

Katy Independent School District
Winborn Elementary
2024-2025 Campus Improvement Plan



Mission Statement

We will be EXCEPTIONAL by providing enriching learning experiences, creating positive relationships, and fostering strong character through a sense of family, community, safety, and inclusivity.

Vision

Be Exceptional! Soar to Success!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following stakeholders were on the needs committee:

Name	Role
Lisa Frison	Principal
Nichole Frias	Assistant Principal (Other School Leaders)
Lesly Richardson	Assistant Principal (Other School Leaders)
Ali Schultz	Instructional Coordinator (Other School Leaders)
Morgan Dear	Teacher
Tera Lopez	Teacher
Grace Wojan	Teacher
Rebekka Fincher	Community/Business Representative
Becki Rojas	Community/Business Representative
Lori Irvine	District Professional
Ashley Muzny	District Professional
Leigh Ann Masterson	Paraprofessional
Lori Mikosh	Paraprofessional
Heather Colkos	Parent

Name	Role
Erica Brettel	Parent

On April 16, 2024, at 3:30 pm at Winborn Elementary in our Large Conference Room, the needs committee met to review the process of the Campus Needs Assessment, discussed the different forms of data that were collected, began analyzing the data, and started creating strengths and weaknesses related to the data. After looking at many pieces of data, on May 8, 2024, at 3:30 at Winborn Elementary, in the large conference room, it was determined that the four highest leverage areas were: math, reading, science, and social/emotional/behavior/discipline. The committee provided feedback on the root cause and assisted in developing the problem statements.

The following data points were reviewed during the April 16th meeting.

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- DLA, and Interim data
- Student failure and/or retention rates
- AMIRA and Growth Measure results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Special Education/Non-Special Education population including discipline, progress, and participation data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance, and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Multi-Tiered Systems of Support (MTSS) student achievement data

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records
- School safety data

Employee Data:

- Staff surveys and/or other feedback
- PULSE / Satchel data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/ Community Data:

- Parent surveys and/or other feedback
- CAT Member Feedback

On May 8, 2024, the problem statements and root causes were discussed. A root cause analysis was conducted and we developed our priority problem statements.

Problem Statement: Student achievement is below the district average in math, reading, and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information to plan effective small group instruction.

Problem Statement: Based on formal and informal assessments, our students are reading more fluently but our comprehension skills are below average. **Root Cause:** Quality first teach in literacy, along with explicit small group instruction, is needed. Continued training is needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement: There were 187 behavior incidents this school year with physical contact and creating a disturbance. Students' academic achievement is being impeded because their social emotional and basic needs are not being met and they have difficulties regulating emotions. **Root Cause:** As a campus, we need to increase our de-escalation strategies, increase our social-emotional learning resources and strategies, and focus on improving student engagement to deter behavioral issues.

Problem Statement: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement: 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Demographics

Demographics Summary

Student Demographics Summary:

Winborn Elementary is a neighborhood school established in 1981. The campus provides education for 700+ students from Pre-Kindergarten through 5th grade. The campus currently houses a variety of special education programs including Adaptive Behavior (2 classrooms), Lifeskills (2 classrooms), and Early Childhood Special Education (ECSE) program. According to our most recent data, our demographic breakdowns are as follows:

Total Enrollment: 762 (Prekindergarten - 5th Grade)

Student Groups:

At-Risk: 48.69%

Economically Disadvantaged: 63.5%

Limited English Proficient: 15.75%

Special Education: 32%

Career Technology Education: 0.0%

Bilingual: 0.0%

Gifted/Talented: 3.4%

Title I Programs: 100.0%

Attendance Rate: 94.61%

Race/Ethnicity:

Hispanic: 40%

African American: 20%

White: 25%

Asian: 5%

Two or More Races: 10%

Our enrollment at the campus continues to remain very consistent. Our ethnic demographics have remained stable over the past few years, but our student groups have experienced some changes. Specifically, our economically disadvantaged percentage and At-Risk percentage of students continue to climb. Additionally, an area in which our district has experienced tremendous growth is in Special Education; here at DWE, our SPED pop is currently 32% of our enrollment.

Winborn considers it a high priority to attract and hire highly-qualified teachers through the district job fair, personal connections, and other opportunities. New teachers are supported through multiple new teacher programs at both the district and campus levels. New hires are supported by the district with district-level training in August in addition to the regularly provided campus-based training led by our Lead Mentor Teachers. New teachers are provided with PBIS, campus procedures, and technology training prior to the school year. Each new teacher is given a mentor to support them throughout the year by guiding them to resources and answering their questions. The Winborn Administration team will continue to look for ways to solicit feedback from current staff. It is important for the Winborn Administrative team to evaluate current practices and recognize staff for their hard work throughout the school year. A plan for monitoring our retention strategy during the upcoming year will help admin identify trends and root causes, as well as take necessary action. Through a classroom walkthrough rotation, the Instructional Leadership Team will discuss opportunities for growing and supporting our teachers throughout the year.

