

Katy Independent School District

Randolph Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The JRE Mission is for our children to reach excellence in an environment in which innovative learning experiences, enthusiasm, authentic learning, and rigorous student expectations are created in a respectful community of learners.

Vision

Best for kids!

Value Statement

We believe that all students deserve our very best. We will do whatever we can to help our students to grow one year or more in all subject areas at Randolph Elementary.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2026-2027 Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

3rd Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
3rd Grade	APPROACHES				MEETS				MASTERS			
Math	95.14%	92.71%	90.96%	94.40%	82.16%	72.40%	77.40%	82.40%	53.51%	37.50%	45.76%	59.20%
Reading	95.14%	93.75%	94.35%	94.40%	87.03%	80.73%	83.05%	82.40%	50.27%	48.96%	53.11%	60.00%

4th Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
4th Grade	APPROACHES				MEETS				MASTERS			
Math	97.78%	92.50%	94.33%	93.41%	88.33%	79.50%	85.54%	82.42%	50%	51.50%	57.22%	52.20%
Reading	97.22%	97.50%	96.91%	93.96%	80%	86.00%	84.54%	82.97%	54.44%	59.50%	55.67%	54.40%

5th Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
5th Grade	APPROACHES				MEETS				MASTERS			
Math	96.48%	98.46%	96.33%	94.23%	77.97%	86.15%	79.82%	75.86%	40%	47.69%	51.38%	37.44%
Reading	94.69%	97.95%	94.50%	96.08%	83.63%	83.59%	90.83%	83.33%	57.96%	53.33%	69.27%	64.22%
Science	92.07%	93.33%	94.50%	92.68%	74.01%	61.03%	67.89%	66.82%	51.10%	30.77%	40.83%	37.56%

Historical Trends Across All Grade Levels

All Grade Levels - Approaches	2018	2019	2021	2022	2023	2024	2025	2026
Math	95%	95%	95%	97%	96%	95%	95%	94%
Reading	93%	92%	94%	96%	96%	96%	95%	95%
Science	95%	95%	95%	96%	92%	93%	95%	93%
All Grade Levels - Meets	2018	2019	2021	2022	2023	2024	2025	2026
Math	75%	81%	79%	80%	82%	80%	80%	80%
Reading	76%	70%	74%	84%	83%	84%	86%	83%
Science	69%	79%	76%	77%	74%	61%	68%	68%
All Grade Levels - Masters	2018	2019	2021	2022	2023	2024	2025	2026
Math	49%	60%	55%	56%	47%	46%	50%	48%

All Grade Levels - Approaches	2018	2019	2021	2022	2023	2024	2025	2026
Reading	52%	48%	48%	62%	54%	54%	60%	60%
Science	33%	42%	48%	52%	51%	31%	41%	38%

Student Cohort Growth - Math

4th Grade Math Students' Spring '26 Historical Cohort Data (Current 5th Grade '26-'27 Students)

	3rd Grade Spring '25	4th Grade Spring '26
Approaches	90.96%	93.41%
Meets	77.40%	82.42%
Masters	45.76%	52.20%

Student Cohort - Reading

4th Grade Reading Students' Spring '26 Historical Cohort Data (Current 5th Grade '26-'27 Students)

	3rd Grade Spring '25	4th Grade Spring '26
Approaches	94.35%	93.96%
Meets	83.05%	82.97%
Masters	53.11%	54.40%

Findings:

- Strengths:
 - 3rd Grade showed the strongest overall growth from 2025 to 2026, particularly in Math.
 - Math Meets increased 77.4% → 82.4% (+5.0)
 - Math Masters increased 45.8% → 59.2% (+13.4)
 - Reading Masters increased 53.1% → 60.0% (+6.9)
 - The current 5th grade cohort (26-27) demonstrated strong growth in Math from 3rd to 4th grade.

- Campus “Masters” percentage in Reading continued to excel at 60% overall.
- Areas of Growth:
 - 5th Grade Math experienced declines across every performance level from 2025 to 2026:
 - Approaches: 96.33% → 94.23%
 - Meets: 79.82% → 75.86%
 - Masters: 51.38% → 37.44% (*largest decline*)

Student Sub-Populations

Math Overall

An analysis of scores for each student group at each grade in Math revealed the following:

Grade 5 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	203	96.35%	94.58%	79.45%	75.86%	51.14%	37.44%
Economically Disadvantaged	24	13	87.5%	92.31%	50.00%	76.92%	25.00%	30.77%
SPED	36	44	80.56%	81.82%	33.33%	47.73%	8.33%	9.09%
Emergent Bilinguals (EB)	10	25	80.00%	84.00%	50.00%	64.00%	20.00%	16.00%
Asian	57	48	98.25%	97.92%	89.47%	91.67%	71.93%	66.67%
Black/African American	8	5	87.50%	100.00%	62.50%	80.00%	62.50%	20.00%
Hispanic	34	41	97.06%	87.80%	76.47%	63.41%	44.12%	21.95%
Hawaiian/Pacific Islander	0	2	-	50.00%	-	0.00%	-	0.00%
Two or More Races	7	9	85.71%	88.89%	57.14%	88.89%	0%	44.44%
White	113	98	96.46%	96.94%	77.88%	73.47%	45.13%	32.65%

5th Grade STAAR Math Findings:

- Overall campus Grade 5 Math declined, particularly at the Masters level. Students declined in this area across multiple student groups. The overall decline in Grade 5 Math is largely attributable to decreases in advanced performance (Masters), not basic proficiency (Approaches). Future instructional goals should focus on rigor and ensuring students are fully mastering the TEKS.
- Students who receive special education services experienced a slight incline in scores, particularly in the percentage of students who met grade level expectations this school year.

