

**Katy Independent School District**  
**Wilson Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

# Vision

***The future is ours to create.***

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Tom Wilson Elementary opened in Katy ISD in the fall of 2012. The school is located in the Southwest Cinco Ranch area of Katy and students live in the area. The ending enrollment for 2023-2024 is 1151 students. Students served are in grade EE-5. Current 2023-2024 enrollment of student groups is reported as: White-23.37%, Hispanic-31.71%, Asian-34.40%, Black/African American-6.95%, 2 or more races-3.48%. TWE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 44.05% of the student population. Our bilingual population comprises 18.94% of our student population. The Gifted and Talented student group currently comprises 10.95% of the student population in grades 1-5. Kindergarten students will be identified later this year for the GT program. TWE has three self-contained Children with Autism Programs (CAP) and a Life Skills program. The overall Special Education student group currently comprises 18.51% of the student population. Additionally, students are identified as economically disadvantaged are 23.37%.

Tom Wilson Elementary maintains a staff of 134 individuals. Staff are recruited and hired based on training, experience and potential to be productive and contributing members of our high quality staff. Teachers new to the profession have been assigned a campus mentor. All new staff members will participate in the new district mentor program. TWE has a structure of collaborative opportunities built into a Professional Learning Community model that has been successful in communicating the campus routines, procedures and philosophy to all staff members. Team leaders are strong and team outlooks are positive and productive.

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

### Demographics Strengths

Tom Wilson Elementary has many demographic strengths. Our families value education and community spirit. They bond with families from their native countries and value building community with families from other countries. Students enjoy school and want to be at school promoting a healthy attendance rate. Staff, students and families support building a strong community that values diversity and acceptance in many areas. TWE promotes kindness and understanding among all community members and will reinforce that using the PurposeFull People/Character Strong program this year.

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

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

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education population increased from 12.8% to 15.96%. **Root Cause:** There were 55 special education referrals this year (parent and teacher requests).

# Student Learning

## Student Learning Summary

Tom Wilson Elementary did not receive an overall rating on the Texas Education 2024 Accountability Summary. In the area of Student Achievement, a component score of 75. For School Progress, TWE received an overall scaled score/rating of 85 (Academic Growth). The Closing the Gap score is 83.

STAAR scores indicate the following 3rd Grade Reading-Approaches 94.94%, Meets 79.75%, Masters 51.27%, 3rd Grade Spanish Reading-Approaches 81.82%, Meets 45.45%, Masters 27.27. 3rd Grade Math-Approaches 94.34%, Meets 81.76%, Masters 48.43%. 3rd Grade Math Spanish-Approaches-90%, Meets 70%, Masters 10% 4th Grade Reading-Approaches 97.28%, Meets 82.61%, Masters 54.89%, 4th Reading Spanish Approaches-71.43%, Meets-42.86, Masters-0% 4th Grade Math-Approaches 95.14%, Meets 88.11%, Masters 61.62% 4th Grade Math Spanish Approaches 66.67%, Meets 33.33%, Masters 16.67%

5th Grade Reading-Approaches 96.89%, Meets 85.33%, Masters 61.33% 5th Grade Reading Spanish Approaches 100%, Meets 83.33, Masters 33.33% 5th Grade Math-Approaches 98.68%, Meets 86.84%, Masters 55.70% 5th Grade Math Spanish Approaches-66.67%, Meets 66.67% Masters-33.33% Science Approaches-87.72%, Meets 53.95% Masters 29.82% Science Spanish- Approaches 66.67%, Meets 33.33%, Masters 33.33%

## Student Learning Strengths

Teachers in all grade levels know their students and work to move them toward improvement in all areas. Students are engaged in meaningful learning and enjoy school based on survey results. Both intervention and enrichment are provided to ensure that all student academic needs are being met. Overall, compared to last year, TWE had a ten percent growth in Meets Expectations and eight percent growth in Masters for reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our special education population increased from 12.8% to 15.96%. **Root Cause:** There were 55 special education referrals this year (parent and teacher requests).

**Problem Statement 2:** Routines and procedures need to continually be reevaluated for efficiency and effectiveness. **Root Cause:** Staff has grown and changed since the opening of the school in 2012-13 and district expectations have also changed during that time period.

**Problem Statement 3:** The developmental need of students social and emotional skills continues to grow. **Root Cause:** Purposefull People lessons have not been taught with fidelity due to scheduling constraints.

