

Katy Independent School District

Kilpatrick Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Mission Statement

We, the unified staff of Odessa Kilpatrick Elementary, in cooperation with the parents and community, develop lifelong learners who are challenged through dynamic curriculum, purposeful instruction and authentic engagement in a safe, welcoming environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Odessa Kilpatrick Elementary opened in Katy ISD in the fall of 2003. The school is located in the Southwest Cinco Ranch area of Katy and students live in the area. Over the past several years, our campus has experienced notable demographic shifts, including a decline in overall enrollment and a rise in the number of students identified as at-risk. Since opening twenty three years ago, enrollment has gradually decreased. This is attributed to low mobility in the community with families remaining in the neighborhood through high school graduation. OKE serves a diverse student population that includes: White, Asian, African American, and Hispanic students. Approximately 41.03% of our students are enrolled in the ESL program, and over 30 different languages are spoken on campus. This linguistic and cultural diversity presents both unique opportunities and instructional challenges as we work to accelerate English language proficiency and address varied academic backgrounds. Our community is highly engaged and supportive of student learning and achievement. Many of our students come from families that value education and actively participate in their children's academic journey.

The beginning of year enrollment for the 2026-2027 school year is 850. We ended the 2025-2026 school year with an enrollment of 936. Students served are in grade EE-5. As of 8/19/2026, enrollment of specific student groups is reported as: White-30.94%, Hispanic-16.35%, Asian-41.88%, Black/African American-4%, 2 or more races-6.71%, and Native Hawaiian Pacific Islander-0.11%. OKE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 36% of the student population. The Gifted and Talented student group currently comprises 11.% of the student population in grades K-5. The overall Special Education student group currently comprises 21% of the student population. Additionally, students are identified as economically disadvantaged are 21%.

Kilpatrick Elementary received an overall rating of A on the Texas Education Agency 2026 Accountability Summary. In the area of Domain 1: Student Achievement, a scaled score of 95 was achieved, which was an A rating. For Domain 2: School Progress, OKE received an overall scaled score of 94 which was an A rating. This domain consisted for two scaled scores, one for academic growth, 94, and one for relative performance, 91. Domain 3: Closing the Gaps received a scaled score of 92 which was an A rating. OKE received five of six distinction designations.

At Kilpatrick Elementary, teaching and learning are guided by a strong alignment to curriculum, instruction, and assessment. We utilize TEKS, STAAR, Campus-Based Assessments, MAP, and a variety of formative and summative tools to meet the diverse needs of all learners. Instruction emphasizes critical thinking, problem-solving, communication, collaboration, and creativity. Our instructional model includes whole-group lessons, small-group instruction, independent work, and individual student conferencing, all supported by district-created unit plans. Kilpatrick Elementary fosters a safe, positive, and academically focused environment. We prioritize student-centered decision-making and protect instructional time.

Demographics

Demographics Summary

Odessa Kilpatrick Elementary opened in Katy ISD in the fall of 2003. The school is located in the Southwest Cinco Ranch area of Katy and students live in the area. Over the past several years, our campus has experienced notable demographic shifts, including a decline in overall enrollment and a rise in the number of students identified as at-risk. Since opening twenty three years ago, enrollment has gradually decreased. This is attributed to low mobility in the community with families remaining in the neighborhood through high school graduation.

The beginning of year enrollment for the 2026-2027 school year is 850. We ended the 2025-2026 school year with an enrollment of 936. Students served are in grade EE-5. As of 8/19/2026, enrollment of specific student groups is reported as: White-30.94%, Hispanic-16.35%, Asian-41.88%, Black/African American-4%, 2 or more races-6.71%, and Native Hawaiian Pacific Islander-0.11%. OKE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 36% of the student population. The Gifted and Talented student group currently comprises 11.% of the student population in grades K-5. The overall Special Education student group currently comprises 21% of the student population. Additionally, students are identified as economically disadvantaged are 21%.

Our student body reflects a diverse ethnic population, and we are proud to serve students in Pre-Kindergarten through 5th grade. In addition to our general education classrooms, we offer specialized programs including:

- One Life Skills class

- One ECSE (Early Childhood Special Education) classroom

- The LEAP (Leading Early childhood through Access and Partnership) Program which supports 4 year old students identified through special education in the general education Pre-K setting

- The ASIP Program which supports behavioral intervention for students with Autism

Odessa Kilpatrick Elementary maintains a staff of around 115 individuals. Staff are recruited and hired based on training, experience and potential to be productive and contributing members of our high quality staff. Teachers new to the profession have been assigned a campus mentor and teachers new to the campus receive a campus buddy. All new to the profession staff members also participate in the district mentor program. OKE has a structure of collaborative opportunities built into a Professional Learning Community model that has been successful in communicating the campus routines, procedures and philosophy to all staff members. Team leaders are strong and team outlooks are positive and productive. OKE has a strong Parent Teacher Association. The Executive Board of the PTA is made up of parent and staff members who work collaboratively to use the human and financial resources of our parent body and community to enhance the goals of the school.

