Katy Independent School District

King Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Recognizing that education is a lifelong pursuit, the mission of Robert E. King Elementary is to inspire individual learning that will prepare students to become responsible, self-reliant, caring citizens. Understanding the importance of educating the whole child, the teachers, staff, parents, and community of RKE are committed to providing a dynamic curriculum, quality instruction, appropriate assessment, and an appreciation of the arts within a nurturing learning environment. Believing that all students in our diverse population can achieve success, Robert E King Elementary Lions are… “Roaring with pride”

Vision

Always do your best!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Robert E. King Elementary

Comprehensive Needs Assessment

School Profile

Robert E. King is a campus in Katy ISD, opened its doors August 2001 as a PK-5 Bilingual Campus. The campus became Title I in 2007. King is projected to serve 941 students in grades EE-5 during the 2026-2027 school year, which is a slight increase from 935 students the previous school year.

List of Stakeholders and roles

Principal	LaTwanda Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Tarah Shaw
Other school leader	Sabrina Jenkins	Parent	Laquana Grant
Other school leader	Morgan Morford	Parent	Alysha Verrett
Teacher	Julia Callahan	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Jennifer Powell	Paraprofessionals	Ines Flores/ Alexis Lyons
Teacher	Lisa Gless	District Representative	Ashley Muzny
Teacher	Atena Clinkscales	District Representative	Susan Richards
Specialized Instructional Support Personnel	Nicole Demo	Specialized Instructional Support Personnel	Cindy Meza

Comprehensive Needs Assessment Process

The Campus Advisory Team/CNA Team met in person on March 2, 2026 at 9:00am at King Elementary in the LGI to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed. We discussed discipline/attendance data, campus climate survey, current assessment data, and parental involvement. Members not in attendance were contacted by email by the principal and provided a copy of the

presentation and minutes as well as given an opportunity for feedback.

The Campus Advisory Team/CNA Team met again on May 4, 2026 at 9:00 am at King Elementary in the LGI to review collected data points below to determine the 2026-2027 focus areas. During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

Campus Improvement Planning Data

- District goals and Campus Performance Objectives Summative review from the previous year
- Current and/or prior year(s) campus and district improvement plan

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current, and longitudinal results (English/Spanish)
- Student failure reports
- Grades that measure student performance based on the TEKS
- NWEA (MAP)

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Economically disadvantages/non-economically disadvantaged performance and participation data
- Special Education/non-special education population including discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size average by grade level
- School safety data

Employee Data

- Teacher/Student ratio
- Professional development needs data
- Staff surveys and feedback

Parent/Community Data

- CAT member feedback
- Parent survey feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation.
- Budget and expenditure data

After looking at the many pieces of data it was determined that the three highest leverage areas for 2026-2027 school year are as follows: student achievement in math, science, and reading, parent/family engagement, and students' social/emotional, behavioral, and attendance needs. In order to monitor progress towards meeting the goals the campus needs assessments and campus improvement plan will be reviewed and revised throughout the school year by the campus advisory team.

We plan to meet again in October 2026, December 2026, March 2027 and May 2027 to review and revise the CNA/CIP as needed. CNA meetings will occur in March 2027 and May 2027. A priority is to communicate the campus needs with staff, families, and community members. This will be accomplished by making the Campus Improvement Plan and Parent Family Engagement policy available in English and Spanish. These items will be available in the lobby of King Elementary, shared via Enews/website, available at family engagement events, and shared with each parent during parent teacher conferences.
Team members were asked to help identify three to five focus areas for next year based on the identified problems. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.
Area of focus for 2026-2027

1. Student Achievement: Math, Reading, and Science
2. Student Behavior and social emotional needs
3. Family Engagement

Demographics

Demographics Summary

King Elementary was established in 2001 in the Northwest quadrant of Katy ISD. We are located off of Grandparkway and Franz Rd, in rw Williamsburg Hamlet subdivision, surrounded by a diverse group of neighborhoods and apartment complexes. King is one of 48 elementary schools in Katy ISD. We are a Bilingual (English/ Spanish) Title I campus that serves just under 1,000 students. Our campus is comprised of ECSE, Structured Life (Life Skills), YCAP (Young Children with Autism Program), and grades Pre-Kindergarten- 5th. Students in Prek-1st grade have the opportunity to establish their love of learning in a self-contained classroom environment. Students in grades 2-5 have the opportunity to share their learning experiences with teachers who are considered content specialists. Students switch between two teachers when appropriate. Our students are proudly known as the Lions! Enrollment information shows the following demographic/populations:
The campus student population includes

- 55.74% Hispanic
- 10.74% White
- 22.23% Black/African American
- 6.38% Asian
- 4.36% Two-or-More Races
- 75.32% At Risk
- 75.11% Economically Disadvantaged
- 1% GT
- 45.85% LEP
- 30.32% Special Education

Demographics Strengths

- King has a diverse population and the staff is representative of our student body.
- There has been increased participation in the PTA by staff and community.
- 85% of eligible RKE teachers are ESL certified, and those who are not are participating in the district provided ESL certification program.
- According to district data, our attendance rate has increased from 94.51% in 2024 to 94.92% in 2026.
- Experienced staff (five years teaching or more) serve as mentors and buddies to new hires and first year teachers.
- Current Kindergarten through Grade 3 teachers have successfully completed the Texas Reading Academy

Problem Statements Identifying Demographics Needs

Problem Statement 1: King Elementary serves a high population of At-Risk (75.32%), Economically Disadvantaged (75.11%), Emergent Bilingual (45.85%), and Special Education (30.32%) students who require targeted instructional support to ensure academic growth and achievement.

