

Katy Independent School District

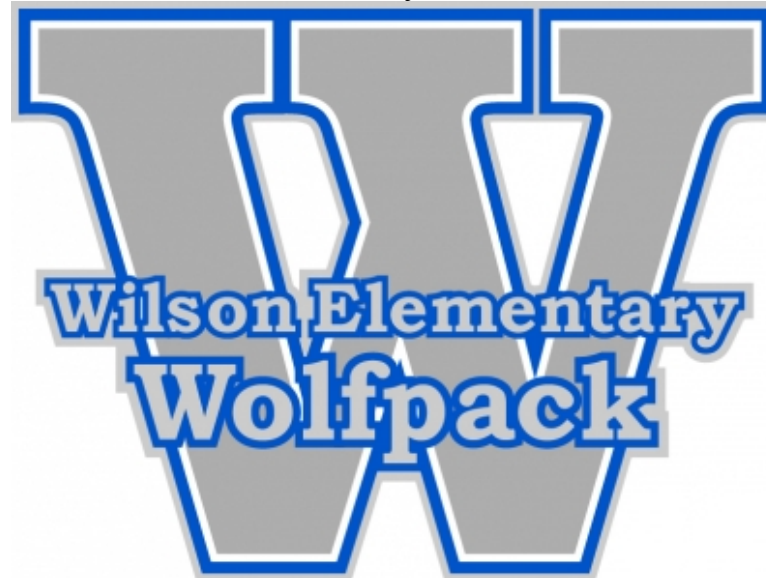
Wilson Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

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.

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 approximately 1,056 students. Students served are in grade EE-5. The attendance rate during the 2017-18 school year was 97%. Current 2018-19 enrollment of student groups is reported as: 39.18% -White, 24.48% -Hispanic, 27.27%-Asian, 5.98%- Black/African American and 2.28% 2 or more races. TWE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 15.8% of the student population. The Gifted and Talented student group currently comprises 10.4% of the student population in grades 1-5. Kindergarten students will be identified later this year for the GT program. TWE has multiple self-contained Children with Autism Programs (CAP) and the overall Special Education student group comprises 10.1% of the student population. Additionally, 10.4% of students are identified as economically disadvantaged and 28.5% are identified as at risk.

Tom Wilson Elementary maintains a staff of about 106 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.

Each Spring, staff members are provided the opportunity to give feedback via a staff questionnaire that is used for planning for the upcoming year. Teachers enjoy finding out about team members via personality tests, etc. They also feel we have a strong foundation of encouragement and positivity. This questionnaire also provides us with professional development ideas. Parents are allowed input through short quarterly questionnaires on subjects like

communication.

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. Last year a differentiated professional development program was implemented. Staff members were able to choose varied topics that fit their specific professional needs. Staff felt this model was beneficial to professional growth and chose to continue it during the 2018-19 school year.

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: Equity of instruction and learning for SpEd students varies dependent on provider of In Class Support. **Root Cause:** There is a variance in training among paraprofessionals and teachers.

Student Academic Achievement

Student Academic Achievement Summary

Tom Wilson Elementary received a MET STANDARD on all areas of the Texas Education 2018 Accountability Summary receiving an overall scaled score of 97. In the area of Student Achievement, a scaled score of 95 was received. For School Progress, TWE received a scaled score of 89 with a scaled score of 89 for Academic Growth and an 83 for Relative Performance. In the area of Closing the Gaps, TWE received a scaled score of 100.

