

Katy Independent School District

Boudny Elementary

2026-2027 Campus Improvement Plan

Table of Contents

- Comprehensive Needs Assessment 3
 - Needs Assessment Overview 3
 - Demographics 7
 - Student Learning 9
 - School Processes & Programs 10
 - Perceptions 12
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
 - Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences. 17
 - 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. 25
 - Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff. 28
 - 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. 31

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Mission:

Boudny Elementary—learning with heart, leading with kindness, and giving our best every day.

We cheer each other on, respect what makes us different, and stay curious as we grow through every challenge.

Together, we thrive in a supportive, Trailblazing community where everyone belongs and every voice matters.

Greatness begins with us—We are Bucks!

Vision:

Leading with **Kindness**. Learning with **Heart**. Trailblazing Together.

Acrostic:

Boudny is a place where everyone belongs.

Own your learning and lead with pride.

Uplifting each other makes us strong.

Do the right thing, even when it's tough.

New friendships and big dreams start here.

Your future awaits—be bold, be a Buck!

Improvement Planning Data

Our improvement planning data serves as a critical tool in guiding our school's strategic initiatives and ensuring that we are meeting the educational needs of our students. By analyzing this data, we can identify areas where we are excelling and areas that require targeted interventions. This process allows us to allocate resources effectively and implement evidence-based strategies that promote student achievement and well-being.

The data provides insights into student performance across various subjects and grade levels, enabling us to tailor our instructional approaches to better support diverse learning needs. It also highlights trends and patterns that inform our professional development programs, ensuring that our educators are equipped with the latest pedagogical skills and knowledge.

Furthermore, improvement planning data helps us engage with our school community, fostering a collaborative environment where teachers, parents, and students work together towards common goals. By sharing this data transparently, we build trust and encourage active participation in the educational process, ultimately enhancing the overall school experience for everyone involved.

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

Accountability data is a critical component in assessing the effectiveness of our educational programs and initiatives. It provides us with measurable insights into student performance, helping us identify areas where we excel and those that require targeted improvement. By analyzing this data, we can ensure that our teaching strategies are aligned with our academic goals and that we are meeting the educational needs of all our students. Furthermore, accountability data allows us to maintain transparency with our stakeholders, including parents, educators, and the community, fostering a culture of trust and continuous improvement within our school.

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

Student Data: Assessments

As a school, we place a strong emphasis on the collection and analysis of student data through various assessments. This data is crucial in helping us understand the academic progress and needs of each student. By utilizing a range of assessment tools, we are able to gather comprehensive insights into student performance, which informs our instructional strategies and interventions. Our commitment to data-driven decision-making ensures that we can tailor our educational approaches to support the diverse learning needs of our student body effectively.

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

At our school, we place a strong emphasis on understanding and analyzing student data, particularly as it pertains to various student groups. This approach allows us to tailor our educational strategies to meet the diverse needs of our student body. By examining data across different demographics, we can identify trends, strengths, and areas for improvement, ensuring that all students receive the support they need to succeed.

Our commitment to student groups involves recognizing the unique challenges and opportunities each group presents. We strive to create an inclusive environment where every student feels valued and supported. By focusing on student groups, we can implement targeted interventions and resources that address specific needs, fostering an equitable learning experience for all.

Furthermore, by continuously monitoring and evaluating the progress of these student groups, we can make informed decisions that enhance our educational practices. This data-driven approach not only helps us to improve academic outcomes but also to promote a culture of continuous improvement within our school community

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population, including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

As a school, we place a strong emphasis on monitoring student behavior and other key indicators to ensure a supportive and conducive learning environment. By systematically collecting and analyzing data related to student behavior, we are able to identify patterns and trends that may require intervention or support. This proactive approach allows us to address issues before they escalate, ensuring that all students have the opportunity to succeed academically and socially.

In addition to behavior, we also track other critical indicators that can impact student performance and well-being. These may include attendance rates, participation in extracurricular activities, and engagement in the classroom. By maintaining a comprehensive view of each student's experience, we can tailor our support and resources to meet their individual needs, fostering a holistic approach to education that prioritizes both academic achievement and personal development.

