

**Katy Independent School District**  
**Winborn Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

In striving for excellence, Diane Winborn Elementary School's mission is to provide for all students a positive environment that educates students in every area enabling them to reach their fullest potential and attain the highest level of accomplishment.

## Vision

Be the legacy.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Demographic Summary:

Total Enrollment: 714 students (Prekindergarten - 5th Grade)

At-Risk: 47.1%

Economically Disadvantaged: 55.7%

Limited English Proficient: 13.2%

Special Education: 22.1%

Career Technology Education: 0.0%

Bilingual: 0.0%

English as a Second Language: 12.7%

Gifted/Talented: 1.8%

Title I Programs: 100.0%

Attendance Rate: 97.73%

Hispanic: 42.3%

African American: 12.18%

White: 34.87%

Asian: 3.92%

Two or More Races: 6.72%

Mobility Rate: 11.2%

Diane Winborn Elementary enrollment numbers indicate a slight decrease in enrollment over the past few years. A portion of this is due to development related to the expansion of the Grand Parkway and the other reduction in growth element is related to the regeneration of the neighborhoods with young families. The majority of our families are working parents and supportive in the academic success of their students. Many families are rooted within the city of Katy with a legacy of family ties. Many of our families speak multiple languages from English, Spanish, and Urdu, etc.

**Staff Demographic Data: 100% of Teachers are State Certified**

Teachers by Ethnicity

African American: 8.9%

Hispanic: 10.7%

White: 80.3%

Teachers by Gender:

Males: 8.9%

Female: 91.1%

Teachers by Highest Degree:

Bachelors: 80.0%

Masters: 20.0%

Teachers by Years Experience:

Beginning Teachers: 3.6%

1-5 Years Experience: 28.6%

6-10 Years Experience: 23.9%

11-20 Years Experience: 24.2%

Over 20 Years Experience: 19.7%

### **Demographics Strengths**

Diane Winborn Elementary has many strengths. Some of the most notable demographic strengths include:

1. Many families move into our area for the schools and special programs to best meet the needs of their student. We have an increasing number of parents who are committed to student success.
2. With increasing diversity among our student population, DWE has become more reflective of the community and the needs of the whole child. We believe we are creating and preparing our future leaders.
3. Our campus attendance rate is consistently above the expected level.
4. With the increasing at-risk and economically disadvantaged percentage of students, DWE is in its fifth year of school-wide Title 1.
5. Teacher retention is a staff strength for Winborn Elementary due to the family feel environment and positive campus culture.

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

**Problem Statement 1:** Only 1.8% of students enrolled at Winborn are identified as being GT. **Root Cause:** Teachers and parents understanding how to identify the characteristics of a GT student in poverty and at-risk conditions.

**Problem Statement 2:** Increased enrollment of students identified as at-risk and economically disadvantaged of which are performing below their peers. **Root Cause:** Teachers and parents being equipped with the skills of connecting with and teaching at-risk and economically disadvantaged students.

# Student Academic Achievement

## Student Academic Achievement Summary

These scores result in Diane Winborn Elementary receiving a 2019 Texas Accountability Met Standard rating. DWE earned one distinction in the area of Comparative Academic Growth. STAAR assessment scores for 2019 are as follows:

Grade distribution during the 2018-2019 school year is as follows:

- A- 44.5%
- B- 43.6%
- C- 6.5%
- D- 3.4%
- F- 1.9%

On the 2019 STAAR, the following scores for all grades show the percentage of performance at the Approaches level:

- Reading: 83% (District- 89%)
- Math: 85% (District-89%)
- Writing: 75% (District-81%)
- Science: 85% (District- 87%)

Students meeting the Masters performance level are as follows:

- Reading: 23.6%
- Math: 26.3%
- Writing: 15.3%
- Science: 30%

These scores result in Diane Winborn Elementary receiving a 2018 Texas Accountability Met Standard rating. DWE earned one distinction in the area of Comparative Academic Growth.

Grade distribution during the 2017-2018 school year is as follows:

- A- 50.4%
- B- 36.7%
- C- 6.7%
- D- 2.8%
- F- 1.4%

On the 2018 STAAR, the following scores for all grades show the percentage of performance at the Approaches level:



- Reading: 79% (District- 89%)
- Math: 83% (District-91%)
- Writing: 59% (District-78%)
- Science: 82% (District- 89%)

Students meeting the Masters performance level are as follows:

- Reading: 69%
- Math: 18%
- Writing: 9%
- Science: 13%

Winborn Elementary is proud of the academic progress made in reading and math during the 2017-2018 school year. Below are the percentages as compared the the district progress.