Root Cause: The diverse academic, language, and learning needs of King Elementary's student population require consistent implementation of high-quality Tier 1 instruction, targeted interventions, and progress monitoring to ensure all students achieve grade-level standards.

Problem Statement 2: Although attendance improved from 94.51% to 94.92%, student attendance continues to impact academic achievement and remains an area of focus for improvement.
Root Cause: Student absences continue to reduce access to instruction, particularly for students identified as At-Risk and Economically Disadvantaged, resulting in missed learning opportunities and academic gaps.

Problem Statement 3 (Prioritized): While PTA and community participation have increased, opportunities exist to strengthen family engagement and partnerships that support student learning and attendance.
Root Cause: Language barriers, varying levels of family availability, and limited understanding of academic expectations can impact consistent family participation in supporting student learning and school attendance.

Student Learning

Student Learning Summary

Accountability for the 2025-2026 school year was released August 2026 and King received an overall accountability TEA rating of D. When reviewing STAAR data in the approaches, meets, and masters performance level, please review the criteria for each category.

- **Approaches**- indicates that students are likely to succeed in the next grade level with targeted academic intervention
- **Meets**- indicates that students have a high likelihood of success in the next grade level, but may still need some short-term, targeted academic intervention
- **Masters**- indicates that students have mastered all grade-level content and have a high probability of success in the next grade level without intervention

STAAR COMPARISON READING DATA:

3rd Grade	Approaches	Meets	Masters
2024	70%	40%	13%
2025	79%	51%	17%
2026	66%	43%	20%

4th Grade	Approaches	Meets	Masters
2024	82%	42%	16%
2025	82%	56%	18%
2026	72%	44%	16%

5th Grade	Approaches	Meets	Masters
2024	75%	46%	20%
2025	73%	53%	22%
2026	77%	56%	28%

STAAR COMPARISON MATH DATA:

3rd Grade	Approaches	Meets	Masters
2024	61%	29%	14%
2025	55%	28%	10%
2026	54%	31%	16%

4th Grade	Approaches	Meets	Masters
2024	64%	33%	17%
2025	64%	29%	15%
2026	46%	27%	14%

5th Grade	Approaches	Meets	Masters
2024	62%	37%	8%
2025	62%	34%	17%
2026	59%	24%	12%

STAAR COMPARISON SCIENCE DATA:

5th Grade	Approaches	Meets	Masters
2024	35%	8%	0%
2025	48%	17%	3%
2026	n/a	n/a	n/a

Student Learning Strengths

Success at RKE is attributed to many factors. There is a commitment to meet the needs of each learner through quality first-line instruction. We seek to provide best practices and invest in professional development for staff. Staff at RKE work diligently to use district approved resources and follow the curriculum as intended. We utilize the support of district staff to provide our teachers and students with real-time support and interventions. Our teachers regularly design and administer Campus Based Assessments (CBA) and analyze the results to plan reteaching, remediation, and enrichment. Teachers differentiate instruction through guided reading, writing,

math, and science. During small group learning time, students are grouped by proficiency on specific TEKS being taught. The groups are “fluid” and change as students show mastery. Students in need of additional support are invited to participate in intervention and/or tutorials before school when available.

- Reading achievement remains a campus strength, particularly in Grade 5, where Meets and Masters performance has increased over the past three years.
- Grade 3 Reading and Math showed growth in Masters performance, indicating an increase in students demonstrating advanced understanding of grade-level standards.
- Students continue to demonstrate strong reading proficiency, with all grade levels maintaining Meets performance rates above 40% abd showing growth in Masters performance over multiple years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mathematics performance has declined or remained stagnant across multiple grade levels, particularly in Grades 4 and 5, with decreases in Approaches, Meets, and Masters performance levels, indicating a need to strengthen Tier 1 instruction and interventions, to improve student achievement, and our overall campus rating of "D".
Root Cause: A lack of systemic professional development and common planning structures has led to inconsistent implementation of grade-level instructional practices, targeted interventions, and student discourse opportunities therefore has limited student mastery of mathematical concepts and problem-solving skills.

Problem Statement 2: While reading performance remains a campus strength overall, achievement has fluctuated across grade levels, with declines in Approaches and Meets performance in Grades 3 and 4 during 2026, indicating a need for increased instructional consistency to ensure sustained growth and proficiency for all students.
Root Cause: Variability in students' literacy readiness and the consistent implementation of high-impact reading instructional practices has resulted in uneven achievement across grade levels and student groups.