Demographics Strengths

Odessa Kilpatrick Elementary has many demographic strengths. Our families value education and community spirit. They bond with families from their native countries and value building community with families from other countries. Students enjoy school and want to be at school promoting a healthy attendance rate. Staff, students and families support building a strong community that values diversity and acceptance in many areas. OKE promotes kindness and understanding among all community members and will reinforce that using character and social emotional lessons provided through our guidance program this year, along with the Special Buddies program which helps build acceptance between special education and general education students. Student Council also puts on a schoolwide Kindness Week. Staff are supported by strong collaborative teams and a campus professional development structure that promotes the growth of each individual. Professional development is a high priority on our campus and all staff participate in regular staff development meetings, monthly professional development rotation sessions, and staff development opportunities that are embedded into their daily jobs as well as district and outside professional development opportunities that all support our CIP and goals. Staff meetings provide opportunities for choice learning sessions or staff led professional development. Teacher planning teams meet multiple times each week to align instruction, plan forward, develop assessments, analyze data and student work, and reflect on practice. Grade level planning teams are provided a 1/2 day each quarter to plan forward and develop assessments for the upcoming grading period.

Our campus is characterized by a rich and vibrant diversity, representing a wide range of cultures and backgrounds. This multicultural environment provides students with meaningful opportunities to engage in enriching experiences that foster personal growth and a global perspective. Our international focus helps students appreciate and respect both the differences and commonalities among all nationalities. Our International Festival is highly anticipated by all stakeholders every year.

According to 2026 Accountability data, our campus achieved an Accountability Overall Score of 94, resulting in an Overall Rating of A.

Student Learning

Student Learning Summary

Kilpatrick Elementary, a twenty four-year-old Pre-K through fifth-grade campus in Katy ISD, serves a diverse student population that includes: White, Asian, African American, and Hispanic students. Approximately 35% of our students are enrolled in the ESL program, and over 30 different languages are spoken on campus. This linguistic and cultural diversity presents both unique opportunities and instructional challenges as we work to accelerate English language proficiency and address varied academic backgrounds. Our community is highly engaged and supportive of student learning and achievement. Many of our students come from families that value education and actively participate in their children's academic journey. We are also proud to serve a growing number of academically advanced students, including 11% identified as gifted and talented, who benefit from enrichment opportunities to support their continued growth.

We have seen an increase in the number of students identified as low-income, at-risk, and receiving special education services. Despite these evolving needs, our students perform well academically, and our school culture remains positive. Students are engaged, happy, and enthusiastic about learning.

In 2026, Kilpatrick Elementary received an overall rating of A on the Texas Education Agency 2026 Accountability Summary. In the area of Domain 1: Student Achievement, a scaled score of 95 was achieved, which was an A rating. For Domain 2: School Progress, OKE received an overall scaled score of 94 which was an A rating. This domain consisted for two scaled scores, one for academic growth, 94, and one for relative performance, 91. Domain 3: Closing the Gaps received a scaled score of 92 which was an A rating. OKE received five of six distinction designations.

STAAR Scores by grade level from Spring 2026 are below:

	3rd Grade ELAR					3rd Grade Math			
	Masters	Meets	Approaches	Does Not Meet		Masters	Meets	Approaches	Does Not Meet
# of st	106	30	21	10	# of st	64	54	35	14
2026	63%	81%	94%	5%	2026	38%	71%	92%	8%

	4th Grade ELAR					4th Grade Math			
	Masters	Meets	Approaches	Does Not Meet		Masters	Meets	Approaches	Does Not Meet
# of st	95	35	8	13	# of st	95	30	9	17
2026	63%	86%	91%	9%	2026	63%	83%	89%	11%

	5th Grade ELAR					5th Grade Math					5th Grade Science			
	Masters	Meets	Approaches	Does Not Meet		Masters	Meets	Approaches	Does Not Meet		Masters	Meets	Approaches	Does Not Meet

5th Grade ELAR					5th Grade Math					5th Grade Science				
# of st	128	32	11	9	# of st	108	50	16	6	# of st	91	41	37	11
2026	71%	89%	95%	5%	2026	60%	88%	97%	3%	2026	51%	73%	94%	6%

Student Learning Strengths

Kilpatrick Elementary demonstrated strong academic performance across all grade levels on the 2025 STAAR assessments. Notable strengths include:

3rd Grade

Reading Language Arts: 94% of students scored at Approaches Grade Level or above.