- Reading progress: 69% (District reading progress 71%)
- Math progress: 73% (District math progress 71%)

All schools in Texas must meet standards set in four state accountability areas. During the 2016-2017 school year, Diane Winborn Elementary met all four target areas:

- Index 1- Student Achievement DWE Score 76 (state target = 60)
- Index 2- Student Progress DWE Score 40 (state target = 32)
- Index 3- Closing Performance Gaps DWE Score 39 (state target = 28)
- Index 4- Postsecondary Readiness DWE Score 35 (state target= 12)

These scores result in Diane Winborn Elementary receiving a 2017 Texas Accountability Met Standard rating. DWE earned one distinction: Academic Achievement in Science.

On the 2017 STAAR, the following scores for all grades show the percentage of performance:

- Reading: 75%(District- 88%)
- Math: 79% (District-90%)
- Writing: 45% (District-76%)
- Science: 83% (District-87%)

### **Student Academic Achievement Strengths**

Student success at DWE is attributed to many factors. First of all, there is a commitment to meet the needs of each and every student through quality first

teach. We seek to provide quality instruction. However, when students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic and student interventions throughout the school day. During the spring semester, we provide optional support lunch groups for students in grades 3-5 in order to build self-esteem and to develop positive relationships. For our EL & Special Education services we implement a collaborative teach model. An additional systemic intervention that we provide is termed ELT (Extended Learning Time) during the school day. During ELT, staff is able to provide reteaching or extension as appropriate. Our gifted and talented students attend our Challenge program once a week to meet their learning goals as well. Title 1 funding supports the need for math interventions and extensions with a Title 1 math teacher. This Title 1 teacher and math academic support teacher provide pull out support and push-in support into the classrooms. Thus, indicating the math progress made this school year as a strength to the campus. 73% of students made progress as compared to the district where 71% of students made progress. As well as providing push in support into the classroom for EL students and SPED students, teachers have on-going progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year. Title 1 monies will also support supplemental tutors to work with students in providing interventions and extensions for students in the areas of reading and writing.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Writing scores have increased at the passing rate of 75% last year; however, the meets level of performance continues to be lower than that of the district at 30%. Therefore we will focus on increasing writing at the meets level. **Root Cause:** There is not a school wide systemic approach to teaching writing in grades K-5. Therefore, new writing teachers in fourth grade did not have the understanding of the curriculum and teaching strategies, hence a need for professional development and collaborative planning.

**Problem Statement 2:** Cumulative reading STAAR scores in grades 3-5 decreased from 86% three years ago to 83% in 2019 and is below the district at 89%. **Root Cause:** Quality first teach in reading along with small group interventions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers K-5.

**Problem Statement 3:** The latest district report shows 22% of students are identified as needing Special Education services of which are performing below peers and expectations. **Root Cause:** There was not a collaborative teaching model implmented as well as targeted instruction during resource based on student needs.

**Problem Statement 4:** Math STAAR scores increased from 83% to 85% of which is below the district average of 89%. Of the 85% passing at the approaches level 23% of students reached the masters level. **Root Cause:** Quality first teach in math along with small group interventions and extensions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers K-5.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Diane Winborn Elementary is guided by the TEKS, by the Katy ISD curricular Unit Plans, by the Katy ISD Cornerstones, by the result of summative and formative assessments, and by information gleaned through webinar study with Lead4ward and our district assessment office representative. We promote life skills for students including critical thinking, creative thinking, collaboration, communication, information literacy, emotional literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary in both English and Spanish, the Cornerstone continuum, and sample performance tasks. Instructional guidance is offered, as linguistic accommodations, sentence stems, and resources.

Assessment plays a major role in decision making and takes on many different forms at DWE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. District Learning Assessments (DLAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level has identified Focus TEKS, through Lead4ward and KISD Assessment office, so that instruction is supported vertically. Kindergarten through Second Grade focus upon Fountas and Pinnell Assessments, iStation, mCLASS, Math Inventory, TELPAS, and local assessments. Third through Fifth Grades participate in benchmarks, DLAs, F&P, iStation, Think Through Math, STAAR, TELPAS, and local assessments.

Weekly grade level learning collaboratives are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all possible staff development days. Grade levels have common daily planning times. Academic vertical teams meet once a month to ensure alignment.

Student progress is monitored either as prescribed by the intervention or at six week intervals, depending on individual students' needs. The RTI committee meetings are held for both academics and behavior, and are held during professional learning/planning times. Once every six to nine weeks the RTI coordinator (AP) facilitates grade level Kid Chats to progress monitor student progress. After each campus based assessment the instructional coach facilitates data conferences with grade level teams to adjust and monitor instruction. The data from campus assessments are used to identify students that are performing below standard and those students who are performing just at standard, and this year, we are placing a priority on reading intervention if a student is in need of both reading and math intervention. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the RTI coordinator (AP), and are attended by the grade level teachers, the interventionists, the counselor, and the LSSP. Data is inconclusive as to the effectiveness of after school tutorials; we utilize Extended Learning Time for the majority of our intervention and extension.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan. Teacher qualifications include a minimum of bachelor's degree, certification in a specific subject, ESL and possible Special Education. At this time, 99% of staff is ESL certified. Many teachers are working on advanced degrees. Instructional paraprofessionals have to meet the highly qualified standards. The teaching