Grade 4 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	195	182	94.33%	93.41%	85.54%	82.42%	57.22%	52.20%
Economically Disadvantaged	18	13	100.00%	69.23%	100.00%	69.23%	72.22%	46.15%
SPED	43	52	76.74%	82.69%	58.14%	63.46%	30.23%	28.85%
Emergent Bilinguals (EB)	22	18	86.36%	94.44%	77.27%	88.89%	50.00%	38.89%
Asian	48	43	97.92%	100.00%	95.83%	97.67%	81.25%	74.42%
Black/African American	6	3	83.33%	100.00%	83.33%	100.00%	50.00%	66.67%
Hawaiian/Pacific Islander	1	0	100%	-	100%	-	0%	-
Hispanic	37	35	89.19%	94.29%	81.08%	85.71%	45.95%	62.86%
Two or More Races	9	14	88.89%	92.86%	66.67%	85.71%	66.67%	50.00%
White	94	87	95.74%	89.66%	81.72%	72.41%	49.46%	36.78%

4th Grade STAAR Math Findings:

- Hispanic students experienced a significant improvement in comparison to last school year across all levels.
- Students who receive special education services increased in their Approaches and Meets scores.
- Overall campus performance declined slightly compared to 2025.
- Economically Disadvantaged and White students experienced the largest declines across all performance levels.

Grade 3 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	182	125	91.21%	94.40%	76.92%	82.40%	45.60%	59.20%
Economically Disadvantaged	13	14	76.92%	85.71%	53.85%	78.57%	38.46%	42.86%
SPED	51	35	74.51%	82.86%	45.10%	65.71%	21.57%	34.29%
Emergent Bilinguals (EB)	16	33	81.25%	100.00%	43.75%	84.85%	25.00%	75.76%
Asian	43	27	97.67%	100.00%	86.05%	92.59%	67.44%	81.48%
Black/African American	3	4	100%	50.00%	100%	50.00%	66.67%	25.00%
Hispanic	33	22	90.91%	90.91%	81.82%	77.27%	36.36%	54.55%
Hawaiian/Pacific Islander	0	0	-	-	-	-	-	-
Two or More Races	15	6	86.67%	100.00%	66.67%	83.33%	46.67%	66.67%
White	88	66	88.64%	95.45%	71.59%	81.82%	37.50%	53.03%

3rd Grade STAAR Math Findings:

- Grade 3 Math demonstrated outstanding campus-wide growth across all accountability levels.
- Students who receive special education services and students considered economically disadvantaged showed strong gains across every performance level.

Reading Overall

An analysis of scores for each student group at each grade in Reading revealed the following:

Grade 5 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	204	94.06%	96.08%	90.41%	83.33%	68.95%	64.22%
Economically Disadvantaged	24	13	87.50%	100.00%	75.00%	61.54%	33.33%	46.15%
SPED	36	44	82.05%	84.09%	66.67%	50.00%	15.38%	18.18%
Emergent Bilinguals (EB)	10	25	20.00%	88.00%	20.00%	64.00%	0.00%	20.00%
Asian	57	48	89.47%	95.83%	89.47%	89.58%	75.44%	79.17%
Black/African American	8	5	100.00%	100.00%	100.00%	40.00%	62.50%	40.00%
Hispanic	34	41	88.24%	92.68%	88.24%	78.05%	64.71%	51.22%
Hawaiian/Pacific Islander	0	2	-	50.00%	-	0.00%	-	0.00%
Two or More Races	7	9	100.00%	100.00%	71.43%	77.78%	42.86%	66.67%
White	113	99	97.35%	97.98%	92.04%	86.87%	69.03%	64.65%

5th Grade STAAR Reading Findings:

- Campus Approaches performance increased from 94.06% → 96.08%, indicating more students met the basic proficiency standard.

- Students identified as Two or More Races improved in their Meets and Masters scores.
- The percentage of students who met grade level expectations and received special education services declined overall.
- Overall campus performance declined at the higher accountability levels (Meets and Masters).
- Although overall proficiency remained strong, future instructional efforts should focus on moving more students from Approaches into Meets and from Meets into Masters.

Grade 4 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	195	182	96.92%	93.96%	84.62%	82.97%	55.9%	54.40%
Economically Disadvantaged	18	13	100.00%	84.62%	72.22%	61.54%	33.33%	38.46%
SPED	43	52	86.05%	80.77%	53.49%	53.85%	23.26%	17.31%
Emergent Bilinguals (EB)	22	18	90.91%	72.22%	59.09%	61.11%	13.64%	22.22%
Asian	48	43	97.92%	93.02%	89.58%	90.70%	64.58%	67.44%
Black/African American	6	3	83.33%	100.00%	66.67%	100.00%	50.00%	66.67%
Hispanic	37	35	94.59%	94.29%	78.38%	80.00%	43.24%	51.43%
Hawaiian/Pacific Islander	1	0	100%	-	100%	-	0%	-
Two or More Races	9	13	88.89%	100.00%	88.89%	84.62%	44.44%	46.15%
White	94	87	98.94%	89.66%	85.11%	72.41%	58.51%	36.78%

4th Grade STAAR Reading Findings:

- Hispanic students demonstrated growth in higher levels of achievement (Meets and Masters).
- Overall campus performance declined slightly compared to 2025.
- The most significant opportunity is improving outcomes for White, Economically Disadvantaged, and SPED students, particularly at the Meets and Masters levels.
- Future instructional efforts should focus on maintaining the campus's strong overall proficiency while increasing the percentage of students achieving Meets and Masters across all major student groups.