Math: 92% of students scored at Approaches Grade Level or above.

Masters Grade Level:

Reading: 63% of students achieved mastery

Math: 38% of students achieved mastery

4th Grade

Reading Language Arts: 91% of students scored at Approaches Grade Level or above.

Math: 89% of students scored at Approaches Grade Level or above.

Masters Grade Level:

Reading: 63% of students achieved mastery, which remained the same as 2025.

Math: 63% of students achieved mastery, a 10% increase from 2025.

5th Grade

Reading Language Arts: 95% of students scored at Approaches Grade Level or above.

Math: 97% of students scored at Approaches Grade Level or above.

Science: 94% of students scored at Approaches grade level or above

Masters Grade Level:

Reading: 71% of students achieved masters grade level

Math: 60% of students achieved masters grade level, a 5% increase from 2025.

Science: 51% of students achieved masters grade level, a 1% increase from 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels.

Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

Problem Statement 2: 2026 STAAR data reveals area of some concern in some grade levels (3rd and 4th), having seen a decrease in their overall scores.

Root Cause: Some grade levels are more diligent to use district curriculum resources and implement with fidelity compared to others.

School Processes & Programs

School Processes & Programs Summary

At Kilpatrick Elementary, teaching and learning are guided by a strong alignment to curriculum, instruction, and assessment. We utilize TEKS, STAAR, Campus-Based Assessments, NWEA MAP, and a variety of formative and summative tools to meet the diverse needs of all learners. Instruction emphasizes critical thinking, problem-solving, communication, collaboration, and creativity. Our instructional model includes whole-group lessons, small-group instruction, independent work, and individual student conferencing, all supported by district-created unit plans.

Grade-level teams meet for half a day, at least quarterly, to roadmap daily lessons aligned to upcoming TEKS-based units. These planning sessions address learning gaps, provide enrichment for students who have mastered content, and incorporate data-driven strategies. Assessments—ranging from multiple choice and open-ended responses to student discussions and rubrics—are used to monitor progress and inform instruction.

Teachers believe that students achieve deeper understanding when they can apply learning in multiple ways. Instructional practices include varied questioning techniques and flexible grouping to support differentiation. In grades 2–5, campus-based assessments are administered twice per nine weeks to ensure alignment between instruction and learning outcomes. In K–2, formative assessments and rubrics track foundational skills in phonics and math, supplemented by MAP benchmarks.

Daily common planning time allows teachers to collaboratively plan not only what to teach, but how to deliver instruction effectively. Data discussions are embedded in planning to ensure all learners are supported. Through the MTSS process, student progress is reviewed regularly (every 6-9 weeks) by teachers, administrators, and instructional coaches. Tier 2 and Tier 3 interventions are provided during daily small-group time, with additional support from academic support teachers as needed. Parents are actively involved in the MTSS process through conferences and progress updates.

Hiring highly qualified staff remains a top priority. New staff participate in district-led summer training in reading, writing, math, and science. Ongoing professional development is embedded throughout the year via planning sessions, instructional coaching, peer observations, and targeted workshops. This culture of continuous improvement ensures that staff are equipped to meet the evolving needs of students. At OKE the expectation is that all teachers are ESL certified when hired and if they aren't that they become certified within one year of their hire date.

Curriculum support is available and provided by District C& I Department and grade level content leads. A formal Mentor Teacher is assigned to all teachers new to the profession in order to provide on-going support. An informal buddy is provided to all staff new to the campus. The Instructional Coach is also available to all teachers to model lessons to those who seek their assistance throughout the school year.

Kilpatrick Elementary fosters a safe, positive, and academically focused environment. We prioritize student-centered decision-making and protect instructional time. Our commitment to strong Professional Learning Communities (PLCs) supports collaborative planning and instructional excellence. Technology integration is robust, with 1:1 devices in grades 3–5, checked out to the students, 1:1 Chromebook sets in grade 2, a 1:2 Chromebook ratio in grade 1, 5 iPads per class in Kindergarten and 3 iPads per class in PK. Teachers are able to collaborate with Classroom Technology Designers to enhance instruction through digital tools. The majority of the teachers integrate the use of their SMART Panel technology- SMART Panel and SMART document cameras- into their daily lessons and activities in the classroom. Teachers use Canvas and Seesaw PK-5 as the official platform for online, asynchronous learning including Canvas' ability to communicate learning expectations and house resources for students.