staff at DWE is highly qualified and is working on continuous improvement. Teachers are given frequent observations from all administrators and instructional coaches. The data is reviewed during planning, mid year conferences and summative conferences. Teachers are provided with electronic reports of observations and documentation. Teachers are recruited by current staff networking and job fair opportunities. Also, student teachers on our campus are often hired due to their success. Staff retention is high on our campus as teachers tend to be successful on our campus and want to stay on our staff. Turnover rate is low except for opting to leave the workforce for child rearing, relocating, or retirement. Students are grouped with co-teach classes provided with intervention opportunities for their instructional needs and tracked with the RTI system.

Teachers, parents, and students at DWE take pride in their school and the school's reputation. We are a school known for a close, family atmosphere -- one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as building the whole child. DWE goes far beyond just STAAR scores. Our commitment is to KEEP students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, adjustments are made, through flexible grouping, ELT, RTI process, the referral process, etc. Adults are encouraged to take Learning Walks, so that everyone's teaching remains cutting edge. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons; ARDs and staffings are not held during teachers' weekly PLC team planning sessions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose.

Throughout the campus teachers and students use computers, tablets, projectors, interactive whiteboards, document cameras, microphones/sound systems and a variety of assistive technology devices. Both staff and students are proficient in technology integration. Teachers have a variety of technology available to them and multiple resources to support their use of such technology. There are staff members and training available to assist staff members with technological proficiency. The students gain technology proficiency through integration of technology into the daily functioning of the classroom. The students are exposed to a wide range of technology and given frequent opportunities to use them.

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

The mentoring program in our campus is most effective when a brand new teacher is paired with an experienced teacher. New staff is supported by new teacher training for the district at the beginning of the year along with opportunities throughout the year. In addition, our campus provides new teacher monthly meetings on our campus with the individual teammates and mentor teachers on the staff.

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by their instructional leaders (leadership team)
2. RTI is being utilized successfully before students are referred to special education
3. Our master schedule maximizes instructional time for each grade level, while still responsive to developmental needs of young children
4. Interruptions are kept to a minimum during the instructional day
5. Safety drills are performed frequently and effectively

6. Non-academic committees meet monthly and are teacher-led, to develop other areas of our working relationships: Sunshine, Safety, Volunteer Appreciation, and School Climate

7. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication

The perceptions of the school are very positive. There is a legacy of excellence. Students and parents love Winborn Elementary. Parents work closely with the staff at Winborn Elementary to create events to bring more families and the community to our school. Throughout the year, there are several events tailored to the interests of all students and families. Families are always welcome at Winborn Elementary and we strive to have more parent involvement.

Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities (i.e. Think through Math, etc..) Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

Winborn Elementary participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and students LOVE earning SOAR tickets and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into DWE, you will feel welcomed by all staff and students.

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

**Problem Statement 1:** We are a school-wide PBIS school of which we saw a dip in students earning and redeeming SOAR tickets. **Root Cause:** Decrease with students being taught life skills and social skills to the DWE expectations systemically.

**Problem Statement 2:** The extended learning time was not implemented with fidelity with mid to high performing students. Small group interventions during this time were not implemented with validity. **Root Cause:** Formative and informative data was not utilized to inform ELT flexible student groups and interventions for mid to high performing students.

## **Perceptions**

### **Perceptions Summary**

One of the core beliefs at Diane Winborn Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Students find the school to be warm, welcoming, fun, challenging, and safe. Staff is similarly aligned to the students'

climate perception. Students and staff participate and demonstrate success in the school's PBIS program implemented school-wide. Each morning every homeroom class conducts a Morning Meeting to build community within the classroom. Each classroom verbalizes and posts "I can" statements with the expectations and objectives in student friendly terms. Students are able to verbalize their goal(s) for the day. Students and staff notice the seamless environment and feel supported with an equal opportunity to learn. This is consistent across grade levels and subpopulations. Extended Learning Time (ELT) and in class support supports the seamless environment and contributes to success. Since the implementation of PBIS and Morning Meetings, discipline referrals and classroom behavior incidents have decreased across the building in classrooms, cafeteria, buses, and specials.

DWE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title 1 school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, school marquee, campus website, school Facebook and Twitter accounts, monthly newsletters and calendars, and messages through the app Remind, and app Class Dojo. Communications are provided in English and Spanish whenever possible. We try to ensure consistency and ease by sending Wednesday Take Home folders campus-wide.

### **Perceptions Strengths**

Inside the building, students and staff feel safe. Portable buildings are gated to provide additional security but they are more vulnerable. Due to the success of PBIS, involvement in extracurricular activities, community socials, and academic supports, Winborn Elementary supports the growth of the whole child and family. Students that are most satisfied are the students that are most successful at their level of involvement and achievement.

