

Katy Independent School District
Winborn Elementary
2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

Be Exceptional! Soar to Success!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	8
Student Learning	11
School Processes & Programs	14
Perceptions	17
Priority Problem Statements	19
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.	22
Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.	30
Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.	32
Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.	33
Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.	35
State Compensatory	39
Budget for Winborn Elementary	39
Personnel for Winborn Elementary	39
Title I	40
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	40
1.1: Description of CNA Process	40
1.2: Location for Evidence of Multiple Meetings Held	43
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	43
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	43
2.2: Stakeholders 1114(b)(2)	44
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	45
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	45
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	45
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	45
Title I Personnel	46
Campus Funding Summary	47

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The following stakeholders were on the needs committee:

Nichole Frias	Principal
Lesly Richardson	Other School Leader (Assistant Principal)
Ali Schultz	Other School Leader (Instructional Coordinator)
Anjelica Hix	Teacher
Adrienne Heflin	Teacher
Jessica King	Community/Business Representative
Ginger Ellis	Community/Business Representative
Melody Jezbera	District Representative
Ashley Muzny	District Representative
Leigh Ann Masterson	Paraprofessional
Lily Barfield	Paraprofessional
Alina Marshevskaya	Parent
Emmie Weil	Parent
Diana Sutherland	Specialized School Support (Counselor)
Amanda Sutton	Specialized School Support (LSSP)

The first CNA meeting was held on April 8, 2026 at 3:30 pm at Winborn Elementary in our Large Conference Room. At this meeting, Mrs. Frias, Principal, shared the purpose of the Comprehensive Needs Assessment. The committee was presented

with several different types of data that could be used to identify strengths and problems from the 2025-2026 school year.

The second CNA meeting was held on May 11, 2026 at 3:30 p.m, at Winborn Elementary in our Large Conference Room. The committee reviewed the identified data from the first meeting and prioritized the information into strengths and problems. The committee identified the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data.

The following data points were reviewed during the May 11th meeting.

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Problem Statements

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) previous results
- District assessments and Interim data
- AMIRA and Growth Measure results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records

Employee Data:

- Staff surveys and/or other feedback

- PULSE / Satchel data

Parent/ Community Data:

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

On May 11, 2026, the problem statements and root causes were discussed. A root cause analysis was conducted, and we developed our priority problem statements.

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

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

Problem Statement: Based on formal and informal assessments, our students are reading more fluently, but our growth with comprehension is not increasing.

Root Cause: Quality first teach in literacy, along with explicit small group instruction, is needed. Continued professional development, planning time, and support are needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement: There were 248 behavior incidents this school year, including physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social-emotional and basic needs are not being met, and they have difficulties regulating emotions.

Root Cause: As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on being proactive with our instructional strategies to meet changing students' social and emotional needs.

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

Root Cause: 63% of students at Winborn are economically disadvantaged and 51% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement: There is a direct correlation between student attendance and increased student growth. Winborn has a current attendance rate of 95.01% which impacts student achievement.

Root Cause: Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.

The focus areas for 2026-2027 will be: Math, Science, and Reading academic achievement, social/emotional learning (behavior), and students at risk.

Demographics

Demographics Summary

Student Demographics Summary:

Winborn Elementary is a neighborhood school established in 1981. The campus provides education for 750 students from Pre-Kindergarten through 5th grade. The campus currently houses a variety of special education programs, including Adaptive Behavior (2 classrooms), Lifeskills (1 classrooms), Early Childhood Special Education (ECSE), and a collaborative Early Childhood Special Education program (LEAP). According to our most recent data, our demographic breakdowns are as follows:

Total Enrollment: 746 (Prekindergarten - 5th Grade)

Student Groups:

At-Risk: **63.27%**

Economically Disadvantaged: **64.61%**

Limited English Proficient: **22.25%**

Special Education: **35.52%**

Career Technology Education: 0.0%

Bilingual: 0.0%

Gifted/Talented: **2.95%**

Title I Programs: 100.0%

Attendance Rate: **94.83%**

Race/Ethnicity:

Hispanic: 44%

African American: 22%

White: 23%

Asian: 5%

Two or More Races: 6%

Our enrollment at the campus continues to remain very consistent. Our ethnic demographics have remained stable over the past few years, but our student groups have experienced some changes. Specifically, our special education, LEP, economically disadvantaged, and At-Risk percentage of students continues to climb. Additionally, an area in which our district has experienced tremendous growth is in Special Education; here at DWE, our SPED pop is currently 35.52% of our enrollment.

