

# Katy Independent School District

## Wilson Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

**Tom Wilson Elementary as a part of Katy Independent School District, a 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

**The future is ours to create.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Tom Wilson Elementary opened in Katy ISD in the fall of 2012. The school is located in the Southwest Cinco Ranch area of Katy and students live in the area. Current student enrollment is for 2019-20 is projected to be 1041 students. Students served are in grade EE-5. The attendance rate during the 2018-19 school year was 97.4 %. Current 2019-20 enrollment of student groups is reported as: 38.61% -White, 22.59% -Hispanic, 29.17%-Asian, 6.88%-Black/African American, 2.36% 2 or more races, and 0.29% - American Indian/Alaskan. TWE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 18.1% of the student population. Our ESL population comprises 17.4% of our student population. The Gifted and Talented student group currently comprises 8.7% of the student population in grades 1-5. Kindergarten students will be identified later this year for the GT program. TWE has four self-contained Children with Autism Programs (CAP) and the overall Special Education student group currently comprises 11.4% of the student population. Additionally, 18.3% of students are identified as economically disadvantaged and 21.8% are identified as at risk.

Tom Wilson Elementary maintains a staff of about 110 individuals. Staff are recruited and hired based on training, experience and potential to be productive and contributing members of our high quality staff. Teachers new to the profession have been assigned a campus mentor. All new staff members will participate in campus trainings facilitated by our Lead Mentor, administration and other lead teachers on campus. TWE has a structure of collaborative opportunities built into a Professional Learning Community model that has been successful in communicating the campus routines, procedures and philosophy to all staff members. Team leaders are strong and team outlooks are positive and productive.

TWE has a strong Parent Teacher Association. The Executive Board of the PTA is made up of parent and staff members who work collaboratively to use the human and financial resources of our parent body and community to enhance the goals of the school.

### Demographics Strengths

Tom Wilson Elementary has many demographic strengths. Our families value education and community spirit. They bond with families from their native countries and value building community with families from other countries. Students enjoy school and want to be at school promoting a healthy attendance rate. Staff, students and families support building a strong community that values diversity and acceptance in many areas. TWE continues as a No Place for Hate campus, emphasizing kindness and understanding among all community members.

District surveys of teacher satisfaction and understanding of technology are used to specifically address needs expressed by staff and celebrate areas of

strength.

Staff are supported by strong collaborative teams and a campus professional development structure that promotes the growth of each individual. Professional development is a high priority on our campus and all staff participate in regular staff development meetings, bi-weekly professional development rotation sessions, and staff development opportunities that are embedded into their daily jobs as well as district and outside professional development opportunities that all support our CIP and goals. Staff meetings provide opportunities for choice learning sessions or staff.

Teacher planning teams meet multiple times each week to align instruction, plan forward, develop assessments, analyze data and student work, and reflect on practice.

Grade level planning teams are provided a 1/2 day each quarter to plan forward and develop assessments for the upcoming grading period.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Cultural awareness varies among staff. **Root Cause:** Diversity of experience with varied cultures and increase of diversity of culture among students.

# Student Academic Achievement

## Student Academic Achievement Summary

Tom Wilson Elementary received a 97/A overall rating on the Texas Education 2019 Accountability Summary. In the area of Student Achievement, a scaled score/rating of 95/A was received. For School Progress, TWE received an overall scaled score/rating of 93/A ( Academic Growth 93/A and an 87/B for Relative Performance). In the area of Closing the Gaps, TWE received a scaled score/rating of 100/A.

On the 2019 STAAR, students in grades 3-5 receiving "Approaching Grade Level" (satisfactory) scores or above are: Reading 96%, Math 99%, Writing 93%, and Science 95%. Students in grades 3-5 receiving "Meets Grade Level" scores or above in 2019 are: Reading 82%, Math 89%, Writing 75% and Science 85%. Students in grades 3-5 receiving receiving "Masters Grade Level" scores in 2019 are: Reading 60%, Math 70%, Writing 38%, and Science 55%. In Reading 84% of students eligible for the growth measure showed growth and in Math, 92% of students eligible for the growth measure showed growth. At the primary grade levels, measures other than STAAR are used to assess student progress. Teachers in all grade levels use data provided through formal and informal, formative and summative assessments to look at overall student achievement and individual student achievement.