Grade 3 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	182	125	93.41%	94.40%	82.42%	82.40%	53.30%	60.00%
Economically Disadvantaged	13	14	92.31%	92.86%	61.54%	78.57%	23.08%	57.14%
SPED	51	35	84.31%	82.86%	52.94%	57.14%	27.45%	31.43%
Emergent Bilinguals (EB)	16	33	62.50%	96.97%	31.25%	84.85%	12.50%	78.79%
Asian	43	27	93.02%	96.30%	83.72%	92.59%	65.12%	88.89%
Black/African American	3	4	100%	50.00%	100%	50.00%	66.67%	25.00%
Hispanic	33	22	96.97%	90.91%	81.82%	77.27%	54.55%	50.00%
Hawaiian/Pacific Islander	0	0	-	-	-	-	-	-
Two or More Races	15	6	93.33%	100.00%	80.00%	83.33%	46.67%	66.67%
White	88	66	92.05%	96.97%	81.82%	81.82%	47.73%	53.03%

3rd Grade STAAR Reading Findings:

- The percentage of overall students who approached grade level expectations and mastered grade level expectations improved, with a 6.70% increase in Masters.
- Students who are considered economically disadvantaged increased in their Meets and Masters scores significantly.
- The percentage of students who receive special education services and achieved higher performance levels (Meets and Masters) increased.
- Students who identify as Hispanic experienced declines across all performance areas and should become an area of focus for the upcoming school year.

Science Overall

An analysis of scores for each student group at each grade in Science revealed the following:

Grade 5 Science STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	205	94.06%	92.68%	67.58%	66.82%	40.64%	37.56%
Economically Disadvantaged	24		83.33%		41.64%		20.83%	
SPED	36		77.78%		33.33%		13.89%	
Emergent Bilinguals (EB)	10		40.00%		10.00%		0.00%	
Asian	57		91.23%		73.68%		47.37%	
Black/African American	8		87.50%		62.50%		50%	
Hispanic	34		97.06%		55.88%		29.41%	
Hawaiian/Pacific Islander	0		-		-		-	
Two or More Races	7		71.43%		57.14%		28.57%	
White	113		96.46%		69.03%		40.71%	

5th Grade STAAR Science Findings:

Demographics

Demographics Summary

James Randolph Elementary is a PreK-5th grade campus and opened in 2014. Randolph Elementary is in Katy ISD and in the small town of Fulshear, TX. Students who attend Randolph Elementary live in the neighborhood of Cross Creek Ranch. The total number of students enrolled is 866. Our student groups include At-Risk(29.17%), Eco. Dis.(8.33%), Limited English Proficient(19.33%), Special Education(23.15%), and Gifted/Talented(9.03%). The percentages for student groups also include White(48.4%), 2 or more races(5.9%), Hispanic(17.6%), Black/African American(2.7%), and Asian(25.2%).

The administration team supports staff members through structures that allow for job embedded professional development to enhance teaching and learning. Weekly collaborative planning as a team provides teachers a framework and support to plan lessons and assessments that are aligned to the TEKS and meet the needs of our students. New teachers to the profession are provided a mentor to help support them in their educational journey. New staff members to JRE that are not new to the profession have a buddy at JRE to help support them as they transition to a new campus. We conduct monthly individual meetings to support the understanding and growth of our new staff members.

We have a very involved and supportive school community. Our PTA has over 1,000 members and has won numerous awards. Our volunteers have worked almost 15,200 hours this past school year to enhance our students' experience at JRE. They are able to provide additional funding and programs to enhance the learning of our students. There is a strong Watch Dogs Program to support JRE and the students daily. Our Watch Dogs Program has been featured on a local news station and has been recognized as the largest program in Katy ISD.

Randolph Elementary has a 96.58% attendance rate; systems are in place to address any students with significant attendance concerns.

Demographics Strengths

Many families move into our area because of the high quality education our students will receive in Katy ISD. We have many supportive parents and students that are committed to student growth and success. Our families are highly involved in the school and in their child's education. Students join us from all over the world due to the different industries in the Houston area. We have a diverse student population and staff. We have created a very inclusive environment where all families, students, and staff members feel welcome. This has been even more enhanced with the implementation of the House System.

We have robust programs to meet the varying needs of our students. Special Education, EB, MTSS, 504, and GT services, all serve to meet the individual needs of our students. We have regularly scheduled data meetings every nine weeks as well as when needed to ensure we are meeting the needs of our students.

We place great value in recruiting highly qualified staff to teach our students despite staffing shortages. We include our grade level/department teams in the interview process. For those staff members who reside in Katy, retention is high. Those who transfer to another KISD campus or department are typically a result of a promotion, or people who would like to teach in their neighborhood school. Staff members are encouraged and willing to bring their own children to JRE. We continually work to build capacity of our teachers through on-going professional development in various formats. Some of those formats include book studies, face to face staff development sessions, virtual sessions, modeling in classrooms, online collaboration, and observing other teachers in action.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate for the 2025-2026 school year is 96.58%. While this is .30 higher than last year, we are still going to strive to increase attendance as it has a profound impact on student progress.

Root Cause: There are many extraneous factors that affect attendance. There are absences that are non-illness related that make a profound negative impact on student performance

and growth.

