

Katy Independent School District
Cinco Ranch Junior High
2026-2027 Campus Improvement Plan



Mission Statement

Katy Independent School District, the leader in educational excellence, together with family and community, provides unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life—to *create the future*.

Vision

Passion for Learning, Compassion for others.

Value Statement

1. We believe that all learners are unique and thrive through personalized learning experiences.
2. We believe that when ideas and individuals are respected, a culture of mutual respect is built that benefits all stakeholders.
3. We believe that collaboration which honors all voices, creates ownership that drives personal accountability.
4. We believe that being open-minded fosters continual improvement.
5. We believe that meaningful relationships are vital to learner success.
6. We believe that effective assessment is a continual process of giving and receiving meaningful feedback that advances learning and supports a system of accountability.
7. We believe that our success is not determined by a single, standardized assessment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We have a very diverse population at Cinco Ranch Junior High. Our campus ethnicity is composed of Hispanic-31%, White-27%, Asian-27%, Black-8.5%, and 6.8% Other or Two or More Races.

Approximately 19.7% of our students receive Special Education services, 22% receive ESL services, and 33.8% meet eligibility as Eco Dis. Our campus host a variety of Special Education settings such as Life Skills, RISE, ASIP, and JCAP.

Our staff is a healthy mix of experience, expertise, and backgrounds. They are all student-centered and work to do what is right for kids.

The community is supportive of the school as a whole. Our PTA is active, strong, supportive, and dependable.

Demographics Strengths

Our diversity makes us stronger as a community, and we have great student involvement. Our inclusive attitude towards all of our students allows them to have a window to the world.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates have declined since 2020.

Root Cause: Demographics have changed over time. Currently our At Risk population is 34%.

Problem Statement 2 (Prioritized): Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals.

Root Cause: Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.

Problem Statement 3 (Prioritized): Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.

Root Cause: Increased demands on teachers. Increase number of disruptions by students.

Problem Statement 4 (Prioritized): STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%.

Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Student Learning

Student Learning Summary

STAAR Results:

Overall 94 - A Rating

Student Achievement: 94

School Progress: 93

Closing the Gaps: 94

Distinction Designations

-Academic Achievement in Reading/Language Arts

-Academic Achievement in Mathematics

-Academic Achievement in Science

-Academic Achievement in Social Studies

-Top 25%: Comparative Academic Growth

-Postsecondary Readiness

-Top 25%: Comparative Closing the Gaps

Student Learning Strengths

Students utilized educational technology to enhance their knowledge. Students learned how to balance academic priorities with social and emotional needs, as our school focuses on the whole child model. Our students embraced the transition to online assessments and overall did very well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%.

Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Problem Statement 2 (Prioritized): Although teachers are providing quality instruction, students are not consistently engaged in rigorous academic discourse. Students have limited opportunities to engage in meaningful academic discourse.

Root Cause: Teachers need additional support and consistent implementation of structured discourse strategies.

School Processes & Programs

School Processes & Programs Summary

CRJH has a school calendar with important events listed and provides a weekly bulletin to staff to ensure the campus is clear in its direction. Our campuses utilizes e-Hallpass to monitor student traffic in the hallways and school building. Our campus serves as a cluster site for a couple support programs such as JCAP and ASIP.

School Processes & Programs Strengths

Our fine arts department is a strength that allows students to experience the world of music and arts as they explore all avenues of their development and growth as a young teenager. Our Performing Arts groups have received many accolades through out the years.

Our athletic department fosters goal setting, monitors progress and encourages teamwork that helps our students to build unparalleled confidence in who they are as a student at CRJH.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has not yet established a systematic approach for building teacher capacity in the purposeful use of AI. As a result, educators have varying levels of confidence and proficiency in using AI to enhance planning, differentiation, assessment, and student learning experiences.

Root Cause: Teachers need professional learning, coaching, and collaborative structures to build confidence and proficiency with AI integration.

Perceptions

Perceptions Summary

We have a culture that values and appreciates differences. We believe that all students deserve a great education and a great school experience. Our campus uses results from Campus Climate survey to guide it's goals among staff.

Students participated in a Safety Survey at the end of the previous school year. Many students shared that they feel safe at school and appreciate the support from teachers and staff, as well as the secure environment and positive relationships with peers. While some concerns were raised about bullying and inappropriate language, we value this honest feedback. We recognize the importance of creating a safe and welcoming environment for every student and are committed to addressing these concerns through improved communication, increased supervision, and continued efforts to promote kindness and respect. Together, we will work to make our campus an even better place to learn and grow.

Perceptions Strengths

Teachers and staff work hard to build positive relationships with students while maintaining high expectations for behavior and academic performance. Parents are valued partners in the education process, contributing to a strong sense of community. Additionally, staff members are committed to continuous growth and consistently seek to implement best instructional practices to support student success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.