# School Processes & Programs

## School Processes & Programs Summary

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

Teachers at Tom Wilson Elementary plan collaboratively using the Texas Essential Knowledge and Skills. Each quarter, a 1/2 day is provided for grade level teachers to road map for the next quarter using state and district documents. During these planning periods, teams also review and develop assessments and begin lesson plans for upcoming lessons. Finished products are provided to Instructional Coaches for review and shared with administration by coaches. This practice has enhanced conversations with teams and led to improved planning, assessments and delivery of instruction. Instructional Coaches and administrators meet with teams during weekly and quarterly planning times to provide resources, support, and answer questions. We use PLC guiding questions: "What is it we want students to know?", "How we will know if they have learned it?", "What will we do if they don't learn it?", "What will we do if they already know it?", "How will we increase our instructional competence?", and "How will we coordinate our efforts as a school?" to guide our planning and reflection processes on campus. During the 2023-24 school year, we will continue to fine tune campus routines and procedures and focus on how our programs and processes meet the expectations of the KISD Strategic Design Framework. Professional Development Rotations are used to meet with teams every other week to look at student work, resources, areas of instructional concern, and reflection. These sessions are led by Instructional Coaches, campus lead teachers, or administrators. Time to analyze data and student progress are also provided in the form of 1/2 day DATA DIGS. The Data Digs are led by Instructional Coaches and used to look at specific TEKS, STAAR, DLA, and data provided from measures such as Dreambox and Amira. This time is also used to set goals for intervention, improvement, and enrichment.

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

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

Students and staff are enthusiastic about the use of technology at Tom Wilson Elementary. These representative groups return to campus and provide professional development for all staff members in various formats to allow beginner to advanced users relevant training. This professional development has revolutionized the use of technology in our classrooms.

Students have access to i-pads, chrome books, Ozmos, and other technology to make products and think creatively in the classroom and library. Teachers use a variety of applications like Flipgrid to allow students to share work in the classroom. Each classroom has a Smartboard which is used for interactive learning activities. Each grade level is responsible for making sure students master skills in various applications per our campus technology grade level expectations document.

## School Processes & Programs Strengths

TWE has a strong collaborative system with multiple structures to allow teachers to plan, look at student work and reflect on practices. Teacher planning teams meet multiple times each week to align instruction, plan forward, develop assessments, analyze data and student work, and reflect on practice. Staff are supported by strong collaborative teams and a

campus professional development structure that promotes the growth of each individual. Professional development is a high priority on our campus and all staff participate in regular staff development meetings, bi-weekly professional development rotation sessions, and staff development opportunities that are embedded into their daily jobs as well as district and outside professional development opportunities that all support our CIP and goals. We have a rich supply of material resources and a supportive PTA to provide more resources as teachers identify needs.

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

Teachers are dedicated to planning and reflection with individual student need in mind. The tiered MTSS system is used to have discussions about student progress. CANVAS is utilized for online learning at school and home in grades PK-5. Our PTA has provided funding for teacher professional development each year.

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

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



# Perceptions

## Perceptions Summary

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

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

## Perceptions Strengths

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

It is consistently our goal to maintain a school climate that is inclusive of our diverse population of students and parents. The counselor has a committee of students who advise her in this area. Our parent organizations and Campus Advisory Team are made up of parents from a diversity of backgrounds.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

# Goals

**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 1:** Tom Wilson Elementary will continuously provide ongoing safety awareness training to staff and students.

**Evaluation Data Sources:** Raptor Drill Manager Log, Safety and Security Staff Survey, Weekly Door Check Log

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Safety Liaison will attend monthly District safety meetings and communicate the information shared to the campus admin team and school safety committee. Safety Liaison will conduct required drills and complete weekly door checks.  <b>Strategy's Expected Result/Impact:</b> The students and staff will maintain a culture of safety. 99% of students will continue to feel safe at Tom Wilson Elementary.  <b>Staff Responsible for Monitoring:</b> Safety Liaison, Security Guard, Administrators	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 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 2:** The school counselor will conduct bullying and violence prevention lessons to educate the students and decrease bullying incidents.

**Evaluation Data Sources:** Bullying Survey

**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 3:** The students will be educated on the Speak Up reporting system.

**Evaluation Data Sources:** Speak Up Reports are immediately monitored.

**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 4:** The counselor created Purposefull People Community Circle lessons for every day of the week. Guidance lesson are provided once per nine weeks.

**Evaluation Data Sources:** Counselor observations during community circle time

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

**Performance Objective 1:** This year at least 90% of students will consistently be engaged during independent work/work station time by the end of the year.