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 students. 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 equipping young learners to collaborate with all types of people. We find that Winborn Elementary students are very accepting of new students regardless of race or ethnicity. We believe we are creating and preparing our future leaders.
3. With the increasing at-risk and economically disadvantaged percentage of students, DWE is identified as being school-wide Title 1.
4. 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 (Prioritized): 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and

teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Problem Statement 2: Only 3% 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 3 (Prioritized): The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

DWE continuously reviews data to make informed instructional decisions. We monitor our student progress and routinely host collaborative data meetings to discuss student success and areas of need.

Looking deeper at the comparison between STAAR 2021, 2022, and 2023 for all grade levels, and sub-populations revealed the following:

STAAR DATA	Approaches		Meets		Masters	
	2021	2024	2021	2024	2021	2024
All Students Reading	77%	78%	43%	49%	21%	20%
All Students Math	81%	74%	47%	47%	25%	17%
All Students Science	79%	55%	44%	28%	14%	15%

End of Year Oral Reading Fluency - AMIRA Reading Mastery (ARM) score

End of Year - Amira	AMIRA Reading Mastery (ARM)	Overall
1st	1.89	On Grade Level
2nd	2.94	On Grade Level
3rd	3.9	Above Grade Level
4th	4.97	Above Grade Level
5th	5.85	Below Grade Level

End of Year Reading Growth Measure - HMH

End of Year - Growth Measure	Grade Level Equivalency	Overall
2nd	1.98	Below Grade Level
3rd	3.01	Below Grade Level
4th	3.17	Below Grade Level
5th	3.91	Below Grade Level

Discipline Data - Top Campus Incidences:

Physical Contact / Creating a disturbance	187
Inappropriate Language	60
Creating a disruption	60
Non-Compliance	58

Student Learning Strengths

Student success at DWE is attributed to many factors. First of all, there is a commitment to meet every student's needs through quality first teach. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. We focused on strengthening our instructional tasks in the 2023 - 2024 school year. Implementing strong instructional tasks, rooted in a strong instructional core, focused on engaging students with learning and content, will directly impact student achievement. This focus led to many wins in all grade levels!

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. For our EL & Special Education students we implement a collaborative teaching model. An additional systemic intervention that we provide is during our small group instruction. During small group, staff focuses on differentiating the task in order to meet the student's needs. 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 and reading interventions and extensions with a Title 1 math and reading teacher. This Title 1 teacher provides pull-out support and push-in support in the classrooms. As well as providing push in support in the classroom for EL students and SPED students, teachers have on-going progress monitoring structures to ensure all students demonstrate academic growth throughout the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We are currently classified as a School Improvement Campus. **Root Cause:** Our special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiation to meet the needs of all students.

Problem Statement 2 (Prioritized): The number of students scoring at "Approaches," "Meets," and "Masters," performance in reading, math, and science are below the district average and need to increase so that all students make academic growth. **Root Cause:** Teacher capacity in data analysis skills needs to be developed to accurately formulate small groups to effectively differentiate learning for students in math, reading, and science. Teachers need to utilize differentiated small group instruction and promote discourse to meet each student's varied needs, resulting in growth.

Problem Statement 3 (Prioritized): Based on formal and informal assessments, our students are reading more fluently but our comprehension skills are below average. **Root Cause:** Quality first teach in literacy along with explicit small group instruction is needed. Continued training is needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement 4: Our special education students are performing significantly below all other student groups in all subject areas. **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers, in class support staff, and general education staff.

Problem Statement 5: Our AMM (Approaches, Meets, and Masters) average for 5th grade science is below the district AMM average. **Root Cause:** All science teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. All grade levels need significant opportunities to participate in hands on instruction in the science classroom, as well as receive targeted vocabulary instruction.

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 result of summative and formative assessments, and by information from 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, 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. Literacy Module Assessments, Math Checkpoints, District Learning Assessments (DLA), and Interims 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.

Weekly grade level learning collaboratives are held with each PLC. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have common daily planning times that meet two times per week. SPED instructors and ESL teachers join grade level planning as their schedules allow, as well. Paraprofessionals are included in all possible staff development days.