In addition to following the Katy ISD Student Code of Conduct and Management Plan, Kilpatrick Elementary utilizes a school wide student management system of PBIS and CHAMPS. The campus also continues to utilize Love and Logic. The management system was created with staff input and participation. Staff reported that students behavior was more manageable and that positive reinforcement and supports were helping to shape more positive behaviors and less discipline issues within their classrooms. The implementation process will continue during the 26-27 school year.

School Processes & Programs Strengths

Instructional Practices & Academic Support

Continue implementing the MTSS process to identify and support students with academic and behavioral needs through Tier 1, Tier 2, and Tier 3 interventions.
Utilize a campus-based assessment system aligned with TEKS that values diverse student responses and includes multiple assessment formats.
Maintain and refine a collaborative planning process that ensures instructional alignment across grade levels.
Deliver instruction using flexible, small-group structures across all core content areas.
Sustain academic gains among Emergent Bilingual (EB) students in all grade levels, but especially our STAAR assessed grade levels and content.

Staff Recruitment & Professional Culture

Seek input from current staff during the screening of potential hires to ensure selection of highly qualified candidates.
Involve veteran staff in the interview process and include administrators and teacher leaders in the annual Katy ISD Job Fair.
Publicly recognize staff monthly for outstanding contributions and exceeding expectations.

Safety & Wellness

Provide all staff with essential safety resources, including:
Emergency “Go” bags in every classroom
KISD ID badges
Raptor visitor management system
Speak Up reporting tool
A comprehensive Emergency Response Plan led by the assistant principal and Safety Committee
Provide all staff with safety training, including:
Monthly fire and disaster drills
CPI training for administrators and key staff
AED and EpiPen usage training
Diabetic Care training
Implement the PurposeFull People character education program in all grade levels
Teach anti-bullying, digital citizenship, cyber safety, and positive decision-making lessons throughout the year.

Social-Emotional Learning & School Culture

Continue implementing morning meetings
Implement the use of calm down boxes in all classroom with explicit instruction to support students mental health needs throughout the school day
Continue grade level counselor lessons

Technology Integration & Digital Learning

Use Canvas and Seesaw to help students create digital portfolios that showcase learning and can be shared with parents.
Equip classrooms with:
SMART panels
Desktop computers
iPads
Document cameras
Instructional apps and programs
Leverage MyKaty Cloud to provide families with at-home learning resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite strong alignment between curriculum, instruction, and assessment, and the implementation of effective instructional practices and collaborative planning, Kilpatrick Elementary continues to face challenges in ensuring consistent academic growth for all student subgroups.

Root Cause: Variability in Instructional Delivery Despite shared planning and district-aligned unit plans, differences in instructional delivery and differentiation practices across classrooms may lead to inconsistent student experiences and outcomes.

Problem Statement 2: Discipline Referrals totaled over 174 incidents last year.

Root Cause: The campus has been working toward better data tracking of student behaviors and consequences in order to hold all students accountable at the same level. The campus has also been more diligent to document behaviors formally to be used for the evaluation or placement process.

Perceptions

Perceptions Summary

At Kilpatrick Elementary we strive to maintain a strong connection with our parents and community stakeholders. We feel extremely fortunate to have a very active and supportive PTA. We work collaboratively on a continuous basis to hold family and community events throughout the year. We utilize PBIS to establish our three core behaviors that we always go back to: Making Good Choices, Solving Problems, and Showing Respect. Students and teachers earn Koala Cash in order to cash in for rewards like no shoes, book vending machine, golf cart ride, or lunch with an AP. We have implemented the PurposeFull People/Character Strong Program through morning meetings. We reinforce the behaviors of students who are following school expectations and provide support in a positive manner to students who may need additional guidance. For instance, OKE staff re-teach behavior expectations as necessary throughout the school year. CHAMPS expectations are displayed throughout the building and staff is trained in Love and Logic. At OKE, we believe that through the implementation of positive behavioral supports, we can inspire students to conduct themselves in a responsible and respectful manner. We believe that the skills students are learning through these efforts are essential for life-long success.