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

Our school places a strong emphasis on maintaining comprehensive and up-to-date employee data. This ensures that we have accurate records of all staff members, which is crucial for effective communication, payroll processing, and compliance with regulatory requirements. By keeping detailed information on each employee, we can better support their professional development and address any needs or concerns that may arise.

Additionally, having a robust employee data system allows us to efficiently manage human resources and make informed decisions regarding staffing and resource allocation. This data-driven approach helps us to identify trends, recognize outstanding performance, and implement strategies that enhance the overall work environment. Our commitment to maintaining accurate employee data reflects our dedication to fostering a supportive and well-organized school community.

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

Our school places a strong emphasis on fostering a collaborative relationship with parents and the wider community. We believe that engaging parents in the educational process is crucial for student success, and we actively seek to create opportunities for meaningful involvement. This includes regular communication through newsletters, meetings, and events that invite parents to participate in their children's learning journey.

Furthermore, we recognize the importance of community partnerships in enhancing educational experiences. By working closely with local organizations and businesses, we aim to provide students with real-world learning opportunities and resources that enrich their academic and personal development. These partnerships also help to create a supportive network that benefits not only our students but the community as a whole.

We are committed to maintaining an open and

inclusive environment where all voices are heard and valued. Feedback from parents and community members is essential in guiding our decisions and ensuring that our school meets the diverse needs of our students. Through surveys, forums, and advisory committees, we actively seek input and strive to incorporate it into our planning and improvement efforts.

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

Support Systems and Other Data

At our school, we place a strong emphasis on the development and implementation of robust support systems to ensure that every student has the opportunity to succeed. These systems are designed to address the diverse needs of our student body, providing tailored assistance that ranges from academic support to emotional and social guidance. By fostering an environment where students feel supported and understood, we aim to create a foundation for lifelong learning and personal growth.

In addition to our support systems, we are committed to the effective use of data to inform our educational practices and decision-making processes. By analyzing various data points, we can identify trends, measure progress, and make informed adjustments to our teaching strategies and support mechanisms. This data-driven approach allows us to continuously refine our methods, ensuring that we are meeting the evolving needs of our students and maintaining high standards of educational excellence.

- RAWEE (Attendance Data)
- Organizational structure data
- Communications data
- Study of best practices

Demographics

Demographics Summary

Alfred and Ann Boudny Elementary: A Trailblazing Community

Alfred and Ann Boudny Elementary is strategically located in a rapidly expanding area within the northwest quadrant of Katy ISD. As we prepare to welcome 1156 students for the 2026-2027 school year, we are excited about the rich diversity our students bring from various parts of Texas and beyond. This diversity strengthens our community, enriching the learning environment and broadening the perspectives of students and staff alike.

To meet the needs of our dynamic student population, we are dedicated to recruiting a highly qualified and diverse staff of over 100 educators. Our goal is to build a team that reflects the demographics of our student body, providing relatable role models and fostering an inclusive and supportive atmosphere where everyone belongs. This commitment is essential to cultivating a school culture that values, respects, and celebrates all individuals.

At Boudny Elementary, our state-of-the-art facilities and passionate educators come together to create a dynamic and inclusive learning environment. Guided by our **Trailblazing B.U.C.K.S. Expectations** — *Be Safe, Use Kind Words, Cooperate, Keep It Cool, Stay on Track* — we are focused on nurturing students' academic excellence and personal growth. These expectations help us build a positive school culture where students feel safe, valued, and empowered to blaze their own trails.

As our school grows, we remain steadfast in upholding high academic standards while addressing the unique needs of every student. Through innovative teaching and a supportive community, we are committed to ensuring a smooth transition for all newcomers and helping each student reach their full potential.

Together, we are leading with kindness, learning with heart, and Trailblazing as Bucks!

