

Katy Independent School District

Wilson Elementary

2025-2026 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 2024-2025 is 1079 students. Students served are in grade EE-5. Current 2024-2025 enrollment of student groups is reported as: White-22.24%, Hispanic-31.88%, Asian-35.50%, Black/African American-8.93%, 2 or more races-4.36%. TWE has a diverse population of students from around the world. Students who were screened and identified as Limited English Proficiency comprise 45.69% of the student population. Our bilingual population comprises 17.79% of our student population. The Gifted and Talented student group currently comprises 10.75% 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 19.74% of the student population. Additionally, students are identified as economically disadvantaged are 23.35%.

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 collaborative planning 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. The campus team leader council worked collaboratively to develop campus commitments in the areas of planning, instruction, campus culture and professional responsibilities.

Our teachers receive 5 professional developments days to plan forward, develop assessments, analyze data and student work, and reflect on practice.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education population increased from 15.96% to 19%

Root Cause: There were 73 special education referrals this year (parent and teacher requests).

Student Learning

Student Learning Summary

Tom Wilson Elementary received an overall rating on the Texas Education 2024-2025 Accountability Summary of an A. In the area of Student Achievement, a component score of 94. For School Progress, TWE received an overall scaled score/rating of 91-Academic Growth. The Closing the Gap score is 93.

STAAR scores indicate the following 3rd Grade Reading-Approaches 93.00%, Meets 78%, Masters 49%, 3rd Grade Spanish Reading-Approaches 86%, Meets 29%, Masters 14%. 3rd Grade Math-Approaches 95%, Meets 82%, Masters 47%. 3rd Grade Math Spanish-Approaches-71%, Meets 29%, Masters 14% 4th Grade Reading-Approaches 93%, Meets 76%, Masters 49%, 4th Reading Spanish Approaches-50%, Meets-50, Masters-0% 4th Grade Math-Approaches 952%, Meets 79%, Masters 58% 4th Grade Math Spanish Approaches 50%, Meets 0%, Masters 0%.

5th Grade Reading-Approaches 96%, Meets 89%, Masters 73% 5th Grade Reading Spanish Approaches 100%, Meets 75, Masters 50% 5th Grade Math-Approaches 94%, Meets 82%, Masters 59% 5th Grade Math Spanish Approaches-75%, Meets 0% Masters-0% Science Approaches-91%, Meets 61% Masters 32% Science Spanish- Approaches 75%, Meets 0% , Masters 0%.

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. Both intervention and enrichment are provided to ensure that all student academic needs are being met. Overall, the AMM score in Science increased by 4. In reading, 81% of students scored meets level and 57% scored at masters in reading. In math, 81% of students scored meets level and 55% scored at masters in math. 82% of our students showed at least 1 year of academic progress. We received a 100% score for English Language Proficiency for TELPAS. Many of our 4th and 5th grade teacher received a TIA designation for student growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our special education population increased from 15.96% to 19%

Root Cause: There were 73 special education referrals this year (parent and teacher requests).

Problem Statement 2 (Prioritized): 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.

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. The teachers are provided 5 staff development days per school year to develop assessments and begin lesson plans for upcoming lessons. Each grade level has a content lead to facilitates collaborative planning. The content leads time to analyze data and student progress The Data Digs are led by Instructional Coaches and used to look at specific TEKS, STAAR, data provided from measures such as KLAs, LMAs, MAPS and Amira. This time is also used to set goals for intervention, improvement, and enrichment.

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. Grades 3-5 and 2nd bilingual are 1:1 with Chromebooks and 2:1 ipads in K-2. Each classroom has a Smartboard which is used for interactive learning activities.

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 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 make adjustments campus processes. 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 (Prioritized): 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 TWE Facebook.

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." 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 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 to provide a community environment. 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 The Wilsons. Parents are invited to participate in Lunch and Learn gatherings each year hosted by PTA. 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

Problem Statement 1: Our special education population increased from 15.96% to 19%

Root Cause 1: There were 73 special education referrals this year (parent and teacher requests).

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Routines and procedures need to continually be reevaluated for efficiency and effectiveness.

Root Cause 2: 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 Areas: Student Learning - School Processes & Programs

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
- 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			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: The students and staff will maintain a culture of safety. 99% of students will continue to feel safe at Tom Wilson Elementary.</p> <p>Staff Responsible for Monitoring: Safety Liaison, Security Guard, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily Community circle lessons are built into the master schedule</p> <p>Strategy's Expected Result/Impact: The amount of students reporting bullying in the student safety survey will decrease.</p> <p>Staff Responsible for Monitoring: School Counselor</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The counselor created Purposefull People Community Circle lessons for every day of the week. Guidance lessons are provided once per nine weeks.





Evaluation Data Sources: Counselor observations during community circle time

Strategy 1 Details	Reviews			
<p>Strategy 1: The community circles are incorporated the campus master schedule to ensure compliance. The school counselor will create a schedule of guidance lessons for each semester indicating two classroom visits per class per semester.</p> <p>Strategy's Expected Result/Impact: Students will feel safe and secure according to the district student safety survey.</p> <p>Staff Responsible for Monitoring: Counselor, admin, and teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: All students will have small group instruction with the teacher a minimum of two times per week.

Evaluation Data Sources: Instructional Coach Data, Small group lesson plans in small group binder.





Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach and administrators will analyze data on small group instruction collected from classroom observations.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate at least one year's academic growth.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our special education population increased from 15.96% to 19% Root Cause: There were 73 special education referrals this year (parent and teacher requests).</p>
Student Learning
<p>Problem Statement 1: Our special education population increased from 15.96% to 19% Root Cause: There were 73 special education referrals this year (parent and teacher requests).</p>

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

Performance Objective 2: MAP Growth assessment data, Literacy Module Assessments, Campus Based Assessments are analyzed to target individualized learning needs. MTSS data meetings will be held as necessary to support the needs of all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: The content lead teachers will schedule data review meetings with their teammates following each administration of the MAP Growth assessment, Literacy Module Assessments, and Campus Based Assessments.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate at least one year's academic progress.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MTSS Coordinator will schedule MTSS meetings as needed to support individual student progress. Academic Support teachers will provide Tier 2 and Tier 3 instruction to support individual student progress on State assessments.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate at least one year's academic progress.</p> <p>Staff Responsible for Monitoring: Academic Support Teachers, MTSS Coordinator, Admin</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>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.</p>
School Processes & Programs
<p>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.</p>

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

Performance Objective 3: HB3: The percentage of Wilson Elementary 3rd grade students who achieve Meets and above in Math will increase to 82% by July 2026.

HB3 Goal





Evaluation Data Sources: CBA, KLA, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor MAP growth data throughout the school year and plan individualized small group instruction for all students.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate at least one year's academic progress.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: 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			
<p>Strategy 1: PE teachers will successfully administer the FitnessGram to all third, fourth, and fifth grade students. The wellness committee displays monthly bulletin boards promoting a healthy lifestyle.</p> <p>Strategy's Expected Result/Impact: All students will participate in the Coordinated Health Program.</p> <p>Staff Responsible for Monitoring: PE Teachers, Admin</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: HB3: The percentage of Wilson Elementary 3rd grade students who achieve Meets and above in Reading will increase to 79% by July 2026.





HB3 Goal

Evaluation Data Sources: CBA, KLA, and STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will monitor MAP growth data throughout the school year and plan individualized small group instruction for all students.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate at least one year's academic progress.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 K-5 will become proficient in administering MAP Growth Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: TWE MAP Ambassadors will train grade level teachers to effectively administer the MAP Growth assessment.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize the MAP Growth assessment to make informed instructional decisions.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administration, and Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 faculty meetings and professional learning days with topics relevant to district goals and campus initiatives.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus administration team will coordinate four faculty meetings per year targeting relevant curriculum and instruction topics.</p> <p>Strategy's Expected Result/Impact: Increased understanding of current curriculum and instruction initiatives.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 3: All TWE teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: Evidence ESL certifications

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training to ensure all teachers obtain their ESL certification. Strategy's Expected Result/Impact: All TWE teachers will be ESL certified. Staff Responsible for Monitoring: Support Team, Admin	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2:1.

Strategy 1 Details	Reviews			
Strategy 1: The librarian ensures that all students in grades 3-5 receive a school issued Chromebook. Strategy's Expected Result/Impact: Students will have access to current technology. Staff Responsible for Monitoring: Librarian, teachers, and admin.	Formative			Summative
	Oct	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Students will be educated on the responsible use guidelines and best practices to utilizing technology in the classroom.

Evaluation Data Sources: Teacher lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: The Classroom Technology Designer and the Librarian will conduct training sessions to educate the 3rd through 5th graders on the responsible use guidelines and care of district Chromebooks.</p> <p>Strategy's Expected Result/Impact: Students will be able to utilize technology to enhance learning.</p> <p>Staff Responsible for Monitoring: Teachers, Librarian, Admin</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 plaque, 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			
<p>Strategy 1: The Sunshine Committee will plan staff socials each semester. They will plan socials for children of staff members. The leadership team will support the staff and staff kid socials by attending each event.</p> <p>Strategy's Expected Result/Impact: The teachers will feel recognized and appreciated.</p> <p>Staff Responsible for Monitoring: Administrative Team, Counselor, Sunshine Committee</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The PTA will work with the administrators to plan hospitality events each month.</p> <p>Strategy's Expected Result/Impact: Teachers will feel valued and appreciated.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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		2024	2025	2026	2027	2028	2029
3rd Grade Reading Meets or Above	Actual	78%	78%				
	State Rate	46%	49%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	78%	79%	79%	80%	80%
	Met Internal Goal	-	Yes				

		# 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	3rd Grade Reading Meets or Above	Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	2024 Actual	19	42%	59	73%	37	92%	0		64	86%	0		6	67%	35	51%	36	58%	72	69%
	2025 Target		52%														61%				
	2025 Actual	8	50%	70	69%	46	78%	0		58	93%	0		7	86%	30	47%	51	73%	104	72%
	Met Target		N														N				
2026 Target				79%													57%				

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		2024	2025	2026	2027	2028	2029
3rd Grade Math Meets or Above	Actual	81%	82%				
	State Rate	40%	44%				
	Met State Rate	Yes	Yes				
	Internal Goal	-	81%	82%	82%	83%	83%
	Met Internal Goal	-	Yes				

		# 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	3rd Grade Math Meets or Above	Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	2024 Actual	19	47%	59	76%	37	92%	0		64	89%	0		6	67%	35	46%	36	64%	72	78%
	2025 Target										95%						56%				
	2025 Actual	8	38%	70	73%	46	87%	0		58	93%	0		7	100%	30	67%	51	76%	104	75%
	Met Target										N						Y				
2026 Target				83%													77%				