Root Cause: Increased demands on teachers. Increase number of disruptions by students.

Problem Statement 2 (Prioritized): Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom.

Root Cause: Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.

Priority Problem Statements

Problem Statement 1: Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom.

Root Cause 1: Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%.

Root Cause 2: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals.

Root Cause 3: Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below.

Root Cause 4: Increased demands on teachers. Increase number of disruptions by students.

Problem Statement 4 Areas: Demographics - Perceptions

Problem Statement 5: Attendance rates have declined since 2020.

Root Cause 5: Demographics have changed over time. Currently our At Risk population is 34%.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Although teachers are providing quality instruction, students are not consistently engaged in rigorous academic discourse. Students have limited opportunities to engage in meaningful academic discourse.

Root Cause 6: Teachers need additional support and consistent implementation of structured discourse strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: The campus has not yet established a systematic approach for building teacher capacity in the purposeful use of AI. As a result, educators have varying levels of confidence and proficiency in using AI to enhance planning, differentiation, assessment, and student learning experiences.

Root Cause 7: Teachers need professional learning, coaching, and collaborative structures to build confidence and proficiency with AI integration.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Goals

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

Performance Objective 1: By May 2027, 90% of teachers will intentionally implement structured student discourse strategies during daily instruction to increase student engagement, critical thinking, and academic language development. Evidence of implementation will be demonstrated through classroom walkthroughs, lesson plans, PLC documentation, and student learning artifacts, with at least 90% of observed classrooms exhibiting meaningful student-to-student academic discourse during instructional walkthroughs.

High Priority

- Evaluation Data Sources:**
- * Classroom walkthrough data
 - * Lesson plans and PLC agendas
 - * Teacher coaching notes and reflection logs
 - * Student work samples and discussion protocols
 - * Student engagement observations and survey data

Strategy 1 Details	Reviews			
Strategy 1: Develop common campus expectations for student discourse and academic conversation across all content areas. Provide professional learning on high-impact discourse strategies (e.g., Think-Pair-Share, Accountable Talk, Socratic Seminar, Philosophical Chairs, collaborative problem-solving). Strategy's Expected Result/Impact: Increase teachers capacity for student discourse tools in the classroom. Staff Responsible for Monitoring: Administrators, Instructional coaches, Department Chairs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: * Incorporate discourse planning into weekly PLC meetings and lesson design. * Utilize walkthrough feedback to provide individualized coaching and celebrate effective practices. Strategy's Expected Result/Impact: Subject/grade specific feedback for use of student discourse. Staff Responsible for Monitoring: Instructional coaches, department chairs. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.
Student Learning
Problem Statement 1: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing. Problem Statement 2: Although teachers are providing quality instruction, students are not consistently engaged in rigorous academic discourse. Students have limited opportunities to engage in meaningful academic discourse. Root Cause: Teachers need additional support and consistent implementation of structured discourse strategies.

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

Performance Objective 2: The campus will exceed state and national (where applicable) standards/averages for all student groups in students achievement and progress.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. Staff Responsible for Monitoring: Admin, ESL Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. Staff Responsible for Monitoring: Admin, ESL Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Student Learning

Problem Statement 1: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. **Root Cause:** New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

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

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers Problem Statements: Demographics 4 - Student Learning 1	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 Problem Statements: Demographics 4 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Student Learning

Problem Statement 1: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. **Root Cause:** New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By May 2027, 80% of classroom teachers will intentionally integrate at least one approved AI tool into instructional planning and/or classroom instruction each grading period to enhance student engagement, differentiation, and instructional effectiveness, as evidenced through lesson plans, PLC documentation, classroom walkthroughs, teacher reflections, and student learning artifacts.

High Priority

Evaluation Data Sources: * PLC agendas and meeting notes

* Lesson plans

* Classroom walkthrough data

* Teacher reflection logs

* Student work samples

* Professional development attendance records

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning focused on responsible and effective AI integration. Model AI instructional strategies during faculty meetings and PLCs. Strategy's Expected Result/Impact: PD sessions on appropriate AI use. Staff using AI to increase productivity and reduce time used for clerical task. Staff Responsible for Monitoring: Administrators and Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a campus repository of approved AI tools, prompts, and lesson exemplars in Microsoft Teams. Strategy's Expected Result/Impact: Consistency among staff on student use of AI. Staff Responsible for Monitoring: Administrators and Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct instructional coaching cycles focused on AI-enhanced planning and instruction. Strategy's Expected Result/Impact: Observe the implementation of AI in the classroom in order to monitor and adjust support needed. Staff Responsible for Monitoring: Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Celebrate innovative AI practices through staff spotlights and collaborative sharing. Strategy's Expected Result/Impact: Staff sharing their practices with each other and spotlighting 'great AI integration'. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below. Root Cause: Increased demands on teachers. Increase number of disruptions by students.
Problem Statement 4: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.
Student Learning
Problem Statement 1: STAAR scores have increased overall however, the focus remains with the goal being to improve overall approaches rate to over 90%. Root Cause: New staff in key positions, lack of student participation in tutorials, number of students needing additional reading and math support is increasing.