DWE plans opportunities for the community to be involved in the school such as volunteer orientations, PTA general meetings, choir performances, CATCH Night, CAT meetings, Family Book Fair, Kindergarten Reading Roundup, Third Grade music performance, First Grade Reading Restaurant, Science Fair, Fourth Grade Veteran's Program, Fifth Grade Constitution Program, Eagle Chorale Choir performances, business spirit nights, Literacy night, M&M's night, Title 1 community event nights, and Open House.

- Teachers provide frequent feedback to parents in student planners, class newsletters or websites.
- The Principal's News and Notes is a newsletter that is sent home weekly electronically or available for pick up in the office.
- KEYS mentors meet weekly with assigned student in need of additional support.
- The volunteer celebration is held as a thank you to our volunteers. In addition, we recognize them in the newsletter.
- The Principal's News and Notes, DWE website, Facebook, Twitter and Parent Link are used to notify parents of upcoming events and information from the school.
- PIE/Business Partners are acknowledged via thank you notes & public recognition.
- National Science Junior Honor society to serve as facilitators of science experiments to promote an interest in science.

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

**Problem Statement 1:** Results from the parent survey indicated that communication regarding instructional information about test and assignments are not communicated in a timely manner. **Root Cause:** Inconsistency of communication being sent home by teachers on each grade level identifying upcoming test and assignments.

**Problem Statement 2:** Parents feel uninformed of student behavioral progress taking place in the classroom. **Root Cause:** Overall, teachers would not call home when there was a concern at school. They relied on the expectation card or online HAC system.





# Priority Problem Statements

**Problem Statement 1:** Writing scores have increased at the passing rate of 75% last year; however, the meets level of performance continues to be lower than that of the district at 30%. Therefore we will focus on increasing writing at the meets level.

**Root Cause 1:** There is not a school wide systemic approach to teaching writing in grades K-5. Therefore, new writing teachers in fourth grade did not have the understanding of the curriculum and teaching strategies, hence a need for professional development and collaborative planning.

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

**Problem Statement 2:** Only 1.8% of students enrolled at Winborn are identified as being GT.

**Root Cause 2:** Teachers and parents understanding how to identify the characteristics of a GT student in poverty and at-risk conditions.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Increased enrollment of students identified as at-risk and economically disadvantaged of which are performing below their peers.

**Root Cause 3:** Teachers and parents being equipped with the skills of connecting with and teaching at-risk and economically disadvantaged students.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Cumulative reading STAAR scores in grades 3-5 decreased from 86% three years ago to 83% in 2019 and is below the district at 89%.

**Root Cause 4:** Quality first teach in reading along with small group interventions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers K-5.

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

**Problem Statement 5:** The latest district report shows 22% of students are identified as needing Special Education services of which are performing below peers and expectations.

**Root Cause 5:** There was not a collaborative teaching model implemented as well as targeted instruction during resource based on student needs.

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

**Problem Statement 6:** We are a school-wide PBIS school of which we saw a dip in students earning and redeeming SOAR tickets.

**Root Cause 6:** Decrease with students being taught life skills and social skills to the DWE expectations systemically.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** The extended learning time was not implemented with fidelity with mid to high performing students. Small group interventions during this time were not implemented with validity.

**Root Cause 7:** Formative and informative data was not utilized to inform ELT flexible student groups and interventions for mid to high performing students.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** Results from the parent survey indicated that communication regarding instructional information about test and assignments are not communicated in a timely manner.

**Root Cause 8:** Inconsistency of communication being sent home by teachers on each grade level identifying upcoming test and assignments.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Math STAAR scores increased from 83% to 85% of which is below the district average of 89%. Of the 85% passing at the approaches level 23% of students reached the masters level.

**Root Cause 9:** Quality first teach in math along with small group interventions and extensions to meet students where they are continues to be a professional development need and a need for assistance (i.e. materials, resources, and time) for teachers K-5.

**Problem Statement 9 Areas:** Student Academic Achievement

# 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
- Accountability Distinction Designations
- Federal Report Card 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
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM 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
- 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**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