On the 2018 STAAR, students in grades 3-5 receiving "Approaching Grade Level" (satisfactory) scores or above are: Reading 96%, Math 98%, Writing 93%, and Science 99%. Students in grades 3-5 receiving "Meets Grade Level" scores or above in 2018 are: Reading 81%, Math 85%, Writing 80% and Science 75%. Students in grades 3-5 receiving "Masters Grade Level" scores or above in 2018 are: Reading 58%, Math 62%, Writing 39%, and Science 45%. In both Reading and Math, 81% 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 are doing well in those areas. READING: 96% Approaches grade level, 81% Meets grade level, and 59% Masters grade level and MATH: 98% Approaches grade level, 85% Meets grade level, and 62% Masters grade level. Last year a campus area of concentration was writing. Significant gains were seen in this area with goals being met and even exceeded. STAAR scores showed increases in the Approaches grade level (85% to 93%); Meets grade level (56% to 80%); and Masters grade level (26% to 39%). Students scoring a 5 or above on the Composition portion of the Writing test improved from 43% to 63%. Also, significant gains were noted in 4th grade math: 99% of students approaching grade level, 90% of students meeting grade level and 72% of students mastering grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: SpEd STAAR performance is significantly below general education performance. **Root Cause:** Many SpEd students have academic ability below grade level or behavioral issues that conflict with success on STAAR.

Problem Statement 2: Overall academic growth was below 90% (89%) on the STAAR test. **Root Cause:** Personalized learning needs to be developed more to address the needs of all students.

Problem Statement 3: Students meeting "Master's Grade Level" on STAAR is not aligned with report card in all subject areas. **Root Cause:** Class performance does not match test performance.

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 2018-19 school year, we will revisit campus routines and procedures to fine tune 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, 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. We have revised our interview questions to enable us to find the candidates with the most depth of knowledge and potential. 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 Mirror 360, SeeSaw and applications like Flipgrid to allow students to share work in the classroom. Each classroom has a Smartboard which is used for interactive learning activities. Students also use a variety of applications to create products and share with their parents via technology apps like See Saw. We will add a coding class to our after school offerings this year.

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.

Each Spring, staff members are provided the opportunity to give feedback via a staff questionnaire that is used for planning for the upcoming year. This questionnaire also provides us with professional development ideas. District surveys also provide information on how the staff feels about district and campus operations. 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. In those grade levels, CANVAS is utilized for online learning at school and home. 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 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: Bullying continues to be a misunderstood topic among students and parents. **Root Cause:** The word "bullying" is used in many different contexts on many different forms of media.

Problem Statement 2: We need to reevaluate the needs and perceptions of our families. **Root Cause:** Family demographics have changed since the school opened in 2012-13.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

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


Revised/Approved: July 24, 2017

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

Performance Objective 1: 75% of Special Education students in grades 3-5 will score "Approaches Grade Level" or above on STAAR Reading and Math.

Evaluation Data Source(s) 1: 2019 Reading and Math STAAR scores.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 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				
Problem Statements: Student Academic Achievement 1						
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: SpEd STAAR performance is significantly below general education performance. Root Cause 1: Many SpEd students have academic ability below grade level or behavioral issues that conflict with success on STAAR.

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: 2019 STAAR reading and math scores.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Provide additional PD on small group instruction and individual data collection to track student progress.	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				
			Problem Statements: Student Academic Achievement 2			
Critical Success Factors CSF 1 CSF 2 2) Each teacher on campus will keep a data binder to track the progress of students, student groups and the effectiveness of lessons.	Teacher teams, Instructional Coaches, Administrators	Implementation: Data will be discussed at PDR, RTI meetings, and teacher/admin conferences. Impact: Data on improved scores and learning				
			Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - General Fund - 300.00			

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 2: Overall academic growth was below 90% (89%) on the STAAR test. Root Cause 2: Personalized learning needs to be developed more to address the needs of all students.

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 to a minimum of 65%. in reading and math, 55% in Science, and 50% in Writing.

Evaluation Data Source(s) 3: 2019 STAAR scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Enrichment activities will be developed or purchased to enhance learning of students who have reached basic levels of learning and need depth of knowledge enhanced.</p>	Teachers, instructional coaches	<p>Implementation: Enriched ELT and learning activities</p> <p>Impact: Improved student learning and improved scores.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 199 - General Fund - 1500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Extended Learning time will be evaluated each 3 weeks 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.</p>	Principal, Assistant Principals, Instructional Coaches.	<p>Implementation: Observation notes, team ELT plans</p> <p>Impact: Improved student achievement</p>				
<p>Problem Statements: Student Academic Achievement 2, 3</p>						
						

Performance Objective 3 Problem Statements:





Student Academic Achievement
<p>Problem Statement 2: Overall academic growth was below 90% (89%) on the STAAR test. Root Cause 2: Personalized learning needs to be developed more to address the needs of all students.</p>
<p>Problem Statement 3: Students meeting "Master's Grade Level" on STAAR is not aligned with report card in all subject areas. Root Cause 3: Class performance does not match test performance.</p>

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 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
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Each student will complete a reflection sheet and make a personalized goal after each major assessment.</p>	Classroom teachers	<p>Implementation: Completed reflection, goal conferences</p> <p>Impact: Progress awareness, improved instruction</p>				
<p>Problem Statements: Student Academic Achievement 2, 3</p>						
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Performance Objective 1 Problem Statements:



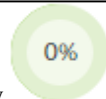

Student Academic Achievement
<p>Problem Statement 2: Overall academic growth was below 90% (89%) on the STAAR test. Root Cause 2: Personalized learning needs to be developed more to address the needs of all students.</p>
<p>Problem Statement 3: Students meeting "Master's Grade Level" on STAAR is not aligned with report card in all subject areas. Root Cause 3: Class performance does not match test performance.</p>

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
Critical Success Factors CSF 1 CSF 2 1) Develop a list of PD needs gathered from goals conferences and team goal meetings.	Principal	Implementation: List of PD needs				
	Assistant Principals	Impact: Organized projections of PD needs. Problem Statements: Student Academic Achievement 1, 2, 3				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 2) Using data collected from PD needs list, plan staff development sessions, book studies, PDR, etc. that meet diverse teacher PD needs.	Principal	Implementation: Differentiated PD model schedule and rosters				
	Assistant Principal Instructional Coaches Instructional Liaison	Impact: Increased teacher learning, motivation and increased student achievement Problem Statements: School Processes & Programs 1 Funding Sources: 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				
		Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Equity of instruction and learning for SpEd students varies dependent on provider of In Class Support. **Root Cause 1:** There is a variance in training among paraprofessionals and teachers.

Student Academic Achievement

Problem Statement 1: SpEd STAAR performance is significantly below general education performance. **Root Cause 1:** Many SpEd students have academic ability below grade level or behavioral issues that conflict with success on STAAR.

Problem Statement 2: Overall academic growth was below 90% (89%) on the STAAR test. **Root Cause 2:** Personalized learning needs to be developed more to address the needs of all students.

Problem Statement 3: Students meeting "Master's Grade Level" on STAAR is not aligned with report card in all subject areas. **Root Cause 3:** Class performance does not match test performance.

School Processes & Programs

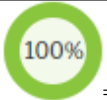



Problem Statement 1: Routines and procedures need to be reevaluated for efficiency and effectiveness. **Root Cause 1:** Staff has grown and changed since the opening of the school in 2012-13 and district expectations have also changed during that time period.

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

Performance Objective 1: Student awareness of bully prevention strategies will increase.

Evaluation Data Source(s) 1: Office referrals, beginning and end of year survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Conduct Professional Development for teachers on bully prevention strategies including continued kindness and empathy training.</p>	Principal Assistant Principal Counselor	<p>Implementation: Rosters from trainings, training power point/notes</p> <p>Impact: Increased awareness of staff and students about bullying.</p>				
Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide Lunch and Learn parent training on cyberbullying and bully prevention strategies .</p>	Principal Counselor	<p>Implementation: Rosters from trainings, training power point/notes</p> <p>Impact: Increased awareness of parents and students about bullying.</p>				
Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 6</p> <p>3) Provide bully prevention and cyberbullying activities through counseling lessons, Core Essentials, and No Place for Hate events to provide a safe and nurturing school environment where all students feel welcome and protected.</p>	Counselor Teachers Administration Librarian	<p>Implementation: Lesson Plans No Place For Hate Evidence Documents</p> <p>Impact: Less bullying behaviors by students.</p>				
Problem Statements: Perceptions 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: Bullying continues to be a misunderstood topic among students and parents. Root Cause 1: The word "bullying" is used in many different contexts on many different forms of media.</p>

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: Tom Wilson Elementary will evaluate and update routines, processes and procedures to meet the needs of a changing community.