Student Learning
Problem Statement 2: Although teachers are providing quality instruction, students are not consistently engaged in rigorous academic discourse. Students have limited opportunities to engage in meaningful academic discourse. Root Cause: Teachers need additional support and consistent implementation of structured discourse strategies.
School Processes & Programs
Problem Statement 1: The campus has not yet established a systematic approach for building teacher capacity in the purposeful use of AI. As a result, educators have varying levels of confidence and proficiency in using AI to enhance planning, differentiation, assessment, and student learning experiences. Root Cause: Teachers need professional learning, coaching, and collaborative structures to build confidence and proficiency with AI integration.
Perceptions
Problem Statement 1: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below. Root Cause: Increased demands on teachers. Increase number of disruptions by students.

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: By May of 2026, the School Management pillar on the Culture and Climate survey will be at 8.0 or above.

High Priority

Evaluation Data Sources: Pulse Survey results, Teacher Interviews

Strategy 1 Details	Reviews			
Strategy 1: Create campus committees to create buy-in to our campus community. Strategy's Expected Result/Impact: Staff input and ideas represented. Staff Responsible for Monitoring: Assistant Principals. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Perceptions 1 Funding Sources: Supplies for Team Building Activities. - 199 - General Fund - \$2,500	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create School Culture committee which will review Pulse Survey results quarterly. Data and results from the surveys will be analyzed and new strategies will be implemented by the committee. Strategy's Expected Result/Impact: Increase pulse survey scores. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2, 3 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Based on our end of year discipline summary report, tardies and disruptive behaviors were the areas with the most referrals. **Root Cause:** Lack of consistency among staff following tardy policies. Lack of PD on how to handle disruptive behaviors and implementing classroom behavior interventions.

Problem Statement 3: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below. **Root Cause:** Increased demands on teachers. Increase number of disruptions by students.

Perceptions

Problem Statement 1: Staff morale is down overall. Pulse Survey scores are still strong but slowly declining from 8-9 to 7.5 or below. **Root Cause:** Increased demands on teachers. Increase number of disruptions by students.

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: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

Evaluation Data Sources: Speak Up App Records
Newsletters
Counselor & Assistant Principal Presentations

Strategy 1 Details	Reviews			
Strategy 1: During the first week of school, students will be introduced and shown how to submit a Speak Up App. Information on how to see a Counselor will also be shared. Strategy's Expected Result/Impact: Students will be familiar with the Speak Up App so that they can submit reports. Students will know how to get in contact with a Counselor, should they need their support. Staff Responsible for Monitoring: Administrators Counselors Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will present to students about bullying, it's effects, and strategies to prevent. Strategy's Expected Result/Impact: Reduction of bullying reports. Staff Responsible for Monitoring: Administrators Counselors Problem Statements: Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have declined since 2020. Root Cause: Demographics have changed over time. Currently our At Risk population is 34%.
Perceptions
Problem Statement 2: Based on Pulse Survey results, Teacher Surveys and Feedback, and discipline records, student off task behaviors are impacting instruction in the classroom. Root Cause: Possible lack of engagement in lessons. possible need of classroom expectations, procedures, and policies.

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: CRJH will increase student daily attendance rate by .5% or more for the 2026-2027 School Year.

High Priority

Evaluation Data Sources: ADA records.

Strategy 1 Details	Reviews			
Strategy 1: Form Attendance Committee to brainstorm recognition ideas for students. Strategy's Expected Result/Impact: Increased daily attendance. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: Student Incentives - 199 - General Fund - \$3,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will reach out to parents of students that have missed more than 3 consecutive days. Strategy's Expected Result/Impact: Increased attendance and participation in class. Staff Responsible for Monitoring: Grade level Assistant Principals. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have declined since 2020. Root Cause: Demographics have changed over time. Currently our At Risk population is 34%.

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: Increase communication with parents regarding events and opportunities offered at the campus and district level.

Evaluation Data Sources: communications sent, parent participation at campus events

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide event flyers for district events, such as Title III: Family STEAM Night, College Nights, etc. Strategy's Expected Result/Impact: Parents awareness of district level opportunities. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents a weekly Newsletter to include campus events, reminders, and volunteer opportunities. Strategy's Expected Result/Impact: Better flow of communication. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Smore Subscription with Translation Included - 199 - General Fund - \$1,200	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have declined since 2020. Root Cause: Demographics have changed over time. Currently our At Risk population is 34%.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies for Team Building Activities.		\$2,500.00
3	2	1	Student Incentives		\$3,000.00
4	1	2	Smore Subscription with Translation Included		\$1,200.00
Sub-Total					\$6,700.00