

Katy Independent School District

Jenks 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

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Jenks Elementary

Achieving Success

Growing with technology designed for the best

Unleashing excellence to make learning fun

And embracing our differences to include everyone

Rising above the challenges we face

Striving for community in this special place.

I am a Jaguar!

Vision

Growing the Legacy

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the continuous growth we have seen and will more than likely see in both our bilingual and special education students and considering how a majority of our students in the DNMS category were from either one or both of those categories, we must continue to look for ways to support and reach these students on campus to see the growth we would like them to see. This only enhances the need to meet our problem statements head on.

Demographics

Demographics Summary

Total Enrollment	1244
At-Risk	58%
Eco Dis	24%
Limited English Proficient	50%
Special Education	26%
Bilingual	31%
Gifted & Talented	9%
Hispanic	37.94%
Asian	31.99%
White	17.2%
African American	7.07%
Two or More Races	5.31%
Native Hawaiian Pacific Islander	0.0%

Demographics Strengths

We proudly celebrate our demographic diversity as it defines and strengthens our community. Each individual's unique background brings invaluable perspectives and experiences. By honoring and embracing our differences, we create a more inclusive, equitable, and vibrant environment where everyone can thrive. Together,

we are stronger because of our diversity—not in spite of it.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs).

Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Problem Statement 2 (Prioritized): Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction.

Root Cause: As a campus, we continue to strengthen our use of data.

Student Learning

Student Learning Summary

STAAR Scores	2022	2023	2024	2025
3rd Reading	76	68	69	73
3rd Math	67	62	60	70
4th Reading	75	71	64	77
4th Math	73	67	66	74
5th Reading	81	77	75	81
5th Math	83	81	72	76
5th Science	70	66	59	67

Student Learning Strengths

Data Shows:

- Strong in Students Passing - overall performing at a high level

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction.

Root Cause: As a campus, we continue to strengthen our use of data.

Problem Statement 2 (Prioritized): Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs).

Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

School Processes & Programs

School Processes & Programs Summary

As a campus, we believe in highly engaging lessons with multiple opportunities to collaborate in pairs and groups throughout the day. We use a workshop model in all subjects and grade levels with peak time given to small group instruction. Jenks Elementary's building design offers a variety of collaborative spaces in the classrooms, hallways and throughout the building. This design has made the entire building learning spaces, not just the classrooms.

School Processes & Programs Strengths

Since 2024, Action Based Learning has been a welcomed addition to our campus' commitment to student success. We believe active learning strategies create a learning environment that allows children to thrive. We incorporate brain based strategies to improve academics, behavior, and self esteem.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction.

Root Cause: As a campus, we continue to strengthen our use of data.

Problem Statement 2 (Prioritized): Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs).

Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Perceptions

Perceptions Summary

Education at Jenks Elementary is a collaborative effort between our families, the community and our school. We value the partnerships between our campus and our families and between the campus and the greater MJE community. These contributions aid in the development of future leaders and help our jaguars become productive and successful members in the community. We strive to bring our community together through events such as, International Festival, student music programs, PTA, volunteer programs, afterschool clubs, and partnering with local businesses. We send out communication to our MJE families through the weekly Jenks Journal, grade level newsletters, and social media platforms.

Perceptions Strengths

We have a strong participation from our MJE Families. School events are well attended. School events are regularly attended by families. Community members regularly show their support by sponsoring events such as Jag of the Month, staff appreciation, and student experiences to extend their learning.

Priority Problem Statements

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction.

Root Cause 1: As a campus, we continue to strengthen our use of data.

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

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs).

Root Cause 2: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Problem Statement 2 Areas: Demographics - Student Learning - 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data
- Support structures: mentors

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
- Study of best practices and high yield strategies

- Action research results
- Technology and resource allocation data

Goals

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

Performance Objective 1: HB3: The percent of Elementary 3rd grade students who achieve Meets and above in Reading will increase to 78% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of Amira, MAP, and other state assessment data to analyze the results for targeted instruction based on student's individual needs. Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance. Staff Responsible for Monitoring: Principal , Instructional Coach, RLA Teachers and Staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Our campus will continue to develop in the use of a solid RLA model of structured literacy to maximize the growth of all students through high quality small group and individualized instructional practices for both intervention and enrichment. Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data. Staff Responsible for Monitoring: Principal , Instructional Coach, RLA Teachers and Staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Advertise and provide event flyers for Title III Series- Parent Engagement: Enhancing Educational Supports for EB Students. Strategy's Expected Result/Impact: Increased parental awareness resulting in a stronger home-school relationship for EB Students. Staff Responsible for Monitoring: Principal and EB Specialist ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.
Problem Statement 2: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Student Learning
Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.
School Processes & Programs
Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