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

Demographics Strengths

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

1. Many families move into our area for the schools and special programs to best meet the needs of their students. We have an increasing number of parents who are committed to student success.
2. With increasing diversity among our student population, DWE has become more reflective of the community and the needs of the whole child. We believe we are equipping young learners to collaborate with all types of people. We find that Winborn Elementary students are very accepting of new students regardless of race or ethnicity. We believe we are creating and preparing our future leaders.
3. With the increasing at-risk and economically disadvantaged percentage of students, DWE is identified as being school-wide Title 1.

4. Teacher retention is a staff strength for Winborn Elementary due to the family-feel environment and positive campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 35.52% of Winborn's student population is in Special Education.

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

Problem Statement 2: Only 2.95% of students enrolled at Winborn are identified as being GT.

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

Problem Statement 3 (Prioritized): The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics.

Root Cause: 64.61% of students at Winborn are economically disadvantaged and 63.27% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement 4: There is a direct correlation between student attendance and increased student growth. Winborn has a current attendance rate of 94.83% which impacts student achievement.

Root Cause: Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

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

Looking deeper at the comparison between STAAR 2023, 2024, and 2025. 2026 will be added once finalized reports are provided.

STAAR DATA	Approaches			Meets			Masters		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All Students Reading	78%	78%	77%	51%	49%	52%	19%	20%	23%
All Students Math	77%	74%	69%	49%	47%	45%	20%	17%	19%
All Students Science	59%	55%	59%	35%	28%	17%	13%	15%	3%

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

End of Year - Amira	AMIRA Reading Mastery (ARM)	Overall
1st	1.88	Above Grade Level
2nd	2.86	Approaching Grade Level
3rd	3.93	On Grade Level
4th	5.14	Above Grade Level
5th	5.96	Approaching Grade Level

Grade Level	Total Number of Students	Beginning	Intermediate	Advanced	Advanced High
Kinder	18	22%	28%	22%	28%
1st	23	4%	48%	30%	17%
2nd	27	7%	48%	30%	15%
3rd	19	5%	32%	32%	32%
4th	20	10%	50%	30%	10%
5th	12	0%	25%	42%	33%

2026 TELPAS Data

19 Students (19%): Beginner

46 Students (35%): Intermediate

34 Students (26%): Advanced

34 Students (26%): Advanced High

Discipline Data - Top Campus Incidents:

Physical Contact / Creating a disturbance	218
Creating a disruption	65
Inappropriate language	59
Non-Compliance	95

Student Learning Strengths

Student success at DWE is attributed to many factors. First of all, there is a commitment to meet every student's needs through quality first teach. We seek to provide best-practice instruction, and invest heavily in professional development for our teaching staff. We focused on strengthening our instructional tasks in the 2025-2026 school year, and will continue this with 26-27 school year. Implementing strong instructional tasks, rooted in a strong instructional core, focused on engaging students with learning and content, will directly impact student achievement. This focus led to many wins in all grade levels!

When students require additional instruction, we provide many different targeted interventions to ensure student success. We provide systemic and student interventions throughout the school day. For our EL & Special Education students we implement a collaborative teaching model. An additional systemic intervention that we provide is during our small group instruction. During small group, staff focuses on differentiating the task in order to meet the student's needs. Our gifted and talented students attend our Challenge program once a week to meet their learning goals as well. Title 1 funding supports the need for interventions and extensions with a Title 1 reading teacher. This Title 1 teacher provides pull-out support and push-in support in the classrooms. As well as providing push in support in the classroom for EL students and SPED students, teachers have on-going progress monitoring structures to ensure all students demonstrate academic growth throughout the school year. Additionally, with a Title 1 funded Instructional Coordinator focused on behavior, students gained more consistent support with behavior, as well as teachers were provided a consistent support system to assist with implementing behavior strategies in class.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 2: Based on formal and informal assessments, our students are reading more fluently but our growth with comprehension is not increasing.

Root Cause: Quality first teach in literacy, along with explicit small group instruction, is needed. Continued professional development, planning time, and support are needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement 3: We are currently classified as a School Improvement Campus.