Student Learning

Student Learning Summary

2026-2027 Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

3rd Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
3rd Grade	APPROACHES				MEETS				MASTERS			
Math	95.14%	92.71%	90.96%	94.40%	82.16%	72.40%	77.40%	82.40%	53.51%	37.50%	45.76%	59.20%
Reading	95.14%	93.75%	94.35%	94.40%	87.03%	80.73%	83.05%	82.40%	50.27%	48.96%	53.11%	60.00%

4th Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
4th Grade	APPROACHES				MEETS				MASTERS			
Math	97.78%	92.50%	94.33%	93.41%	88.33%	79.50%	85.54%	82.42%	50%	51.50%	57.22%	52.20%
Reading	97.22%	97.50%	96.91%	93.96%	80%	86.00%	84.54%	82.97%	54.44%	59.50%	55.67%	54.40%

5th Grade Performance

	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR	2023 STAAR	2024 STAAR	2025 STAAR	2026 STAAR
5th Grade	APPROACHES				MEETS				MASTERS			
Math	96.48%	98.46%	96.33%	94.23%	77.97%	86.15%	79.82%	75.86%	40%	47.69%	51.38%	37.44%
Reading	94.69%	97.95%	94.50%	96.08%	83.63%	83.59%	90.83%	83.33%	57.96%	53.33%	69.27%	64.22%
Science	92.07%	93.33%	94.50%	92.68%	74.01%	61.03%	67.89%	66.82%	51.10%	30.77%	40.83%	37.56%

Historical Trends Across All Grade Levels

All Grade Levels - Approaches	2018	2019	2021	2022	2023	2024	2025	2026
Math	95%	95%	95%	97%	96%	95%	95%	94%
Reading	93%	92%	94%	96%	96%	96%	95%	95%
Science	95%	95%	95%	96%	92%	93%	95%	93%
All Grade Levels - Meets	2018	2019	2021	2022	2023	2024	2025	2026
Math	75%	81%	79%	80%	82%	80%	80%	80%
Reading	76%	70%	74%	84%	83%	84%	86%	83%
Science	69%	79%	76%	77%	74%	61%	68%	67%
All Grade Levels - Masters	2018	2019	2021	2022	2023	2024	2025	2026
Math	49%	60%	55%	56%	47%	46%	50%	48%
Reading	52%	48%	48%	62%	54%	54%	60%	60%

All Grade Levels - Approaches	2018	2019	2021	2022	2023	2024	2025	2026
Science	33%	42%	48%	52%	51%	31%	41%	38%

Student Cohort Growth - Math

4th Grade Math Students' Spring '26 Historical Cohort Data (Current 5th Grade '26-'27 Students)

	3rd Grade Spring '25	4th Grade Spring '26
Approaches	90.96%	93.41%
Meets	77.40%	82.42%
Masters	45.76%	52.20%

Student Cohort - Reading

4th Grade Reading Students' Spring '26 Historical Cohort Data (Current 5th Grade '26-'27 Students)

	3rd Grade Spring '25	4th Grade Spring '26
Approaches	94.35%	93.96%
Meets	83.05%	82.97%
Masters	53.11%	54.40%

Findings:

- Strengths:
 - 3rd Grade showed the strongest overall growth from 2025 to 2026, particularly in Math.
 - Math Meets increased 77.4% → 82.4% (+5.0)
 - Math Masters increased 45.8% → 59.2% (+13.4)
 - Reading Masters increased 53.1% → 60.0% (+6.9)
 - The current 5th grade cohort (26-27) demonstrated strong growth in Math from 3rd to 4th grade.
 - Campus “Masters” percentage in Reading continued to excel at 60% overall.
- Areas of Growth:

- 5th Grade Math experienced declines across every performance level from 2025 to 2026:
 - Approaches: 96.33% → 94.23%
 - Meets: 79.82% → 75.86%
 - Masters: 51.38% → 37.44% (*largest decline*)

Student Sub-Populations

Math Overall

An analysis of scores for each student group at each grade in Math revealed the following:

Grade 5 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	203	96.35%	94.58%	79.45%	75.86%	51.14%	37.44%
Economically Disadvantaged	24	13	87.5%	92.31%	50.00%	76.92%	25.00%	30.77%
SPED	36	44	80.56%	81.82%	33.33%	47.73%	8.33%	9.09%
Emergent Bilinguals (EB)	10	25	80.00%	84.00%	50.00%	64.00%	20.00%	16.00%
Asian	57	48	98.25%	97.92%	89.47%	91.67%	71.93%	66.67%
Black/African American	8	5	87.50%	100.00%	62.50%	80.00%	62.50%	20.00%
Hispanic	34	41	97.06%	87.80%	76.47%	63.41%	44.12%	21.95%
Hawaiian/Pacific Islander	0	2	-	50.00%	-	0.00%	-	0.00%
Two or More Races	7	9	85.71%	88.89%	57.14%	88.89%	0%	44.44%
White	113	98	96.46%	96.94%	77.88%	73.47%	45.13%	32.65%

5th Grade STAAR Math Findings:

- Overall campus Grade 5 Math declined, particularly at the Masters level. Students declined in this area across multiple student groups. The overall decline in Grade 5 Math is largely attributable to decreases in advanced performance (Masters), not basic proficiency (Approaches). Future instructional goals should focus on rigor and ensuring students are fully mastering the TEKS.
- Students who receive special education services experienced a slight incline in scores, particularly in the percentage of students who met grade level expectations this school year.

Grade 4 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	195	182	94.33%	93.41%	85.54%	82.42%	57.22%	52.20%
Economically Disadvantaged	18	13	100.00%	69.23%	100.00%	69.23%	72.22%	46.15%
SPED	43	52	76.74%	82.69%	58.14%	63.46%	30.23%	28.85%
Emergent Bilinguals (EB)	22	18	86.36%	94.44%	77.27%	88.89%	50.00%	38.89%
Asian	48	43	97.92%	100.00%	95.83%	97.67%	81.25%	74.42%
Black/African American	6	3	83.33%	100.00%	83.33%	100.00%	50.00%	66.67%
Hawaiian/Pacific Islander	1	0	100%	-	100%	-	0%	-
Hispanic	37	35	89.19%	94.29%	81.08%	85.71%	45.95%	62.86%
Two or More Races	9	14	88.89%	92.86%	66.67%	85.71%	66.67%	50.00%
White	94	87	95.74%	89.66%	81.72%	72.41%	49.46%	36.78%

4th Grade STAAR Math Findings:

- Hispanic students experienced a significant improvement in comparison to last school year across all levels.
- Students who receive special education services increased in their Approaches and Meets scores.
- Overall campus performance declined slightly compared to 2025.
- Economically Disadvantaged and White students experienced the largest declines across all performance levels.