**Performance Objective 1:** All students will show one year growth from their baseline data in reading and math. Students in grades 3-5 will meet the growth indicator of the STAAR Reading, Math, Writing, and Science portions of the STAAR test. Winborn Elementary will implement strategies to increase student performance that will close the academic performance gaps between student sub-populations. More specifically student sub-populations of economically disadvantage, special education, and at risk students.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) FEDERAL SYSTEM SAFEGUARD: Implement district aligned math problem solving strategies to ensure students are using higher level thinking as well as implementation of small group instruction with research based structures and strategies, such as guided math.	2.4, 2.5, 2.6	Math Instructional Coach, Math teachers K-5	1) Implementation- Lesson Plans, Observations of Problem Solving instruction 2) Impact- Assessment data showing achievement growth, End of year STAAR results, End of year math assessment, DLAs, and common assessments.				
<b>Funding Sources:</b> 211 - Title I Part A - 2561.34							
2) K-2 teachers will work with the math instructional coach to develop the concept of numeracy.	2.4, 2.5, 2.6	Math Instructional Coach, K-2 teachers	1) Lesson Plans 2) Common Assessments (grading period) 3) Observations (weekly) 4) Learning Collaboratives				
<b>Funding Sources:</b> 211 - Title I Part A - 1250.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Implement an extended learning time for grades K-5 for students who have been identified as academically at risk. Academic support staff and supplemental tutors will offer strategic and focused remediation for identified students.	2.4, 2.6	Administrators, Academic Support teachers, Classroom teachers, Tutors	1)Lesson Plans 2)Collaborative meetings between academic support & grade level teachers 3)Collaborative planning between instructional coaches and teachers 4)Walkthroughs/Observations(weekly)  End of Year results on *STAAR *End of the Year Assessment				
4) *K-5 teachers will collaboratively work to enhance and improve writing instruction *Writing aligned vertically and across contents. *Concise and precise writing both in narrative and expository forms. *Implement research based strategies such as Strategic Instructional Model and structured writing strategies. *Writing professional development to support teachers will be provided.	2.4, 2.5	Principal, Assistant Principal, K-5 ELA teachers, ELA Instructional coach	1)Lesson Plans 2)Observations 3)Student products 4)Vertical discussions of writing 5)Professional Development 6)Learning Collaboratives				
5) *Utilize Stemscores in grades K-5 *Implement hands-on science activities in grade K-5 for each unit of study *Implement the 5-E model to support science instruction and planning. *Teachers will illustrate various methods of presenting data as well as allow for situations where students are gathering, interpreting, and analyzing data in science.	2.5	Science Title 1 teacher, K-5 Science teachers, IC	1) Lesson Plans 2) Observations 3) Student products				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
6) FEDERAL SYSTEM SAFEGUARD:  K-5 implementation of reading workshop which include guided reading, word study, and strategy groups. *Utilize nonfiction literature during science and social studies instruction	2.4, 2.5	Principal, Assistant Principal, LA Instructional Coach, K-5 LA teachers	1) Lesson Plans 2) Observations 3) Student products 4) End of Year results on 5) STAAR 6) Fountas & Pinnell 7) ISIP 8) IPT 9) TELPAS				
				<b>Funding Sources:</b> 211 - Title I Part A - 7000.00, 199 - General Fund - 500.00			
7) Provide professional development to build the capacity of all teachers with a focus on areas that include writing, science, reading and math as well as strategies for special education students and English language learners	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches, Teachers	1) Common assessments 2) End of year STAAR results 3) ISIP 4) Professional Development sign-in sheets				
				<b>Funding Sources:</b> 211 - Title I Part A - 16400.00, 199 - General Fund - 4200.00			
8) Require Instructional coaches to meet at the district level to discuss delivery of KISD curriculum and ensure that information is shared and discussed with all core content teachers.		Administrators, Instructional Coaches, Teachers	1) Attendance at District level Meetings (monthly) 2) Content collaborative meetings(weekly) 3) Common assessments 4) End of year STAAR results 5) ISIP				
				<b>Funding Sources:</b> 199 - General Fund - 0.00			
9) Utilize collaborative teamwork for instructional planning, data analysis and the development of common assessments. Learning progress will be monitored by individual students and by sub-populations throughout the school year. Teachers will hold goal setting sessions with individual students.		Principal Instructional Coaches	DLA reports and metrics End-of-Year STAAR reports System Safeguard Data Distinction Designation data PBMAS indicators for ELL, SPED Evaluation according to DLA calendar Instructional Coach meetings each month as evidenced on the agenda Conversations with Executive Leadership Team monthly Evidence of differentiated instruction in lesson plans weekly				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June




## Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 1:** Diane Winborn Elementary promotes the success of all students by ensuring an efficient and effective learning environment. 100% of teachers will become ESL certified.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Ensure all homeroom teachers are ESL certified.		Administrators, ESL Teachers	1) Prep Classes Attended 2) ESL Certification Test Taken 3) ESL Certificates				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
2) Professional development for ESL instructional strategies will be provided for all teachers to better inform instructional design.		Teachers, Instructional Coaches, and Principal	1) Strategy of the Month 2) Sign-in Sheets 3) Increase in Student Performance by Sub-Populations				
							





### Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Diane Winborn Elementary collaborates with all staff members and analyzes data to maximize learning opportunities to show student growth. Teachers will make data informed decisions to formulate small groups, intervention groups (flexible grouping), and monitor student progress during the 2019-2020 school year.