Root Cause: Our special education students are not performing at expected levels. Our teachers and support staff need continued training in small group instruction and differentiation to meet the needs of all students.

Problem Statement 4: Our special education students are performing significantly below all other student groups in all subject areas.

Root Cause: There is a need to provide additional training in differentiated instruction for SPED resource teachers, in class support staff, and general education staff.

Problem Statement 5: Our AMM (Approaches, Meets, and Masters) average for 5th grade science is below the district AMM average.

Root Cause: All science teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. All grade levels need significant opportunities to participate in hands on instruction in the science classroom, as well as receive targeted vocabulary instruction.

School Processes & Programs

School Processes & Programs Summary

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

Assessment plays a major role in decision making and takes on many different forms at DWE. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations are used increasingly. Literacy Module Assessments, Campus Based Assessments, and Katy Learning Assessments (KLA) or Interims provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

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

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

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

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

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

Winborn has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, SmartPanels, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. Both staff and students are proficient in technology integration. Teachers have a variety of technology available to them and multiple resources to support their use of such technology. There are staff members and training available to assist staff members with technological proficiency. The students gain technology proficiency through integration of technology into the daily functioning of the classroom. The students are exposed to a wide range of technology and given frequent opportunities to use them.

School Processes & Programs Strengths

We have many process/programmatic strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices.
2. MTSS is being utilized before students are referred to special education.
3. Our master schedule maximizes instructional time for each grade level, while still responsive to the developmental needs of young children,
4. Interruptions are kept to a minimum during the instructional day.
5. The mentoring program on our campus is most effective when a brand new teacher is paired with an experienced teacher. New staff is supported by new teacher training for the district at the beginning of the year along with opportunities throughout the year. In addition, our campus provides new teacher monthly meetings on our campus with the individual teammates and mentor teachers on the staff.

6. Safety drills are performed frequently and effectively.
7. Grade levels report to the corresponding Assistant Principals for handling of most issues on their teams, streamlining communication.
8. The perceptions of the school are very positive. There is a legacy of excellence. Students and parents love Winborn Elementary. Parents work closely with the staff at Winborn Elementary to create events to bring more families and the community to our school. Throughout the year, there are several events tailored to the interests of all students and families. Families are always welcome at Winborn Elementary and we strive to have more parent involvement.
9. Winborn Elementary participates in a program called Positive Behavior Intervention and Support (PBIS). This program reinforces positive student behavior and students LOVE earning Dojo Points and rewards for positive behavior. Our school is a safe environment where children are valued and respected. When you walk into DWE, you will feel welcomed by all staff and students.
10. Our Exceptional Eagle Award Assemblies recognize students for excelling in character. This assembly awards students every 9 weeks and celebrates their achievements. Parents are invited to participate in the celebration and are engaged in the assembly. Winborn's Exceptional Eagles encourage students to be the best they can in all areas of school!
11. We are committed to learning and growing professionally as a staff. A large portion of our campus budget goes to professional learning for our teachers, admin, and paras.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus lacks strategies for differentiating instruction and assessments for students with a wide range of abilities.

Root Cause: Our staff needs additional professional development and a system to effectively use data to plan lessons, form small groups, differentiate instruction and create common assessments.

Problem Statement 2 (Prioritized): Our campus continues to see students with difficulties with social skills and regulating emotions.

Root Cause: Teachers are in need of additional behavior training, including de-escalation strategies and restorative practices. In addition, we need to fully implement our schoolwide behavior system of PBIS and Project Class skills, and ensure that teachers are trained in strategies and utilize all resources through MTSS, SPED, and counseling.

Problem Statement 3: Small group instruction has not been implemented with fidelity.

Root Cause: Formative and informative data was not utilized consistently to create focus groups with targeted instruction to accelerate instruction.

Perceptions

Perceptions Summary

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

Winborn created a new mission to encompass these beliefs:

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

Students and staff participate and demonstrate success in the school's PBIS program implemented school-wide. We encourage positive behavior and reward our students with an Exceptional Eagle Award Assembly every 9 weeks highlighting students excelling in character education. This positive program has helped us improve and reduce campus discipline and behavior creating a better environment. Each morning every homeroom class conducts a Morning Meeting to build community within the classroom. Each classroom verbalizes and posts "I can" statements with the expectations and objectives in student friendly terms. Students are able to verbalize their goal(s) for the day. Students and staff notice the seamless environment and feel supported with an equal opportunity to learn. This is consistent across grade levels and subpopulations. Small group instruction and intervention support a seamless environment and contribute to success. Since the implementation of PBIS, Morning Meetings, Project Class and our Exceptional Eagle Assemblies discipline referrals and classroom behavior incidents have decreased across the building in classrooms, cafeteria, buses, and specials.