Grade 3 Mathematics STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	182	125	91.21%	94.40%	76.92%	82.40%	45.60%	59.20%
Economically Disadvantaged	13	14	76.92%	85.71%	53.85%	78.57%	38.46%	42.86%
SPED	51	35	74.51%	82.86%	45.10%	65.71%	21.57%	34.29%
Emergent Bilinguals (EB)	16	33	81.25%	100.00%	43.75%	84.85%	25.00%	75.76%
Asian	43	27	97.67%	100.00%	86.05%	92.59%	67.44%	81.48%
Black/African American	3	4	100%	50.00%	100%	50.00%	66.67%	25.00%
Hispanic	33	22	90.91%	90.91%	81.82%	77.27%	36.36%	54.55%
Hawaiian/Pacific Islander	0	0	-	-	-	-	-	-
Two or More Races	15	6	86.67%	100.00%	66.67%	83.33%	46.67%	66.67%
White	88	66	88.64%	95.45%	71.59%	81.82%	37.50%	53.03%

3rd Grade STAAR Math Findings:

- Grade 3 Math demonstrated outstanding campus-wide growth across all accountability levels.

- Students who receive special education services and students considered economically disadvantaged showed strong gains across every performance level.

Reading Overall

An analysis of scores for each student group at each grade in Reading revealed the following:

Grade 5 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	204	94.06%	96.08%	90.41%	83.33%	68.95%	64.22%
Economically Disadvantaged	24	13	87.50%	100.00%	75.00%	61.54%	33.33%	46.15%
SPED	36	44	82.05%	84.09%	66.67%	50.00%	15.38%	18.18%
Emergent Bilinguals (EB)	10	25	20.00%	88.00%	20.00%	64.00%	0.00%	20.00%
Asian	57	48	89.47%	95.83%	89.47%	89.58%	75.44%	79.17%
Black/African American	8	5	100.00%	100.00%	100.00%	40.00%	62.50%	40.00%
Hispanic	34	41	88.24%	92.68%	88.24%	78.05%	64.71%	51.22%
Hawaiian/Pacific Islander	0	2	-	50.00%	-	0.00%	-	0.00%
Two or More Races	7	9	100.00%	100.00%	71.43%	77.78%	42.86%	66.67%
White	113	99	97.35%	97.98%	92.04%	86.87%	69.03%	64.65%

5th Grade STAAR Reading Findings:

- Campus Approaches performance increased from 94.06% → 96.08%, indicating more students met the basic proficiency standard.
- Students identified as Two or More Races improved in their Meets and Masters scores.

- The percentage of students who met grade level expectations and received special education services declined overall.
- Overall campus performance declined at the higher accountability levels (Meets and Masters).
- Although overall proficiency remained strong, future instructional efforts should focus on moving more students from Approaches into Meets and from Meets into Masters.

Grade 4 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	195	182	96.92%	93.96%	84.62%	82.97%	55.9%	54.40%
Economically Disadvantaged	18	13	100.00%	84.62%	72.22%	61.54%	33.33%	38.46%
SPED	43	52	86.05%	80.77%	53.49%	53.85%	23.26%	17.31%
Emergent Bilinguals (EB)	22	18	90.91%	72.22%	59.09%	61.11%	13.64%	22.22%
Asian	48	43	97.92%	93.02%	89.58%	90.70%	64.58%	67.44%
Black/African American	6	3	83.33%	100.00%	66.67%	100.00%	50.00%	66.67%
Hispanic	37	35	94.59%	94.29%	78.38%	80.00%	43.24%	51.43%
Hawaiian/Pacific Islander	1	0	100%	-	100%	-	0%	-
Two or More Races	9	13	88.89%	100.00%	88.89%	84.62%	44.44%	46.15%
White	94	87	98.94%	89.66%	85.11%	72.41%	58.51%	36.78%

4th Grade STAAR Reading Findings:

- Hispanic students demonstrated growth in higher levels of achievement (Meets and Masters).
- Overall campus performance declined slightly compared to 2025.
- The most significant opportunity is improving outcomes for White, Economically Disadvantaged, and SPED students, particularly at the Meets and Masters levels.
- Future instructional efforts should focus on maintaining the campus's strong overall proficiency while increasing the percentage of students achieving Meets and Masters across all major student groups.

Grade 3 Reading STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	182	125	93.41%	94.40%	82.42%	82.40%	53.30%	60.00%
Economically Disadvantaged	13	14	92.31%	92.86%	61.54%	78.57%	23.08%	57.14%
SPED	51	35	84.31%	82.86%	52.94%	57.14%	27.45%	31.43%
Emergent Bilinguals (EB)	16	33	62.50%	96.97%	31.25%	84.85%	12.50%	78.79%
Asian	43	27	93.02%	96.30%	83.72%	92.59%	65.12%	88.89%
Black/African American	3	4	100%	50.00%	100%	50.00%	66.67%	25.00%
Hispanic	33	22	96.97%	90.91%	81.82%	77.27%	54.55%	50.00%
Hawaiian/Pacific Islander	0	0	-	-	-	-	-	-
Two or More Races	15	6	93.33%	100.00%	80.00%	83.33%	46.67%	66.67%
White	88	66	92.05%	96.97%	81.82%	81.82%	47.73%	53.03%

3rd Grade STAAR Reading Findings:

- The percentage of overall students who approached grade level expectations and mastered grade level expectations improved, with a 6.70% increase in Masters.
- Students who are considered economically disadvantaged increased in their Meets and Masters scores significantly.
- The percentage of students who receive special education services and achieved higher performance levels (Meets and Masters) increased.
- Students who identify as Hispanic experienced declines across all performance areas and should become an area of focus for the upcoming school year.