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide staff members with a school-wide calendar of events for the year with data meetings.		Principal & Campus Secretary	1) Calendar development (May) 2) End of the Year feedback gathered from team leaders 3) Google document calendar that is accessible by all staff members				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
2) Utilize instructional coaches to support DWE teachers with instruction and data utilization.		Principal, Assistant Principal, Instructional Coaches	1) Instructional coach meeting log and notes 2) Observations 3) Lesson plans 4) Professional Development 5) EOY STAAR data 6) Lesson Plans 7) Learning Collaboratives				
3) Create an instructional master schedule that allows for tiered intervention time.		Team leaders feedback, Principals	1) Review of implementation of schedule (per nine weeks)				
4) Hold faculty learning meetings monthly & Tuesday topics monthly to provide continuous staff development		Principal, Assistant Principal, Instructional Coaches, Teachers	1) Teachers Needs Assessment 2) Meeting agendas 3) End of year teacher survey				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) Utilize instructional coaches to support DWE teachers with instruction and data utilization. Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.		Principal, Assistant Principal, Instructional Coaches, Teachers	1) Data conferences (monthly) 2) Professional development sessions 3) Sign in sheets 4) Data conference summary sheets				
<b>Funding Sources:</b> 199 - General Fund - 100.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

## Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Diane Winborn Elementary collaborates with campus and district staff members to provide digitally embedded learning experiences and the implementation of digital citizenship learning to provide all students the infrastructure to sustain 21st century skills.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase the integration of technology by offering professional development, online subscriptions and purchasing new technology tools for integration.	2.6	Principal, Librarian, Teachers	1) Tuesday topic trainings 2) Lesson plans (weekly) 3) Classroom observations (weekly) 4) Technology Tools/Devices 5) Software and Online Subscriptions				
<b>Funding Sources:</b> 211 - Title I Part A - 19000.00							
2) (Technology: Cyber-Safety)  Apply strategies for fostering online safety, privacy, and security in support of student learning by routine meeting/training focus on Cyber Safety/and Acceptable Use in such areas as password protection, identify theft/privacy and personal safety and external devices capturing private info.		Technology Dept, Technology designated staff, Campus administrators, testing coordinators as applicable	End-of-year campus/district reports indicated no unauthorized access to Katy ISD accounts *CCTV systems tested per district guidelines/timelines *Raptor stations staffing daily *Passwords reset per district timelines				
							

## Goal 5: 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:** Diane Winborn Elementary will ensure all staff members are highly qualified and provide a culture that empowers staff members to reach their highest level of potential.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Ensure all teachers and paraprofessionals are highly qualified in subject areas		Principals, Teachers, Instructional Paraprofessional	1) Completion of Principal Attestation 2) Job Fair Recruitment				
2) 5th grade teachers, counselor and junior high coordinate multiple opportunities for transition learning and meetings		Principal, Assistant Principals, Counselor, 5th grade teachers, Jr. high staff, Parents	1)Identify PreK/K Students 2)Electronic communication 3)Evaluation of transition strategies and progress 4)Registration data 5)Parent evaluations				
3) Attend the job fair to recruit highly qualified staff		Principals, Teachers, Secretary	1) Attendance at the job fair 2) Records of candidates interviewed				
4) Promote and encourage positive activities involving staff members to encourage staff cohesiveness and improvement on campus.		Principal, Assistant Principal, Instructional Coaches, Counselor, Social Committee	1) Weekly bulletin 2) Staff calendar of events 3) Feedback/Comments 4)PBIS staff rewards 5)Opportunities for professional growth				
							

## Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

**Performance Objective 1:** Diane Winborn Elementary will maintain a balanced budget and allocate monies to support student growth and the learning environment to best meet the student needs. Assessment systems, formative and summative, will inform and drive instructional design.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Monthly meetings with the financial clerk to track and monitor progress of the budget.		Principal, Financial Clerk	1) Monthly Calendar Meetings				
2) Maintain a financial spreadsheet of outgoing and incoming cost.		Principal, Financial Clerk	1) Spreadsheet				
3) Team budget and supply list for use in classrooms		Team Leaders, Principal, Financial Clerk	1) Team budget allocation 2) Supply List Items				