Demographics Strengths

At Boudny Elementary School, our diverse demographics serve as a cornerstone of our educational philosophy. The rich tapestry of cultures, perspectives, and experiences that our students bring to the classroom significantly enhances the learning environment. This diversity is not just a backdrop but a dynamic element that fosters inclusivity and empathy among our students. By interacting with peers from various backgrounds, students develop a broader understanding of the world and cultivate an appreciation for differences, which is essential in today's interconnected society.

Moreover, the diversity within our school community encourages creativity and critical thinking. Students are regularly exposed to a variety of viewpoints and problem-solving approaches, which broadens their intellectual horizons and equips them with the skills necessary to navigate complex challenges. This exposure to different perspectives is invaluable in nurturing innovative thinkers who are prepared to contribute meaningfully to society.

Being part of a premier district, Boudny Elementary School is privileged to have access to exceptional resources and support. These resources enable us to effectively leverage our diverse student body, creating a dynamic, engaging, and enriching educational experience. Our commitment to embracing and celebrating diversity is evident in our curriculum and school activities, which are designed to prepare students to thrive in an increasingly globalized society. By promoting unity and respect within our community, we ensure that our students are not only academically proficient but also socially conscious and culturally aware individuals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will continue to grow and add students throughout the year. This will create large class sizes and the need to add new teachers.

Root Cause: Housing is continually being built in the Boudny attendance zone, which will keep our enrollment steadily growing for years to come.

Student Learning

Student Learning Summary

At Boudny Elementary, student achievement and growth are at the heart of what we do. From August to May, we focus on ensuring each student makes meaningful progress, recognizing that every child's journey is unique and deserves personalized support.

Last year we had 20.5 % of the population in SPED, 28.2% EB/EL, 43% Eco Dis and 11.6% mobility. We have six sped resource and in class support teachers with a case load of 30 kids each. This will grow as we increase our enrollment.

The 2025-2026 school year was a key year for us as we established our baseline with MAP and state testing. The results will give us important data to help refine our teaching methods and interventions. By analyzing this data, we can better meet the diverse needs of our students and improve our instructional strategies.

Our students engage with challenging content every day, keeping them motivated and fostering a love for learning. We set high expectations to inspire them to reach their full potential.

We're committed to creating a learning environment that supports and challenges every student, helping them exceed their academic goals. Our goal is to equip them with the skills and knowledge for lifelong success, ensuring they leave Boudny Elementary ready for whatever comes next.

Student Learning Strengths

This will give us a clear picture of their academic strengths, learning needs, and any areas where they may need extra support. By understanding where they are, we can ensure a smooth transition and provide the resources and guidance to help them succeed in their new environment.

We are proud to have a diverse group of students, including those receiving services in dyslexia and special education. These students bring unique strengths to our school community, and we are committed to providing personalized educational opportunities that celebrate and build on their abilities.

To support our students in dyslexia and special education, we will closely monitor their progress and adjust our teaching methods as needed. By recognizing and celebrating each step of their growth, we ensure that every student has the chance to reach their full potential.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although effective instructional practices are evident in some classrooms, implementation is not yet consistent across the campus. As a result, opportunities for student thinking, academic discourse, formative assessment, responsive instruction, and rigorous independent work vary from classroom to classroom.

Root Cause: As a new campus, common expectations for effective instruction and high-quality student work were still being developed and implemented.

Problem Statement 2 (Prioritized): Student work was often completed digitally with limited opportunities for timely feedback, revision, and improvement, resulting in inconsistent evidence of grade-level thinking and mastery of standards.

Root Cause: Student work relied heavily on digital tasks with limited opportunities for teacher feedback, revision, and reflection.

School Processes & Programs

School Processes & Programs Summary

At Boudny, we're proud to be part of a thriving community for the 2026-2027 school year with a projected 1156 students, with a dedicated staff working hard to create a positive campus culture. Our inclusive approach to the Campus Improvement Plan (CIP) involves every staff member, ensuring all voices are heard and valued. This collaboration reflects our commitment to an environment where everyone feels respected and empowered.

