Katy Independent School District

Wilson Elementary

2023-2024 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 2022-2023 is 1179 students. Students served are in grade EE-5. Current 2022-2023 enrollment of student groups is reported as: White-23.49%, Hispanic-32.02%, Asian-34.13%, Black/African American-7.16%, 2 or more races-3.12%. TWE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 43.85% of the student population. Our ESL population comprises 21.3% of our student population. The Gifted and Talented student group currently comprises 10.28% 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 15.96% of the student population. Additionally, students are identified as economically disadvantaged are 45.96% are identified as at risk.

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 (Prioritized): The TWE at-risk population increased ten percent. **Root Cause:** Our bilingual population increased by 160 students due to rezoning.

Problem Statement 2: Our special education population increased from 12.8% to 15.96%. **Root Cause:** There were 87 special education referrals this year (parent and teacher requests). Only 2 children did not qualify for services out of the 87 referrals.

Problem Statement 3: ESL students exiting the program continues to be below our campus expectation. **Root Cause:** The assessment mode for exit criteria still presents challenges for students who still need to acquire academic language.

Problem Statement 4: Our overall average for attendance is 95.33%. The 2023-2024 minimum target ADA is 95.83. **Root Cause:** We have several families who travel internationally very frequently and have excessive absences.

Student Learning

Student Learning Summary

Tom Wilson Elementary received a 97/A overall rating on the Texas Education 2022 Accountability Summary. In the area of Student Achievement, a scaled score/rating of 95/A was received. For School Progress, TWE received an overall scaled score/rating of 93/A (Academic Growth 93/A and an 91/A for Relative Performance). In the area of Closing the Gaps, TWE received a scaled score/rating of 100/A.

STAAR scores indicate the following 3rd Grade Reading-Approaches 97%, Meets 83%, Masters 57%, 3rd Grade Math-Approaches 99%, Meets 86%, Masters 60%. 4th Grade Reading-Approaches 95%, Meets 87%, Masters 61%, 4th Grade Math-Approaches 96%, Meets 84%, Masters 67%

5th Grade Reading-Approaches 94%, Meets 83%, Masters 68% 5th Grade Math-Approaches 97%, Meets 92%, Masters 67% Science Approaches-91%, Meets 76% Masters 52%

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 87 special education referrals this year (parent and teacher requests). Only 2 children did not qualify for services out of the 87 referrals.

Problem Statement 2: ESL students exiting the program continues to be below our campus expectation. **Root Cause:** The assessment mode for exit criteria still presents challenges for students who still need to acquire academic language.

Problem Statement 3: 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 4: 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.

Problem Statement 2 (Prioritized): The TWE at-risk population increased ten percent. **Root Cause:** Our bilingual population increased by 160 students due to rezoning.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The TWE at-risk population increased ten percent. **Root Cause:** Our bilingual population increased by 160 students due to rezoning.

Priority Problem Statements

Problem Statement 1: The TWE at-risk population increased ten percent.

Root Cause 1: Our bilingual population increased by 160 students due to rezoning.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

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

Goals

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

Performance Objective 1: HB3: The percentage of Wilson Elementary third-grade students who achieve meets or above in Reading will increase to 84% by July 2024.