Kilpatrick Elementary has established a variety of ways for parental and community involvement. Parents and Volunteers are encouraged to help in our Library as well as our PTA Work Parties as well as by helping individual teachers as requested. ESL and GT Coffee's have been established to provide families and community members a forum to discuss questions or concerns. Parents have opportunities to visit the campus for evening events.

Administration works in collaboration with our PTA to provide staff with events and treats throughout the year. Staff members are encouraged to write "shout-outs" to others that are included in the weekly bulletin put together by the principal as well as on our brag board. Administrators are visible on campus daily and strive to create positive experiences for all Kilpatrick stakeholders.

Perceptions Strengths

Administrators attend PTA Board meetings and hold strong connections with volunteers

Weekly e-News with important dates and information are sent in English

Parent Remind available for all important reminders

Watch D.O.G.S. programs (Dads of Great Students)

KEYS Mentoring Program (Keep Encouraging Youth toward Success)

VIPS and PIE (Volunteers in Public Schools) (Partners in Education)

High-levels of PTA and OKE Staff support and interaction through a variety of special events.

Weekly Leadership and Instructional Coach meetings.

Weekly calendar meetings between administrators and once per month with PTA President.

Efficient and effective budget expenditures to increase technology usage and curricular knowledge development within the classrooms.

Promotion of OKE PBIS Rewards

Monthly Happenings Calendars with school and PTA events listed are sent home monthly with students

Provide multiple opportunities to involve families and the Kilpatrick community in a variety of events: Meet the Teacher Night, Grandparent's Day, 2nd and 4th Grade Musical Performances, Outback Singers, EUREKA, Field Day, Red Ribbon Week, end of the year Celebration of Learning for each grade level, 5th Grade Clap Out, Fall and Spring Parties, Character Parade, Special Olympics

Communicate consistently through weekly campus newsletters, website, X, Instagram, Facebook page, phone calls, and conferences.

Partner with local businesses to hold Spirit Nights. School culture/climate initiatives for staff.

Availability of school sponsored extracurricular activities such as DI, Reed Deed, Run, Outback Singers, Student Council, Special Buddies, Fishing Club, and Safety Patrol.

Staff children activities after school

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Kilpatrick Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events.

Root Cause: As the demographics of the Kilpatrick continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

Priority Problem Statements

Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels.

Root Cause 1: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Kilpatrick Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events.

Root Cause 2: As the demographics of the Kilpatrick continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

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

Performance Objective 1: Kilpatrick Elementary Emergent Bilingual Program Staff will support identified students in all grade levels in order to facilitate academic progress as demonstrated on TELPAS and STAAR. The ESL inclusion model will be maintained in all grade levels.

Strategy 1 Details		Reviews			
Strategy 1: The ESL inclusion model will be maintained in all grade levels. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 2. IMPACT- What difference is it making? Staff Responsible for Monitoring: ESL team, Principal, Assistant Principals, Instructional Coach, ESOL teachers of record, KISD OOL Department Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels. Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 2: Kilpatrick Elementary math teachers in grades K-5th will utilize and implement the features provided by SAVVAS enVision math program in daily instruction and to support daily small group math stations.

Strategy 1 Details	Reviews			
Strategy 1: Continue the utilization of enVision and training for MAP Testing for grades K-5 for implementation of the math resources/materials K-5. Strategy's Expected Result/Impact: Class set up in envision, KLA, STAAR scores, NWEA MAP Staff Responsible for Monitoring: Math Teachers, Instructional Coach Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels. Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 3: Kilpatrick Elementary reading teachers will utilize HMH and Amira Assessment System along with NWEA MAP in grades K-5th to support reading instruction.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Amira Assessments to determine reading levels for students K-5 and to target and improve reading instruction. Strategy's Expected Result/Impact: Amira, KLA, MAP Growth STAAR Scores Staff Responsible for Monitoring: Reading Teachers, Academic Support Teacher, Instructional Coach, Principals, Dyslexia Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels. Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 4: High Student Achievement:

- *100% of OKE students in grade 3, 4, and 5 will meet the student achievement target score (approaches grade level) as indicated in Domain I on all tests taken, and in each sub-population. 85% of OKE students in grade 3, 4, and 5 will exceed the student achievement target score (meets or masters grade level) on all tests taken.
- *85% of OKE students will meet or exceed the progress measure as indicated in Domain II, and 40% will exceed the progress measure.
- *70% of OKE students will close performance gaps as indicated in Index III.
- *80% of OKE students will achieve Post-Secondary Readiness as indicated in Domain IV.
- *OKE will rank in the top 25% of comparable schools.