Evaluation Data Source(s) 1: Survey information

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Develop quarterly short surveys on various topics to gather information from the parent community and staff about routines, procedures, and processes currently in place.</p>	AdministrationCAT, Team Leader Council	<p>Implementation: Surveys</p> <p>Impact: Improved routines, procedures and processes</p>				
Problem Statements: School Processes & Programs 1 - Perceptions 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Provide training on updated Professional Learning Community research for campus staff.</p>	Principal Asst. Principals	<p>Implementation: Training rosters, power points</p> <p>Impact: Improved campus processes.</p>				
Problem Statements: School Processes & Programs 1						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Develop a 3 week walkthrough and checkpoint system to observe and refine school wide procedures, processes, and routines.</p>	Administrative team, team leaders, teachers	<p>Implementation: Calendarized walkthrough and checkpoint dates, notes on observations</p> <p>Impact: Improved school wide efficiency.</p>				
Problem Statements: School Processes & Programs 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Routines and procedures need to be reevaluated for efficiency and effectiveness. Root Cause 1: Staff has grown and changed since the opening of the school in 2012-13 and district expectations have also changed during that time period.</p>

Perceptions

Problem Statement 2: We need to reevaluate the needs and perceptions of our families. **Root Cause 2:** Family demographics have changed since the school opened in 2012-13.

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

Committee Role	Name	Position
Administrator	Rhonda Henderson	Principal
Classroom Teacher	Romayne Adams	Classroom Teacher
Classroom Teacher	Christy Williams	Classroom Teacher
Classroom Teacher	Kimberly Smith	Classroom Teacher
Non-classroom Professional	Susan Boairsky	Instructional Coach
Administrator	Ashley Lancaster	Assistant Principal
Parent	Imran Qayyum	Parent
Parent	Shaun Boldt	Parent
Business Representative	Veronica Mullenix	Business Representative
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

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Binders		\$300.00
1	3	1	Enrichment activities		\$1,500.00
3	1	2	Books, workshops, in-house presenters		\$3,500.00
Sub-Total					\$5,300.00
Parent Organization					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Books, workshops, in-house presenters		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$10,300.00

Addendums

**Texas Education
Agency**

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2018 Accountability Ratings Overall Summary

TOM WILSON EL (101914133) - KATY ISD

	Component Score	Scaled Score	Rating
Overall		97	Met Standard
Student Achievement		95	Met Standard
STAAR Performance	78	95	
College, Career and Military Readiness Graduation Rate			
School Progress		89	Met Standard
Academic Growth	81	89	Met Standard
Relative Performance (Eco Dis: 5.9%)	78	83	Met Standard
Closing the Gaps	100	100	Met Standard

Distinction Designations

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

Wilson Elementary - Enrollment

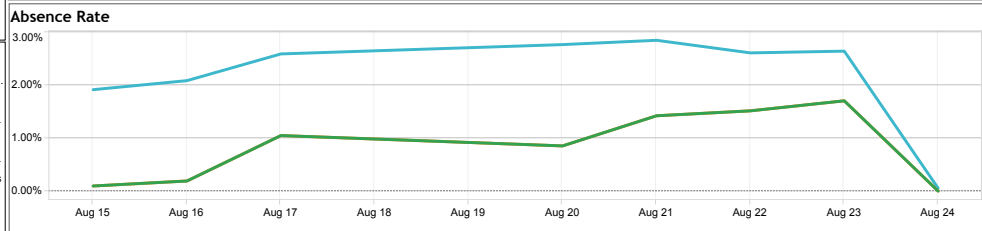
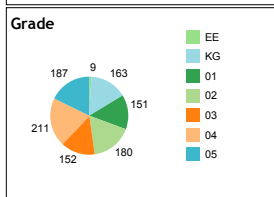
Set Enrollment	1,053
Building Enrollment	1,053
District Enrollment	80,190

Grade Distribution

Report Type: None

Grade

EE
KG
01
02
03
04
05



Program
All Students

Apply Filter to District
No

Measure Names

- Set
- Building
- District