## Student Academic Achievement Strengths

Teachers in all grade levels know their students and work to move them toward improvement in all areas. Students are engaged in meaningful learning and enjoy school based on survey results. Both intervention and enrichment are provided to ensure that all student academic needs are being met. STAAR scores in reading and math indicate that students in grades 3-5 are doing well in those areas. **READING:** 96% Approaches grade level, 82% Meets grade level, and 60% Masters grade level and **MATH:** 99% Approaches grade level, 89% Meets grade level, and 70% Masters grade level. Significant progress (double digit %) was made in the "Masters" area in multiple grade levels at various tested subjects. Increased academic growth was noted in both reading (81% to 84%) and math (81% to 92%).

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Special education instruction varies due to the staff member delivering the services. **Root Cause:** Fifty - eight percent of paraprofessionals and fifty percent of teachers are new to TWE or KISD.

**Problem Statement 2:** Student report card averages in primary grades are higher than formal assessments and performance indicate. **Root Cause:** Rigor of graded assignments isn't completely aligned with rigor of campus, district, state assignments.

**Problem Statement 3:** Teachers are unfamiliar with ELA TEKS. **Root Cause:** ELA TEKS will be new for 2019-20. Reading and writing instruction will

be integrated into a literacy block.

**Problem Statement 4:** Reading scores of Economically Disadvantaged students are lower on STAAR and other assessment data. **Root Cause:** Learning is not always personalized per student need. Teachers are not always aware of this subgroup due to changes throughout the year.

**Problem Statement 5:** Less ESL students exited the program this year. **Root Cause:** Exit criteria and assessment mode changed.

# School Processes & Programs

## School Processes & Programs Summary

Tom Wilson Elementary provides a safe and orderly atmosphere that allows students and staff to focus on instructional excellence in a nurturing atmosphere. Teachers are hired for instructional excellence but also because they enjoy and care about the developmental needs of elementary students. The range of developmental needs varies greatly in a K-5 environment. The needs of a 5 year old are much different than the needs of a 10 or 11 year old. Our teachers receive training on the developmental needs of students in the age group they serve and campus activities are structured with the developmental needs of students in mind. Structures are in place to ensure that Tom Wilson Elementary remains student centered. Questions and problem solving always start with the needs and safety of students at the forefront. We are aware of the high expectations that parents have for their students' learning, and we strive to go above and beyond in all that we do. We view our vision statement, "The Future is Ours to Create", with great responsibility.

Teachers at Tom Wilson Elementary plan collaboratively using the Texas Essential Knowledge and Skills. Each quarter, a 1/2 day is provided for grade level teachers to road map for the next quarter using state and district documents. During these planning periods, teams also review and develop assessments and begin lesson plans for upcoming lessons. Finished products are provided to Instructional Coaches for review and shared with administration by coaches. This practice has enhanced conversations with teams and led to improved planning, assessments and delivery of instruction. Instructional Coaches and administrators meet with teams during weekly and quarterly planning times to provide resources, support, and answer questions. We use PLC guiding questions: "What is it we want students to know?", "How we will know if they have learned it?", "What will we do if they don't learn it?", "What will we do if they already know it?", "How will we increase our instructional competence?", and "How will we coordinate our efforts as a school?" to guide our planning and reflection processes on campus. During the 2019-20 school year, we will continue to fine tune campus routines and procedures and focus on how our programs and processes meet the expectations of the KISD Strategic Design Framework.

Bi-weekly Professional Development Rotations are used to meet with teams every other week to look at student work, resources, areas of instructional concern, and reflection. These sessions are led by Instructional Coaches, campus lead teachers, or administrators. Time to analyze data and student progress are also provided in the form of 1/2 day DATA DIGS. The Data Digs are led by Instructional Coaches and used to look at specific TEKS, STAAR, DLA, and data provided from measures such as Dreambox, i-Station, Fountas and Pinnell, other reading and math assessments. This time is also used to set goals for intervention, improvement, and enrichment.

Professional development is planned using feedback from teachers on areas of concern they have identified and areas for improvement or need as identified by the administrative teams and Instructional Coaches. A differentiated professional development program allows teachers and paras to personalize their own learning within the framework established by the school.

At Tom Wilson Elementary, we recognize the importance of retaining staff to developing staff consistency. Staff are recruited and hired based on strong training, experience and potential to be productive and contributing members of our high quality staff. Teachers new to the profession have been assigned a campus mentor. All new staff members will participate in campus trainings facilitated by our Lead Mentor, administration and other lead teachers on campus. TWE has a structure of collaborative opportunities built into a Professional Learning Community model that has been successful in communicating the campus routines, procedures and philosophy to all staff members. Team leaders are strong and team outlooks are positive and productive.