Problem Statement 3 (Prioritized): Small group instruction is implemented inconsistently across grade levels and content areas, limiting opportunities for targeted intervention (emphasizing- Asians, Special Education, Continuously enrolled), enrichment, and acceleration of student learning.
Root Cause: Teachers require ongoing support via professional development, resources, and materials in data analysis, instructional planning, and progress monitoring to ensure small group instruction effectively meets the needs of all learners.

Problem Statement 4 (Prioritized):
The number of students scoring at the meets and masters performance level for reading, math, and science are below the district average (Nwea-Map/STAAR) K-5, subpopulations including Asian and Special Education.
Root Cause: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to met the various needs of all learners and all ethnic groups.

School Processes & Programs

School Processes & Programs Summary

Robert E. King Elementary focuses on curriculum, instruction, and assessment in alignment with KISD. A variety of research based instructional strategies are utilized to ensure quality and success. Authentic assessments are conducted throughout the year, along with formative and formal assessments. Some of these include NWEA-MAP, Campus Based Assessment (CBA's), Interims, and AMIRA Assessments, Math Progressions, Dreambox, Math Running Records, TELPAS, and primary reading inventories.

For the 2026-2027 school year the campus will continue to focus on delivering quality first-line instruction to all students, plan and deliver effective small group instruction, along with effective relationship-based classroom management using PBIS and CHAMPS. Teachers will use 2025-2026, beginning of the year data, state assessment data, and formative data to plan effective lessons that address the TEKS and individual student learning needs. In math, teachers will work on alignment across the grade levels and vertical alignment across the campus. Teachers will use progressions to teach and accelerate math skills. Administrators, Instructional Coach, Instructional Coordinator, and EB Specialist will collaborate with district personnel to ensure teachers are trained on understanding the TEKS and analyzing data to drive their instruction. The Instructional Coach and Coordinator will conduct data meetings to review student and classroom data with teachers. During these meetings teachers will disaggregate the data to form small groups based on specific learning needs.

King is fortunate to be able to access the latest technology hardware and software. Students, teachers, and staff have access to iPads, Smartboards, ChromeBooks, Laptops, and document cameras.

Teachers and Staff will implement CHAMPS and our students show PRIDE throughout the day, in the classrooms as well as common areas. King will continue to use the PBIS app to award students points for meeting behavioral expectations. Students can redeem prizes and rewards. The staff uses PurposeFULL people to address students' emotional well being and reinforce character traits that align with school wide behavioral expectations. Teachers conduct morning meetings daily with their students to foster community and build relationships within their classroom. Our students, staff, and parents are a vital part of our campus community. The campus takes pride in creating a safe and positive environment.

King takes pride in hiring highly qualified teachers to support students. New teachers are provided mentors to guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with new teachers to provide feedback. Teachers have the opportunity to observe each other on campus and at other KISD campuses as appropriate. Ongoing, job-embedded professional development is provided throughout the school year.

School Processes & Programs Strengths

King has recognized the following strengths:

- Multiple assessment systems are used to monitor student progress and guide instructional decisions.
- Teachers engage in regular data analysis and collaborative planning to address student learning needs.

- PBIS, CHAMPS, PurposeFULL People, and Morning Meetings support a positive campus culture and student social-emotional development.
- The campus provides extensive technology resources to support teaching and learning.
- Ongoing coaching, mentoring, and professional development support teacher growth and instructional effectiveness.
- Strong collaboration exists among teachers, instructional support staff, administrators, and district personnel to improve student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although schoolwide behavior systems are in place, consistent implementation of CHAMPS, PBIS, and relationship-based classroom management practices remains an area of focus to maximize student engagement and instructional time.
Root Cause: Teachers have varying levels of experience and proficiency with behavior management systems and relationship-building strategies that support positive student behavior and engagement.

Problem Statement 2: While multiple assessment tools are available, teachers vary in their ability to effectively analyze and apply student performance data to adjust instruction and accelerate learning.
Root Cause: Teachers need ongoing opportunities to strengthen data analysis skills and connect assessment results to instructional planning and intervention decisions.

Perceptions

Perceptions Summary

Robert E King Elementary remains committed to fostering a positive, safe, and supportive learning environment for all students. The campus continues to implement Positive Behavior Intervention and Supports (PBIS) schoolwide and utilizes the PBIS app and CHAMPS expectations in the classrooms and common areas. These systems establish clear behavior expectations and reinforce positive behavior through PRIDE points and student recognition.

During the 2025–2026 school year, the campus recorded 401 behavior referrals. Physical contact remained the highest category with 141 incidents. Campus behavior data also indicates that 319 referrals involved students identified as At-Risk, and 230 referrals involved students receiving Special Education services. Additionally, 9 out of the 10 students with the highest number of referrals were male, highlighting the need for targeted behavioral supports for specific student groups. These trends reinforce the importance of continued focus on proactive behavior systems, relationship-building, and consistent implementation of interventions.