As part of Katy ISD, known for its focus on academic excellence, we uphold high instructional standards and prioritize the 'whole' child—academic, social, emotional, and physical growth. By putting students at the center of our decisions, we make sure learning is always our top priority.

We're committed to protecting instructional time and minimizing disruptions, which helps create a structured environment for academic success. Our instructional coach and academic support teachers are key to this, providing the support needed for effective teaching.

By using research-based resources, we ensure our methods are both effective and evidence-driven. We're always refining our practices to deliver high-quality education that prepares students for future success.

School Processes & Programs Strengths

We are committed to establishing a strong foundation for our school community. A key aspect of this foundation is the collaborative creation of our mission and vision. By involving our stakeholders and entire staff in this process, we ensure that our guiding principles reflect the collective aspirations and values of our community. This inclusive approach will foster a sense of ownership and commitment among all members of our school, setting the stage for a unified and purposeful educational environment.

In addition to defining our mission and vision, we are dedicated to developing effective discipline management structures and implementing PBIS behavior matrix charts throughout the building. These tools will provide clear expectations and consistent guidelines for behavior, promoting a positive and respectful school culture. By prioritizing discipline management, we aim to create a safe and supportive learning environment where students can thrive academically and socially.

Customer service built on trust, listening, and problem-solving will be at the forefront of everything we do, underscoring our commitment to excellence in all interactions. By prioritizing customer service, we aim to build strong relationships with students, families, staff, and community members. We will listen with empathy, respond with care, and work collaboratively to find solutions that meet the needs of those we serve. Our goal is to create a welcoming, supportive environment where every individual feels valued, respected, and confident that their voice matters. Through consistent communication, genuine relationships, and a commitment to follow-through, we will ensure that exceptional customer service is reflected in everything we do, parents, and the broader community. This focus will ensure that every individual who engages with our school feels valued, respected, and supported, ultimately contributing to a positive and welcoming school atmosphere.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: This year we hired many people off the excess list and are continuing to support the KISD ACP program. We will need to continue to create a positive staff culture with the new staff and building them up to understand the systems and structures created at AABE.

Root Cause: Boudny is located in a high growth area and we will continue to need to hire teachers as we continue to grow.

Problem Statement 2: As we prepare to increase enrollment by over 200 students for year year, we will need to ensure that the students, families and staff have the same consistent support they had in year one.

Root Cause: Boudny is located in a high growth area in KISD North quadrant.

Perceptions

Perceptions Summary

As we walk into our second year at Boudny Elementary, our new campus has generated a palpable sense of excitement and a spirit of renewal among our students, staff, and community. This fresh start has invigorated our school environment, fostering a positive atmosphere that is conducive to learning and growth. The enthusiasm is contagious, and it is heartening to witness the collective eagerness to embrace this new chapter.

Our families have shown remarkable enthusiasm and willingness to contribute to the establishment of our school. Their eagerness to volunteer is a testament to the strong sense of community and shared purpose that we are cultivating. This involvement is crucial as it not only supports our school operations but also strengthens the bond between the school and the families we serve.

The PTA Executive Board has been instrumental in channeling this volunteer spirit into meaningful action. They have successfully recruited volunteers for various committees, ensuring that we have the manpower needed to support our initiatives. Their organization of spirit nights and staff appreciation activities has not only boosted morale but also fostered a sense of unity and pride within our school community.

The support from our community and local businesses has been overwhelmingly generous. Their willingness to offer time and resources underscores the strong partnership we have with our local stakeholders. This collaboration is vital as it enhances our ability to provide enriching experiences for our students, and supports our mission to deliver high-quality education.

We have established several committees that are pivotal to our school's success, including Culture & Climate, Behavior & Discipline (PBIS), Sunshine, Reed Deed Run, Safety patrols, Student Council, and Attendance Committee. Each of these committees plays a crucial role in addressing different aspects of our school environment, from promoting positive behavior and staff well-being to enhancing curriculum delivery and providing extracurricular opportunities. Their work is essential in creating a well-rounded and supportive educational experience for our students.