Student progress is monitored either as prescribed by the intervention or at nine-week intervals, depending on individual students' needs. The MTSS committee meetings are held for both academics and behavior and are held during professional learning/planning times. Once every nine weeks the MTSS coordinator (Instructional Coordinator) facilitates grade-level Collaborative meetings to 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 who are performing below standard and those students who are performing just at standard. MTSS meetings are scheduled by the MTSS coordinator (Instructional Coordinator), and are attended by the grade level teachers, the interventionists, the counselor, the LSSP, interventionists, SPED, ESL, and admin. We provide before and after school tutorials and we utilize small group time for the majority of our intervention and extension.

As for staff recruitment and retention, Winborn Elementary employs highly qualified teachers and paraprofessionals. We place a high priority on hiring great teachers and actively pursue candidates through our district Job Fair and through personal connections. As our school grows each year, we add more staff members. We support every teacher new to DWE with a mentor, whether or not they are new to teaching. New hires attend district training in August, and we provide campus-based New Teacher training with our Instructional Coaches, as well. All

teachers who are new to DWE participate in a monthly New Teacher Academy. These mentoring sessions are led by our Lead Mentor(s), and cover a variety of topics, such as effective instructional strategies, classroom management techniques, and practical information, like entering grades. With one-on-one mentors assigned to every new staff member, we provide ongoing, very targeted, job-embedded professional learning

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, small group instruction, MTSS process, the referral process, etc. 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.

Winborn has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, SmartPanels, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. 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

We have many process/programmatic strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices.
2. MTSS is being utilized before students are referred to special education.
3. Our master schedule maximizes instructional time for each grade level, while still responsive to the developmental needs of young children,
4. Interruptions are kept to a minimum during the instructional day.
5. The mentoring program on 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.

6. Safety drills are performed frequently and effectively.
7. Grade levels report to corresponding Assistant Principals for handling of most issues on their teams, streamlining communication.
8. 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.
9. Winborn Elementary participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and students LOVE earning Dojo Points 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.
10. Our Exceptional Eagle Award Assemblies recognize students excelling character. This assembly awards students every 9 weeks and celebrates their achievements. Parents are invited to participate in the celebration and are engaged in the assembly. Winborn's Exceptional Eagles encourage students to be the best they can in all areas of school!
11. We are committed to learning and growing professionally as a staff. A large portion of our campus budget goes to professional learning for our teachers, admin, and paras.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus lacks strategies for differentiating instruction and assessments for students with a wide range of abilities. **Root Cause:** Our staff needs additional professional development and a system to effectively use data to plan lessons, form small groups, differentiate instruction and create common assessments.

Problem Statement 2: Our campus continues to see students with difficulties with social skills and regulating emotions. **Root Cause:** Teachers are in need of additional behavior training, including de-escalation strategies, and gaining strategies for supporting students with ADHD and Autism . In addition, we need to fully implement our schoolwide behavior system of PBIS and Project Class skills, and ensure that teachers are trained in strategies to increase social-emotional learning including MTSS, SPED, and counseling.

Problem Statement 3: Small group instruction has not been implemented with fidelity. **Root Cause:** Formative and informative data was not utilized consistently to create focus groups with targeted instruction to accelerate instruction.

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.

Winborn created a new mission to encompass these beliefs:

We will be EXCEPTIONAL by providing enriching learning experiences, creating positive relationships, and fostering strong character through a sense of family, community, safety, and inclusivity.

Students and staff participate and demonstrate success in the school's PBIS program implemented school-wide. We encourage positive behavior and reward our students with an Exceptional Eagle Award Assembly every 9 weeks highlighting students excelling in character education. This positive program has helped us improve and reduce campus discipline and behavior creating a better environment. 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. Small group instruction and intervention support a seamless environment and contribute to success. Since the implementation of PBIS, Morning Meetings, Project Class and our Exceptional Eagle Assemblies 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 messages through the app Remind, and app Class Dojo. Communications are provided in English and Spanish whenever possible. Our counselor provides guidance and support for students and families in need. Each year, we work with our community to recruit school supplies, backpacks, and food donations from Compassion Katy and other community partners. KISD Police Santa Cops donated toys with the help of the community, and through our district's program Food for Families we were able to assist those in need. As the inspiration of our students, we understand the importance of parent and extended family participation. Due to this, we provide a myriad of events and programs throughout the entire school year for both student and parent involvement.

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 support, 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, Fourth Grade music performance, First Grade Reading Restaurant, Curriculum Night, Instrument Ensemble, Literacy night, Title 1 community event nights, and Open House.