To address student needs, campus staff, including administrators, counselors, social workers, and behavior support personnel, continue to collaborate to provide structured interventions and support systems. Programs such as Project CLASS were used to teach replacement behaviors, strengthen social-emotional skills, and provide staff with proactive behavior strategies. Schoolwide expectations are reviewed at the beginning and mid-year with students and staff to ensure consistency and clarity across all settings.

King Elementary continues to prioritize a safe and welcoming environment for students, staff, and families. The campus strives to maintain strong family partnerships through consistent communication and engagement opportunities. Information is shared through the Royal Register newsletter, social media, Take-Home Folders, and the campus website, with materials provided in English and Spanish. Interpreters are also available for campus events to support families with diverse language needs.

Family engagement remains a strength of the campus, with continued growth in PTA participation and community involvement. Parents and visitors consistently describe the campus as welcoming, supportive, and responsive to family needs. Through strong communication systems, proactive behavior supports, and a commitment to positive relationships, King Elementary continues to build a safe, connected, and student-centered school community.

Perceptions Strengths

Robert E King Elementary notes the following strengths:

- Implementation and maintaining a strong schoolwide behavior system through PBIS, CHAMPS, and PRIDE expectations, creating consistent behavioral expectations across classrooms and common areas.
- The PBIS Rewards system is actively used to reinforce positive student behavior and recognize students for meeting campus expectations.
- Campus staff collaborate across roles (administrators, counselors, social workers, and behavior support staff) to provide coordinated behavioral and social-emotional supports for students.
- Project CLASS provided targeted intervention and prevention strategies that support students in developing replacement behaviors and social-emotional skills.
- Schoolwide expectations are consistently communicated and reinforced throughout the year to support behavior clarity and consistency.
- The campus provides strong communication systems for families, including the Royal Register, Take-Home Folders, website updates, and social media.
- Translation services and interpreters ensure that information and events are accessible to families from diverse language backgrounds.
- PTA participation and family engagement continue to grow, strengthening the home-school connection.
- Staff, parents, and visitors consistently report that the campus is welcoming, supportive, and family-friendly.
- The campus demonstrates a strong commitment to maintaining a safe, positive, and inclusive learning environment for all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus recorded 401 behavior referrals during the 2025-2026 school year, with physical contact (141 incidents) as the most frequent concern, indicating a continued need to strengthen student self-regulation and consistent behavior supports across settings.
Root Cause: Students require more consistent instruction and practice in self-regulation, conflict resolution, and replacement behaviors, along with strengthened implementation of proactive behavior systems across all settings.

Problem Statement 2: Students identified as At-Risk accounted for 319 referrals and students receiving Special Education services accounted for 230 referrals, with 9 of the 10 highest referral students being male, indicating disproportionate discipline impacts across student groups.
Root Cause: Targeted behavioral, academic, and social-emotional supports are not yet consistently meeting the complex needs of At-Risk, Special Education, and male student populations across all environments.

Problem Statement 3: While PBIS, CHAMPS, and Project CLASS are in place, inconsistency in implementation across classrooms and settings limits the full impact of campus-wide behavior systems on reducing referrals and improving student engagement.
Root Cause: Staff need continued support and coaching to ensure consistent, high-fidelity implementation of PBIS, CHAMPS, and behavior intervention systems across all grade levels and settings.

Priority Problem Statements

Problem Statement 1: While PTA and community participation have increased, opportunities exist to strengthen family engagement and partnerships that support student learning and attendance.

Root Cause 1: Language barriers, varying levels of family availability, and limited understanding of academic expectations can impact consistent family participation in supporting student learning and school attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Mathematics performance has declined or remained stagnant across multiple grade levels, particularly in Grades 4 and 5, with decreases in Approaches, Meets, and Masters performance levels, indicating a need to strengthen Tier 1 instruction and interventions, to improve student achievement, and our overall campus rating of "D".

Root Cause 2: A lack of systemic professional development and common planning structures has led to inconsistent implementation of grade-level instructional practices, targeted interventions, and student discourse opportunities therefore has limited student mastery of mathematical concepts and problem-solving skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Small group instruction is implemented inconsistently across grade levels and content areas, limiting opportunities for targeted intervention (emphasizing-Asians, Special Education, Continuously enrolled), enrichment, and acceleration of student learning.

Root Cause 3: Teachers require ongoing support via professional development, resources, and materials in data analysis, instructional planning, and progress monitoring to ensure small group instruction effectively meets the needs of all learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of students scoring at the meets and masters performance level for reading, math, and science are below the district average (Nwea-Map/STAAR) K-5, subpopulations including Asian and Special Education.

Root Cause 4: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to met the various needs of all learners and all ethnic groups.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although schoolwide behavior systems are in place, consistent implementation of CHAMPS, PBIS, and relationship-based classroom management practices remains an area of focus to maximize student engagement and instructional time.