Perceptions Strengths

At Boudny, we take immense pride in having assembled a team of the most outstanding educators and staff members from Katy ISD and the surrounding districts. This exceptional group of professionals brings a wealth of experience, dedication, knowledge, and passion to our school, ensuring that our students receive the highest quality education and support. Their commitment to excellence is evident in every classroom and interaction, setting a standard of educational distinction that we are proud to uphold.

The opening of our new school as we move into year two, has been met with overwhelming enthusiasm from our community, particularly because it offers families the convenience and joy of walking their children to school. This proximity not only strengthens the bond between the school and the community but also provides a sense of stability for families who have experienced multiple relocations before settling in Boudny. We are thrilled to be a part of their journey and to offer a welcoming and consistent educational environment.

Our Campus Advisory Committee plays a crucial role in our school's operations, embodying our dedication to transparency, clarity, and strategic planning. By involving all stakeholders in the decision-making process, we ensure that diverse perspectives are considered, and the best interests of our students are prioritized. This collaborative approach is further enhanced by our recruitment of highly qualified, student-centered teachers who are committed to delivering an exceptional educational experience. Their expertise and focus on student success are integral to our mission.

At Boudny, we are deeply committed to maintaining a positive and safe learning environment for all students and staff. This focus is a cornerstone of our educational philosophy, as we believe that a supportive and secure atmosphere is essential for fostering positivity and academic success. By prioritizing the well-being of our school community, we create a nurturing space where students can thrive and reach their full potential.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a new campus, there is a potential issue that the values and beliefs may not be fully understood by all students, staff, and parents. It is crucial to ensure that everyone becomes a collaborative, cooperative, and contributing team member.

Root Cause: The root cause of this issue is the lack of established communication and engagement channels to effectively convey and reinforce the campus values and beliefs to all students, staff, and parents.

Priority Problem Statements

Problem Statement 1: Although effective instructional practices are evident in some classrooms, implementation is not yet consistent across the campus. As a result, opportunities for student thinking, academic discourse, formative assessment, responsive instruction, and rigorous independent work vary from classroom to classroom.

Root Cause 1: As a new campus, common expectations for effective instruction and high-quality student work were still being developed and implemented.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student work was often completed digitally with limited opportunities for timely feedback, revision, and improvement, resulting in inconsistent evidence of grade-level thinking and mastery of standards.

Root Cause 2: Student work relied heavily on digital tasks with limited opportunities for teacher feedback, revision, and reflection.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: July 30, 2026

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

Performance Objective 1: By May 2027, 70% of students participating in Special Education, Emergent Bilingual (ESL), MTSS, 504, and At-Risk programs in Grades 4 and 5 will demonstrate expected or accelerated academic growth as measured by STAAR progress measures.

Evaluation Data Sources: STAAR reports from TEA

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted, data-driven small-group instruction using TEKS-aligned formative assessment data, progress monitoring, and student needs to provide timely intervention and enrichment. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Strengthen the instruction across the grade level. Campus data from Dreambox, Learning Checkpoints and CBAs will improve. Staff Responsible for Monitoring: Staff Responsible for Monitoring Classroom teachers, instructional leaders, KISD Curriculum Specialists, coach, and administration.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide differentiated, evidence-based instructional supports (such as language scaffolds, accommodations, explicit vocabulary instruction, and structured literacy practices) to ensure students in Special Education, EB, MTSS, 504, and At-Risk programs can successfully access grade-level standards.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor student progress through regular PLC data meetings where teachers analyze formative and benchmark data, identify students needing additional support, adjust instructional plans, and evaluate the effectiveness of interventions.	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Reading will increase to 57% by July 2027 . (Legal Requirement)