- The Winborn News is a newsletter that is sent home weekly electronically or available for pick up in the office.
- KEYS mentors meet weekly with an assigned students 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 Winborn News, DWE website, Facebook, Twitter and Class Dojo are used to notify parents of upcoming events and information from the school.
- PIE/Business Partners are acknowledged via thank you notes & public recognition.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent engagement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Winborn needs to offer different opportunities both during the day and the evening to support their child's learning.

Problem Statement 2: Our campus continues to see students with difficulties with social skills and regulating emotions. **Root Cause:** Teachers are in need of additional behavior training, including de-escalation strategies, and gaining strategies for supporting students with ADHD and Autism . In addition, we need to fully implement our schoolwide behavior system of PBIS and Project Class skills, and ensure that teachers are trained in strategies to increase social-emotional learning including MTSS, SPED, and counseling.

Problem Statement 3 (Prioritized): There were 187 behavior incidents this school year with physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social emotional and basic needs are not being met and they have difficulties regulating emotions. **Root Cause:** As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on improving student engagement to deter behavioral issues.

Priority Problem Statements

Problem Statement 1: The number of students scoring at "Approaches," "Meets," and "Masters," performance in reading, math, and science are below the district average and need to increase so that all students make academic growth.

Root Cause 1: Teacher capacity in data analysis skills needs to be developed to accurately formulate small groups to effectively differentiate learning for students in math, reading, and science. Teachers need to utilize differentiated small group instruction and promote discourse to meet each student's varied needs, resulting in growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on formal and informal assessments, our students are reading more fluently but our comprehension skills are below average.

Root Cause 2: Quality first teach in literacy along with explicit small group instruction is needed. Continued training is needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There were 187 behavior incidents this school year with physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social emotional and basic needs are not being met and they have difficulties regulating emotions.

Root Cause 3: As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on improving student engagement to deter behavioral issues.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics.

Root Cause 4: 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 32% of Winborn's student population is in Special Education.

Root Cause 5: Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

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





Performance Objective 1: SI/ESF: 80% of teachers will be proficient in their planning and delivery of the mini-lesson, stations, and small group lessons using high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, at-risk students, and other student groups.

High Priority

Evaluation Data Sources: STAAR scores, Literacy Modules, Math Checkpoints, Interims, Learning Walk data

Strategy 1 Details	Reviews			
Strategy 1: SI: The leadership team will participate in learning walks once a month and analyze the data from our monitoring tool, focused on adult behavior and student behavior, to grow teachers to proficient and above in executing the mini lesson, stations, and differentiated small group instruction. Strategy's Expected Result/Impact: Effective instruction will improve student achievement. Staff Responsible for Monitoring: Leadership team, including, principal, assistant principal, instructional coach, and instruction coordinator. Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: SI: Teachers will meet once a month for ongoing job-embedded differentiated professional development (SLIC Time - Snacks and Learning on Instruction and Curriculum) focused on engaging students in a variety of meaningful tasks that encourage differentiation and "productive struggle" with the students doing the cognitive lift in learning, Strategy's Expected Result/Impact: Application of professional development being used in classrooms, increasing students' performance. Staff Responsible for Monitoring: Administration and Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Instructional Materials - 211 - Title I Part A - \$250		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: SI: Teams of teachers will meet as PLCs to analyze data following CBAs, LMAs, Checkpoints, and Interims. The results of assessments will drive future instruction and will enable teachers to adjust and provide reteaching in small groups where needed. Members of the Academic Support team, SPED team, ESL team, and administration will also participate in the data analysis to help monitor the performance on the targeted student groups to ensure that our focus groups are progressing, as well as determine students in need of tutorials. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal and assistant principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: SI: The leadership team will communicate and review campus goals (Winborn Big 5), Instructional Coach Goal, data updates, and adult behavior expectations during monthly faculty meetings, on the weekly staff newsletter, during PLCs, and team leader meetings. Strategy's Expected Result/Impact: Staff will continually stay abreast of progress towards campus goals, areas in need of improvement, and plans for support. They will also be given the opportunity to share input in plans to support campus goals. Staff Responsible for Monitoring: Administration, Instructional Coach, and Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: All teachers, including Title I teachers, state compensatory education teachers, and the Leadership staff, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials. Strategy's Expected Result/Impact: Utilizing rigorous instructional materials and applying professional development in classrooms will increase student achievement for all students. Staff Responsible for Monitoring: Administration and Leadership team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 2 Funding Sources: Instructional Materials - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Student Learning

Problem Statement 2: The number of students scoring at "Approaches," "Meets," and "Masters," performance in reading, math, and science are below the district average and need to increase so that all students make academic growth. **Root Cause:** Teacher capacity in data analysis skills needs to be developed to accurately formulate small groups to effectively differentiate learning for students in math, reading, and science. Teachers need to utilize differentiated small group instruction and promote discourse to meet each student's varied needs, resulting in growth.