Science Overall

An analysis of scores for each student group at each grade in Science revealed the following:

Grade 5 Science STAAR								
Subpopulation	2025 # of students	2026 # of students	Approaches 2025	Approaches 2026	Meets 2025	Meets 2026	Masters 2025	Masters 2026
JRE	219	205	94.06%	92.68%	67.58%	66.82%	40.64%	37.56%
Economically Disadvantaged	24		83.33%		41.64%		20.83%	
SPED	36		77.78%		33.33%		13.89%	
Emergent Bilinguals (EB)	10		40.00%		10.00%		0.00%	
Asian	57		91.23%		73.68%		47.37%	
Black/African American	8		87.50%		62.50%		50%	
Hispanic	34		97.06%		55.88%		29.41%	
Hawaiian/Pacific Islander	0		-		-		-	
Two or More Races	7		71.43%		57.14%		28.57%	
White	113		96.46%		69.03%		40.71%	

5th Grade STAAR Science Findings:

Student Learning Strengths

Reading scores remained high across grades, especially in 3rd Grade Masters (60.00%) and 5th grade Masters (64.22%).

3rd grade Math Masters increased to 59.20%, up from 45.60% in 2025, showing solid growth in higher-order thinking.

Student Cohort percentages remained very consistent in Reading and increased in all areas in Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fifth-grade mathematics performance declined compared to the previous school year, with the percentage of students achieving the Masters level on the

STAAR assessment decreasing by 14 percentage points.

Root Cause: Math workstations and independent learning experiences did not consistently provide students with opportunities to engage in high-level problem solving, mathematical reasoning, and application tasks. As a result, students had fewer opportunities to develop the depth of understanding needed to achieve Masters-level performance.

Problem Statement 2 (Prioritized): Based on the 2025-2026 Science Interim Assessment, 85.64% of fifth-grade students are projected to perform at the Approaches Grade Level standard on STAAR, representing an 8.42-percentage-point gap from the 94.06% who achieved Approaches Grade Level on the 2025 Science STAAR assessment.

Root Cause: Science instruction relied more heavily on teacher-led demonstrations than student-centered, hands-on investigations, limiting opportunities for students to actively explore concepts, make observations, and develop a deeper understanding of scientific phenomena.

Problem Statement 3: The percentage of students achieving the Masters performance level has declined compared to previous school years, indicating a need to strengthen instructional practices that promote advanced levels of student learning and achievement.

Root Cause: Teachers need additional support and systems to consistently design and deliver rigorous, differentiated learning experiences that challenge students to analyze, evaluate, create, and apply their learning at deeper levels.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Randolph Elementary is guided by the TEKS and the Katy ISD Unit Plans which provides a scope and sequence. Each quarter, grade level teams are provided time to map out the specific skills and standards that will be taught for the upcoming grading period. Both formal and informal assessments play a major role in planning instruction and take on many different forms at Randolph Elementary. We believe in using authentic assessments that allow students to demonstrate their learning through performance, products and presentations. Grade level teams meet regularly to discuss the different types of formative and summative assessments that will be used to assess student learning. They discuss the different levels (depth of knowledge) of questions that will be asked to demonstrate mastery of concepts. Teams create their own common assessments and meet with our instructional coaches to analyze the data to determine instructional needs. Randolph Elementary parents, staff, and students take pride in their school and maintain high expectations for student success. We provide a safe and positive environment with a strong focus on academic excellence. There is an expectation of best instructional practices as well as building strong realtionships and character in our students. Our commitment is to keep students at the center of all decisions. We operate as a professional learning community that maintains a focus on student learning and growth. We provide structured time for teachers to continue professional growth and collaborate regarding student data and learning.

We recruit highly qualified staff members to teach or work at JRE. Staff member selection is a collaborative process. We have many structures in place to support and help retain our highly qualified staff members. Some of those structures include mentoring, buddies for those seasoned teachers, classroom obervations, monthly New to JRE meetings for our professional staff, and instructional coaches to help support.

School Processes & Programs Strengths

During Super Specials and and long-range planning, teachers look deeply at the curriculum and roadmap the curriculum to determine the focus and time it will take in each unit. Best teaching practices are determined during weekly planning sessions where grade level teachers, instructional coaches, and support staff attend. Small group instruction in math and reading meets the needs of individual students as it is differentiated based on data.

There is a large number of teachers who seek to work at Randolph. We include our grade level teams in the interview process. For those staff members who reside in Katy, retention is high and the majority of staff who transfer to other KISD campuses are as a result of a promotion. Staff members are encouraged and willing to bring their own children to JRE.

We continually seek out and provide opportunities to meet the professional development needs of our staff. We use staff input as well as the data gathered during walkthroughs (formal and informal) and observations to guide the professional development offered. We build the capacity in our staff members to meet the needs of our students. Teachers maintain a daily focus on student learning and find ways to intervene if students are not achieving success. We have systems in place to monitor progress and determine appropriate intervention strategies as necessary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our attendance rate for the 2025-2026 school year is 96.58%. While this is .30 higher than last year, we are still going to strive to increase attendance as it has a profound impact on student progress.

Root Cause: There are many extraneous factors that affect attendance. There are absences that are non-illness related that make a profound negative impact on student performance and growth.

Perceptions

Perceptions Summary

The entire Randolph Community believes in doing what is best for kids. Randolph Elementary is fortunate to have excellent family and community involvement. We are always seeking ways to involve the parents and community. We believe that it takes everyone working together positively for a child to be successful. We ensure parents and the community feel welcome and we want them to be at Randolph Elementary. We host several events a month (on average) in which parents are invited to spend time with their children at school.