Students and staff are enthusiastic about the use of technology at Tom Wilson Elementary. Each year we send team representatives, administrative representatives and Instructional Coaches to the Texas Computer Educator Association (TCEA) conference to learn about technology progress and applications. These representative groups return to campus and provide professional development for all staff members in various formats to allow beginner to advanced users relevant training. This professional development has revolutionized the use of technology in our classrooms. An instructional liaison works with teachers on our campus to provide technology support for teachers and staff. Students have access to i-pads, chrome books, Ozmos, and other technology to make products and think creatively in the classroom and library. Teachers use a variety of applications like Flipgrid to allow students to share work in the classroom. Each classroom has a Smartboard which is used for interactive learning activities. Each grade level is responsible for making sure students master skills in various applications per our campus technology grade level expectations document.

### **School Processes & Programs Strengths**

TWE has a strong collaborative system with multiple structures to allow teachers to plan, look at student work and reflect on practices. Teacher planning teams meet multiple times each week to align instruction, plan forward, develop assessments, analyze data and student work, and reflect on practice. Staff are supported by strong collaborative teams and a campus professional development structure that promotes the growth of each individual. Professional development is a high priority on our campus and all staff participate in regular staff development meetings, bi-weekly professional development rotation sessions, and staff development opportunities that are embedded into their daily jobs as well as district and outside professional development opportunities that all support our CIP and goals. We have a rich supply of material resources and a supportive PTA to provide more resources as teachers identify needs.

Staff members are provided the opportunity to give feedback via team meetings, district surveys and T-tess summative conferences. Information is used to improve campus processes and culture. Staff indicate that they feel we have a strong foundation of encouragement and positivity.

Teachers are dedicated to planning and reflection with individual student need in mind. The tiered RTI system is used to have discussions about student progress. Teachers are given the resources necessary to provide instruction and behavioral interventions at Tier I to allow students to remain in the classroom. When students are not successful at Tier I, resources (both human and material) are provided to meet student need. Safety is emphasized in all daily routines as well as in the drills that prepare for larger scale events.

The excitement and support of our staff in the growth of technology use is a strength at TWE. Teachers collaborate with each other to provide ways to motivate students as they learn. In grades 2-5, students participate in Bring Your Own Device (BYOD). The majority of our students bring their own devices or use the ones provided in the classroom to participate fully in instruction. CANVAS is utilized for online learning at school and home in grades 3-5. Our PTA has provided funding for teacher professional development each year. Our PTA has been supportive in helping us expand our inventory of technology.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Routines and procedures need to continually be reevaluated for efficiency and effectiveness. **Root Cause:** Staff has grown and changed since the opening of the school in 2012-13 and district expectations have also changed during that time period.

## Perceptions

### Perceptions Summary

The involvement of our parents and community is strong at Tom Wilson Elementary. We strive to communicate proactively and provide opportunities for parents to be engaged in the education of their children. We have worked with our Parent Teacher Association (PTA) since the opening of school to develop a collaborative and positive climate for our families. Through proactive and responsive efforts we have reached out to our community to develop relationships that are friendly and welcoming for all stakeholders. We strive to be culturally sensitive to the needs of families moving in from other parts of the United States and from other countries by providing literature and opportunities for them to learn about our school. We communicate with parents via a weekly campus e-News communication, weekly grade level newsletters, and Twitter @TWEHowl.

Tom Wilson Elementary students recite the Wolfpack Way pledge each morning as a part of the campus morning announcement routine - "Every student pledges to: Act Responsibly, Work Hard, Be Nice and Expect Success. It is the Wolfpack Way." Each student receives a business card with this pledge to take home at the beginning of the year. This allows parents to understand and reinforce the expectations with each child. Teachers and students categorize classroom expectations into the categories listed in the pledge and talk daily about what each part of the pledge means. Discipline referrals to the office are few, but any conversations and consequences are talked about in terms of the vocabulary in the Wolfpack Way pledge. TWE is using a Positive Behavior Intervention and Support (PBIS) model for schoolwide and classroom management. Incentives are used for students to recognize positive behavior. All staff members are trained in the CHAMPS model and professional development sessions support continued growth for staff in positive reinforcement.