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

Performance Objective 2: HB3: The percent of Jenks Elementary 3rd grade students who achieve Meets and above in Math will increase to 73% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Our teachers and staff will ensure the usage and targeted implementation of both district and campus research-based practices in small group instructional settings and analyze the results for targeted instruction based on student's individual needs. Strategy's Expected Result/Impact: Increased performance throughout the year on assessments and marked growth in our students performance. Staff Responsible for Monitoring: Principal, Instructional Coach, Math teachers and staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Our campus will continue to develop the use of our documentation of the Math Workshop model to maximize the growth of all students through high quality small group and individualized instructional practices. Strategy's Expected Result/Impact: A year's growth for all students documented through small group and conferring notations and assessment data. Staff Responsible for Monitoring: Principal, Instructional Coach, Math teachers and staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Problem Statement 2: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Student Learning

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

School Processes & Programs

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

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

Performance Objective 3: Increase the number of students 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 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: ESF: 90% of MJE Pre-K-5th grade teachers will effectively plan and implement Content-Based Language Instruction to address the linguistic needs of all students and increase student ownership of their learning.

High Priority

Evaluation Data Sources: TELPAS

MAP data

Learning Walk data

Strategy 1 Details	Reviews			
Strategy 1: Administrators, Instructional Coach and EB Specialist will collaborate to determine success criteria for effective implementation of Content and Language Objectives Strategy's Expected Result/Impact: Students will demonstrate their learning and show increased academic discourse Staff Responsible for Monitoring: Administrators, Instructional Coach, EB Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators, Instructional Coach, and EB Specialist will utilize success criteria for Content and Language Objectives to conduct learning walks. Strategy's Expected Result/Impact: consistent implementation and alignment with content Staff Responsible for Monitoring: Administrators, Instructional Coach, EB Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Classroom Teachers will access and utilize district approved content resources to plan and deliver whole group lessons with content and language supports that include all success criteria. Strategy's Expected Result/Impact: effective and differentiated whole group instruction, student mastery Staff Responsible for Monitoring: Administrators, Instructional Coach, EB Specialist, and Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Leadership Team will collect and analyze learning walk data. Leadership will use the data to identify areas needing improvement. Then, determine coaching focus and professional development needs related to content based language instruction. Teachers will apply feedback and coaching for improvement. Strategy's Expected Result/Impact: teacher growth Staff Responsible for Monitoring: Leadership Team, Classroom Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will analyze MAP Growth data and share their plan of action through Status of the Class Meetings. Strategy's Expected Result/Impact: student growth Staff Responsible for Monitoring: Leadership Team, Classroom Teachers Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Demographics

Problem Statement 2: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Student Learning

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

School Processes & Programs

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

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

Performance Objective 5: 90% of MJE staff will implement Action Based Learning practices daily in the classroom.

Evaluation Data Sources: Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Students K-5 will attend the Action Based Learning Lab as part of the specials rotations on a regular basis throughout the year. Strategy's Expected Result/Impact: Students will strengthen motor skills and increase engagement in class Staff Responsible for Monitoring: ABL Facilitator, Classroom Teachers ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Our campus will partner with an Action Based Learning mentor to plan, train staff, and assist with implementation of the ABL Lab and ABL areas for each grade level. Strategy's Expected Result/Impact: consistent implementation by staff and consistent participation by students Staff Responsible for Monitoring: ABL Mentor, Administrators, ABL Facilitator ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement movement in their classrooms daily. Strategy's Expected Result/Impact: increased student engagement Staff Responsible for Monitoring: Administrators, Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The campus will continue the ABL Committee to foster incorporating movement across the campus including a hosting an ABL Showcase for our community. Strategy's Expected Result/Impact: strengthen the implementation of Action Based Learning Campus Wide and increased community awareness about ABL Staff Responsible for Monitoring: ABL Committee Members ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.
Problem Statement 2: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Student Learning
Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). Root Cause: We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

School Processes & Programs

Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. **Root Cause:** As a campus, we continue to strengthen our use of data.

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

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

Performance Objective 7: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
Student Learning
Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.
School Processes & Programs
Problem Statement 1: Due to increasing diversity in student learning, staff must prioritize a deep understanding of students' strengths and weaknesses and use this to plan targeted instruction. Root Cause: As a campus, we continue to strengthen our use of data.

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: All teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: State Certification

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

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: MJE staff will effectively implement Professional Development strategies and topics to meet the needs of their students as evidenced through Learning Walks and data.