We have specific routines and procedures in place to ensure a safe and orderly working and learning environment. We use the Character Strong Program, have daily community circles, and utilize the Ron Clark House Academy System to create a sense of community and inclusion among staff and students. In addition, we use PBIS as a framework to help positively support students at JRE. These things all work together to support our students socially and emotionally.

We engage in monthly drills to practice safety routines. We have many safety protocols in place to ensure the safety of our students. We constantly strive to improve our routines and procedures to ensure the safety and well-being of our students and staff.

Perceptions Strengths

We have a very active PTA that hosts numerous events for families throughout the year. They also raise funds to provide additional instructional materials and items to enhance the school environment to make JRE an inviting place for students to learn. We have a Watch D.O.G.S. program in which male role models volunteer and spend the day with their children and experience what it is like to be a Randolph Retriever. In addition to PTA events, the school provides many activities to include parents such as Lunch and Learns, STEM Night, Meet the Teacher Night, and Open House.

Each Friday, a weekly newsletter is sent out to inform parents of upcoming events and information. One is sent out as a school and another is sent out by grade level teachers.

Community Circle, Character Strong, and the House System has enhanced the relationships built in the classroom with staff and students.

All stakeholders provide a welcoming environment to visitors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Safety Survey for KISD elementary students, 4th and 5th graders reported an overall decrease in feeling safe at school. In 2025, 80% of 4th and 5th graders reported feeling safe at school and in 2026, 74% of students reported feeling safe.

Root Cause: Students are experiencing more social/emotional concerns since COVID. Character Strong/Purposeful People and resources are not being consistently implemented during morning meetings/Community Circle.

Priority Problem Statements

Problem Statement 1: Based on the 2025-2026 Science Interim Assessment, 85.64% of fifth-grade students are projected to perform at the Approaches Grade Level standard on STAAR, representing an 8.42-percentage-point gap from the 94.06% who achieved Approaches Grade Level on the 2025 Science STAAR assessment.

Root Cause 1: Science instruction relied more heavily on teacher-led demonstrations than student-centered, hands-on investigations, limiting opportunities for students to actively explore concepts, make observations, and develop a deeper understanding of scientific phenomena.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets and above in Reading will increase to 85% by July 2027.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR assessment; Interims; CBAs; Module Assessments; Amira

Strategy 1 Details	Reviews			
Strategy 1: The effectiveness of small group instruction will increase by creating and implementing weekly small group lesson plans based on student assessment data and anecdotal notes. Strategy's Expected Result/Impact: Individualized student needs will be met to ensure growth for all students. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will create at least one academic or behavioral goal using the classroom goal-setting template. Students will review and track their progress weekly using goal-tracking sheets. Strategy's Expected Result/Impact: At least 80% showing growth or completion of their goals by the end of the grading period, as measured by assessment data and student reflection. Staff Responsible for Monitoring: Classroom teacher, support staff for individual students, administrator supervisor	Formative			Summative
	Oct	Feb	Apr	June
 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 2: HB3 - The percentage of Randolph Elementary 3rd grade students who achieve Meets and above in Math will increase to 82% by July 2027.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR assessment; Interims; CBAs

Strategy 1 Details	Reviews			
Strategy 1: The effectiveness of small group instruction will increase by creating and implementing weekly small group lesson plans based on student assessment data and anecdotal notes. Strategy's Expected Result/Impact: Individualized student needs will be met to ensure growth for all students. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize math learning progressions to form targeted small groups. Strategy's Expected Result/Impact: Students will receive instruction that is precisely aligned to their current level of understanding, allowing them to build conceptual knowledge step-by-step. Staff Responsible for Monitoring: Classroom teachers, IC, administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will incorporate hands-on concrete tools (e.g., base ten blocks, fraction tiles, counters) and representational models (e.g., number lines, area models, strip diagrams) during small group instruction and independent station activities. Strategy's Expected Result/Impact: These models will help bridge students' understanding from visual and tactile strategies to abstract thinking, particularly in critical areas such as place value, multiplication, and fractions. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 100% of students will create at least one academic or behavioral goal using the classroom goal-setting template. Students will review and track their progress weekly using goal-tracking sheets. Strategy's Expected Result/Impact: At least 80% showing growth or completion of their goals by the end of the grading period, as measured by assessment data and student reflection. Staff Responsible for Monitoring: Classroom teacher, support staff for individual students, administrator supervisor	Formative			Summative
	Oct	Feb	Apr	June



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 the number of students participating in the campus Coordinated Health Program.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Feb	Apr	June
 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 4: By May 2027, JRE students will perform 5% greater in the Meets and Masters Performance Category on the Math STAAR in 5th grade.

High Priority

Evaluation Data Sources: Campus Based Assessments, District Learning Assessments, STAAR Interim Assessments, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: The effectiveness of small group instruction will increase by creating and implementing weekly small group lesson plans based on student assessment data and anecdotal notes. Strategy's Expected Result/Impact: Individualized student needs will be met to ensure growth for all students. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize math learning progressions to form targeted small groups. Strategy's Expected Result/Impact: Students will receive instruction that is precisely aligned to their current level of understanding, allowing them to build conceptual knowledge step-by-step. Staff Responsible for Monitoring: Classroom teachers, IC, administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of students will create at least one academic or behavioral goal using the classroom goal-setting template. Students will review and track their progress weekly using goal-tracking sheets. Strategy's Expected Result/Impact: At least 80% showing growth or completion of their goals by the end of the grading period, as measured by assessment data and student reflection. Staff Responsible for Monitoring: Classroom teacher, support staff for individual students, administrator supervisor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will incorporate hands-on concrete tools (e.g., base ten blocks, fraction tiles, counters) and representational models (e.g., number lines, area models, strip diagrams) during small group instruction and independent station activities. Strategy's Expected Result/Impact: These models will help bridge students' understanding from visual and tactile strategies to abstract thinking, particularly in critical areas such as place value, multiplication, and fractions. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers	Formative			Summative
	Oct	Feb	Apr	June



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 5: By May 2027, scores at the Meets and Masters levels in Science will increase by at least 5%.