DWE works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. As a Title 1 school, we are obligated annually to educate our community about the importance of parent involvement in local education. To strengthen the home/school connection, we communicate in many different ways: through weekly eNews, school marquee, campus website, school Facebook and Twitter accounts, monthly newsletters, and messages through Class Dojo. Communications are provided in English and Spanish whenever possible. Our counselor provides guidance and support for students and families in need. Each year, we work with our community to recruit school supplies, backpacks, and food donations from Compassion Katy and other community partners. KISD Police Santa Cops donated toys with the help of the community, and through our district's program Food for Families we were able to assist those in need. As the inspiration of our students, we understand the importance of parent and extended family participation. Due to this, we provide a myriad of events and programs throughout the entire school year for both student and parent involvement.

Perceptions Strengths

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

DWE plans opportunities for the community to be involved in the school such as volunteer orientations, PTA general meetings, choir performances, CATCH Night, CAT meetings, Family Book Fair, Kindergarten Roundup, Second Grade music performance, Fourth Grade music performance, First Grade Reading Restaurant, Curriculum Night, Instrument Ensemble, Literacy night, Title 1 community event nights, and Open House.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There were 512 behavior incidents this school year, including physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social-emotional and basic needs are not being met, and they have difficulties regulating emotions.

Root Cause: As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on being proactive with our instructional strategies to meet changing students' social and emotional needs.

Problem Statement 2: There is a continued need to increase parental engagement focused on their child's learning. We know that when families are engaged, children's learning improves.

Root Cause: Our staff must be creative and think outside the box when it comes to parent engagement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Winborn needs to offer different opportunities both during the day and the evening to support their child's learning.

Problem Statement 3 (Prioritized): Our campus continues to see students with difficulties with social skills and regulating emotions.

Root Cause: Teachers are in need of additional behavior training, including de-escalation strategies and restorative practices. In addition, we need to fully implement our schoolwide behavior system of PBIS and Project Class skills, and ensure that teachers are trained in strategies and utilize all resources through MTSS, SPED, and counseling.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There were 512 behavior incidents this school year, including physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social-emotional and basic needs are not being met, and they have difficulties regulating emotions.

Root Cause 2: As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on being proactive with our instructional strategies to meet changing students' social and emotional needs.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The needs of our students are changing as our percentage of economically disadvantaged and at-risk students increases. We need to ensure that we are meeting the needs (academic, behavioral, and social/emotional) of our changing demographics.

Root Cause 3: 64.61% of students at Winborn are economically disadvantaged and 63.27% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Our campus continues to see students with difficulties with social skills and regulating emotions.

Root Cause 4: Teachers are in need of additional behavior training, including de-escalation strategies and restorative practices. In addition, we need to fully implement our schoolwide behavior system of PBIS and Project Class skills, and ensure that teachers are trained in strategies and utilize all resources through MTSS, SPED, and counseling.

