 2026 revealed indicated academic growth across grade level was at expected levels, especially for the following sub-populations-special education, Hispanic, and white students.

Discipline was a focus, especially incidents during unstructured times such as the bus, recess, hallway transitions, and lunch. The committee also discussed how tardiness affects students' access to morning social-emotional learning and how missed instruction can contribute to behavior and academic gaps.

Parent/family engagement was identified as a need. The group discussed the importance of helping families better understand attendance, grades, school expectations, Canvas, homework, and how to partner with the school. Teacher and student morale were also discussed as important factors connected to school climate and student success.

After identifying 3 problem statements, the committee conducted a root cause analysis.

Problem Statement 1:
Students did not meet reading and mathematics performance targets, with the largest gaps among Special Education, White, and Hispanic student groups.
Root Cause: All teachers need professional development and resources to provide instructional support through small group instruction and effective differentiation.

Problem Statement 2:
Discipline referrals and classroom disruptions increased, negatively impacting the learning environment.
Root Cause: Professional development needed for all teachers on classroom management that support consistent behavior expectations and self-regulation skills throughout the school day.

Problem Statement 3:
Limited parent engagement is impacting student attendance, academic performance, and behavior.

Root Cause: Inconsistent communication, limited involvement opportunities, and insufficient support for families.

The three areas of focus for the 2026-2027 school year are reading and math performance, discipline, and parent and family engagement

1.2: Location for Evidence of Multiple Meetings Held

The CNA meetings were held on April 15, 2026 from 4:00-5:00 pm and May 12, 2026 from 4:00-6:00 pm in the LGI at Youngblood Elementary.

The meeting agenda, minutes and sign in sheets are located in the Title I crate.

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

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

The CIP was revised and reviewed on September ____, 2026 at Youngblood Elementary in LGI from 4:00-5:00 p.m.

The meeting agenda, minutes and sign in sheets are located in the Title I crate.

2.2: Stakeholders 1114(b)(2)

List of Stakeholders and Roles

Principal	Charlotte Gilder	**Parent**	Bryan Wymann,
aty ISD allocates only one principal per campus		**Parent**	Tamara Franklin
Other School Leader	Andrea Liner	**Parent**	Sabre Bautista
Other School Leader	Mary McCullough	**Parent**	Mildred Burton
Teacher	Cane Leal	**Parent**	Cheyanne Albright
Teacher	Crystal Lemoine	**Other School Leader**	Nicole Hoffman** replaced by Kelley Martinez
Paraprofessional	Amelinda Mejarado	**Other School Leader**	Karen Field

Principal	Charlotte Gilder	**Parent**	Bryan Wymann,
aty ISD allocates only one principal per campus		**Parent**	Tamara Franklin
Other School Leader	Andrea Liner	**Parent**	Sabre Bautista
Paraprofessional	Jonay Guillory	**District Administrator**	Marissa Adams
Specialized School Support	Mallory Swartz	**District Administrator**	Ashley Muzny
Specialized School Support	Cindy Pittman	**Community / Business**	Jocole Rogers
		Community / Business	Yvette Parish

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

The plan is made available to the distrit, parents in public via the Youngblood Campus Website created through the district. The CIP is available in English and Spanish and follows the Katy ISD district format.

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

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

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Notes are in the formative reviews which are conducted in October, February, and April. Notes for annual evaluation of Schoolwide program plan are in the summative review. Documentation (sign in sheets, agendas, and minutes) and data analyzed are aligned with required schoolwide program evaluation process. Schoolwide program evaluation is included in the CNA process for next year.

Campus Funding Summary

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Employee Registration, Room, Board, Mileage		$12,000.00
1	3	1	Other Contracted Services		$10,000.00
1	3	1	Administrative Registration, Room, Board, Mileage		$10,000.00
1	3	1	Reading Materials (Books for PD)		$5,000.00
1	3	2	Trackable Technology		$10,000.00
1	3	2	Prepared Media (Subscriptions)		$5,000.00
1	3	2	Title 1 Staffing Amount		$295,677.00
1	3	2	Extra Duty Pay: Professional Tutorials/Supplemental		$25,000.00
1	3	2	General Supplies		$10,000.00
2	2	1	General Supplies		$9,673.00
2	2	1	Prepared Media		$5,000.00
3	1	1	Printing		$600.00
3	1	1	Other Operating Expenses: Snacks for Parent Meetings		$541.00
3	1	1	General Supplies		$2,200.00
3	1	1	Reading Materials, Books for Parent Involvement		$1,100.00
				Sub-Total	$401,791.00

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

Youngblood: Goals			2024	2025	2026	2027	2028	2029
	3rd Grade Reading Meets or Above	Actual	49%	55%	47%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	No			
		Internal Goal	-	50%	56%	52%	53%	54%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

Youngblood: Targets		# 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
	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	35	51%	59	37%	18	56%	0		12	67%	0		7	86%	37	14%	72	42%	31	42%
		2025 Actual	81	53%	63	49%	19	53%	0		20	70%	1	0%	12	75%	48	27%	115	45%	39	56%
		2026 Target						**63%**				**80%**										
		2026 Actual	70	39%	41	41%	14	64%	1	0%	13	77%	0		12	67%	38	16%	96	43%	27	52%
		Met Target						Y				N										
		2027 Target				**51%**												**26%**				

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

Youngblood: Goals			2024	2025	2026	2027	2028	2029
	3rd Grade Math Meets or Above	Actual	45%	44%	39%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	No			
		Internal Goal	-	46%	47%	48%	49%	50%
		Met Internal Goal	-	No	No			

Youngblood: Targets		# 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
	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	35	46%	59	32%	18	56%	0		12	83%	0		7	57%	37	16%	72	39%	31	48%
		2025 Actual	81	43%	63	38%	19	37%	0		20	65%	1	0%	12	67%	48	19%	115	36%	39	56%
		2026 Target						**47%**				**75%**										
		2026 Actual	72	26%	41	37%	14	71%	1	100%	13	69%	0		11	55%	38	18%	97	30%	27	63%
		Met Target						Y				N										
		2027 Target										**79%**						**28%**				

August 2026
Source: STAAR Data
Department of Research, Assessment, and Accountability