Root Cause 5: Teachers have varying levels of experience and proficiency with behavior management systems and relationship-building strategies that support positive student behavior and engagement.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

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
- Grades that measure student performance based on the TEKS
- Other
    - NWEA (MAP)

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

Performance Objective 1: SI/LIP: By May 2027, student achievement in Reading, Mathematics, and Science will increase as measured by district assessments and STAAR results, with at least a 5 percentage point increase in the Meets Grade Level performance standard in Reading and Mathematics while maintaining or improving Science performance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will implement high-quality Tier 1 instruction aligned to the TEKS through collaborative planning, instructional coaching, district curriculum resources, and differentiated instructional practices that ensure all students, especially those identified as At-Risk, Emergent Bilingual, and Special Education, receive appropriate academic support. **Strategy's Expected Result/Impact:** All students, particularly those identified as At-Risk, will receive rigorous, grade-level instruction with appropriate scaffolds and supports, resulting in increased engagement, accelerated learning, and improved academic performance. **Staff Responsible for Monitoring:** Instructional Coach, Assistant Principals, Principal **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: SI/LIP-Teachers will participate in monthly collaborative PLCs and data meetings after each CBA, Interim, MAP, and other formative assessments to identify student needs, monitor the progress of all learners--especially At-Risk/ Focus students-and adjust instruction and interventions accordingly. **Strategy's Expected Result/Impact:** Teachers will use timely student data to provide targeted interventions, ensuring that At-Risk/Focus students receive the instructional support needed to meet or exceed expected academic growth. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Instructional Coordinator, Administrators **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: General education, Title I, Title III, and Special Education Teachers will provide expanded learning opportunities through targeted before-school and after-school tutorials, intervention blocks, and summer learning experiences for students identified through multiple data sources, with priority given to students identified as At-Risk and those demonstrating academic need. **Strategy's Expected Result/Impact:** Students identified as At-Risk will receive additional instructional time and targeted interventions to close learning gaps, increase mastery of grade-level TEKS, and improve growth on MAP, campus assessments, and STAAR. **Staff Responsible for Monitoring:** Instructional Coach **Title I:** 2.51 **Problem Statements:** Student Learning 4 **Funding Sources:** Tutorials - 211 - Title I Part A - $15,000, Intervention Staff - 211 - Title I Part A - $466,818				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Purchase and utilize research-based instructional materials, intervention resources, classroom libraries, math manipulatives, science equipment and consumables, technology, and supplemental instructional supplies to support high-quality Tier 1 instruction, small-group intervention, and enrichment in Reading, Mathematics, and Science for all students, particularly students identified as At-Risk, Emergent Bilingual and students receiving special education services.. **Strategy's Expected Result/Impact:** Teachers will have access to high-quality instructional resources that support differentiated, standards-aligned instruction and targeted intervention. Students, particularly those identified as At-Risk, will demonstrate increased engagement, accelerated academic growth, and improved performance on classroom assessments, district assessments, and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, Classroom Teachers **Title I:** 2.52 **Problem Statements:** Student Learning 4 **Funding Sources:** Instructional Materials - 211 - Title I Part A - $29,633				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: The number of students scoring at the meets and masters performance level for reading, math, and science are below the district average (Nwea-Map/ STAAR) K-5, subpopulations including Asian and Special Education. **Root Cause**: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to met the various needs of all learners and all ethnic groups.

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

Performance Objective 2: SI: By May 2027, the percentage of students meeting grade-level expectations in Mathematics at the Meets Grade Level standard will increase from Grade 3: 31% to 36%, Grade 4: 27% to 32%, and Grade 5: 24% to 29%, as measured by STAAR Mathematics results.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Grade levels will participate in vertical and horizontal planning meetings focused on math progressions, essential standards, and alignment of instructional practices. **Strategy's Expected Result/Impact:** Increased instructional consistency and alignment will improve student understanding of mathematical concepts and problem-solving skills. **Staff Responsible for Monitoring:** Leadership Team, Classroom Teachers, Academic Support Teachers **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Teachers will incorporate math discourse, problem-solving routines, and hands-on learning opportunities during daily instruction. **Strategy's Expected Result/Impact:** Students will develop deeper conceptual understanding and confidence in applying mathematical reasoning, leading to improved achievement outcomes. **Staff Responsible for Monitoring:** Leadership Team **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Mathematics performance has declined or remained stagnant across multiple grade levels, particularly in Grades 4 and 5, with decreases in Approaches, Meets, and Masters performance levels, indicating a need to strengthen Tier 1 instruction and interventions, to improve student achievement, and our overall campus rating of "D".
Root Cause: A lack of systemic professional development and common planning structures has led to inconsistent implementation of grade-level instructional practices, targeted interventions, and student discourse opportunities therefore has limited student mastery of mathematical concepts and problem-solving skills.