HB3 Goal

Evaluation Data Sources: 2026 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: Implement a student goal-setting and data-tracking process in which students maintain individual data folders, monitor their progress on formative and benchmark assessments, set achievement goals, and celebrate growth through campus recognition opportunities such as POP (Practice Optimizes Performance) Parties. Strategy's Expected Result/Impact: We expect to see growth in the student performance on learning module assessments from one module to the next. Staff Responsible for Monitoring: Instructional Leaders, Coach, teachers, and Administrators	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 literacy instruction by providing daily, standards-aligned reading instruction that emphasizes comprehension, vocabulary, writing about reading, and rigorous grade-level tasks aligned to STAAR expectations.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize formative assessment and PLC data cycles to identify student needs, provide targeted small-group instruction and intervention, monitor progress, and adjust instruction to ensure students are showing growth.	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: HB3: The percent of Katy ISD Elementary 3rd grade students who achieve Meets or above in Math will increase to 48% by July 2027 . (Legal Requirement)

HB3 Goal
Evaluation Data Sources: 2026 Accountability data

Strategy 1 Details	Reviews			
Strategy 1: The instructional leaders will utilize Savvas teacher guides during weekly planning to model lesson enhancements/lifts. Administrators, and the coach will use classroom learning walks to monitor the implementation of enhanced Savvas lessons. Strategy's Expected Result/Impact: Students are expected to show growth across campus and district assessments. Staff Responsible for Monitoring: Math teacher, Teachers, Assistant Principals, Principal, Instructional Coach	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: By May 2027, 85% of classrooms will demonstrate effective first-teach practices that promote student thinking, academic discourse, ownership of learning, and rigorous grade-level work through checks for understanding, responsive feedback, and instructional adjustments, as measured through monthly walkthroughs and student work reviews.

Evaluation Data Sources: Walkthroughs and data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver high-quality, grade-level instruction that actively engages students through frequent checks for understanding, responsive feedback, and instructional adjustments based on student learning needs in real time. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Classroom Teachers	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will create learning environments where students actively engage in discussion, explain their thinking, provide evidence for their responses, and use feedback to strengthen learning. Staff Responsible for Monitoring: Assistant Principals Instructional Coach Teachers Instructional Leaders	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Grade-level teams will regularly analyze student work, formative assessments, and progress-monitoring data to identify misconceptions, monitor growth, and plan targeted instructional responses. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Instructional Leaders Teachers	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Campus leaders will support instructional growth through regular walkthroughs, coaching cycles, feedback conversations, and professional learning focused on effective instruction and student engagement. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coach Teachers	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: 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 language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: 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: 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: 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: 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: 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: 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
Strategy 2 Details	Reviews			
Strategy 2: 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
 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: By May 2027, 80% of student work samples collected during quarterly reviews will meet grade-level rigor, alignment to the standard, and evidence of student thinking and learning, as measured through campus student work reviews.

Evaluation Data Sources: work samples, and data from formative and summative assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will communicate clear learning targets, success criteria, and exemplars so students understand what quality work looks like and what is required for success Strategy's Expected Result/Impact: Increase in instructional delivery. Staff Responsible for Monitoring: Teachers, coach, admin team Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Leadership and teacher teams will conduct regular student work reviews to monitor rigor, alignment to standards, and evidence of student thinking and learning.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will design and implement learning experiences that require students to think critically, apply learning, communicate reasoning, and demonstrate understanding through meaningful work products.	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: By May of 2027, all ELAR staff will have their ESL certification. Strategy's Expected Result/Impact: We have a large amount of ESL students who need to be placed in ESL certified teachers classrooms. Staff Responsible for Monitoring: ESL staff and principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction 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: Although effective instructional practices are evident in some classrooms, implementation is not yet consistent across the campus. As a result, opportunities for student thinking, academic discourse, formative assessment, responsive instruction, and rigorous independent work vary from classroom to classroom. **Root Cause:** As a new campus, common expectations for effective instruction and high-quality student work were still being developed and implemented.

Problem Statement 2: Student work was often completed digitally with limited opportunities for timely feedback, revision, and improvement, resulting in inconsistent evidence of grade-level thinking and mastery of standards. **Root Cause:** Student work relied heavily on digital tasks with limited opportunities for teacher feedback, revision, and reflection.

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 campus literacy teachers will be ESL certified within one (1) year of their hire date.