Problem Statement 4 Areas: 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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: SI: The leadership team will participate in learning walks once a month and analyze the data from our monitoring tool, focused on adult behavior and student behavior, to grow teachers to proficient and above in executing the mini lesson, stations, and differentiated small group instruction. Strategy's Expected Result/Impact: Effective instruction will improve student achievement. Staff Responsible for Monitoring: Leadership team, including, principal, assistant principal, instructional coach, and instruction coordinator. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: SI: Teachers will meet once a month for ongoing job-embedded differentiated professional development centered around our "Winborn Big 5" goals: Instructional Core, Data and Assessments, Behavior and Discipline, Culture, and Family Engagement. Strategy's Expected Result/Impact: Application of professional development being used in classrooms, increasing students' performance. Staff Responsible for Monitoring: Administration and Leadership Team - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: SI: 80% of teachers K-5 will meet at least one time per unit to develop small group plans that will align with data findings and document in their small group binder. Teams of teachers, the academic support team, the SPED team, the ESL team, and administration will participate in data digs following CBAs, KLAs, and MAP testing. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Classroom teachers, AST, SPED, ESL, and Leadership Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: SI: The leadership team will communicate and review campus goals (Winborn Big 5), Instructional Coach Goal, data updates, and adult behavior expectations during monthly faculty meetings, on the weekly staff newsletter, during PLCs, and team leader meetings. Strategy's Expected Result/Impact: Staff will continually stay abreast of progress towards campus goals, areas in need of improvement, and plans for support. They will also be given the opportunity to share input in plans to support campus goals. Staff Responsible for Monitoring: Administration, Instructional Coach, and Instructional Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: All teachers, including Title I teachers, state compensatory education teachers, and the Leadership staff, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction and tutorials. Strategy's Expected Result/Impact: Utilizing rigorous instructional materials and applying professional development in classrooms will increase student achievement for all students. Staff Responsible for Monitoring: Administration and Leadership team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: The percentage of Winborn Elementary students who achieve meets and above in reading, math, and science will increase by 10% in each subject area in 2026 Winborn Elementary will implement strategies to increase student performance that will close the academic achievement gaps between student sub-populations.

High Priority

Evaluation Data Sources: STAAR Scores, 2025 Accountability ratings

Strategy 1 Details	Reviews			
Strategy 1: All teachers, including Title I teachers and state compensatory education teachers, will increase student achievement by using provided instructional materials, online resources, technology devices, professional development, and targeted intervention in all content areas with all students, including at-risk students, during small group instruction, tutorials, and summer learning. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Classroom teachers, Title 1 teachers, academic support teachers, tutors Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Staffing for tutorials and summer learning - 211 - Title I Part A - \$3,800	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize the Professional Learning Communities (PLC) structure to allow teachers to analyze data, create student focus groups, especially looking at the sub pops of Asian, African American, Hispanic, Economically Disadvantaged, Emergent Bilinguals, and Special Education, and develop differentiated lessons for small group instruction. Strategy's Expected Result/Impact: Increase student achievement of students in all sub-populations Staff Responsible for Monitoring: Administration and Instructional Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds, to employ teachers who can work with targeted groups of students, especially at-risk students, during small group instruction, tutorials, and summer learning. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administration and Instructional Coordinator Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Extra Duty Pay - 211 - Title I Part A - \$3,800, Title 1 Staffing - 211 - Title I Part A - \$266,772	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Reading: Teachers will use Amira with fidelity and show evidence from the data to drive their small group instruction. Performance on each student group will be monitored to determine effectiveness, and ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased reading achievement Staff Responsible for Monitoring: Administration, Instructional Coordinator, and teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Math: Teachers will utilize Math Progression lessons, with cart manipulatives, with fidelity to support hands-on, concrete representations of math concepts at the small group table for differentiating instruction to improve student performance. Strategy's Expected Result/Impact: Increased math achievement Staff Responsible for Monitoring: Administration and teachers TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Science: Teachers will use the 5E model, McGraw Hill resources, and the three dimensional approach to instruction with fidelity in order to improve student achievement in science. Strategy's Expected Result/Impact: Increased science achievement	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets and above in Math will increase to 51% by July 2026.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR scores, Accountability ratings 2026.

Strategy 1 Details		Reviews			
Strategy 1: Administrators will monitor small group instruction in each math classroom, provide feedback, and review data by student groups to ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers. Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 4: HB3: The percent of Winborn Elementary 3rd grade students who achieve Meets and above in Reading will increase to 50% by July 2026.

High Priority
HB3 Goal
Evaluation Data Sources: STAAR scores, Accountability ratings 2026

Strategy 1 Details		Reviews			
Strategy 1: Administrators will monitor small group instruction in each reading classroom, provide feedback, and review data by student groups to ensure that our focus groups are progressing. Strategy's Expected Result/Impact: Increased reading achievement by students, consistent implementation of small group instruction by teachers Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Examination of data from STAAR, TELPAS, Amira, MAP testing, KLAS, and unit assessments to create and guide small group instruction and develop individual student goals. MTSS collaborative meetings will be held quarterly with the Instructional Coordinator to monitor student progress. Strategy's Expected Result/Impact: At least one year's growth in reading and math for all students. Staff Responsible for Monitoring: Administration, Instructional Coordinator, and teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Student growth parties will be held once per semester to celebrate student improvement. Students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth. Strategy's Expected Result/Impact: At least one year's growth in reading and math for all students. Staff Responsible for Monitoring: Administration, Instructional Coordinator, Leadership team, and teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: General Supplies - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: All Winborn teachers will be ESL certified within 1 year of their hire date.