## Goal 7: Katy ISD will actively support the emotional well-being of all learners.


**Performance Objective 1:** Diane Winborn Elementary will be regarded as a safe and orderly environment in which to learn and work. DWE staff members will maintain a schoolwide discipline plan (PBIS) and a positive climate and culture to promote a safe and quality environment by showing a 5% reduction in office referrals and classroom removals from last school year.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Train new teachers and continue to implement PBIS and CHAMPS strategies to ensure effective classroom management and to promote the importance of positive class/school climate.		Principal, Assistant Principal, Counselor, PBIS team, teachers, Instructional Coaches	1)PBIS Meetings 2)Sign-in sheets 3)Observations 4)Parent communication 5)Data results 6)Training Participant Roster 7)EOY discipline referrals 8)EOY parent communication log 9)Morning Meetings 10)Guidance Lessons				
2) Provide leadership opportunities for students such as student council, Read, Dead, Run, safety patrol and production crew.		Principal, Counselor, Student council sponsor, RDR sponsor, teachers	1) Safety patrol 2) Student council representatives 3) RDR Final Run 4) Announcements (daily) 5) Winborn News Broadcast				
3) Provide training for staff members on the AED, first aide, and CPR.		Nurse, Safety Liaison, Principal	1) Staff sign-in sheets 2) Agenda				
4) Train the TBSI team on CPI strategies.		CPI trainer, Principal, Behavior specialist, Assistant Principal, Safety Liaison	1) Agenda 2) CPI cards 3) TBSI certificates 4) Staff sign-in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) Emergency Operation/Management Plan)  *Review, update, and communicate plans to all staff. *Identify a campus safety liaison Institute NIMS certification for incident command team and alternates		Teachers, safety manager, school safety task force, FEMA training, district emergency plan, Principal, Administrative asst. administrative team, incident command team	End of year documentation confirms emergency plan practiced and followed, NIMS training completed, appropriate drills carried out per established guidelines, Required FEMA training certificates attained				
6) (Safe & Drug Free Schools)  Promote parent and community involvement in Tobacco Alcohol and Other Drugs (TAOD) and violence/dating violence prevention/weapon free programs/activities.		Local Law Enforcement, Officers Community Professionals, LSSP Student Support Specialists, KISD School Health Advisory Committee (SHAC), Counselors, Principals	Participant Rosters, Program Calendars, Parent Evaluation, Surveys as Applicable, Agendas, Sign-ins per training, Training evaluations per training, Red Ribbon Week, KEYS and Eagle Guides mentoring program				



100% = Accomplished      → = Continue/Modify      0% = No Progress      ✗ = Discontinue




## Goal 8: 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:** Diane Winborn Elementary promotes a school community that integrates families and community members and creates strong relationships with all stakeholders. Community engagement and attendance will be monitored and increased by 5% over last school year during community nights, volunteer opportunities, family nights, grade level events, and mentoring programs.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Promote and encourage parents to volunteer and attend school events by conveying opportunities for parent and community involvement through multiple methods of communication.		Principal, Assistant Principals, Teachers, Counselor	1) Volunteer hours/sign in sheets 2) Event attendance roster 3) Newsletters (School & Grade Levels) 4) Marquee 5) Facebook 6) DWE Website 7) Watch DOGS 8) Parent Link 9) EOY Volunteer hours 10) Number of parents in attendance at school events				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
2) Host a Meet Your Teacher/Parent Orientation night for all grade levels		Principals, Teachers	1) Number of parents in attendance 2) Sign-in sheets				
3) Provide parents with opportunities to volunteer and attend various academic nights	3.1, 3.2	Principals, Teachers	1) Parent Attendance (per calendar event) 2) Sign-In sheets 3) Agendas 4) Flyers				
<b>Funding Sources:</b> 199 - General Fund - 0.00, 211 - Title I Part A - 2500.00							
4) Collaborate with Morton Ranch High School PALS *Sponsor and volunteer KEYS mentors to provide at-risk students with mentors as well as Watch DOGS.		PALS sponsor, KEYS mentors, PALS, Counselor	1) Sign- In sheets 2)PTA Workspace 3) Flyers 4) Volunteer Work Days				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
5) Pk & K teachers develop transition strategies and the school provides Kindergarten orientations to increase parental involvement and parental understanding		Principal, Assistant Principals, Counselor, PreK/K teachers, Parents	1) Identify PreK/K students 2) Electronic communication 3) Evaluation of transition strategies and progress 4) Registration data 5) Parent Evaluations				
							

# State Compensatory

## Personnel for Winborn Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Keeton	Teacher	Title 1	1
Lori Irwin	Teacher	Academic Support	1
Marianne Wise	Teacher	Title I	1
Steven Sanders	Teacher	Academic Support	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Diane Winborn Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with parents, teacher leaders and instructional coaches. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan on June 29, 2019.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Diane Winborn Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1. This program provides the information needed to develop the campus improvement plan.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team including parents;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;

5. Analyzing the data;

6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, parents, administrators and teachers identify student strengths, needs and the interventions that are currently in place.

They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide the campus improvement plan as well as program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

## **2.2: Regular monitoring and revision**

The campus improvement plan is regularly monitored with the Campus Advisory Team as well as with the Title 1 committee during the months of September, October, January, and April. Formative assessments are reviewed of each goal and the strategies to support the goals. Surveys and formative data is collected to measure the effectiveness of the goals. Revisions and adjustments are made as needed.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is posted on our campus website, front office, and by request in English and Spanish. Each year at the Title 1 informational meeting the CIP is discussed and resources are made available to the community for more information. Should a parent require the CIP in a language other than English, an appointment may be made with the campus principal, and an interpreter will be secured. During CAT meetings and Title 1 meetings the CIP and CNA are discussed. The Principal is always available to discuss and clarify the CIP for any parents or community members.