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

Performance Objective 2: The percentage of Winborn Elementary students who achieve meets and above in reading, math, and science will increase by 10% in each subject area in 2025. Winborn Elementary will implement strategies to increase student performance that will close the academic achievement gaps between student sub-populations.

High Priority
Evaluation Data Sources: STAAR Scores, 2025 Accountability ratings

Strategy 1 Details	Reviews			
Strategy 1: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer learning. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Classroom teachers, Title 1 teachers, academic support teachers, tutors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 2 Funding Sources: Instructional Materials and Professional Development - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create student focus groups, especially looking at the sub pops of African American, Hispanic, Economically Disadvantaged, Emergent Bilinguals, and Special Education, and develop differentiated lessons for small group instruction. Strategy's Expected Result/Impact: Increase student achievement of students in all sub-populations Staff Responsible for Monitoring: Administration and Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 2 Funding Sources: General Supplies - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students, especially at-risk students, during small group instruction, tutorials, and summer learning. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administration and Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 2 Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$3,725, Title 1 Staffing - 211 - Title I Part A - \$155,422		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Reading: Teachers will use Amira with fidelity and show evidence from the data to drive their small group instruction. Performance on each student group will be monitored to determine effectiveness, and ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased reading achievement Staff Responsible for Monitoring: Administration, Instructional Coordinator, and teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 2 Funding Sources: General Supplies - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Math: Teachers will utilize Math Progression lessons, with cart manipulatives, with fidelity to support hands-on, concrete representations of math concepts at the small group table for differentiating instruction to improve student performance. Strategy's Expected Result/Impact: Increased math achievement Staff Responsible for Monitoring: Administration and teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 2 Funding Sources: General Supplies - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Science: Teachers will use the 5E model, McGraw Hill resources, and the three dimensional approach to instruction with fidelity in order to improve student achievement in science. Strategy's Expected Result/Impact: Increased science achievement	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Student Learning

Problem Statement 2: The number of students scoring at "Approaches," "Meets," and "Masters," performance in reading, math, and science are below the district average and need to increase so that all students make academic growth. **Root Cause:** Teacher capacity in data analysis skills needs to be developed to accurately formulate small groups to effectively differentiate learning for students in math, reading, and science. Teachers need to utilize differentiated small group instruction and promote discourse to meet each student's varied needs, resulting in growth.

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

Performance Objective 3: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets or above in Math will increase to 50% in 2025.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR scores, Accountability ratings 2025.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor small group instruction in each math classroom, provide feedback, and review data by student groups to ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 4: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets or above in Reading will increase to 49% in 2025.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR scores, Accountability ratings 2025

Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor small group instruction in each math classroom, provide feedback, and review data by student groups to ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased reading achievement by students, consistent implementation of small group instruction by teachers Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Students and Teachers will use data to inform decision making regarding goal setting and instruction in Reading, math and science, as well as to formulate small groups, intervention groups, and monitor student progress. Data meeting will be held following every District Assessment, and MTSS data meetings will be held quarterly.

Evaluation Data Sources: District assessments, DLA/Interims, STAAR, and MTSS data

Strategy 1 Details		Reviews			
Strategy 1: Examination of data from STAAR, TELPAS, Amira, Growth Measure, and Dreambox, to create a classroom overview to use to plan for, create and guide small group instruction, and create individual student goals. MTSS collaborative meetings will be held quarterly with the Instructional Coordinator to monitor student progress. Strategy's Expected Result/Impact: At least one year's growth in reading and math for all students. Staff Responsible for Monitoring: Administration, Instructional Coordinator, and teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 3 Funding Sources: Title 1 staffing - 211 - Title I Part A - \$77,711		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Student growth parties will be held once per semester to celebrate student improvement. Students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth. Strategy's Expected Result/Impact: At least one year's growth in reading and math for all students. Staff Responsible for Monitoring: Administration, Instructional Coordinator, Leadership team, and teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2, 3 Funding Sources: General Supplies - 211 - Title I Part A - \$3,000		Formative			Summative
		Oct	Jan	Apr	June



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Student Learning





Problem Statement 2: The number of students scoring at "Approaches," "Meets," and "Masters," performance in reading, math, and science are below the district average and need to increase so that all students make academic growth. **Root Cause:** Teacher capacity in data analysis skills needs to be developed to accurately formulate small groups to effectively differentiate learning for students in math, reading, and science. Teachers need to utilize differentiated small group instruction and promote discourse to meet each student's varied needs, resulting in growth.