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers, instructional coaches and administrators will analyze the data on each student to determine specific intervention and instructional needs and develop intervention and instructional plans. **Strategy's Expected Result/Impact:** A plan of intervention and instruction to increase scores in these subgroups by 5% points. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teachers will keep anecdotal notes (data collection) for small group instruction and use assessment data to form groups and plan teaching points. Data digs and PDR planning will be used monitor and analyze data to determine effectiveness. **Strategy's Expected Result/Impact:** Increased teacher awareness of student progress Increased student process. **Staff Responsible for Monitoring:** Administrators, Instructional coaches, teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Performance data on each student group will be monitored by the administrative team monthly to determine effectiveness. **Strategy's Expected Result/Impact:** Increased awareness and progress. **Staff Responsible for Monitoring:** Instructional coaches and administrators.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Provide campus professional development on the sheltered instruction concept for ELs and instructional methods for SpEd and EL students. **Strategy's Expected Result/Impact:** Increased intervention strategies for instruction **Staff Responsible for Monitoring:** ESOL ISSTs, SpED ICS/Resource teachers, administrators, Instructional Coaches				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Use the Katy ISD ESL certification dashboard to identify non-ESL certified teachers and ensure that ESL certification is completed. **Strategy's Expected Result/Impact:** Students will be taught fully certified ESL teachers. **Staff Responsible for Monitoring:** ESL Teachers, Administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6: Inform teachers of the English language proficiency levels of the emergent bilingual (EB) students in their classrooms, and utilize the ELPS in professional learning communities to plan for instruction. **Strategy's Expected Result/Impact:** Teachers will be aware of proficiency levels and be better able to support ESL students in classrooms.				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: HB3: The percentage of Wilson Elementary third-grade students who achieve meets or above in Math will increase to 86% by July 2024.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers, instructional coaches and administrators will analyze the data on ea.ch student in the White and Hispanic subgroups to determine specific intervention and instructional needs and develop intervention and instructional plans. **Strategy's Expected Result/Impact:** Increased teacher awareness of student progress Increased student process. **Staff Responsible for Monitoring:** Instructional coaches, administrators, and teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teachers will keep anecdotal notes (data binders) for small group instruction and will use the assessment data to form groups and plan teaching points. Data digs and PDR planning will be used monitor and analyze data to determine effectiveness. **Strategy's Expected Result/Impact:** Increased teacher awareness of student progress Increased student process. **Staff Responsible for Monitoring:** Instructional coaches, administrators, and teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Performance data on each student group will be monitored by the administrative team monthly to determine effectiveness. **Strategy's Expected Result/Impact:** Increased awareness and progress. **Staff Responsible for Monitoring:** Instructional coaches and administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Provide campus professional development on sheltered instruction concept for ELs and Instructional methods for SpEd and EL students. **Strategy's Expected Result/Impact:** Increased intervention strategies for instruction **Staff Responsible for Monitoring:** ESOL ISSTs, SpED ICS/Resource teachers, administrators, Instructional Coaches				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: Increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester 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:** Administrators Physical Education Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. **Staff Responsible for Monitoring:** Administrators Physical Education Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Increase number of Academic Support Teachers to increase academic achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: AST's will create an detailed schedule to pull students during small group instruction time .				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: TWE teachers in grades 2-5 will become proficient in administering assessments in AWARE.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will plan collaboratively to make assessments and analyze data. **Strategy's Expected Result/Impact:** Improved assessment and process. **Staff Responsible for Monitoring:** Instructional coaches, administration and teachers				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teachers will have opportunities to participate in monthly social activities and collaboration time.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Every month one grade level will plan a social on a Friday after school. **Strategy's Expected Result/Impact:** Teachers will get to know various staff and build connections to encourage positive relationships. **Staff Responsible for Monitoring:** Administrative team, Sunshine Team				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Administration will recognize Staff of the Week on Announcements and take their picture to highlight them on social media. **Strategy's Expected Result/Impact:** Staff will feel appreciation **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Teachers will engage the class in community circles every day.

Evaluation Data Sources: Lesson Plans, teacher observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Each general education homeroom teacher will expand the implementation of lessons from the 10 PurposeFull People units into their daily instruction (morning meetings, PACKTIME, academic instruction) using these campus agreements: Week 1: 2-3 Start Intentionally activities Week 2: 2-3 Engage, Respond or Values activities Week 3: 2 Exit intentionally activities, expanded to include recess activities and class games **Strategy's Expected Result/Impact:** Improved relationships with self and others **Staff Responsible for Monitoring:** Teachers, counselor, PP Core Team, Administrators				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Parents will be provided weekly information and activities to support students emotional well-being at home through the Purposefull People program.

Evaluation Data Sources: Social media posts, parent survey, student survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The campus will provide this information through campus newsletters and social media. **Strategy's Expected Result/Impact:** Increased social media presence, improved relationships in families and with school **Staff Responsible for Monitoring:** Instructional Coordinator, teachers, PP Core Team, counselor, administrators				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

Evaluation Data Sources: Safety and Bullying Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Staff will complete mandatory trainings in these areas. Students will participate in anti bullying month. Parents will have increased awareness bullying behaviors and prevention strategies through enews communication. **Strategy's Expected Result/Impact:** Students will be prepared to appropriately respond to bullying or violent incidents. **Staff Responsible for Monitoring:** Teachers, Counselor, Administration				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 4: Teachers will continue to build positive relationships to foster an environment consisting of respect and dignity.