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

Performance Objective 3: By May 2027, 90% of teachers will consistently implement data-driven small group instruction as evidenced by lesson plans, data meeting documentation, and walkthrough data, resulting in at least 70% of students meeting their individual growth targets on MAP and campus assessments.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Teachers will use CBA, MAP, AMIRA, progress monitoring, and classroom assessment data to create flexible small groups that address specific student learning needs. **Strategy's Expected Result/Impact:** Students will receive targeted instruction based on identified skill gaps, resulting in accelerated academic growth and increased proficiency. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.51, 2.52 **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Administrators, the Instructional Coach, and the Instructional Coordinator will provide ongoing coaching, feedback, and walkthrough monitoring focused on effective small group instruction. **Strategy's Expected Result/Impact:** Teachers will strengthen their ability to plan and deliver targeted instruction, increasing student engagement, intervention effectiveness, and academic achievement. **Staff Responsible for Monitoring:** Leadership, Instructional Coach, Instructional Coordinator, EB Specialist **Title I:** 2.52 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: Small group instruction is implemented inconsistently across grade levels and content areas, limiting opportunities for targeted intervention (emphasizing-Asians, Special Education, Continuously enrolled), enrichment, and acceleration of student learning. **Root Cause**: Teachers require ongoing support via professional development, resources, and materials in data analysis, instructional planning, and progress monitoring to ensure small group instruction effectively meets the needs of all learners.

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

Performance Objective 4: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: 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, Administration				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 6: 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			
	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				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 7: HB3: The percent of King Elementary 3rd grade students who achieve meets and above in Reading will increase to 43% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 TEA Accountability Report

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

Performance Objective 8: HB3: The percent of King Elementary 3rd grade students who achieve meets and above in Math will increase to 32% by July 2027.

HB3 Goal

Evaluation Data Sources: 2027 TEA Accountability report

Goal 3: 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: Teachers will participate in data meetings and use assessment results to plan instruction and interventions, resulting in at least 70% of students meeting projected growth targets on MAP and campus assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Staff will participate in scheduled data meetings (PLC) following MAP, CBA, Interim, TELPAS, and AMIRA assessments to analyze student performance and identify instructional next steps. **Strategy's Expected Result/Impact:** Staff will make informed instructional decisions that address learning gaps and accelerate student achievement. **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: 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 2: 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			
	Formative			Summative
	Oct	Feb	Apr	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 1: King Elementary will promote student engagement by providing devices, technology, technology accessories, technology programs, learning materials, lab supplies, and resources to enhance the learning experience for all students in grades PK-5.

Evaluation Data Sources: lesson plans, campus learning walks, CLASS 1:1

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: RKE will purchase instructional technology, online subscriptions, technology accessories, learning materials, lab supplies, and resources to support innovative instruction in PK-5 Classrooms during the school year. **Strategy's Expected Result/Impact:** Students will become more proficent in technology skills. **Staff Responsible for Monitoring:** Administration, Librarian **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Technology/Subscriptions - 211 - Title I Part A - $36,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: Attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide professional development for teachers and staff through mentors, buddies, book studies, professional development, to attract and retain quality staff members. **Strategy's Expected Result/Impact:** Increased staff morale, increased staff capacity in support all learners. **Staff Responsible for Monitoring:** Leadership Team, Instructional Coach **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 4 **Funding Sources:** - 211 - Title I Part A - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. **Strategy's Expected Result/Impact:** All EB students receive ELAR instruction by an ESL certified teacher. **Staff Responsible for Monitoring:** ESL ISST Prinicipal **Title I:** 2.52				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: The number of students scoring at the meets and masters performance level for reading, math, and science are below the district average (Nwea-Map/ STAAR) K-5, subpopulations including Asian and Special Education. **Root Cause**: Teachers need to have continued access to effective training resources and professional development in order to be better prepared to met the various needs of all learners and all ethnic groups.

Goal 6: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: The faculty and staff of King Elementary will work collaboratively with parents and the community to continue to have a safe, supportive, and positive learning environment that will promote high academic achievement for all students.

Evaluation Data Sources: improved student attendance, increase in volunteer hours.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: We will provide multiple opportunities throughout the school for parents to be actively engaged with their student's learning. We will provide Meet the Teacher, Open House, various interactive family nights, fieldtrips, and special programs. Information for the events is shared via bi-weekly campus newsletter, grade level canvas page, printed copies for Tuesday folder, campus website, and social media platforms. **Strategy's Expected Result/Impact:** Increase in parent/family attendance at events **Staff Responsible for Monitoring:** teachers, administration **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 **Funding Sources:** - 211 - Title I Part A - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Advertise and provide Title III event flyers for: Parent Engagement-Enhancing Educational Supports for EB students. **Strategy's Expected Result/Impact:** Increased parent collaboration and involvement in their child's learning **Staff Responsible for Monitoring:** ESL ISST's, Administation **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Assist 5th grade students with transitioning to 6th grade and assist Pre-K students with transitioning to Kindergarten **Strategy's Expected Result/Impact:** Students and parents are quipped with tools necessary to be successful in the upcoming grade **Staff Responsible for Monitoring:** RKE Staff **Title I:** 2.51 **Funding Sources:** - 211 - Title I Part A - $200				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Advertise and provide event flyers for Title III Series: Community Engagement: Fostering Statewide Community Connections. **Strategy's Expected Result/Impact:** Increased parent collaboration and involvement in their child's learning **Staff Responsible for Monitoring:** ESL ISST's, Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5: School Parent Compact and Family Engagement Plan will be available and distributed to parents and staff in English/Spanish. Items will be available in the Lobby of RKE, shared via Enews, available at family engagement events, and shared during parent teacher conferences. **Strategy's Expected Result/Impact:** Parents and staff have a better understanding of the family and school relationship in supporting student achievement. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: While PTA and community participation have increased, opportunities exist to strengthen family engagement and partnerships that support student learning and attendance. **Root Cause**: Language barriers, varying levels of family availability, and limited understanding of academic expectations can impact consistent family participation in supporting student learning and school attendance.