Problem Statement 3: Based on formal and informal assessments, our students are reading more fluently but our comprehension skills are below average. **Root Cause:** Quality first teach in literacy along with explicit small group instruction is needed. Continued training is needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: 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, as well as retain staff.

Evaluation Data Sources: Retention rate, TTESS data, Satchel Survey





Strategy 1 Details	Reviews			
Strategy 1: New teachers (0 to 2 years experience) will meet with campus mentors once per month to learn strategies, ask questions, and build rapport and a climate of support with others. Strategy's Expected Result/Impact: New teachers will be supported and retained Staff Responsible for Monitoring: Administration and Mentors TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administration, Leadership, and Team Leaders for the following school year will participate in the Katy ISD Job Fair. Strategy's Expected Result/Impact: Hiring of highly qualified teaching staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize staff members accomplishments through classroom walk-throughs, observations, Regal Eagle, and in the weekly staff communication, Keep Calm and SOAR On, provided through S'more. Strategy's Expected Result/Impact: Increase staff retention Staff Responsible for Monitoring: Administration and Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Increase parent and family engagement by 20% annually by offering a variety of activities and events supporting the whole child.

Evaluation Data Sources: Parent sign in sheets, parent volunteer hours, Class DOJO data,

Strategy 1 Details	Reviews			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Volunteer Orientations, and through special events such as Open House. Make available the Title One Parent Compact and Parent Engagement Policy at all events, as well as online. Strategy's Expected Result/Impact: Increase in parent and family engagement activities Staff Responsible for Monitoring: Administration, Leadership, teachers, and counselor Title I: 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 Funding Sources: General Supplies - 211 - Title I Part A - \$200	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote family and community engagement by hosting academic nights and various educational training sessions at various times, to assist parents in supporting their child, distributing parent engagement and family involvement procedures, and the parent/school compact. Communication will be sent out via weekly newsletter and Class Dojo. Strategy's Expected Result/Impact: Parent Attendance at events, increase in family partnerships, increase in student learning Staff Responsible for Monitoring: Administration, Instructional Coaches, counselor, Teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 Funding Sources: General Supplies - 211 - Title I Part A - \$1,500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Promote parent and family engagement by working to connect all parents/families on our schoolwide Class Dojo to allow them to easily engage with teachers and keeping families engaged in their child's learning by communicating current content, participating in family engagement nights/events, and providing effective communication for parents. Strategy's Expected Result/Impact: Parents and families feel more connected to school, increase in student achievement Staff Responsible for Monitoring: Administration and teachers Title I: 4.2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide 5th/6th grade and PK/K transition strategies to include 5th/6th junior high transition activities with JH counselors, and PK/K orientation, as well as encouraging attendance for PK and 5th grade attendance at district level summer Programs and district level parent training. Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning Staff Responsible for Monitoring: Administration, counselor, teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students Strategy's Expected Result/Impact: Increased parent engagement with EB students and families Staff Responsible for Monitoring: Administration and ESL teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. Root Cause: 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Winborn Elementary will utilize preventive strategies to increase the emotional well-being of all students through positive support systems (ie: PBIS, Purposeful People, Exceptional Eagle, Project Class, Crisis Prevention Institute, Morning Meetings) and continuing tiered levels of identification and intervention to promote a safe and quality environment to provide students with opportunities for a well-rounded education

Evaluation Data Sources: Discipline Referrals, Classroom Observation Data, MTSS

Strategy 1 Details		Reviews			
Strategy 1: Continue Positive Behavior Intervention and Supports to reinforce school-wide expectations for classrooms and common areas. Utilize Class Dojo as the schoolwide system to implement PBIS and reward structures, including tangible and non-tangible incentives, including schoolwide rewards for all students for a well rounded education. Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in positive phone calls home, increased numbers of students redeeming PBIS Rewards Staff Responsible for Monitoring: Administration, counselors, teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Winborn will participate in professional development for social skills instruction through Project Class and reframing behavior through Crisis Prevention Institute (CPI). All teachers, including Title I teachers, state compensatory education teachers, and the Leadership staff, will increase student achievement by participating in professional development with these targeted behavioral intervention strategies. Strategy's Expected Result/Impact: Increase in appropriate social skills, decrease in discipline referrals, decreased bullying related discipline incidents Staff Responsible for Monitoring: Administration, counselors, and teachers Title I: 2.5 Problem Statements: Demographics 3 - Perceptions 3 Funding Sources: Professional Development - 211 - Title I Part A - \$3,500		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Regularly implement the district character education program, Purposefull People, across the grade levels through Morning Meeting and during instructional sessions. Students will be recognized each grading period during the Exceptional Eagle Assemblies to reinforce character education and engage families in celebrating the application of the character traits. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Administration, counselor, teachers, all staff Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 3 Funding Sources: General Supplies - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Increased student awareness of bullying Decrease in bullying related incidents Increased student awareness of violence prevention Staff Responsible for Monitoring: Counselor Assistant Principal Principal Title I: 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. Root Cause: 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Perceptions