### Perceptions Strengths

We have a strong volunteer base at TWE. Parents are on campus daily to support the needs of teachers and the library. The PTA Executive board functions productively to fund raise but also provides a mature and positive foundation for all volunteers. Our Watchdog program is exemplary. The collaborative efforts of PTA and our administration provide a well organized program that allows multiple dads to volunteer on our campus each day. The students look forward to seeing dads on our elementary campus. Our school community is also enhanced by the active participation of our school namesake, Mr. Tom Wilson, and his wife. The students take pride in developing relationships with them. Parents are invited to participate in Lunch and Learn gatherings each year. These gatherings allow the PTA and administration to work together to provide learning sessions for parents that allow them to learn more about programming at the school and relevant parenting topics. Each year we have Meet Your Teacher Night, Back to School Night for parents, parent conferences, Grade Level Learning Celebrations, Grade Level Family Involvement Activities, Community Builders and Curriculum events like STEAM NIGHT or WORLDFEST that allow families to come together and celebrate our community.

The Wolfpack Way committee is a student steering committee comprised of 10 4th grade students and 15 5th grade students. Students complete a rigorous application process and are chosen by a staff committee. These students meet regularly with the principal to advise on PBIS rewards, schoolwide routines

and procedures, and relevant topics such as homework, the use of CANVAS, and technology progress on campus. They survey schoolmates and report their findings to the committee. Assistant principals participate in the advisory process along with the principal.

TWE is also designated as a "No Place for Hate School". The counselor leads a student committee who plan activities and facilitate the philosophies of "No Place for Hate" in order to maintain a school climate that is inclusive of our diverse population of students.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The need for the development of student social emotional skills continues to grow. **Root Cause:** Society is ever changing. The demands of teaching and parenting are also changing.



# Priority Problem Statements

**Problem Statement 1:** Special education instruction varies due to the staff member delivering the services.

**Root Cause 1:** Fifty - eight percent of paraprofessionals and fifty percent of teachers are new to TWE or KISD.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Student report card averages in primary grades are higher than formal assessments and performance indicate.

**Root Cause 2:** Rigor of graded assignments isn't completely aligned with rigor of campus, district, state assignments.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Teachers are unfamiliar with ELA TEKS.

**Root Cause 3:** ELA TEKS will be new for 2019-20. Reading and writing instruction will be integrated into a literacy block.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Reading scores of Economically Disadvantaged students are lower on STAAR and other assessment data.

**Root Cause 4:** Learning is not always personalized per student need. Teachers are not always aware of this subgroup due to changes throughout the year.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** Less ESL students exited the program this year.

**Root Cause 5:** Exit criteria and assessment mode changed.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Cultural awareness varies among staff.

**Root Cause 6:** Diversity of experience with varied cultures and increase of diversity of culture among students.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** The need for the development of student social emotional skills continues to grow.

**Root Cause 7:** Society is ever changing. The demands of teaching and parenting are also changing.

**Problem Statement 7 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Action research results

# Goals

## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** 80% of Special Education students in grades 3-5 will score "Approaches Grade Level" and 45% will score "Meets Grade Level" or above on STAAR Reading and Math.

**Evaluation Data Source(s) 1:** 2020 Reading and Math STAAR scores.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Time and structures will be provided for Special Education teachers to meet with General Education teachers to plan collaboratively to share data and adjust instruction.	Special Education teachers, General Education teachers, Instructional Coordinator, Assistant Principals	Implementation: Schedule of meetings, Rosters of participants, meeting notes  Impact: Data on improved scores				
2) Training to orient new staff to SpEd strategies, processes and procedure will be developed and incorporated in PD plans.	Instructional Coaches, Administration and SpEd team leaders.	Implementation: Agendas of meetings  Impact: Improved teaching practices, improved meeting prep.				
<b>Problem Statements:</b> Student Academic Achievement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** Special education instruction varies due to the staff member delivering the services. **Root Cause 1:** Fifty - eight percent of paraprofessionals and fifty percent of teachers are new to TWE or KISD.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** 90% of 4th and 5th grade students will show progress on STAAR reading and math scores.