High Priority

Evaluation Data Sources: Learning Walk Data, Academic Data, Lesson Plans, behavior data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students will participate in Significant 72 activities to build a strong campus cultural foundation for the school year. Strategy's Expected Result/Impact: consistent behavior in common areas and classrooms Staff Responsible for Monitoring: Leadership Team, Teachers, Students ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in professional learning to understand and effectively implement the success criteria for Content and Language Objectives. Strategy's Expected Result/Impact: strengthening of whole group instruction, student growth Staff Responsible for Monitoring: Administrators, Team Leaders, EB Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Student Learning

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

School Processes & Programs

Problem Statement 2: Our campus has experienced a significant increase in the number of students requiring special education services and those identified as English Language Learners (ELLs). **Root Cause:** We have a need to assess student progress and identify and implement instructional strategies to ensure these students receive the appropriate support and services they require to succeed.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Campus administrators will support staff, both new and returning, by nurturing a campus culture where staff feels valued, heard and genuinely connected to those they work with on a daily basis.

Evaluation Data Sources: Campus Culture Survey results analyzed, shared out with Team Leaders and the campus as a whole. Periodic measures of our data.

Strategy 1 Details	Reviews			
Strategy 1: The Leadership Team will plan staff recognition and appreciation events throughout the year. Strategy's Expected Result/Impact: strong culture, staff retention Staff Responsible for Monitoring: Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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: We will communicate campus events and activities weekly to our families through the publication of the Jenks Journal newsletter.

Strategy 1 Details		Reviews			
Strategy 1: Advertise and provide event flyers for Title 3: Family STEAM Night. Staff Responsible for Monitoring: Principal		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 1: MJE staff will be collectively responsible for implementing the campus discipline matrix and PBIS strategies.

Strategy 1 Details	Reviews			
Strategy 1: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: provide awareness to stakeholders Staff Responsible for Monitoring: Leadership Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will implement PBIS strategies, Significant 72 Relationship Building Activities, and Character Strong Lessons to build a safe and positive school environment. Strategy's Expected Result/Impact: safe and positive school environment Staff Responsible for Monitoring: All Staff ESF Levers: Lever 3: Positive School Culture	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: Staff will monitor and analyze student attendance to see an increase of at least 1% overall improvement in our yearly data.

Evaluation Data Sources: Nine week monitoring system for campus ADA, weekly messages encouraging good attendance, semi-semester attendance drives to boost attendance during our identified lower periods.

Strategy 1 Details	Reviews			
Strategy 1: Perfect attendance by class will be tracked daily and classes will receive an incentive for perfect attendance. Strategy's Expected Result/Impact: increased student attendance Staff Responsible for Monitoring: Front Office Staff, Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Jenks Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Personnel for Jenks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erin Daugherty	Academic Support Teacher	1
Estephanie Martinez	Bilingual Academic Support Teacher	1
Lindsay McClellan	Academic Support Teacher	1
Maria Martin	Bilingual Academic Support Teacher	1
Sarah Tyler	Academic Support Teacher	1
Sheila Nimrooz	Academic Support Teacher	1



The Percent of **Jenks** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 75% to 77% by July 2029.

Jenks: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	75%	76%	78%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	75%	76%	78%	79%	79%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2026

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB	
Jenks: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
		2024 Actual	21	71%	89	56%	53	81%	1	100%	77	91%	0		9	89%	54	44%	52	46%	120	64%	
		2025 Actual	16	81%	88	61%	37	78%	1	100%	72	90%	1	100%	15	80%	53	32%	52	54%	132	68%	
		2026 Target																42%		64%			
		2026 Actual	12	58%	83	65%	46	76%	0		77	95%	0		9	89%	54	41%	51	57%	120	73%	
		Met Target																	N		N		
		2027 Target																	51%		67%		

The Percent of **Jenks** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 62% to 64% by July 2029.

Jenks: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	62%	78%	73%			
		State Rate	40%	44%	44%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	62%	78%	73%	74%	74%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Jenks: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	21	62%	89	44%	53	53%	1	100%	77	88%	0		9	67%	54	33%	52	38%	120	53%
		2025 Actual	16	88%	88	69%	37	65%	1	100%	72	93%	1	100%	15	80%	53	40%	52	56%	132	74%
		2026 Target						75%										50%				
		2026 Actual	12	50%	83	52%	46	83%	0		78	91%	0		9	89%	54	39%	51	57%	121	67%
		Met Target						Y										N				
		2027 Target				62%						95%										