Problem Statement 3: There were 187 behavior incidents this school year with physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social emotional and basic needs are not being met and they have difficulties regulating emotions. **Root Cause:** As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on improving student engagement to deter behavioral issues.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Increase the number of students and families participating in the campus Coordinated Health Program.

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

Strategy 1 Details	Reviews			
Strategy 1: The PE staff and Administration will meet at least three times prior to the Coordinated Approach to Child Health (CATCH) event to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administration and PE staff Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 Funding Sources: General Supplies - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. Root Cause: 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 3: Winborn Elementary will improve the average daily attendance rate from 94.52% in the 2023-2024 school year to 95% in 2024 - 2025 school year.

High Priority
HB3 Goal
Evaluation Data Sources: Daily and weekly attendance reports, RAAWEE reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Administration, and the ADA will monitor attendance through daily attendance rates and RAAWEE reports. Teachers and counselor will make contact with families after multiple absences Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Administration and ADA Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

State Compensatory

Budget for Winborn Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Winborn Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ali Scultz	Title 1	1
Dayna Nance	Title 1	1
Tera Lopez	Title 1	1

Title I

1.1: Comprehensive Needs Assessment

The following stakeholders were on the needs committee:

Name	Role
Lisa Frison	Principal
Nichole Frias	Assistant Principal (Other School Leaders)
Lesly Richardson	Assistant Principal (Other School Leaders)
Ali Schultz	Instructional Coordinator (Other School Leaders)
Morgan Dear	Teacher
Tera Lopez	Teacher
Grace Wojan	Teacher
Rebekka Fincher	Community/Business Representative
Becki Rojas	Community/Business Representative
Lori Irvine	District Professional
Ashley Muzny	District Professional
Leigh Ann Masterson	Paraprofessional
Lori Mikosh	Paraprofessional
Heather Colkos	Parent
Erica Brettel	Parent

Name	Role

On April 16, 2024, at 3:30 pm at Winborn Elementary in our Large Conference Room, the needs committee met to review the process of the Campus Needs Assessment, discussed the different forms of data that were collected, began analyzing the data, and started creating strengths and weaknesses related to the data. After looking at many pieces of data, on May 8, 2024, at 3:30 at Winborn Elementary, in the large conference room, it was determined that the four highest leverage areas were: math, reading, science, and social/emotional/behavior/discipline. The committee provided feedback on the root cause and assisted in developing the problem statements.

The following data points were reviewed during the April 16th meeting.

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results
- DLA, and Interim data
- Student failure and/or retention rates
- AMIRA and Growth Measure results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Special Education/Non-Special Education population including discipline, progress, and participation data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance, and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Multi-Tiered Systems of Support (MTSS) student achievement data

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records
- School safety data

Employee Data:

- Staff surveys and/or other feedback

- PULSE / Satchel data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/ Community Data:

- Parent surveys and/or other feedback
- CAT Member Feedback

On May 8, 2024, the problem statements and root causes were discussed. A root cause analysis was conducted and we developed our priority problem statements.

Problem Statement: Student achievement is below the district average in math, reading, and science. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information to plan effective small group instruction.

Problem Statement: Based on formal and informal assessments, our students are reading more fluently but our comprehension skills are below average. **Root Cause:** Quality first teach in literacy, along with explicit small group instruction, is needed. Continued training is needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement: There were 187 behavior incidents this school year with physical contact and creating a disturbance. Students' academic achievement is being impeded because their social emotional and basic needs are not being met and they have difficulties regulating emotions. **Root Cause:** As a campus, we need to increase our de-escalation strategies, increase our social-emotional learning resources and strategies, and focus on improving student engagement to deter behavioral issues.

Problem Statement: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics. **Root Cause:** 63% of students at Winborn are economically disadvantaged and 48% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement: 32% of Winborn's student population is in Special Education. **Root Cause:** Students need differentiated instruction to address deficits and teachers need training to increase their use of differentiation in small group instruction to meet the needs of all students.