**Evaluation Data Source(s) 2:** 2020 STAAR reading and math scores.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide continued PD on small group instruction and individual data collection to track student progress with an emphasis on making learning personalized to student need and available data.	Language Arts and Math Instructional Coaches  Principal, Assistant Principals	Implementation: Agenda, conversations about the training and implications, observations  Impact: Data on improved scores and learning				
<b>Problem Statements:</b> Student Academic Achievement 2, 4						
						

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Student report card averages in primary grades are higher than formal assessments and performance indicate. <b>Root Cause 2:</b> Rigor of graded assignments isn't completely aligned with rigor of campus, district, state assignments.
<b>Problem Statement 4:</b> Reading scores of Economically Disadvantaged students are lower on STAAR and other assessment data. <b>Root Cause 4:</b> Learning is not always personalized per student need. Teachers are not always aware of this subgroup due to changes throughout the year.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** "Meets Grade Level" scores on all STAAR tested areas at all tested grade levels will increase to minimum of 90% and "Masters Grade Level" will increase a minimum of 3% in each tested area in each grade level.

**Evaluation Data Source(s) 3:** 2020 STAAR scores

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Extended Learning time will be evaluated at the end of each unit and revamped per team needs to provide more enrichment and extension activities to help students reach Masters grade level and intervention activities to help students reach the Meets grade level.	Principal, Assistant Principals, Instructional Coaches.	Implementation: Observation notes, team ELT plans  Impact: Improved student achievement				
<b>Problem Statements:</b> Student Academic Achievement 2, 4						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Student report card averages in primary grades are higher than formal assessments and performance indicate. <b>Root Cause 2:</b> Rigor of graded assignments isn't completely aligned with rigor of campus, district, state assignments.
<b>Problem Statement 4:</b> Reading scores of Economically Disadvantaged students are lower on STAAR and other assessment data. <b>Root Cause 4:</b> Learning is not always personalized per student need. Teachers are not always aware of this subgroup due to changes throughout the year.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** 90% of ESL students will progress at least one proficiency level on TELPAS composite score.

**Evaluation Data Source(s) 4:** 2020 TELPAS

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Students will use technology apps (Flipgrid, Chatter Pix, etc) that require them to listen to and speak in English to produce work products at least two times per grading period.	ESOL ISSTs, Classroom teacher, Instructional Liaison	Implementation: Lesson plans  Impact: Completed products				
<b>Problem Statements:</b> Student Academic Achievement 5						
2) Teachers will be trained in ESOL strategies that promote oral language development at their appropriate grade level.	ESOL ISSTs, Instructional Coaches	Implementation: Training agendas and materials.  Impact: Improved oral language instruction.				
<b>Problem Statements:</b> Student Academic Achievement 5						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 5:</b> Less ESL students exited the program this year. <b>Root Cause 5:</b> Exit criteria and assessment mode changed.

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** Teachers will be able to use ELA TEKS to design and deliver lessons with proficiency by the end of the 2019-20 school year.

**Evaluation Data Source(s) 5:** Lesson plans, observation data

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Training that is specific to integrating reading and writing in the literacy block using new TEKS will be provided at PDR and team meetings for all K-5 ELA teachers.	Instructional Coaches, Administrators	Implementation: Training agendas and materials  Impact: Improved instruction				

## Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Students in grades 3-5 math and science will become more informed about their individual assessment performance.

**Evaluation Data Source(s) 1:** Major campus based assessments, District Learning assessments.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Each student will complete a reflection sheet and make a personalized goal after each major assessment.	Classroom teachers	Implementation: Completed reflection, goal conferences  Impact: Progress awareness, improved instruction				

### Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** Sustain a differentiated Professional Development model to address the needs of individual teacher professional development goals and student academic growth.

**Evaluation Data Source(s) 1:** Professional development logs of teachers, goal attainment records, course descriptions

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Develop a list of PD needs gathered from goals conferences and team goal meetings.	Principal Assistant Principals	Implementation: List of PD needs  Impact: Organized projections of PD needs.				
2) Using data collected from PD needs list, plan staff development sessions, book studies, PDR, etc. that meet diverse teacher PD needs.	Principal Assistant Principal Instructional Coaches Instructional Liaison	Implementation: Differentiated PD model schedule and rosters  Impact: Increased teacher learning, motivation and increased student achievement				
<b>Funding Sources:</b> 199 - General Fund - 3500.00, Parent Organization - 5000.00						
3) Provide PD for specific personalized needs of Special Education paraprofessionals and teachers.	Assistant Principals, Instructional Coaches	Implementation: Differentiated PD model schedule and rosters  Impact: Increased teacher learning, motivation and increased student achievement				
						

## Goal 4: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** Teachers will become more aware of the cultures served at TWE and the literature and strategies to better serve those students/families.