**Evaluation Data Sources:** Instructional Coach Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional Coach and administrators will analyze data on engagement levels collected from classroom observations. <b>Strategy's Expected Result/Impact:</b> Student engagement will increase during independent work/work station time. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach	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 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** Teachers were provided choice professional development sessions for August back to school week. Topics included CHAMPS, Building Relationships and Classroom Management Strategies.

**Evaluation Data Sources:** Teachers completed a feedback form for choice sessions, discipline referrals

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

**Performance Objective 3:** Growth measures, Amira and Dreambox data are analyzed to target individualized learning needs.

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

**Performance Objective 4:** HB3: The percentage of Wilson Elementary 3rd grade students who achieve Meets and above in Math on STAAR will increase to 81% by July 2025.

**HB3 Goal**

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

**Performance Objective 5:** Increase the number of students participating in the campus Coordinated Health Program

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

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

**Performance Objective 6:** HB3: The percentage of Wilson Elementary 3rd grade students who achieve Meets and above in Reading on STAAR will increase to 78% by July 2025.

**HB3 Goal**

**Goal 3:** 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:** Tom Wilson Elementary teachers in grades 2-5 will become proficient in administering assessments in Aware.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will plan collaboratively to make assessments and analyze data. <b>Strategy's Expected Result/Impact:</b> Improved assessment and process. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Administration, and Teachers	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 3:** 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 2:** The staff will participate in monthly faculty meetings with topics relevant to district goals and campus initiatives.

**Evaluation Data Sources:** The administration will survey staff to determine professional development needs.

**Goal 4:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Performance Objective 1:** The ratio of Chromebooks in grades 3rd-5th is 1:1. The ratio of ipads for K-2 is 1:2.



**Goal 4:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Performance Objective 2:** The Classroom Technology Designer and the Librarian held training sessions to educate the 3rd through 5th graders.

**Goal 4:** Strategic Design Goal 5: Katy ISD will securely, effectively, and efficiently provide best-in-class technology to accommodate, educate, and inform all stakeholders on the current and next generation of digital content and tools.

**Performance Objective 3:** The classroom technology designer will attend grade level planning session to incorporate technology into lesson plans.

**Evaluation Data Sources:** Lesson plans, Planning Meeting Agenda

**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:** Teachers will have the opportunity to be recognized each week by their peers in the weekly newsletter. Out of those recognitions, one teacher will receive a staff of the week gift, shout out on announcements, recognition in the community-wide e-news and social media. Instruction will also be highlighted through a picture and specific praise in the campus update each week.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Sunshine Committee will plan staff socials each semester. They will plan socials for children of staff members. <b>Strategy's Expected Result/Impact:</b> The teachers will feel recognized and appreciated. <b>Staff Responsible for Monitoring:</b> Administrative Team, Counselor, Sunshine Committee	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The PTA will work with the administrators to plan hospitality events each month. <b>Strategy's Expected Result/Impact:</b> Teachers will feel valued and appreciated. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

# 2024-2025 Campus Advisory Council

Committee Role	Name	Position
Parent	Eva Gomez	Parent
Parent	Rachana Mistry	Parent
Parent	Laura Zabaraín	Parent
Parent	Haleigh Garrett	Parent
Parent	Peter Richardel	Parent
Business Representative	Alex Curley	Restaurant Owner
Teacher	Abbie Artley	5th Grade Teacher
Teacher	Adriana Aleman	1st Grade Bilingual Teacher
District-level Professional	Quincy Richerson	District Representative
Community Representative	Caren Creighton	Community Member
Community Representative	Tiffany Gwin	Community Member
Classroom Teacher	Lauren Fisbeck	Fifth Grade Teacher
Classroom Teacher	Tiona Hodge	Fifth Grade Teacher
Non-classroom Professional	Kim Roberts	Instructional Coordinator
Administrator	Karina Hernandez	Asst. Principal
Administrator	Shae Harwell	Principal

# Addendums



The Percent of **Wilson** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 78% to 80% by July 2029.

Wilson: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	78%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	78%	79%	79%	80%	80%
		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
Wilson: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	19	42%	59	73%	37	92%	0		64	86%	0		6	67%	35	51%	36	58%	72	69%
		2025 Target		52%														61%				

The Percent of **Wilson** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 81% to 83% by July 2029.

Wilson : Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	81%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	81%	82%	82%	83%	83%
		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
Wilson: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	19	47%	59	76%	37	92%	0		64	89%	0		6	67%	35	46%	36	64%	72	78%
		2025 Target										95%						56%				