High Priority
Evaluation Data Sources: STAAR Accountability Rating

Strategy 1 Details	Reviews			
Strategy 1: 1. Review and revision of small group learning time with a minimum of four (4) times per week in each grade level September 2026- May 2027 Staff Responsible for Monitoring: Instructional Coach, OKE Administration, OKE Staff. Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels. Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 7: HB3: The percent of Kilpatrick Elementary 3rd grade students who achieve meets and above in Reading will increase to 85% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2026 Accountability Scores, Common Assessments, KLAs, Amira, MAP Growth, Kinder Entry Assessment (Texas KEA)

Strategy 1 Details		Reviews			
Strategy 1: HB3: Teachers in grades K-3 will receive staff development on how to effectively utilize a variety of reading assessments to monitor student progress and provide targeted instruction to promote student growth in reading. Strategy's Expected Result/Impact: Teachers will analyze student data to guide targeted student instruction in reading groups. Staff Responsible for Monitoring: Administrators, ELA Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: HB3: Teachers, Instructional Coaches, AST, and Administrators will devise a small group instruction implementation plan by September 2026 incorporating practices and resources provided by Elementary C & I and Instructional Coaches. Strategy's Expected Result/Impact: Improved reading performance, students progressing through reading levels and mastering TEKS. Staff Responsible for Monitoring: Instructional ELA Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels.

Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 8: HB3: The percent of Kilpatrick Elementary 3rd grade students who achieve meets and above in Math will increase to 72% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2026 Accountability Ratings, DLAs, Common Assessments, KLAs, MAP

Strategy 1 Details	Reviews			
Strategy 1: HB3: Teachers, Instructional Coach, ASTs, and Administration will devise small group instruction implementation by September 2026 Strategy's Expected Result/Impact: Improved math performance, students progressing through math levels Staff Responsible for Monitoring: Instructional Coach Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: HB3: Teachers in grades K-3 will receive staff development on how to effectively utilize a variety of math assessments to monitor student progress and provide targeted instruction to promote growth in math. Strategy's Expected Result/Impact: Teachers will analyze student data to guide targeted student instruction in math groups. Staff Responsible for Monitoring: Administrators, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels.

Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

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

Performance Objective 9: Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

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 2: 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: Kilpatrick Elementary will continue to provide academic intervention to students in need throughout the school day without disrupting class time.

Evaluation Data Sources: Continued practice of academic intervention during Small Group Time.

Strategy 1 Details	Reviews			
Strategy 1: Continue to organize Small Group Instruction time varying grade level times throughout the instructional day to utilize staff to assist in providing enrichment/intervention to students. Strategy's Expected Result/Impact: Master Schedule STAAR Scores Staff Responsible for Monitoring: All OKE Staff and Teachers Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2026 STAAR data reveals area of some concern in some sub-population areas (African American, Hispanic, Special Education) within certain grade levels. Root Cause: Data analysis focus has primarily focused on students not meeting grade level standard on Campus Based Assessments and District Learning Assessments instead of focusing on all students. Teacher training in working with students from special populations has not been a focus. As well, some students see more minutes in a special education setting which pulls them from a general education setting.

Goal 2: 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 OKE teachers will be ESL certified within one (1) year of their hire date.

Evaluation Data Sources: Evidence of ESL certifications.

Strategy 1 Details	Reviews			
Strategy 1: 1. Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at OKE. Strategy's Expected Result/Impact: Obtained ESL certification Staff Responsible for Monitoring: ESL Teachers, ESL Team Leader, Administration, KISD ESL Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 3: OKE teachers will attend monthly PDR (Professional Development Rotation) sessions with the Instructional Coach per the school calendar.

Evaluation Data Sources: Sign in sheets for attendance, master schedule

Strategy 1 Details	Reviews			
Strategy 1: 1. Create and facilitate monthly PDR sessions with all grade level teams with content and training applicable to grade level TEKS. Strategy's Expected Result/Impact: Increase of student growth as measured in Domain II- Academic Growth and Relative Performance of STAAR, KLAS. Staff Responsible for Monitoring: Instructional Coach, OKE Administration, KISD Assessment & Accountability Dept, OKE Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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 4: OKE teachers will attend Common Planning Tuesdays per the school calendar.