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

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

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

Performance Objective 1: Connect targeted resources and educational opportunities concerning topics related to well-being for students, staff, and parents. (Strategic Design)

Evaluation Data Sources: Targeted Resources

Strategy 1 Details	Reviews			
Strategy 1: School counselors will deliver targeted well-being supports and resources to students, staff, and families, with participation, referral, and follow-up data reviewed each semester to determine effectiveness and identify additional needs. Strategy's Expected Result/Impact: Improved student well-being, engagement, and readiness to learn. Staff Responsible for Monitoring: School counselors and SSSP team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: The District will expand and strengthen internal systems and connect targeted resources to proactively support the well-being of the students, staff, and parents of the Katy ISD school community. (Strategic Design)

Evaluation Data Sources: Campus attendance reports and intervention documentation

Strategy 1 Details	Reviews			
Strategy 1: School counselors and the SSSP team will review attendance data every 9 weeks, identify students demonstrating attendance concerns, and provide targeted student and family interventions, resource connections, and follow-up support. Strategy's Expected Result/Impact: Increased student attendance and reduced chronic absenteeism. Staff Responsible for Monitoring: School counselors, SSSP team, attendance clerk, and campus administration	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Consistent school wide behavior expectations, teacher coaching on engagement strategies, and proactive behavior support and anti-bully campaign run by the counselor throughout the year.

Evaluation Data Sources: Evaluation Data Sources
discipline referrals in eSchool Plus, monthly observations, and walkthroughs, Speak Up Tips, Red Ribbon Week.

Strategy 1 Details	Reviews			
Strategy 1: Implement and reinforce Trailblazing B.U.C.K.S. Expectations campus-wide. Provide ongoing training for staff on explicitly teaching and modeling behavior expectations. Create visual reminders of B.U.C.K.S. expectations throughout the building. Recognize and celebrate positive student behaviors through campus-wide acknowledgments. Strategy's Expected Result/Impact: We will have a reduced amount of office referrals at AABE. Staff Responsible for Monitoring: Assistant Principals, counselors, Principal TEA Priorities: Recruit, support, retain teachers and principals - 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: Performance Objective 1: Strengthen family and community engagement by providing meaningful opportunities for parents and families of EB students to participate in educational activities, events, and partnerships that support student achievement, belonging, and overall success throughout the school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Increased parent/family participation and stronger school partnerships will provide families of EB students with the knowledge, resources, and opportunities needed to support student achievement, belonging, and overall success. Staff Responsible for Monitoring: EB Specialist & Administrators	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

Boudny: Goals	3rd Grade Reading Meets or Above		*2024	*2025	2026	*2027	*2028	*2029
		Actual	49%	55%	64%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	Yes	Yes			
		Internal Goal	-	50%	56%	57%	58%	59%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025

MET 2029 Goal in 2026

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB		
Boudny: Targets	3rd Grade Reading Meets or Above	Federal Targets			34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		*2024 Actual	35	51%	59	37%	18	56%	0		12	67%	0		7	86%	37	14%	72	42%	31	42%	
		*2025 Actual	81	53%	63	49%	19	53%	0		20	70%	1	0%	12	75%	48	27%	115	45%	39	56%	
		*2026 Target						63%				80%											
		2026 Actual	58	55%	37	57%	16	75%	0		19	95%	0		7	71%	26	23%	60	50%	26	65%	
		Met Target						Y				Y											
		2027 Target																33%		60%			

*Data mirrors Youngblood elementary.

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

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

			# 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
Boudny: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		*2024 Actual	35	46%	59	32%	18	56%	0		12	83%	0		7	57%	37	16%	72	39%	31	48%
		*2025 Actual	81	43%	63	38%	19	37%	0		20	65%	1	0%	12	67%	48	19%	115	36%	39	56%
		*2026 Target						47%				75%										
		2026 Actual	58	41%	37	35%	16	63%	0		19	79%	0		7	71%	26	23%	60	32%	26	46%
		Met Target						Y				Y										
		2027 Target				45%														42%		

*Data mirrors Youngblood elementary.