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and classes to enable all teachers to complete their ESL certification within their first year of teaching at Winborn. Strategy's Expected Result/Impact: Obtained ESL certification Staff Responsible for Monitoring: ESL teachers, Administration, KISD ESL Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Winborn Elementary will ensure all staff members are highly qualified and provide a culture that empowers staff members to reach their highest level of potential, as well as retain staff.

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher and Volunteer Orientations, and through special events such as Open House. Make available the Title One orientation and the Parent Engagement Plan at events, as well as online. Strategy's Expected Result/Impact: Increase in parent and family engagement activities Staff Responsible for Monitoring: Administration, Leadership, teachers, and counselor TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote family and community engagement by hosting academic nights and various educational training sessions at various times, to assist parents in supporting their child, distributing parent engagement and family involvement procedures, and the parent/school compact. Communication will be sent out via weekly newsletter and Class Dojo. Strategy's Expected Result/Impact: Parent Attendance at events, increase in family partnerships, increase in student learning Staff Responsible for Monitoring: Administration, Instructional Coaches, counselor, Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: General Supplies - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue Positive Behavior Intervention and Supports to reinforce school-wide expectations for classrooms and common areas. Utilize Class Dojo as the schoolwide system to implement PBIS and reward structures, including tangible and non-tangible incentives, including schoolwide rewards for all students for a well rounded education. Strategy's Expected Result/Impact: Decrease in discipline referrals, increase in positive phone calls home, increased numbers of students redeeming PBIS Rewards Staff Responsible for Monitoring: Administration, counselors, teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Winborn will participate in professional development for social skills instruction through Project Class. All teachers, including Title I teachers, state compensatory education teachers, and the Leadership staff, will increase student achievement by participating in professional development with these targeted social-emotional and behavioral intervention strategies. Strategy's Expected Result/Impact: Increase in appropriate social skills, decrease in discipline referrals, decreased bullying related discipline incidents Staff Responsible for Monitoring: Administration, counselors, and teachers - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Professional Development - 211 - Title I Part A - \$11,000	Formative			Summative
	Oct	Feb	Apr	June

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The PE staff and Administration will meet at least three times prior to the Coordinated Approach to Child Health (CATCH) event to ensure alignment and integration between health and education across the school setting. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administration and PE staff TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Winborn Elementary will improve the average daily attendance rate from 95% in 2024-2025 school year to 96% in 2025-2026 school year.

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

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

State Compensatory

Budget for Winborn Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for Winborn Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ali Scultz	Title 1	1
Carla Silvas	Title 1	1
Dayna Nance	Title 1	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The following stakeholders were on the needs committee:

Nichole Frias	Principal
Lesly Richardson	Other School Leader (Assistant Principal)
Ali Schultz	Other School Leader (Instructional Coordinator)
Anjelica Hix	Teacher
Adrienne Heflin	Teacher
Jessica King	Community/Business Representative
Ginger Ellis	Community/Business Representative
Melody Jezbera	District Representative
Ashley Muzny	District Representative
Leigh Ann Masterson	Paraprofessional
Lily Barfield	Paraprofessional
Alina Marshevskaya	Parent
Emmie Weil	Parent
Diana Sutherland	Specialized School Support (Counselor)
Amanda Sutton	Specialized School Support (LSSP)

The first CNA meeting was held on April 8, 2026 at 3:30 pm at Winborn Elementary in our Large Conference Room. At this

meeting, Mrs. Frias, Principal, shared the purpose of the Comprehensive Needs Assessment. The committee was presented with several different types of data that could be used to identify strengths and problems from the 2025-2026 school year.

The second CNA meeting was held on May 11, 2026 at 3:30 p.m, at Winborn Elementary in our Large Conference Room. The committee reviewed the identified data from the first meeting and prioritized the information into strengths and problems. The committee identified the strengths from 2025-2026, but focused most of the meeting on the problems that were identified from the data.

The following data points were reviewed during the May 11th meeting.