Evaluation Data Sources: Evidence of calendar for Common Planning Tuesdays

Strategy 1 Details	Reviews			
Strategy 1: 1. Provide ongoing / continuous training specific to grade level TEKS for each team. Strategy's Expected Result/Impact: Student progress as measured by Domain II- Student Progress and Domain III- Closing the Gaps on STAAR. DLAs. Staff Responsible for Monitoring: Instructional Coach, OKE Administration, Team Leaders. OKE Staff	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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: Kilpatrick Elementary will enhance curriculum instruction in all classrooms by bringing in new technology for the students to access. Kilpatrick Elementary will continue to work towards 1:1 ratio of technology devices in PreK-2 and total CLASS 1:1 in 3rd-5th grades.

Evaluation Data Sources: Additional Chromebooks and iPads. CLASS 1:1

Strategy 1 Details	Reviews			
Strategy 1: Continuation of adding iPads (Pre-K-5th) and Chrome books (K-2) to all homeroom classrooms. 3-5 have Chromebooks through Class 1:1 Strategy's Expected Result/Impact: Timelines May 2027 Staff Responsible for Monitoring: Principals, Teachers, PTA, Technology Department	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

Performance Objective 2: All teachers in every content will have daily access to the Literacy Library which houses teacher resources, student leveled readers, and professional books.

Evaluation Data Sources: Additional resources.

Strategy 1 Details	Reviews			
Strategy 1: 1. Continual additions, reviews and revisions to our Literacy Library for student leveled readers and professional books for staff. Strategy's Expected Result/Impact: Inventoried additional resources. Staff Responsible for Monitoring: Reading Academic Support Teacher, Librarian, Instructional Coaches. OKE Administration. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 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: Kilpatrick Elementary will continue to support local businesses and maintain/increase partnerships.

Evaluation Data Sources: Spirit Nights on the calendar, attendance of staff and community at Spirit Nights

Strategy 1 Details	Reviews			
Strategy 1: Continue to increase OKE's Partners in Education and the involvement of existing Partners in Education. Strategy's Expected Result/Impact: New Partnership Agreements, Newsletters regarding Partners in Education involvement in OKE- monthly May 2027 Staff Responsible for Monitoring: Principal, Assistant Principals, School Secretary, OKE Faculty and Staff, Local Businesses	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: 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: Kilpatrick Elementary will continue to engage parents and keep them up to date on their child's learning, as well as keep them informed of ways to support our curriculum by hosting educational nights during the school year.

Evaluation Data Sources: Log of parent conferences , Parent Orientations

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide event flyers for Title III: Family STEAM Night Strategy's Expected Result/Impact: To provide a hands-on, free event centered around Science, Technology, Engineering, Arts, and Math Staff Responsible for Monitoring: Elementary ESL ISSTs, LPAC Administrator	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Kilpatrick Elementary will reach out to parents and keep them up to date on pertinent school and district information via alternative communication sites and maintain visibility in the community through at least one social media platform-Twitter/ Facebook/Instagram

Evaluation Data Sources: OKE Twitter feed, Facebook, Instagram, Outback Outlook, Enews, Remind.

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of Katy On the Go app, along with our OKE Social Media Pages, OKE PTA page, and OKE eNews Strategy's Expected Result/Impact: Newsletters, fliers, PTA meetings, parental feedback, blog. Staff Responsible for Monitoring: Front Office Staff, Principals, Teachers, Technology Department Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Kilpatrick Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. Root Cause: As the demographics of the Kilpatrick continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

Goal 5: 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: Kilpatrick Elementary staff will continue to train and provide professional development using the Love and Logic program, CHAMPS, and PBIS in an effort to increase positive relationships and decrease negative behavior.

Evaluation Data Sources: Attendance at sessions at beginning of the year Professional Development, Learning Meetings, Monthly PBIS and MCL2 Meetings

Strategy 1 Details	Reviews			
Strategy 1: Monthly Committee Meetings will be held through two committees in an effort to ensure that PD is being continually provided to our staff. Strategy's Expected Result/Impact: Calendar & Sign in sheet for PD & Learning Meetings. Canvas course registration in Eduphoria. Staff Responsible for Monitoring: School Psych, OKE Instructional Coach, OKE Administration, Love & Logic Team, KISD Professional Development Department	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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: Kilpatrick Elementary teachers and counselor will continue to support Anti-Bullying efforts by encouraging students to have positive peer relationships and by teaching them alternatives. All OKE students will receive guidance and/or character lessonsAd from their teacher or school counselor at least 4 times per year that focus on responsible behavior, self-esteem, and respect for others.