Evaluation Data Sources: results of safety and bullying survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: 4 at the door plus one more (purposefull people strategy) and administrators will monitor the grade level hallyways in the morning. **Strategy's Expected Result/Impact:** Students will feel more comfortable reporting incidents to their teachers. **Staff Responsible for Monitoring:** Teachers, counselor, admin				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: TWE welcomes many volunteer opportunities such as the Watch DOGS program, mystery readers and work room volunteers.

Evaluation Data Sources: Attendance rosters, parent survey, schedules for Mystery Reader and other classroom activities, volunteer hours

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Parents will be able to sign up for mystery reader and guest presenters during Wolf Pack Learning Days. **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Administrators and teachers	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Lunch and Learn sessions to provide parenting sessions for interested parents. **Strategy's Expected Result/Impact:** Increased parent participation and increased knowledge on parenting. Parent interaction with staff and other parents. **Staff Responsible for Monitoring:** Administrator and counselor	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: A bilingual representative is being added to the PTA board to collaborate with grade level coordinators. Also, a bilingual assistant principal was hired for the upcoming school year. **Strategy's Expected Result/Impact:** Bilingual parents will feel support and included. **Staff Responsible for Monitoring:** Admistration	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide family engagement (parent and child together) activities for families of emergent bilingual students (English learners) that is supplemental to the services provided to all families. **Strategy's Expected Result/Impact:** Increase parent engagement in the bilingual classroom **Staff Responsible for Monitoring:** Administrator	Oct	Jan	Apr	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Provide 1 or more parent engagement activities specific to the parents and families of emergent bilingual (EB) students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Two parent meetings scheduled for bilingual and ESL parents led by the ESL and bilingual team at TWE.				

 No Progress Accomplished Continue/Modify Discontinue

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Shae Harwell	Principal
Administrator	Karina Hernandez	Asst. Principal
Classroom Teacher	Carmen Cubillos	Fourth Grade Teacher
Non-classroom Professional	Kim Roberts	Instructional Coordinator
Classroom Teacher	Tiona Hodge	Fifth Grade Teacher
Classroom Teacher	Lauren Fisbeck	Fifth Grade Teacher
Business Representative	Marshal Jones	Fajita Petes Owner
Community Representative	Tiffany Gwin	Community Member
Community Representative	Caren Creighton	Community Member
Parent	Lindsey Giesy	Parent
District-level Professional	Quincy Richerson	District Representative
Parent	Sheila Rivera	Parent
Parent	John Turhune	Parent
Parent	Robin Cummings	Parent
Parent	Laura Gesinde	Parent
Classroom Teacher	Zulema Esparza	4th Grade Teacher

Addendums

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

Accountability Rating Summary

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

Identification of Schools for Improvement

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

Distinction Designations

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

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **74%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**75%**	**77%**	**82%**	**84%**
Actual	**74%**	**74%**	**73%**	**81%**	**83%**	
Met Goal			N	Y	Y	

			# 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	# LEP	% LEP
Wilson	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
		2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
		2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
		2023 Target		89%		87%		81%		100%		81%		100%		80%		47%		76%		82%
		2023 Actual	13	69%	52	77%	50	82%	0		68	88%	0		6	100%	27	48%	47	70%	68	74%
		Met Target		N		N		Y				Y				Y		Y		N		N
		2024 Target		89%		87%		81%		100%		81%		100%		80%		**58%**		**80%**		82%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **80%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**81%**	**83%**	**85%**	**86%**
Actual	**84%**	**80%**	**81%**	**84%**	**79%**	
Met Goal			N	Y	N	

			# 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	# LEP	% LEP
Wilson	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
		2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
		2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
		2023 Target		89%		87%		83%		100%		95%		0%		60%		74%		70%		95%
		2023 Actual	13	54%	51	75%	50	74%	0		68	91%	0		6	83%	27	48%	47	72%	67	78%
		Met Target		N		N		N				N				Y		N		Y		N
		2024 Target		89%		87%		83%		100%		**95%**		0%		60%		**58%**		70%		95%