Improvement Planning Data:

- District goals Campus Performance Objectives Summative Review from the previous year
- Problem Statements

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) previous results
- District assessments and Interim data
- AMIRA and Growth Measure results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators:

- Attendance data
- Discipline records

Employee Data:

- Staff surveys and/or other feedback
- PULSE / Satchel data

Parent/ Community Data:

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

On May 11, 2026, the problem statements and root causes were discussed. A root cause analysis was conducted, and we developed our priority problem statements.

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

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

Problem Statement: Based on formal and informal assessments, our students are reading more fluently, but our growth with comprehension is not increasing.

Root Cause: Quality first teach in literacy, along with explicit small group instruction, is needed. Continued professional development, planning time, and support are needed to build teacher capacity in differentiating instruction to meet the needs of all learners.

Problem Statement: There were 248 behavior incidents this school year, including physical contact and creating a disturbance. Most of Winborn's students' academic achievement is being impeded because their social-emotional and basic needs are not being met, and they have difficulties regulating emotions.

Root Cause: As a campus, we need to increase social emotional learning resources and strategies, increase our de-escalation strategies, and focus on being proactive with our instructional strategies to meet changing students' social and emotional needs.

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

Root Cause: 63% of students at Winborn are economically disadvantaged and 51% are at risk. Our staff needs strategies and tools to strategically and effectively implement instruction for a diverse population to meet individual student needs, both academically and behaviorally.

Problem Statement: There is a direct correlation between student attendance and increased student growth. Winborn has a current attendance rate of 95.01% which impacts student achievement.

Root Cause: Lack of daily attendance impacts student learning. There is a direct correlation between student attendance and increased student growth.

The focus areas for 2026-2027 will be: Math, Science, and Reading academic achievement, social/emotional learning (behavior), and students at risk.

1.2: Location for Evidence of Multiple Meetings Held

The **first comprehensive needs assessment meeting** was on April 8, 2026 at 3:30 pm at Winborn Elementary in our Large Conference Room. The **second comprehensive needs assessment meeting** was held on May 11, 2026 at 3:30 p.m, at Winborn Elementary in our Large Conference Room. The meeting agenda, minutes, and sign in sheets are located in the Title 1 CRATE.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan was developed in the spring semester.

February 23, 2026 - During this meeting, the committee discussed the progress of the CIP

April 8, 2026 - During this meeting, the committee reviewed the April progress of the CIP and reviewed current Goals, Performance Objectives, and Strategies

May 11, 2026 - During this meeting, the committee reviewed data and revised Goals and Performance Objectives

The meeting agenda, minutes, and sign in sheets are located in the Title 1 CRATE.

2.2: Stakeholders 1114(b)(2)

The following stakeholders are on the CIP committee:

Nichole Frias	Principal
Lesly Richardson	Assistant Principal (Other School Leaders)
Ali Schultz	Instructional Coordinator (Other School Leaders)
Anjelica Hix	Teacher
Adrienne Heflin	Teacher
Jessica King	Community/Business Representative
Ginger Ellis	Community/Business Representative
Melody Jezbera	District Representative
Ashley Muzny	District Representative
Leigh Ann Masterson	Paraprofessional
Lily Barfield	Paraprofessional
Alina Marshevskaya	Parent
Emmi Weil	Parent

Diana Sutherland	Counselor (Specialized School Support)
Amanda Sutton	LSSP (Specialized School Support)

The sign in sheet are located in the Title 1 CRATE.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

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

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title 1 funds are listed as a funding source has Title 1 Elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The notes in the Formative Reviews for program effectiveness are written in each strategy within the Campus Improvement Plan. Notes for the annual evaluation of the Schoolwide program plan are in the Summative Review. All documentation (sign-in sheets, agenda, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with the required Schoolwide program evaluation process. Our schoolwide program evaluation is included in the CNA process for next year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ali Schultz	Title 1 Instructional Coordinator	Title 1	
Caral Silvas	Title 1 Instructional Coordinator	Title 1	
Dayna Nance	Title 1 Reading Teacher	Title 1 Reading	1

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staffing for tutorials and summer learning		\$3,800.00
1	2	3	Extra Duty Pay		\$3,800.00
1	2	3	Title 1 Staffing		\$266,772.00
2	1	2	General Supplies		\$500.00
4	1	2	General Supplies		\$500.00
5	1	2	Professional Development		\$11,000.00
Sub-Total					\$286,372.00