## **2.4: Opportunities for all children to meet State standards**

Our schoolwide strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research; such as, guided reading, guided math, reading and writing workshop, F&P reading levels and running records, STEMscopes, Dreambox, problem solving strategies, and 5 E lesson cycle. Identify how each activity in our school strengthens the academic program.

2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time and common planning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-unit tests. There are also District Level Assessments and grade level common assessments that are used to measure progress. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

## **2.5: Increased learning time and well-rounded education**

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it during extended learning time. PBIS is implemented at DWE to support teaching social skills and character development to all students. Each homeroom classroom conducts daily Morning Meeting's to build community within the classroom. As a campus, staff and students participate in various core essential lessons, challenges, character development, and activities to support the whole child. The school counselor and Principal go into classroom teaching character development lessons to students. In addition, the counselor works with social skills groups to support student development. Teaching the whole child is a focus at Winborn Elementary.

## **2.6: Address needs of all students, particularly at-risk**

Our campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus currently has a blended early childhood program. This is a blended PPCD program and pre-kindergarten program. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them to be involved in the learning process. Through the RTI system, all students, are monitored throughout the course of the school year. Academic performance, attendance rate, and behavioral progress are all tracked over time to observe growth and development of student progress. Students identified as needing SPED, 504, RTI, or speech services are all cased managed and performance is documented. Individualized educational plans and behavior improvement plans are development to support students in the classroom. Eagle guides, which is a staff-student mentoring program, is implemented during the Spring semester to support students who need additional motivation, increased self-esteem, and/or encouragement in grades thrid through fifth. Winborn Elementary participates in the PALS and KEYS program to provide some of our at-risk students with

mentors throughout the course of the school year.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Campus Advisory Team and Title 1 committee review and make recommendations for the Family Engagement Policy each year. These dates will be September 5, September 12, and February 18. The policy is adjusted to meet the needs of Winborn families. The policy is posted on the campus website as well as sent home to families at the beginning of the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Winborn staff understands that parental involvement is a major key to students' success. Parent involvement is encouraged with PTA, schoolwide Title 1 family involvement nights, grade level performances, schoolwide book fair, field trips, winter parties, and teacher-parent conferences conducted minimally once a year.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Keeton	Teacher	Math Interventionist	1
Marianne Wise	Teacher	Title I Science Lab Teacher	1



# 2019-2020 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kasey Lowry	
Administrator	Derek Getschow	Assistant Principal
Community Representative	Fred Willis	Community member
Business Representative	Matt Volney	Business Rep
Non-classroom Professional	Andee Casarez	IC
District-level Professional	Katie Stone	District
Classroom Teacher	Charlotte Rawlings	Teacher
Classroom Teacher	Whitney Jackson	Teacher
Classroom Teacher	Tami Sanchez-Ramos	Teacher
Parent	Julie Crowell	Parent
Parent	Julia Smelley	Parent
Parent	Holly Painter	Parent
Parent	Whitney Peper	Parent
Parent	Lauren Galindo	Parent
Parent	Sierrah Sowell	Parent
Community Representative	Janice Sijansky	Community Representative
Classroom Teacher	Lauren Lord	Teacher

# District Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Supplemental Tutors		\$9,000.00
1	1	6	Reading Materials		\$500.00
1	1	7	Professional developmnet conferences and trainings with travel		\$4,200.00
1	1	8			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	5	Instructional supplies		\$100.00
8	1	1			\$0.00
8	1	3			\$0.00
<b>Sub-Total</b>					<b>\$13,800.00</b>
<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Math Supplies and Materials		\$1,561.34
1	1	1	Math Professional Development		\$1,000.00
1	1	2	Math Supplies and Materials		\$250.00
1	1	2	K-2 Math Professional Development		\$1,000.00
1	1	3	Supplemental Tutors		\$11,000.00
1	1	3	Title I Teacher Salaries		\$128,260.00
1	1	4	Writing Professional Development		\$2,000.00
1	1	5	Science Supplies and Materials		\$5,000.00
1	1	6	Reading Supplies and Materials/ Literacy Kits/ Literacy Library Books		\$7,000.00

<b>211 - Title I Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	Professional Development Sessions		\$9,400.00
1	1	7	Subs for teachers to attend professional development		\$7,000.00
4	1	1	Technology Tools, Subscriptions, Software, Professional Development		\$19,000.00
8	1	3	Supplies and resources for community parent nights		\$2,500.00
<b>Sub-Total</b>					\$194,971.34
<b>Grand Total</b>					\$208,771.34

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**DIANE WINBORN EL (101914108) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		82	B
<b>Student Achievement</b>		82	B
<a href="#">STAAR Performance</a>	54	82	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		83	B
<a href="#">Academic Growth</a>	77	83	B
<a href="#">Relative Performance (Eco Dis: 49.4%)</a>	54	81	B
<a href="#">Closing the Gaps</a>	83	79	C

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

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