Goal 6: 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: 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.

High Priority

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: 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 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: While PTA and community participation have increased, opportunities exist to strengthen family engagement and partnerships that support student learning and attendance. **Root Cause**: Language barriers, varying levels of family availability, and limited understanding of academic expectations can impact consistent family participation in supporting student learning and school attendance.

Goal 7: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Maintain practices and procedures to ensure a safe and orderly environment in which to learn and work.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Support better understanding of the social and emotional needs of all students through Project CLASS strategies, professional development, and support systems for students to receive a well-rounded education. **Strategy's Expected Result/Impact:** STAAR, informal observations, campus climate **Staff Responsible for Monitoring:** Leadership team **Title I:** 2.51, 2.53 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - Title I Part A - $1,395				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Teachers will implement CHAMPS as a model for classroom management and campus rountines/procedures while maintaining Positive Behavior Interventions and Supports (PBIS) strategies for students and staff with PRIDE Point incentives, tracked in the PBIS app. Teachers will participate in professional development geared towards Social-Emotional learning. **Strategy's Expected Result/Impact:** Increased student engagement and positive recognition with decreased office referrals and disruptive/non-engaged student behaviors **Staff Responsible for Monitoring:** Leadership Team **Title I:** 2.53 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** PBIS Rewards - 211 - Title I Part A - $2,956				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. **Strategy's Expected Result/Impact:** Less students reporting bullying in and out of school as evidenced by the Student Safety Survey. **Staff Responsible for Monitoring:** Counselor, Social Worker, Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4: Identify students below 90% attendance and monitor for support. **Strategy's Expected Result/Impact:** Reduce chronic absenteeism from 15% to 9% compared to the prior school year. **Staff Responsible for Monitoring:** Teachers, Administration **Problem Statements:** Demographics 3 **Funding Sources:** Students/Family incentives, Parent training - 211 - Title I Part A - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: While PTA and community participation have increased, opportunities exist to strengthen family engagement and partnerships that support student learning and attendance. **Root Cause**: Language barriers, varying levels of family availability, and limited understanding of academic expectations can impact consistent family participation in supporting student learning and school attendance.
School Processes & Programs
Problem Statement 1: Although schoolwide behavior systems are in place, consistent implementation of CHAMPS, PBIS, and relationship-based classroom management practices remains an area of focus to maximize student engagement and instructional time. **Root Cause**: Teachers have varying levels of experience and proficiency with behavior management systems and relationship-building strategies that support positive student behavior and engagement.

Title I

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

1.1: Description of CNA Process

The Campus Advisory Team/CNA Team met in person on March 2, 2026 at 9:00am at King Elementary in the LGI to determine data to be gathered in order to conduct a needs assessment for the upcoming school year. During the meeting, the committee discussed various data points to be analyzed. We discussed discipline/attendance data, campus climate survey, current assessment data, and parental involvement. Members not in attendance were contacted by email by the principal and provided a copy of the presentation and minutes as well as given an opportunity for feedback.

The Campus Advisory Team/CNA Team met again on May 4, 2026 at 9:00 am at King Elementary in the LGI to review collected data points below to determine the 2026-2027 focus areas. During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

Campus Improvement Planning Data

- District goals and Campus Performance Objectives Summative review from the previous year
- Current and/or prior year(s) campus and district improvement plan

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current, and longitudinal results (English/Spanish)
- Student failure reports
- Grades that measure student performance based on the TEKS
- NWEA (MAP)

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress
- Economically disadvantages/non-economically disadvantaged performance and participation data
- Special Education/non-special education population including discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size average by grade level
- School safety data

Employee Data

- Teacher/Student ratio
- Professional development needs data
- Staff surveys and feedback

Parent/Community Data

- CAT member feedback
- Parent survey feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation.
- Budget and expenditure data

After looking at the many pieces of data it was determined that the three highest leverage areas for 2026-2027 school year are as follows: student achievement in math, science, and reading, parent/family engagement, and students' social/emotional, behavioral, and attendance needs. In order to monitor progress towards meeting the goals the campus needs assessments and campus improvement plan will be reviewed and revised throughout the school year by the campus advisory team.

We plan to meet again in October 2026, December 2026, March 2027 and May 2027 to review and revise the CNA/CIP as needed. CNA meetings will occur in March 2027 and May 2027. A priority is to communicate the campus needs with staff, families, and community members. This will be accomplished by making the Campus Improvement Plan and Parent Family Engagement policy available in English and Spanish. These items will be available in the lobby of King Elementary, shared via Enews/website, available at family engagement events, and shared with each parent during parent teacher conferences.