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.

Campus Improvement Plan members:

Name	Role
Lisa Frison	Principal
Nichole Frias	Assistant Principal (Other School Leaders)
Lesly Richardson	Assistant Principal (Other School Leaders)
Ali Schultz	Instructional Coordinator (Other School Leaders)
Morgan Dear	Teacher

Name	Role
Tera Lopez	Teacher
Grace Wojan	Teacher
Rebekka Fincher	Community/Business Representative
Becki Rojas	Community/Business Representative
Lori Irvine	District Professional
Ashley Muzny	District Professional
Leigh Ann Masterson	Paraprofessional
Lori Mikosh	Paraprofessional
Heather Colkos	Parent
Erica Brettel	Parent

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 are collected to measure the effectiveness of the goals. Revisions and adjustments are made as needed.

The CNA and CIP will be reviewed and revised by the campus advisory team on the following dates:

October 2, 2024

January 21, 2025

March 19, 2025

April 22, 2025

May 6, 2025

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, Balanced Literacy, 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 small group learning 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 Module Assessment, grade level common assessments, and Interim 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 needs it during our small group instructional

time. During the school day, students who receive MTSS intervention, dyslexia services, or special education services are served during small group instruction time allocated on the master schedule. The interventions provided are research-based and they are implemented with fidelity. After school tutorials are provided to students that need extra support in reading and/or math. Additionally, Title III tutorials are provided for emergent bilinguals after school to support their learning in reading, math, and science.

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 ECSE 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 MTSS 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, MTSS, or speech services are all case managed and performance is documented. Individualized educational plans and behavior improvement plans are developed 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 third 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.

3.1: Annually evaluate the schoolwide plan

Each nine week grading period, the Instructional Leadership Team and the Campus Advisory Team will meet to review the Campus Improvement Plan and determine if the plan is effective. Data will be analyzed and used to determine progress toward goals and objectives. The formative reviews will be completed in October, January, and April and the final summative review will be completed in June.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was sent to members of the Campus Advisory Team to review on May 8, 2024. The policy was also shared with team leader to review with their individual teams to provide feedback regarding changes needed to the policy. For the 2024-2025 school year the policy will be distributed to parents in the Winborn News and a copy will also be available in the front office. The Policy will be provided in both English and Spanish and will be available to all parents. A committee will meet in May 2025 to revise the policy for the 2025-2026 school year.

4.2: Offer flexible number of parent involvement meetings

Winborn Elementary School strives to involve and engage parents and families in the educational process. The Title 1 Orientation will be offered on multiple dates and at a variety of

times, one orientation was offered during the day at 9:00am on August 23, 2024 and another will be offered during our Curriculum Night on February 20, 2025 at 5:00 pm. Parent/Family Engagement activities planned for this school year include Meet the Teacher, Open House/Orientation, Curriculum Night, Family Fitness (CATCH) Night, Field Days, and Grandparent's Day. Winborn also holds regular musical performances for families. Winborn also holds Pre-K to Kindergarten transition training and transition for 5th to 6th grade in May. The goal of all family engagement activities at Winborn Elementary is to equip parents and families with strategies to help their children academically as well as to involve them in the school community.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dayna Nance	Title 1 Reading Teacher	Title 1 Reading	1
Tera Lopez	Title 1 Math Teacher	Title 1 Math Teacher	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials		\$250.00
1	1	5	Instructional Materials		\$2,000.00
1	2	1	Instructional Materials and Professional Development		\$5,000.00
1	2	2	General Supplies		\$1,000.00
1	2	3	Extra Duty Pay		\$3,725.00
1	2	3	Title 1 Staffing		\$155,422.00
1	2	4	General Supplies		\$3,000.00
1	2	5	General Supplies		\$1,000.00
2	1	1	Title 1 staffing		\$77,711.00
2	1	2	General Supplies		\$3,000.00
4	1	1	General Supplies		\$200.00
4	1	2	General Supplies		\$1,500.00
5	1	2	Professional Development		\$3,500.00
5	1	3	General Supplies		\$500.00
5	2	1	General Supplies		\$500.00
Sub-Total					\$258,308.00

Addendums



The Percent of **Winborn** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 48% to 53% by July 2029.

Winbom: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	48%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	49%	50%	51%	52%	53%
		Met Internal Goal	-					

[illegible]

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

Winborn: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	49%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	50%	51%	52%	53%	54%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Winborn: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	28	36%	55	47%	24	58%	0		3	67%	0		7	71%	30	30%	70	37%	22	36%
		2025 Target																		47%		46%