Evaluation Data Sources: Addition of PurposeFull People lessons, Red Ribbon Week,

Strategy 1 Details	Reviews			
Strategy 1: Continuation of Make a New Friend Day at recess during the Anti-Bullying Month. Students are encouraged to talk and play with someone new they do not know as well and make a new friend. Strategy's Expected Result/Impact: Calendar Staff Responsible for Monitoring: OKE Counselor, Classroom Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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: Kilpatrick Elementary will continue to promote programs that bring positive male role models to our campus.

Evaluation Data Sources: Attendance of our Watch Dog Dads, Kinder Parent readers.

Strategy 1 Details	Reviews			
Strategy 1: Continuation of Watch D.O.G.S. Program. Strategy's Expected Result/Impact: Sign-Up Sheets, Ongoing 2025-2026 school year Staff Responsible for Monitoring: Teachers, Front Office Staff, Principals, Dads, Grandparents Dads, PTA, Watch D.O.G.S. Dad Coordinator Problem Statements: Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Kilpatrick Elementary will continue to foster a positive working relationship with all stakeholders, specifically parents and increase the participation of parents at events. Root Cause: As the demographics of the Kilpatrick continue to change, it becomes harder and harder to get parents/volunteers in the building as more parents are working and students are active and availability is less.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 4: Kilpatrick Elementary staff will implement Positive Behavioral Interventions & Supports (PBIS) Framework in an effort to increase positive classroom management, prevent/decrease problem behavior and supporting students' social, emotional and behavioral needs through positive interactions and building relationships.

High Priority

Evaluation Data Sources: Learning Meetings by PBIS Team, counselor lessons, Morning Meetings.

Strategy 1 Details	Reviews			
Strategy 1: 1) Whole staff PBIS sessions, mini-break out sessions, and continued monthly meetings of PBIS Ambassadors for continuous improvements of PBIS system of accountability for students and teachers. Strategy's Expected Result/Impact: Decreased discipline referrals by 10%. PBIS Cart increased for students. Continuation of OKE Snack Bar and addition of OKE Staff Store. Staff Responsible for Monitoring: PBIS Ambassadors, OKE Admn, OKE Staff	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 5: OKE will keep all stakeholders (parents, students, and teachers) informed on violence prevention and bullying prevention.

Evaluation Data Sources: Guidance lessons, morning meetings, Learning Meetings, guest speakers, enews.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	1	HB3: Teachers in grades K-3 will receive staff development on how to effectively utilize a variety of reading assessments to monitor student progress and provide targeted instruction to promote student growth in reading.
1	7	2	HB3: Teachers, Instructional Coaches, AST, and Administrators will devise a small group instruction implementation plan by September 2026 incorporating practices and resources provided by Elementary C & I and Instructional Coaches.
1	8	1	HB3: Teachers, Instructional Coach, ASTs, and Administration will devise small group instruction implementation by September 2026
1	8	2	HB3: Teachers in grades K-3 will receive staff development on how to effectively utilize a variety of math assessments to monitor student progress and provide targeted instruction to promote growth in math.

State Compensatory

Budget for Kilpatrick Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Kilpatrick Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Hruska	Teacher	1
Marilee Thomas	Teacher	1



The Percent of **Kilpatrick** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 84% to 86% by July 2029.

Kilpatrick: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	84%	84%	82%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	84%	85%	85%	86%	86%
		Met Internal Goal	-	Yes	No			

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Kilpatrick: Targets	3rd Grade Reading Meets or Above	Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	4	50%	38	84%	50	80%	0	60	92%	0		10	70%	39	54%	32	63%	63	81%
		2025 Actual	8	75%	23	87%	50	90%	0	61	87%	0		9	33%	26	50%	30	63%	71	79%
		2026 Target															60%		73%		
		2026 Actual	8	75%	27	81%	52	85%	0	69	81%	0		11	82%	37	54%	38	68%	70	80%
		Met Target															N		N		
		2027 Target									91%						64%				

The Percent of **Kilpatrick** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 71% to 73% by July 2029.

Kilpatrick: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	71%	77%	71%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	71%	77%	72%	73%	73%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

		# 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
Kilpatrick: Targets	3rd Grade Math Meets or Above	Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	4	25%	38	53%	50	64%	0	60	92%	0		10	70%	39	41%	32	47%	63	67%
		2025 Actual	8	38%	23	78%	50	84%	0	61	82%	0		9	44%	26	38%	30	63%	71	80%
		2026 Target									92%						48%				
		2026 Actual	8	38%	27	67%	52	77%	0	69	71%	0		11	73%	37	43%	38	58%	70	71%
		Met Target									N						N				
		2027 Target									81%						53%				