Team members were asked to help identify three to five focus areas for next year based on the identified problems. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.

Area of focus for 2026-2027

1. Student Achievement: Math, Reading, and Science
2. Student Behavior and social emotional needs
3. Family Engagement

1.2: Location for Evidence of Multiple Meetings Held

CNA meetings were held March 2, 2026 and May 4, 2026. Meetings were held in the Robert E. King LGI (Large Group Instruction) at 9:00 a.m. Meeting agendas, 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 Campus Advisory Team met in person on May 4, 2026 to review collected data points below to determine the 2026-2027 focus areas. The CAT team developed the initial CIP. The CAT team will meet again October 2026 and review/update the CIP as needed.

During the CNA meeting, the committee reviewed the data collected through discipline referrals, budget, proposed professional development, attendance data, parental involvement and assessment data with a focus on RLA, Math and Science. The committee analyzed problem statements and brainstormed ways the campus could address the areas of concern.

2.2: Stakeholders 1114(b)(2)

The sign-in sheet is located in the Title I CRATE.

Principal	LaTwanda Wilson	Parent	Brittney Cortina
Other school leader	Kahla Byrd-Colter	Parent	Tarah Shaw
Other school leader	Sabrina Jenkins	Parent	Laquana Grant
Other school leader	Morgan Morford	Parent	Alysha Verrett
Teacher	Julia Callahan	Community/Business	Andrea Garcia/ Alex Garcia
Teacher	Jennifer Powell replaced by Jenny De Rosmini	Paraprofessionals	Ines Flores/ Alexis Lyons
Teacher	Lisa Gless	District Representative	Ashley Muzny
Teacher	Atena Clinkscales replaced by David Santana	District Representative	Susan Richards
Specialized Instructional Support Personnel	Nicole Demo	Specialized Instructional Support Personnel	Cindy Meza

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

A priority is to communicate the campus needs with families and community members. This will be accomplished by making the Campus Improvement Plan, School

Parent Compact, and Parent Family Engagement Plan available in English and Spanish. These items will be available in the lobby of King Elementary, shared via Enews, available at family engagement events, and shared with each parent during parent teacher conferences.

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

Any strategy in which Title I funds are listed as a funding source 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

During the formative review process, the staff and CAT members review the effectiveness of the Title I program quarterly (October, February, and April). Notes for the annual evaluation of the schoolwide program plan are in the Summative Review. All documentation, which includes sign-in sheets and agendas, as well as data analyzed are aligned with the required schoolwide program evaluation process. RKE is committed to evaluating the effectiveness of the program during the CNA process each school year.

Title I Personnel

Name	Position	Program	FTE
Alma "Veronica" Serna-Fraga	Academic Support	Reading	
Bridgette Thierry	Academic Support	Reading	
Lisa Gless	Instructional Coordinator	Leadership	
Michelle Donaldson	Academic Support	Math	

Campus Funding Summary

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Tutorials		$15,000.00
2	1	3	Intervention Staff		$466,818.00
2	1	4	Instructional Materials		$29,633.00
4	1	1	Technology/Subscriptions		$36,000.00
5	1	1			$2,000.00
6	1	1			$30,000.00
6	1	3			$200.00
7	1	1			$1,395.00
7	1	2	PBIS Rewards		$2,956.00
7	1	4	Students/Family incentives, Parent training		$1,000.00
				Sub-Total	$585,002.00

The Percent of **King** Elementary 3rd Grade students who achieve Meets and above in Reading will increase fro 40% to 45% by July 2029.

King: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	40%	51%	43%			
		State Rate	46%	49%	50%			
		Met State Rate	No	Yes	No			
		Internal Goal	-	41%	52%	43%	44%	45%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

King: Targets	3rd Grade Reading Meets or Above		# 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
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	22	45%	86	37%	14	57%	1	0%	10	50%	0		7	14%	40	13%	99	32%	64	34%
		2025 Actual	27	59%	92	43%	21	62%	0		7	71%	1	0%	8	63%	45	11%	113	44%	67	40%
		2026 Target						**72%**										**21%**				
		2026 Actual	26	38%	92	42%	12	42%	0		11	55%	0		4	50%	41	20%	102	34%	73	36%
		Met Target						N										N				
		2027 Target						**52%**				**65%**										

The Percent of **King** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 29% to 34% by July 2029.

King: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	29%	28%	31%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	30%	31%	32%	33%	34%
		Met Internal Goal	-	No	Yes			

King: Targets	3rd Grade Math Meets or Above		# 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
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	22	18%	86	27%	14	71%	1	0%	10	40%	0		7	0%	40	15%	99	22%	64	30%
		2025 Actual	27	22%	92	25%	20	45%	0		7	57%	1	0%	8	25%	45	11%	113	23%	67	28%
		2026 Target				**35%**												**21%**				
		2026 Actual	26	15%	92	28%	12	58%	0		11	55%	0		4	50%	41	15%	102	23%	73	25%
		Met Target				N												N				
		2027 Target										**65%**										**35%**

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