Evaluation Data Sources: Campus Based Assessments, District Learning Assessments, STAAR Interim and STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the district's recommendation for minimum instructional time for hands on inquiry and outdoor investigations. Strategy's Expected Result/Impact: Student exposure to outdoor investigations and hands on learning will deepen conceptual understanding for students to apply their learning. Staff Responsible for Monitoring: Classroom teachers, IC, administrators, SPED teachers.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will create at least one academic or behavioral goal using the classroom goal-setting template. Students will review and track their progress weekly using goal-tracking sheets. Strategy's Expected Result/Impact: At least 80% showing growth or completion of their goals by the end of the grading period, as measured by assessment data and student reflection. Staff Responsible for Monitoring: Classroom teacher, support staff for individual students, administrator supervisor	Formative			Summative
	Oct	Feb	Apr	June
 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 6: 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			
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 & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 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 7: 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: TELPAS and STAAR results

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 community engagement with our emergent bilingual families by 20%.

Evaluation Data Sources: Number of students actively utilizing ReadyRosie
Attendance at ESL Nights
Participation in our ESL Culture Committee

Strategy 1 Details	Reviews			
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	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Advertise and provide event flyers for Title III Series - Parent Engagement: Enhancing Educational Supports for EB Students.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Advertise and provide event flyers for Title III: Family STEAM Night Strategy's Expected Result/Impact: Families will attend the Family STEAM Night. Staff Responsible for Monitoring: JRE ESL Team and Admin	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: At least 90% of JRE students will report the overall feeling of being safe in school as measured by the Katy ISD Safety and Bullying Survey at the end of the 26-27 school year.

High Priority

- Evaluation Data Sources:** 1. Mid Year Safety Survey
2. Katy ISD Perceptions of Bullying and Safety Survey
3. Speak Up App

Strategy 1 Details	Reviews			
Strategy 1: Monthly classroom guidance lessons will be provided to students to promote school safety, bullying prevention, positive peer relationships, and help-seeking behaviors. Strategy's Expected Result/Impact: Students will develop the knowledge and skills to recognize, prevent, and report bullying, resulting in an increased perception of safety, a stronger sense of belonging, and a positive school climate. Staff Responsible for Monitoring: Teachers, Administrators and Counselor	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will receive training and ongoing support on the PurposeFull People curriculum to ensure consistent implementation of Tier 1 social-emotional learning lessons and character education across all classrooms. Strategy's Expected Result/Impact: Staff will build confidence in implementing the PurposeFull People curriculum, resulting in consistent Tier 1 social-emotional learning instruction that promotes character development, acceptance, inclusion, belonging, and a positive school climate. Staff Responsible for Monitoring: Counselor, Administrators and Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: 100% of classrooms will implement weekly PurposeFull People lessons as documented in weekly grade-level lesson plans.

Evaluation Data Sources: Evaluation data will be collected through standard administrative walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the campus Virtual Room Google Slide deck to implement weekly PurposeFull People lessons, as monitored through standard administrative walkthrough data. Strategy's Expected Result/Impact: Weekly PurposeFull People lessons will be implemented with fidelity in all classrooms, resulting in increased consistency of Tier 1 SEL instruction, improved student behavior outcomes, and an enhanced sense of belonging and school safety. Staff Responsible for Monitoring: Administrators, Counselor, Grade Level Team Leaders	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Student attendance for the 2026-2027 school year will increase from 96.58% to 97.00%.

Evaluation Data Sources: RaaWee, Attendance Dashboard, Campus Attendance Tracking Sheet

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will call parents of students who are frequently absent and utilize attendance improvement plans for students identified by RaaWee on a weekly basis. Strategy's Expected Result/Impact: Monthly student attendance is 97.00% or higher Staff Responsible for Monitoring: Campus Administrators and Attendance Clerk	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students who meet the 97.00% monthly attendance rate will receive a monthly incentive. Strategy's Expected Result/Impact: Monthly student attendance is 97.00% or higher Staff Responsible for Monitoring: Attendance Clerk, Campus Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 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: Performance Objective 1: All campus literacy teachers will be ESL certified within one (1) year of their hire date.

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor and track ESL certification status for all RLA/English teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of RLA/English teachers will obtain ESL certification within one year of their hire date, ensuing teacher are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



The Percent of **Randolph** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 81% to 83% by July 2029.

Randolph: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%	82%	85%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	81%	82%	85%	86%	86%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2026

			# 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
Randolph: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	7	57%	35	77%	98	81%	0		39	87%	1	100%	11	82%	54	63%	16	56%	32	78%
		2025 Actual	3	100%	33	82%	88	82%	0		43	84%	0		15	80%	45	56%	9	44%	33	67%
		2026 Target																66%				77%
		2026 Actual	4	50%	22	77%	66	86%	0		27	93%	0		6	83%	34	62%	14	86%	33	85%
		Met Target																N				Y
		2027 Target				87%												72%				

The Percent of **Randolph** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 72% to 74% by July 2029.

Randolph: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	72%	77%	82%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	72%	77%	82%	83%	83%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

			# 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
Randolph: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	7	71%	35	69%	98	67%	0		39	92%	1	0%	11	64%	54	56%	16	38%	32	72%
		2025 Actual	3	100%	33	82%	88	72%	0		43	86%	0		15	67%	45	58%	9	56%	33	70%
		2026 Target										95%						68%				
		2026 Actual	4	50%	22	77%	66	82%	0		27	93%	0		6	83%	34	65%	14	79%	33	85%
		Met Target										N						N				
		2027 Target				87%												75%				