**Evaluation Data Source(s) 1:** Pre and post surveys

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) 1) Training will be provided to inform staff of the varied cultures and languages of students attending TWE.	ESOL ISSTs, Administrators	Implementation: Training rosters, data presented  Impact: Pre and post surveys				
			<b>Problem Statements:</b> Demographics 1			
2) Teachers will be trained on materials and literature to create greater cultural awareness for them and the students in each classroom.	ESOL ISSTs, instructional coaches, administrators	Implementation: Training materials, lesson plans, Impact: Increased conversations, survey results.				
			<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00			
						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Cultural awareness varies among staff. <b>Root Cause 1:</b> Diversity of experience with varied cultures and increase of diversity of culture among students.

**Goal 4:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Teachers and students will be able to apply 5 Social Emotional Learning tenants into daily learning/living.

**Evaluation Data Source(s) 2:** Pre and post surveys, improved school culture

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Teachers will be trained in the 5 tenants of Social Emotional Learning and develop lessons that are specific to their grade level.	Instructional Coaches, Administrators, and teachers.	Implementation: Training agendas and materials Impact: Improved SEL and school culture.				
<b>Problem Statements:</b> Demographics 1 - Perceptions 1 <b>Funding Sources:</b> 199 - General Fund - 1000.00						
2) Teachers will use multiple books school wide with specific SEL lessons to increase student social skills.	Counselor, Classroom teachers, Administrators	Implementation: Lesson plans Impact: Pre and post surveys				
<b>Problem Statements:</b> Perceptions 1						
						

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Cultural awareness varies among staff. <b>Root Cause 1:</b> Diversity of experience with varied cultures and increase of diversity of culture among students.
<b>Perceptions</b>
<b>Problem Statement 1:</b> The need for the development of student social emotional skills continues to grow. <b>Root Cause 1:</b> Society is ever changing. The demands of teaching and parenting are also changing.

## Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** All parents at TWE will be given resources to support Social Emotional Learning with their child.

**Evaluation Data Source(s) 1:** Surveys

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Weekly articles supporting SEL tenants will be published in the TWE Newsletter.	Principal	Implementation: Newsletter articles  Impact: Surveys				
<b>Problem Statements:</b> Perceptions 1						
2) Four lunch and learn events will be planned to support SEL topics.	Principal, Counselor, LSSP	Implementation: Lunch and Learn agendas and materials.  Impact: Surveys				
<b>Problem Statements:</b> Perceptions 1						
						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> The need for the development of student social emotional skills continues to grow. <b>Root Cause 1:</b> Society is ever changing. The demands of teaching and parenting are also changing.

# State Compensatory

## Personnel for Wilson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathi Lawson	Teacher	Academic Support	1
Laurie Haseltine	Teacher	Academic Support	1

# Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rhonda Henderson	Principal
Classroom Teacher	Christy Williams	Classroom Teacher
Administrator	Ashley Lancaster	Assistant Principal
Parent	Shaun Boldt	Parent
District-level Professional	Roslyn Fink	District Staff Member
Classroom Teacher	Leslie Turner	Classroom Teacher
Parent	Elkhan Aghamirzayev	Parent
Parent	Heather Hynds	Parent
Parent	Harini Iragavarapu	Parent
Parent	Matt Keepers	Parent
Non-classroom Professional	Amanda Faubion	Instructional Coordinator

# District Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Books, workshops, in-house presenters		\$3,500.00
4	1	2	Literature		\$1,000.00
4	2	1	Training		\$1,000.00
<b>Sub-Total</b>					<b>\$5,500.00</b>
<b>Parent Organization</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Books, workshops, in-house presenters		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
<b>Grand Total</b>					<b>\$10,500.00</b>

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**TOM WILSON EL (101914133) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		97	A
<b>Student Achievement</b>		95	A
<a href="#">STAAR Performance</a>	81	95	
<a href="#">College, Career and Military Readiness Graduation Rate</a>			
<b>School Progress</b>		93	A
<a href="#">Academic Growth</a>	88	93	A
<a href="#">Relative Performance (Eco Dis: 7.2%)</a>	81	87	B
<a href="#">Closing the Gaps</a>	100	100	A

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned