

Pampa Independent School District
Wilson Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Pampa Independent School District is to produce learners who are compassionate, competent, confident, and future-ready!

Vision

Pampa Independent School District will become the premier destination school in the Panhandle!

Core Beliefs

P Purposefulness - We believe that the core business of schools is to ensure that every student every day is provided challenging, engaging, and meaningful work; therefore, we will purposefully prepare ourselves and our students for authentic experiences that ensure they are future-ready.

A Authentic Engagement - We believe that students and adults learn best when they are actively involved in the learning process; therefore, we will promote engaging and active learning opportunities to staff and students that develop an attitude of being a life-long learner.

M Mindset for Growth - We believe that all students are capable of high achievement and that intelligence is developed and that achievement results from consistent and effective effort; therefore, we will support and encourage students and staff to have a growth mindset in order to meet expectations of excellence.

P Preparedness- We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, to be challenged, and to use technology as a significant tool for learning.

A Assurances - We believe we have a collective responsibility to create and sustain a safe environment that is respectful, caring, engaging, vibrant, and culturally responsive. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication and seek authentic, trusting relationships.

PISD's Guiding Question

What's Your Plan???

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilson Elementary School is located in Pampa Independent School District. Wilson Elementary received a TEA 2016 Met Standard Rating! Wilson Elementary is a Title I campus with 89.5% economically disadvantaged students, 39% limited English proficient students and has a 15.9% mobility rate. Wilson Elementary has self-contained bilingual classrooms in grades K-2. Our campus currently has 436 students in kindergarten through 5th grades. Our staff of 49 team members are committed to the vision of creating a learning environment where all students, staff, and parents are valued and enjoy success. Each staff member is committed to our students' academic and personal growth, as well as success on the State of Texas Assessment of Academic Readiness (STAAR) assessments. In addition, our team has embraced the notion that all students will gain skills to compete in a global society.

Demographics Strengths

Wilson Elementary School contains a variety of students with diverse cultures. Our students are the link between the community and the campus. They provide the foundation for supporting campus goals and initiatives by inviting their parents to special events. Our parents are invited to variety of events on campus to support student achievement.

Demographics Needs

Our demographic needs are derived from the Texas Education Agency (TEA) Index Reports 1-4. The following data will highlight our needs within each subgroup:

Index 1: Student Achievement Data Table

- White- % at Level II Satisfactory Standard: 55% (All Subjects), 48% (Reading), 60% (Mathematics) and 52% (Writing)
- Special Education-% at Level II Satisfactory Standard: 37% (All Subjects), 39% (Reading) and 35% (Mathematics)
- Economically Disadvantaged-% at Level II Satisfactory Standard: 59% (All Subjects), 56% (Reading) and 50% (Writing)

- ELL-% at Level II Satisfactory Standard: 61% (All Subjects), 60% (Reading) and 47% (Writing)
- Hispanic-% at Level II Satisfactory Standard: 60% (Reading) and 53% (Writing)

Index 2: Student Progress Calculation Report

- ELL-62% (Met or Exceeded Progress)
- Hispanic-28% (Exceeded Progress)
- White-21% (Exceeded Progress)
- Special Education-19% (Exceeded Progress)
- ELL-24% (Exceeded Progress)

Index 3: Closing Performance Gaps Calculation Report

- Economically Disadvantaged- 56% Reading Performance (Level II Satisfactory Standard)
- White- 61% Mathematics Performance (Level II Satisfactory Standard)
- Economically Disadvantaged-50% Writing Performance (Level II Satisfactory Standard)

Index 4: Postsecondary Readiness Data Table

- Hispanic- 20% (Meeting Postsecondary Readiness Standard)
- White-14% (Meeting Postsecondary Readiness Standard)

Student Achievement

Student Achievement Summary

Wilson Elementary School received a TEA 2016 Met Standard Rating! Our campus met standards in the following indicators: Index 1-Student Achievement, Index 2- Student Progress, Index 3- Closing Performance Gaps and Index 4- Postsecondary Readiness. Our 2016 Accountability Summary revealed the following: 61% in Index 1 (Target score of 60%); 47% in Index 2 (Target score of 32%); 34% in Index 3 (Target score of 28%) and 17% in Index 4 (Target score of 12%). Please see the 2016-2017 Plan Addendums section for additional data.

Student Achievement Strengths

The team members at Wilson Elementary School are committed to improving student achievement. Our 2016 Index 1: Student Achievement Data Table revealed the following growth in science: 71% (All Students); 75% (Hispanic) and 70% (Economically Disadvantaged). Our ELL subgroup obtained a 67% Level II Satisfactory Standard rating in mathematics. Next, our 2016 Index 2: Student Progress Data Table indicated the following growth in the % Met or Exceeded Progress column: 70% (All Students); 72% (Hispanic) and 77% (Special Education). Likewise, the 2016 Index 2 report stated the following for reading and mathematics in the % Met or Exceeded Progress columns: 70% Reading (Hispanic); 72% Mathematics (All Students); 75% Mathematics (Hispanic) and 70% Mathematics (White). What is more, the 2016 Index 3 report indicated the following: 65% Level II Satisfactory Standard rating in mathematics (Economically Disadvantaged). Also, the 2016 Index 4 report stated that our campus received 17.3 total points for the STAAR Postsecondary Readiness indicator. The target score for the indicator is 12 total points.

Student Achievement Needs

The main focus at Wilson Elementary School is to improve student achievement for all students. This goal will be the foundation for creating first-rate instructional programs and for meeting the needs of all students. Moreover, our Campus Leadership Team (CLT) participated in the Texas Accountability Intervention System (TAIS) process to conduct needs assessments for improving student achievement. We used the needs assessments to create a targeted intervention plan. The intervention plan will be monitored to make ongoing instructional adjustments. With that being said, we will focus on specific content goals in writing, reading, mathematics and special education. We generated the following goals to improve student achievement: By May 2017, 60% of Wilson 4th grade students will meet the state standard in writing; By May 2017, 72% of Wilson 3rd, 4th, and 5th grade students will meet the state standard in reading; By May 2017, 15% of Wilson students will meet the Advanced Level III standard in reading; and By May 2017, 25% of Wilson special education students will meet the state standard in reading and math. We will continue to meet participation rates by encouraging our students on a daily basis. We will monitor student performance goals during Professional Learning Community (PLCs) to exceed standards in Indexes 1-4. Our PLCs will drive instructional goals and provide best practices to all grade levels. In addition, we will continue to gather feedback from Region 16 to support our ELL

population with the sheltered instruction sessions. These sessions will be utilized to gather feedback for improving vocabulary with visual cues, graphs and other conceptual visuals. In addition, we will strive to improve our STAAR scores in all tested grades.

School Culture and Climate

School Culture and Climate Summary

Wilson Elementary School has a robust school culture and climate. Our campus selected "Life Is An Adventure!" for our 2016-2017 theme. Our theme supports student achievement by inspiring our students to go above and beyond to reach their individual learning goals. We shared several ideas to support the theme and to focus on student success. Likewise, the theme is used to motivate our students to meet and exceed district and state expectations.

School Culture and Climate Strengths

There are numerous strengths associated with our culture and climate at Wilson Elementary School. First and foremost, our campus operates like a family and values individual differences. Team members are respectful and courteous to all stakeholders on a daily basis. Our teachers encourage risk taking from students and fellow peers. Each grade level supports campus initiatives and student achievement by utilizing Professional Learning Communities (PLCs) to discuss best practices. Next, our team members are eager to support each other by celebrating individual and professional success stories. We celebrate during faculty meetings, open houses and campus retreats. Finally, our greatest strength is our collaboration efforts to improve the whole child. We utilize all methods to discuss goals for assisting students with personal, educational and lifelong goals on a daily basis!

School Culture and Climate Needs

Our main goal at Wilson Elementary School is to improve student achievement. We will strive to support initiatives to meet individual needs of all students. For that reason, we will discuss SMART goals for meeting the needs of our students with Tier 1 instruction. This practice will be the catalyst for improving our school climate by increasing expectations for all students and by creating a growth mindset culture. In addition, we revamped our interventions to provide enrichment activities to support our potential Advanced Level III and Gifted and Talented (GT) students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wilson Elementary School is a K-5 campus. We have experienced teachers on each grade level. They bring a variety of experiences from general to bilingual education. Moreover, our teachers are supported and provided with professional development to enhance student achievement. Teachers engage in campus and district professional development to gather innovative skills and to prevent teacher burnout. The various professional development sessions are used to discuss new instructional practices and ideas for achieving and exceeding learning goals. The sessions range from Response to Intervention (RTI) discussions, Eduphoria and T-TESS trainings.

Staff Quality, Recruitment, and Retention Strengths

The greatest retention strength has been discussing campus goals with returning team members. Numerous teachers returned this school year due to the strong culture at Wilson Elementary School. The returning teachers are extremely supportive and provide a wealth of resources for promoting continuous student achievement. Also, our district will provide opportunities for teachers to collaborate during the Pampa Elementary Planning Collaborative (PEPC) meetings. These meetings will provide outlets for teachers to share ideas for improving instruction.

Staff Quality, Recruitment, and Retention Needs

Our bilingual teachers are an integral part of our campus. Therefore, our goal is to support and retain our bilingual teachers from year to year. This practice will create lasting bonds to support bilingual education and to close achievement gaps. Nevertheless, we will strive to recruit bilingual and general education teachers to support all K-2nd bilingual students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Wilson Elementary School is committed to excellence one student at a time. Our main goal is to support and improve student achievement. Our teachers are provided with training to utilize the TEKS Resource System to access objectives. Our teachers utilize the TEKS Resource System Instructional Focus Documents (IFD) and the Year at a Glance (YAG) documents to plan instructional lessons. Likewise, K-5th teachers utilize the Pampa Elementary Planning Collaborative (PEPC) meetings to collaborate with other teachers in the Pampa Independent School District. Moreover, teachers will review student expectations for each assessment to ensure that students meet and exceed learning goals. Our students will meet or exceed our SMART goals set for all learning checks. Equally, teachers will use the data generated from the learning checks to improve instructional practices. Moreover, we are dedicated to improving our writing instruction by integrating writing in all areas using our campus-wide writing framework. The framework consists of various components associated with Writer's Workshop. What is more, we will use performance indicators from Science, Social Studies and ELA in the TEKS Resource System units as common assessments. The data will be utilized to adjust our instructional practices in writing. We will use previous STAAR data to support daily interventions in grades 3-5. We will continue to implement differentiation strategies and best practices with instructional coaching techniques presented by our Instructional Specialist, Elementary Dean of Instruction and Instructional Coach. These techniques will benefit all students by addressing their individual learning styles.

Curriculum, Instruction, and Assessment Strengths

Our teachers have embraced the TEKS Resource System and understand the components of the program. Our teachers are using the documents to create lesson plans to facilitate classroom instruction. Additionally, our teachers utilized previous STAAR and ISIP data to create daily interventions. The Lobo Learning interventions are used to pinpoint certain areas of concern to increase student achievement. The interventions are facilitated by our Intervention Coach to ensure that interventions are data driven and based on individual needs of students. Also, our teachers embraced the components of the *Fundamental 5*. The strategies were noted during walkthroughs and discussions with students and teachers.

Curriculum, Instruction, and Assessment Needs

Our teachers are equipped with numerous strategies for supporting students. What is more, our teachers will attend differentiated trainings to assist students with building background knowledge skills. This specialized training will support all classrooms to close achievement gaps. Differentiated instruction trainings will provide ideas for using student data to create individual lessons for mastery. We will implement campus level professional development sessions and seek feedback from our Instructional Specialist and Instructional Coaches. Also, our team will focus on strategies for using formative assessments to improve student achievement.

Family and Community Involvement

Family and Community Involvement Summary

Wilson Elementary School is committed to involving all stakeholders in the learning process. We encourage our parents to attend special events on campus through personal invites, phone calls and newsletters. The main purpose is to link our campus with our students' lives. We have planned events throughout the school year to involve all family members in the learning process.

Family and Community Involvement Strengths

Our family involvement initiatives are supported by the Pampa ISD Family Involvement team. The team provides financial and planning support for special events. They will plan an event to support STAAR initiatives during our STAAR Pizza Night. The event will be used to discuss various measurement components and to share STAAR guidelines with parents.

Family and Community Involvement Needs

Our family and community members are very supportive of our campus goals. Similarly, our family members are eager to attend events on campus. The family members would benefit from parenting classes, lunch and learns and community networking events. These events will give parents a forum to share concerns about parenting and gain skills for assisting their children at home.

School Context and Organization

School Context and Organization Summary

Our team members are committed to providing a safe and secure learning environment. The building is well organized with regards to maintaining safety guidelines for students. To illustrate, visitors are required to utilize the main entrance throughout the learning day. This process ensures that all visitors are screened using their identification. Also, we have scheduled drills throughout the year to provide practice for severe weather or other critical issues.

School Context and Organization Strengths

Our Safety and Security Committee is an excellent asset at Wilson Elementary. The committee is committed to providing a safe and secure learning environment on a daily basis. The committee gathers feedback from teachers and other members to ensure that all areas of our campus are secure. The committee provides specific details for conducting lockdowns. The committee discusses strategies to improve student safety by analyzing safety drills to protect our students. Collaboration efforts are utilized to revise current plans and to increase safety measures for all students and team members.

School Context and Organization Needs

We will continue to gather feedback from our campus Safety and Security Committee regarding safety concerns. This information will be utilized to pinpoint crucial needs on campus. For example, we will discuss alternate evacuation strategies due to our limited outside areas on campus. These strategies will assist each team member in case of an emergency.

Technology

Technology Summary

Wilson Elementary School is dedicated to improving instruction using technology. Our campus contains two computer labs that are accessible to all students. Students utilize the labs during campus rotations to access computer programs. The computer programs range from Think Through Math (TTM) to Istation. Furthermore, K-1st students utilize learning.com to learn technology TEKS. In addition, we have one iPad cart per grade level which contains individual iPads for the classroom. Teachers are encouraged to use the iPads for research or other instructional related activities.

Technology Strengths

Wilson Elementary School provides a variety of computer programs for students. The programs are designed to reinforce desired concepts for mastery. The programs are used to support classroom instructional goals. In addition, the programs are used during intervention times to review key concepts. To illustrate, Istation and Think Through Math (TTM) programs are used to improve student achievement in reading and math. We purchased additional Chromebooks for our 5th grade students for the 2016-2017 school year.

Technology Needs

Our campus would benefit from additional iPad carts and Chromebooks for classroom purposes. The iPads are excellent resources for all students. Therefore, our goal is to purchase additional iPads to meet the needs of all students. Our teachers received training from Region 16 to access various computer applications. Also, our teachers would benefit from additional training to support technology use in the classroom.

Programs

Programs Summary

The Wilson Elementary Campus Improvement Plan (CIP) team developed the Campus Improvement Plan from the needs assessed by team members. The needs were assessed using the 2016 STAAR data, TELPAS results, retention records, K-2 observation surveys and classroom observations. Our areas of growth were evaluated by the team and the needs of our student population were determined. From these identified areas, we have created campus objectives which prioritize our students' needs and a budget and a campus improvement plan that target improvement efforts for these areas. Wilson Elementary is a Title I School-Wide campus with 89.5% economically disadvantaged students, 39% limited English proficient students, and has a 15.9% mobility rate. Wilson Elementary has self-contained bilingual classrooms in grades K-2. Our campus has 436 students currently enrolled in kindergarten through 5th grades. Our staff of 49 is committed to the vision of creating a learning environment where all students, staff, and parents are valued and enjoy success. Each staff member is committed to students' personal growth and successful completion of the State of Texas Assessment of Academic Readiness (STAAR) assessment.

In looking at the ten Title I components of our campus plan, we are working to implement best practices for instruction, including continuation of *The Fundamental 5*, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*, Sheltered Instruction strategies, differentiation strategies, and consistent implementation of our TEKS Resource System curriculum.

Transitions for students entering kindergarten are facilitated by opportunities to visit the campus and experience the school lunch time and students moving from fifth grade to junior high are facilitated by opportunities to visit with counselors, set schedules, and visit Pampa Junior High in the Spring. Teachers are involved in making decisions through active involvement in the Student Success Team (SST) process and through the grade level Professional Learning Communities which meet once a week. Student progress is monitored frequently using benchmark assessment data and observation survey data, and interventions are scheduled within the school day which target students' needs. We work hard to coordinate available services for our students with local, state, and federal guidelines. Through our campus plan, we coordinate and evaluate the implementation of these programs to better serve our students and their families throughout the school year. Equally, we ensure that all TAIS goals are met by the end of each quarter to meet and exceed our annual goals.

Programs Strengths

Professional development will be provided for our 3rd, 4th, and 5th grade ELAR teachers with emphasis on reading/writing in English Language Arts. Our campus is staffed with well trained teachers who are involved in high quality and ongoing professional development in the areas of mathematics instruction, response to intervention and concept-based instruction in core areas. These staff members are attracted to our campus by the collaborative and inclusive culture that we create at Wilson Elementary. We are working to improve parental involvement by planning activities for the entire family. We will hope for a large turnout at our open house in the 2016-2017 school year.

Programs Needs

Our campus is working closely with central office instructional personnel and Region 16 consultants to gain support with our ELL population. We will schedule sessions to gather feedback for supporting our students with sheltered instructional strategies. These strategies will be utilized with all students to exceed learning goals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Wilson Elementary will achieve excellence in academics.






Performance Objective 1: We will close academic performance gaps between Wilson Elementary and our accountability cohort, our region, and our state.

Summative Evaluation: Comparison of state assessments from 2016 to 2017

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) We will utilize data from AWARE unit assessments to intervene for students at the point of need. Specific target groups will be ELL, Hispanic, White and Economically Disadvantaged. Specific content targets will be in Writing, Math and Science (System Safeguard Activity)</p>	9	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	Student scores of 85% on benchmark and TEKS Resource System unit assessments				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) We will develop effective Professional Learning Communities which focus on instruction through the use of protocols.</p>	1, 2	Principal, Assistant Principal, Instructional Coach, Instructional Specialist and Teachers	T-TESS Evaluations, common assessment results and PLC minutes.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) We will target progress in reading, math and science through examination of learning checks and benchmark results for each TEKS Resource System unit. (System Safeguard Activity)</p>	1, 4	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	Developed on unit performance indicators & 85% on common assessment results. Number of common assessments used will increase. Students will score 85% or better on reading, math, & science STAAR scores				
<p>Critical Success Factors CSF 1</p> <p>4) We will support the Response-to-Intervention (RTI) system led by the Campus RTI team with input from grade level teachers. The Campus RTI team meets weekly and works with the teachers individually to discuss student concerns.</p>	8, 9	Campus RTI team, Principal, Assistant Principal, Teacher(s) Instructional Specialist and Instructional Coach.	Increased student success through Tier I and II. Precise and timely identification of students in Tier I by using the Tier I Instructional Choice Board. Also, we will analyze the number of RTI referrals.				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>5) We will implement interventions scheduled within the school day using all personnel, to facilitate flexible groupings and for the purpose of creating extra time and support to meet the diverse needs of our students. Specific targets will be in Reading, Writing and Math. (System Safeguard Activity)</p>	5, 9	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	Precise intervention documentation and intervention logs				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>6) We will continue to improve implementation of Balanced Literacy in grades K-2 with targeted development of balanced literacy knowledge and skills through PLC meetings. We will develop reading workshop skills in grades 3-5 ELA through the same means. The ELA Instructional Coach will conduct professional development sessions in Balanced Literacy during PLCs. Specific content targets will be in Reading.</p>	4	Principal, Assistant Principal, Instructional Coach, Instructional Specialist and Teachers	Student success of 85% or greater on reading STAAR and "developed" on ISIP. Grade level data collected on Data Charts and in the Guided Reading notebooks				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>7) We will systematically improve mathematics instruction across all grade levels by developing goals and analyzing our methods of instruction and collaborating during collaboration meetings.</p>	1, 2, 4	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	Increased student success on mathematics assessments scoring 85% or better; grade level data collected on data charts. Note: The data will be entered into Eduphoria AWARE.				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>8) We will use strategies of sheltered instruction to develop vocabulary and help create connections for our ELL and economically disadvantaged students. Specific content targets will be in Writing and Science. (System Safeguard Activity)</p>		Principal, Assistant Principal, Instructional Coach, Instructional Specialist and Teachers	Classroom Walkthroughs as documented in Eduphoria; Increased student scores at 85% or greater on TELPAS, STAAR and "developed" on ISIP. in our ELL, LEP, and Economically Disadvantaged subgroups. Note: We will analyze growth using TELPAS data.				
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>9) We will utilize the Read 180, System 44, Go Phonics (K-2) and Lexia Core 5 programs to improve fluency and comprehension in struggling readers. We will emphasize the use of Balanced Literacy techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity)</p>	9	Principal, Assistant Principal, Instructional Coach, Instructional Specialist and Teachers	Scholastic Reading Inventory (SRI) at Grade Level, Read 180 records at Grade Level, intervention documentation reading STAAR scores of 85% or greater and Istation reports.				

<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) We will supplement math and reading instruction weekly using computer programs which are targeted to specific learning objectives. We will provide additional iPads for each classroom to support our computer programs. (Reading A to Z, Study Island, PIPO and Istation data)</p>	9	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	Study Island reports, Istation reports, Essential Skills reports Computer Lab schedule, SMI/SRI results indicating that all students are at grade level measures.				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) We will use preteaching to build academic vocabulary and to help struggling students feel success.</p>	1, 9	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	K-2: The students will meet standard on ISIP; The students will meet expected reading levels using running records each 6 weeks. 3-5: The students will score 85% or better on TEKS Resource System common assessments and benchmark tests.				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>12) We will review STAAR and TEKS Resource System objectives systematically.</p>	10	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	Each six weeks the teachers will review the Student Expectations for each TEKS Resource System common assessment in Reading/ELA for grades 2-5 using Eduphoria, and progress on ISIP.				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>13) We will target students' needs in reading during our Lobo Learning intervention times.</p>	9	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	Intervention Records for instruction will be used to determine the proper intervention for each student. TEKS Resource System common assessment results will be at 85% or greater.				
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>14) We will implement the concepts outlined in the TEKS Resource System curriculum in a timely manner and to the appropriate depth, rigor and complexity to meet the STAAR readiness standards.</p>	1	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	The teachers will follow the TEKS Resource System Instructional Focus Documents and the Year at a Glance Documents. The students will score 85% or above on TEKS Resource System common assessments.				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>15) We will continue professional development in the area of literacy and the use of district approved phonics strategies with our K-2 Phonics program. In addition, our teachers will utilize Pampa ISD Horizontal Alignment meetings to collaborate with other teachers to improve student achievement.</p>	3, 4	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	Student performance on the ISIP testing will be at 85% or above, and 85% or above on TEKS Resource System common assessments and STAAR in grades 3-5 for all students tested -Feedback from horizontal alignment meetings				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>16) We are committed to improving our writing instruction by integrating writing in all subject areas consistently, through Balanced Literacy, journaling for thinking, implementation of writing techniques, and targeted STAAR writing skills in grammar and writing by creating a campus-wide writing framework. (System Safeguard Activity)</p>	4	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	K-2: The students will write daily; 3-5: The students will practice writing strategies daily.				
<p align="center">Critical Success Factors CSF 1</p> <p>17) We will implement the concepts outlined by the TEKS Resource System curriculum to the appropriate depth and complexity.</p>	3, 4	Principal, Assistant Principal, Instructional Coach, Intervention Coach, Instructional Specialist and Teachers	K-2: The students will meet standard on ISIP; The students will meet the benchmark reading levels on running records each 6 weeks. 3-5: The students will score 85% or better on TEKS Resource System common assessments and benchmark tests.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>18) We will use performance indicators from ELA, science, and social studies in TEKS Resource System units as writing common assessments through which we evaluate the writing abilities of our students and monitor and adjust our writing instruction. (Title I SW: 3)</p>	3	Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	K-2: The students will meet the developed standard on the ISIP; The students will meet the benchmark writing based on TEKS Resource System rubrics. 3-5: The students will score 85% or better on TEKS Resource System common assessments and benchmark tests.				
<p align="center">Critical Success Factors CSF 1</p> <p>19) We will use the TEKS Resource System to develop learning stations for use in small group instruction in a variety of grade levels beginning with the second week of school or earlier.</p>		Principal, Assistant Principal, Instructional Specialist, Instructional Coach, Intervention Coach and Teachers	Improved assessment scores including Istation				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>20) Our students are recognized each six weeks for the Honor Roll during an assembly to promote academic success.</p>	10	Principal, Assistant Principal, Counselor and Teachers	The A Honor Roll Award will be given for all A's in music and PE as well. The A/B Honor Roll is any combination of A's and B's in music and PE as well.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Wilson Elementary will achieve excellence in academics.

Performance Objective 2: Wilson Elementary will develop and incorporate a comprehensive system to successfully serve special student populations such as special education, at-risk, economically disadvantaged, English language learners, gifted and talented, etc.

Summative Evaluation: Comparison of PBMAS reports, TAIS reports and state assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>1) We will continue the use of anchor charts in all content areas. Specific targets will be in Reading, Writing and Science. (System Safeguard Activity)</p>	2, 4	Principal, Assistant Principal, Instructional Specialist and Instructional Coach	Walkthroughs, improved STAAR scores and the effective use of anchor charts.				
<p align="center">Critical Success Factors CSF 1</p> <p>2) We will provide our students with enriching experiences through our music classes and curriculum.</p>	1	Principal, Assistant Principal, Teacher(s) and Music Teacher	Music curriculum and lesson plans				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) K-2: The students will meet standard on the ISIP assessment. K-2 students will increase their accuracy rate on their instructional level of at least 90% on running records each 6 weeks.</p> <p>3-5: The students will score 75% or better on TEKS Resource System common assessments Benchmark tests; and will meet grade level or above on ISIP tests.</p>	1	Principal, Assistant Principal, Teacher(s) and Instructional Coach	-Running Records and ISIP results -Success at 85% or greater on STAAR assessments and ISIP.				
<p align="center">State System Safeguard Strategy</p> <p>4) We will monitor at-risk and homeless students for targeted intervention and support. Specific target groups will be ELL, Hispanic and economically disadvantaged. (System Safeguard Activity)</p>	2, 9, 10	Counselor and Teacher(s)	At-risk reports and intervention logs				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) We will use informal assessment and questioning strategies to check for understanding on an ongoing basis.</p>	4, 9	Principal, Assistant Principal, Special Education Teachers, Teacher(s), Instructional Specialist, Instructional Coach and Intervention Coach	Walkthrough observations, student passing rates on TEKS Resource System common assessments at 85% passing rates.				


<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>6) We will use flexible grouping and creative scheduling to implement interventions which target objectives in need, for the purpose of both review and remediation. Specific targets will be in Reading and Writing. (System Safeguard Activity)</p>	9	Teacher(s), Instructional Specialist and Intervention Coach	Documented Intervention Data monitored weekly for students needing Tier II and Tier III interventions.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) We will address behavioral concerns through our RTI process. Behavior intervention plans will be developed after gathering appropriate data and undergoing a process of self-examination of school programs, processes, and stimuli.</p>	4	Campus RTI Team	Behavior improvement plans, Campus RTI team minutes and PLC minutes				
<p align="center">Critical Success Factors CSF 6</p> <p>8) We will teach appropriate behavioral response strategies, social skills, replacement behaviors, and coping skills using CHAMPS guidelines. We will practice appropriate response strategies with students regularly as a means of intervention with students who are struggling behaviorally.</p>	9	Counselor, Principal, Assistant Principal and Teacher(s)	Office referrals of 1 or less per student per six weeks.				
<p align="center">Critical Success Factors CSF 1</p> <p>9) We will provide direct instruction to dyslexic students using the Wilson Language Program. This program will target interventions daily for students in a small group setting for students who have been qualified as dyslexic.</p>	9	Campus RTI Team and Dyslexia Teacher	Wilson Language Program records, RTI binder data				
<p align="center">Critical Success Factors CSF 1</p> <p>10) We will provide a dyslexia teacher as a resource for both interventions with students.</p>	3, 4, 9	Principal, Assistant Principal, Dyslexia Teacher and Teacher(s)	Campus RTI minutes for each grade level team. In addition, our campus dyslexia specialist will provide training for assisting dyslexia students.				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Grade level teachers will meet with the RTI team to brainstorm strategies and ideas for improving success of struggling students.</p>	4, 8, 9, 10	Campus RTI Team	Minutes from RTI meetings				

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: Wilson Elementary will achieve excellence in academics.






Performance Objective 3: Wilson Elementary will continue systematically integrating technology into its classrooms that reflects the development of 21st Century Skills in lesson design.

Summative Evaluation: Analysis and comparison of annual Brite Byte surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) We will provide instructional technology support to assist teachers with integrating technology and visual tools to improve student achievement. (Planning and Instruction domains of the T-TESS evaluation system)</p>		Instructional Technology Director, Principal, Assistant Principal, Elementary Dean of Instruction, Teacher(s), Instructional Specialist, Instructional Coach and Intervention Coach	Walkthroughs and lesson plans				
<p>Critical Success Factors CSF 7</p> <p>2) We will provide professional development activities to train teachers on creating websites and for utilizing online assessments to improve student achievement. The websites will be used to showcase stories, poems and historical letters created by students throughout the school year.</p>		Instructional Technology Director, Principal, Assistant Principal, Elementary Dean of Instruction, Teacher(s), Instructional Specialist and Instructional Coach	Updated websites, writing samples and data from online assessments				
							

Goal 1: Wilson Elementary will achieve excellence in academics.






Performance Objective 4: Wilson Elementary will develop and implement a plan to ensure that our students are college and career ready upon graduation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) We will implement career day events to highlight the education requirements needed to pursue various careers.</p>		Counselor, Principal and Assistant Principal	Career Day events, agendas and sign-in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) We will arrange college tours for students in 3rd-5th grades.</p>		Counselor, Principal and Assistant Principal	Feedback from teachers and students after each visit				
<p>3) We will create a "Wall of Fame" in the hallway to display photos of teachers and the college or university they attended.</p>		Teachers, Counselor, Principal and Assistant Principal	The Wall of Fame display				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Wilson Elementary will achieve excellence in academics.

Performance Objective 5: Wilson Elementary will work to increase student and educator attendance.






Summative Evaluation: Attendance Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Each six weeks, the students who have perfect attendance are entered into a drawing for a bicycle to be given to one student from grades K-2 and one student from grades 3-5.</p>	2, 6	Principal, Assistant Principal and Receptionist	Skyward Attendance reports each six weeks.				
<p>Critical Success Factors CSF 1</p> <p>2) We will continue to analyze student attendance and provide feedback to teachers and students during morning assemblies.</p>		Principal, Assistant Principal, Secretary and Receptionist	Increased attendance data throughout the school year				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) We will recognize team members with good attendance during PLCs and faculty meetings.</p>		Principal, Assistant Principal and Secretary	Attendance Reports				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Wilson Elementary will build a quality teaching staff with high teacher morale.


Performance Objective 1: Wilson Elementary will recruit and retain a quality teaching and administrative staff and will provide a system of support and professional development to assist teachers and administrators in reaching their individual performance goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Each grade level PLC will revisit norms weekly to ensure effective use of time and resources.</p>	4, 8	Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Teachers	PLC minutes weekly, efficient operation of PLCs and professional growth of PLCs				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Subject area horizontal teams will meet throughout the year to examine the TEKS Resource System curriculum and learning checks which measure its effectiveness and implementation.</p>	4, 8	Principal, Assistant Principal and Instructional Specialist	Horizontal Alignment Team Meeting Minutes.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) We will review and discuss The Fundamental 5 strategies and revisit them throughout the school year to develop a shared understanding of each one of them. Likewise, we will integrate Marzano's Nine Best Practices into the Fundamental 5 strategies to enhance student achievement. In addition, we will utilize learning walks to provide feedback regarding instructional practices.</p>	4	Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Teachers	Faculty meeting minutes and PLC minutes weekly				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) We will use learning walks to monitor and evaluate implementation of best practices in our instruction.</p>	4	Principal, Assistant Principal and Instructional Specialist	Eduphoria walkthrough documentation				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) We will provide staff members with time to observe one another using best practices in the classroom. Teachers have analyzed their own instructional strengths and weaknesses that will be used to facilitate this process.</p>	2, 4	Principal, Assistant Principal, Instructional Specialist	PLC minutes and data walkthrough documentation				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) We will develop a shared understanding of guided reading instructional strategies in grades K-2 and its implementation.</p>	4, 9	Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Teachers	Guided Reading Notebooks, running records, ISIP testing data, lesson plans and PLC Minutes				

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) We will provide constructive feedback regularly to teachers regarding their classroom practice using the Eduphoria and T-TESS systems.</p>	4	Principal and Assistant Principal	T-TESS evaluation records data and walkthroughs in Eduphoria				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Wilson Elementary will build a quality teaching staff with high teacher morale.

Performance Objective 2: Wilson Elementary will ensure high teacher morale through district and campus systems that promote and model a growth mindset.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) We will review and discuss aspects of the Mindset book written by Dr. Carol Dweck.</p>		Principal and Grade Level Leaders.	Improved interactions between team members throughout the campus and high functioning PLCs				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) We will conduct learning walks with grade level leaders to provide team members with positive and constructive feedback to develop a growth mindset for improving student achievement.</p>		Principal, Assistant Principal, Instructional Coach and Grade Level Leaders	Improved interactions between team members during PLCs and improved student engagement observations highlighted in the walkthrough data				
<p>Critical Success Factors CSF 6</p> <p>3) We will recognize teachers that exhibit a growth mindset during staff meetings and PLCs.</p>		Principal, Assistant Principal, Counselor and Instructional Coach	Increased teacher morale throughout the school year				
							

Goal 2: Wilson Elementary will build a quality teaching staff with high teacher morale.






Performance Objective 3: Wilson Elementary will use the T-TESS/T-PESS evaluation systems, as well as teacher and principal standards to ensure that all educators understand their job expectations and to monitor and encourage individual educator growth.

Summative Evaluation: T-TESS and T-PESS documentation

Signatures of, as well as copies of job descriptions


Copies of teacher and administrator state standards

Teacher/Administrator self evaluations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) We will provide a T-TESS refresher to review the four domains and the T-TESS rubric.</p>		Principal and Assistant Principal	Improved instructional practices noted in walkthrough data, feedback from teachers and students				
<p>Critical Success Factors CSF 7</p> <p>2) We will review the six Texas Teacher Standards with all teachers during our PLCs.</p>		Principal and Assistant Principal	Improved instructional practices noted in walkthrough data				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) We will utilize the pre-conferences to discuss the upcoming lesson observation with a focus on instructional planning, instruction, the learning environment and student outcomes.</p>		Principal and Assistant Principal	Higher student outcomes and feedback from teachers				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>4) I will analyze and gather data, artifacts, evidence to support performance with regards to the Texas Principal Standards and adhere to the T-PESS timeline to improve student achievement.</p>		Principal	Higher student outcomes, higher functioning PLCs and increased communication efforts throughout the school year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

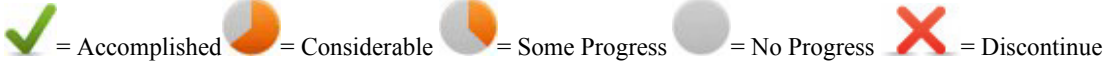
Goal 2: Wilson Elementary will build a quality teaching staff with high teacher morale.

Performance Objective 4: Wilson Elementary will ensure the development of a comprehensive professional development plan that will provide each educator with timely, quality, and individualized learning that will help them reach individual professional goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) We will solicit feedback via surveys to conduct needs assessments with regards to implementing professional development activities on campus.</p>		Principal, Assistant Principal, Instructional Specialist and Instructional Coach	Improved instructional practices after professional development activities, higher levels of student engagement and feedback from teachers				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) We will analyze state assessments and benchmark data to develop professional development activities.</p>		Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Intervention Coach	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) We will provide opportunities for our teachers to attend Lead4ward trainings, horizontal alignment meetings and district trainings to improve instructional practices.</p>		Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Elementary Dean of Instruction	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) We will provide researched based instructional practices during our PLCs, provide opportunities for teachers to share effective techniques for reteaching concepts after learning checks and provide opportunities for our Instructional Coaches to model effective strategies for teaching concepts to mastery.</p>		Principal, Assistant Principal, Instructional Specialist, Instructional Coach and Elementary Dean of Instruction	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				
							

Goal 3: Wilson Elementary will have increased support of the community.

Performance Objective 1: Wilson Elementary will provide various opportunities for community members/stakeholders to understand, evaluate, and promote the PISD vision and goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will promote and actively participate in our Wilson Booster Club.</p>	6	Principal, Assistant Principal and Teacher(s)	Booster Club minutes				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) We will provide family experiences which promote positive interdependence between home and school. For example, we will host an open house, family involvement opportunities, music programs, and graduations.</p>	6	Counselor, Parental Involvement Liaison, Principal, Assistant Principal and Teacher(s)	Event sign-in sheets				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) We will share our school-wide theme with parents and remain committed to promoting student achievement. Likewise, we will share our mission and vision with our parents at events throughout the school year.</p>	6	Parental Involvement Liaison, Principal, Assistant Principal and Teacher(s)	Newsletters and parent surveys				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) We will invite parents to attend awards assemblies and music programs in which their children are featured.</p>	6	Principal, Assistant Principal, Counselor and Teacher(s)	Good news notes, event sign-in sheets and parent surveys				
							

Goal 3: Wilson Elementary will have increased support of the community.

Performance Objective 2: Wilson Elementary will provide and encourage meaningful, quality, and two-way communication using various means in order to inform parents/community members/stakeholders of events and opportunities involving students and the community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) We will send home take home folders weekly to inform parents of their child's progress and any upcoming events at school.</p>	6	Principal, Assistant Principal and Teacher(s)	Thursday folder signatures and parent surveys				
<p>Critical Success Factors CSF 5</p> <p>2) We will provide parents with a monthly newsletter highlighting important information and upcoming events along with the Home and School Connection, a monthly parent education newsletter.</p>	6	Principal, Assistant Principal, Teacher(s) and parent involvement team members	Monthly newsletters and parent surveys (Parent Involvement will provide the newsletters and surveys)				
<p>Critical Success Factors CSF 5</p> <p>3) We will provide parents with copies of the Student Handbook, Pampa ISD dress code and the discipline plan at the beginning of each school year. The hard copies will be available upon request. However, the electronic version will be available throughout the school year.</p>	6	Principal, Assistant Principal and Teacher(s)	Parent signature pages from the student handbook				
<p>Critical Success Factors CSF 5</p> <p>4) We will provide translation services for our families to promote open communication between home and school.</p>	6	Principal, Assistant Principal and Teacher(s)	Bilingual teachers, bilingual paraprofessionals and parent surveys				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Parents will be notified immediately of concerns with attendance either by phone or by letters.</p>	6	Principal, Assistant Principal and Teacher(s)	Skyward attendance reports, attendance letter logs and documentation notebooks from the District Truancy Coordinator				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) We will use home visits to promote positive interdependence and communication between home and school environments.</p>	6	Principal, Assistant Principal, Teacher(s) and Counselor	Documentation of home visits and parent surveys				
<p>7) Our kindergarten classrooms will host preschoolers from Lamar in the Spring for a kindergarten orientation day, in which students visit the school grounds, meet the teachers, and eat lunch in our cafeteria.</p>	7	Principal, Assistant Principal, Teacher(s) and Counselor	Parent surveys and parent sign-in sheets				






<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) We will offer formal parent-teacher conferences annually to discuss the progress of each student. Conferences are available to parents at any time during the year.</p>	6	Principal, Assistant Principal, Teacher(s) and Counselor	Parent conference sign-in sheets				
<p align="center">Critical Success Factors CSF 5</p> <p>9) Families in need will be given information and referrals to community resources that are available to help them, such as homeless services and counseling services.</p>	9	Principal, Assistant Principal Teacher(s) and Counselor	Documentation of needs and communications with outside agencies and parent surveys				
<p align="center">Critical Success Factors CSF 5</p> <p>10) We will use people and services from our community to enrich student learning through implementation of community programs at school, including the Fire Department and Police Department education programs, Woody Guthrie Center contacts, educational programs, partnerships with local organizations and other available resources.</p>	2	Principal, Assistant Principal Teacher(s) and Counselor	Lesson plans				
<p align="center">Critical Success Factors CSF 5</p> <p>11) We will use community members as volunteer mentors for our students as appropriate to enrich their learning and to help build relationships. Our students will attend educational trips with the Altrusa Lunch with Dignitaries program. Furthermore, our students will attend reading sessions with the Altrusa organization as well.</p>	6	Principal, Assistant Principal Teacher(s) and Counselor	Mentor sign-in sheets and feedback from teachers				
<p align="center">Critical Success Factors CSF 5</p> <p>12) We will partner with programs at Pampa High School to utilize high school students as mentors and role models for our students. (PHS athletes, cheerleaders, theater, band, choir, Student Council, CTE, FFA, SADD, DECA)</p>	9	Principal, Assistant Principal Teacher(s) and Counselor	Mentoring sign-in sheets				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>13) We will participate in the WOWW program in order to provide enriching experiences for our students through the use of community resources.</p>		Principal, Assistant Principal, Teacher(s) and WOWW Coordinator	WOWW calendar, WOWW lesson plans and student performance in core areas				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Wilson Elementary will provide a healthy and safe school climate for all students and staff.

Performance Objective 1: Wilson Elementary will provide a campus environment where students and staff are physically safe.






Summative Evaluation: Documentation of all safety drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will implement CHAMPS guidelines which provide supportive and corrective feedback to students regarding their behavior.</p>	4, 9	Principal, Assistant Principal, Counselor, Dyslexia Teacher, Paraprofessionals, Special Education Teachers and Teachers	Five or fewer referrals per classroom per semester.				
<p>Critical Success Factors CSF 6</p> <p>2) We will create both informal and formal behavior plans for students with challenging behavior patterns to help them incrementally improve their behavior.</p>	8, 9, 10	Principal, Assistant Principal, Counselor, Dyslexia Teacher, Paraprofessionals, Special Education Teachers and Teachers	Campus SST minutes, RTI binder documentation, discipline referrals and BIP documentation				
<p>Critical Success Factors CSF 6</p> <p>3) . We will use specific structures for dismissal, drop-off and pick up, including an alternate plan for early out dismissal and supervision as well as busing students.</p>	10	Principal, Assistant Principal and Teachers	Safety plans and procedures, safety drill documentation, monthly newsletters and early release schedules				
<p>Critical Success Factors CSF 6</p> <p>4) We will implement safety procedures and drills to prepare staff and students for specific evacuation situations.</p>	10	Principal, Assistant Principal and the Campus Safety Committee	Minutes from the District and Campus Safety Committees, documentation of fire, tornado, and lockdown drills.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Wilson Elementary will provide a healthy and safe school climate for all students and staff.






Performance Objective 2: Wilson Elementary will ensure a climate in which students and staff will exhibit an appropriate level of physical, emotional, and social health that will allow for a happy and healthy school experience.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) We will provide breakfast in the classroom. This service will be free for every student at Wilson Elementary.	2, 10	Cafeteria Staff, Food Services Coordinator, Paraprofessionals, Principal, Assistant Principal and Teachers	Cafeteria breakfast documentation and an attendance rate of 96% each six weeks.				
<p style="text-align: center;">Critical Success Factors CSF 5</p> 2) We will utilize community resources to help provide glasses for students who need them and cannot afford to purchase them.	1, 9	Counselor, Principal, Assistant Principal and School Nurse(s)	Nurse records and documentation.				
<p style="text-align: center;">Critical Success Factors CSF 5</p> 3) . We will utilize community resources for the Snack Pack 4 Kids program to provide take-home food bags for students in need of food at home on the weekends.	9	Counselor, Principal, Assistant Principal and Teachers	Documentation of distribution to students with need.				
<p style="text-align: center;">Critical Success Factors CSF 5</p> 4) We will complete health screenings on every child each year to monitor vision, hearing, and dental health of our students and communicate findings to parents on a consistent basis.	1	School Nurse(s)	Nurses' records for each student.				
5) We will ensure that moderate to vigorous physical activity is implemented 135 minutes weekly in PE class and classrooms to promote healthy cardiovascular and muscular fitness.	3, 4, 10	Physical Education Teacher, Principal, Assistant Principal and Teachers	Fitness gram for grades 3-5 and weekly PE lesson plans				
<p style="text-align: center;">Critical Success Factors CSF 1</p> 6) We will implement the CATCH curriculum as our sequential, developmentally appropriate physical education curriculum which will enable students to develop motor, self- management, knowledge, attitudes and confidence necessary to participate in physical activity throughout life.	5, 10	Physical Education Teacher, Principal and Assistant Principal	Fitness gram results for 3-5; PE lesson plans indicating use of the Catch curriculum.				

7) We will provide healthy food choices for meals and snacks as well as abide by guidelines for the use of Foods of Minimal Nutritional Value (FMNV).	2	Cafeteria Staff, Food Services Coordinator, Physical Education Teacher, Principal, Assistant Principal and Teachers	Lunch menus, distribution of FMNV guidelines to teachers and staff and breakfast documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 5: Wilson Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 1: Wilson Elementary student participation in extra-curricular activities (such as athletics, band, choir, fine arts, UIL academics and other special student organizations) will increase each school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) We will recruit and encourage students to participate in UIL competitions.</p>		Principal, Assistant Principal, Counselor, Teachers and UIL Coordinator	Increased student participation in UIL events				
<p>Critical Success Factors CSF 1</p> <p>2) We will provide opportunities for students to engage in peer reading sessions with various grade levels.</p>		Principal, Assistant Principal, Counselor and Teachers	Observations from reading sessions, feedback from teachers and students				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 5: Wilson Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 2: Wilson Elementary will improve performance and maintain excellence in all extra-curricular and academic activities by providing students with purposeful practice, coaching support, and by celebrating successes.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) We will recognize students and teachers for participating in UIL events.</p>		Principal, Assistant Principal, Counselor and UIL Coordinator	Increased participation in UIL events by students and teachers				
<p>Critical Success Factors CSF 1</p> <p>2) We will provide before and after school coaching support sessions for UIL students.</p>		Principal, Assistant Principal, Counselor and UIL Coordinator	Increased participation in UIL events and increased awards earned during all UIL events				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Wilson Elementary will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 3: Wilson Elementary will promote school pride and success through campus and district media campaigns.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will promote school pride via our school website.</p>		Principal, Assistant Principal and Campus Website Coordinator	School spirit updates, events published on our campus website, feedback from parents and community members				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) We will showcase individual talents during our morning assemblies using videos and presentations by students.</p>		Principal, Assistant Principal, Teachers and Counselor	Videos, presentations created by students and feedback from teachers and students				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) We will recognize student achievement via the Pampa Newspaper.</p>		Principal, Assistant Principal, Counselor and Teachers	Pictures depicting high levels of student engagement being published in the newspaper				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) We will utilize Twitter and Facebook to promote school pride and accomplishments earned by students and team members.</p>		Principal, Assistant Principal and Technology Aide	Feedback from students, parents, teachers and community members				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	We will utilize data from AWARE unit assessments to intervene for students at the point of need. Specific target groups will be ELL, Hispanic, White and Economically Disadvantaged. Specific content targets will be in Writing, Math and Science (System Safeguard Activity)
1	1	3	We will target progress in reading, math and science through examination of learning checks and benchmark results for each TEKS Resource System unit. (System Safeguard Activity)
1	1	5	We will implement interventions scheduled within the school day using all personnel, to facilitate flexible groupings and for the purpose of creating extra time and support to meet the diverse needs of our students. Specific targets will be in Reading, Writing and Math. (System Safeguard Activity)
1	1	8	We will use strategies of sheltered instruction to develop vocabulary and help create connections for our ELL and economically disadvantaged students. Specific content targets will be in Writing and Science. (System Safeguard Activity)
1	1	9	We will utilize the Read 180, System 44, Go Phonics (K-2) and Lexia Core 5 programs to improve fluency and comprehension in struggling readers. We will emphasize the use of Balanced Literacy techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity)
1	1	16	We are committed to improving our writing instruction by integrating writing in all subject areas consistently, through Balanced Literacy, journaling for thinking, implementation of writing techniques, and targeted STAAR writing skills in grammar and writing by creating a campus-wide writing framework. (System Safeguard Activity)
1	2	1	We will continue the use of anchor charts in all content areas. Specific targets will be in Reading, Writing and Science. (System Safeguard Activity)
1	2	4	We will monitor at-risk and homeless students for targeted intervention and support. Specific target groups will be ELL, Hispanic and economically disadvantaged. (System Safeguard Activity)
1	2	6	We will use flexible grouping and creative scheduling to implement interventions which target objectives in need, for the purpose of both review and remediation. Specific targets will be in Reading and Writing. (System Safeguard Activity)

Title I

Schoolwide Program Plan

According to the Pampa ISD District Improvement Plan (DIP), our District's Schoolwide Title 1 Program is developed through a district-wide planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the District CNA process reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the schoolwide program's implementation. The academic performance information about all students in the District is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. Campuses analyze results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year. The five steps that the District will be undertaking throughout this process will include:

1. Establishing and training the schoolwide planning team
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data
6. Reporting data findings to the entire District Leadership Team and collecting reflections and feedback.

Throughout the planning process, district administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The FLT's planning process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in the District to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our vision will be the driving force for improving student achievement at Wilson Elementary. Our vision states, "Wilson Elementary School will become the premier destination school in the Panhandle! This vision will be the foundation for creating first-rate instructional programs and effective data disaggregation meetings. We will continue to meet participation rates by encouraging our students on a daily basis. We will monitor student performance goals during Professional Learning Community (PLCs) to exceed standards in Indexes 1-4.

2: Schoolwide Reform Strategies

We will use a variety of methods to implement schoolwide reform strategies. Our Professional Learning Communities (PLCs) and Student Success Team (SST) meetings will be data driven to close achievement gaps. The meetings were designed to discuss best practices and differentiation techniques to assist struggling students. The techniques are used to increase standardized test scores as well. Moreover, previous STAAR data will be shared with students during morning assemblies. These discussions will be used to create ownership for the students and to discuss the importance of learning.

3: Instruction by highly qualified professional teachers

We will use professional development sessions to provide support for our teachers. Our teachers will receive instructional coaching from our Instructional Specialist and Dean of Instruction. Likewise, our 3rd and 4th grade teams will participate in sheltered training from Region 16. Both professional development opportunities will support campus goals and provide ongoing support for our teachers. Furthermore, our faculty meetings will be designed to support instruction by showcasing proven best practices from fellow team members.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Our theme is a major component at Wilson Elementary School. "Life Is An Adventure!" theme indicates that we are committed to improving our school, students, parents and community members. Therefore, all members are dedicated to attending ongoing professional development sessions. To illustrate, several team members have attended RTI sessions with Linda Madden. Additionally, teachers and administrators attend Pampa Elementary Planning Collaborative (PEPC) meetings to develop effective lesson plans and activities for supporting student achievement.

5: Strategies to attract highly qualified teachers

According to the Pampa ISD District Improvement Plan (DIP), the staff at PISD is 100% highly qualified. However, this is a difficult goal to reach; therefore, there are several recruitment strategies in place. Teachers are recruited through job fairs at area universities. Job vacancies are advertised on local, regional, and state job boards. Our school board works hard to make the salary schedule competitive with area districts so prospective teachers and administrators will be drawn to PISD. We have a strong "First Year Teacher Academy" in place to support staff members new to the profession. Our "Second Year Teacher Academy" serves the "almost new" staff members as they continue their journey in education. Teachers who are "new to Pampa" have a day of training each year that familiarizes them with the district website, district initiatives, etc and also takes them on a bus tour of the town, driving them by each campus in the district and through each neighborhood.

Our district also hosts a "New to PISD Breakfast" each year before school starts to welcome new teachers to the school district and to the community. Gift bags are given and the school board members and community leaders welcome the new PISD employees.

6: Strategies to increase parental involvement

Our team members are dedicated to creating an oasis for our parents and students. The entire campus is inviting for our parents and community members. We use emails, Thursday folders, newsletters and phone calls to increase parental involvement. These methods of communication are used on a daily basis to inform our parents. Likewise, we utilize parent communication logs to analyze our parental involvement techniques. Also, we will work closely with our family involvement organization to implement new activities for both parents and students. The activities will focus on increasing student achievement and skills for developing the whole child.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

According to the Pampa ISD District Improvement Plan (DIP), PISD strives to help our youngest students have easy transitions from one campus to another. The following activities are in place to allow for easy transitions.

In Pampa ISD, all pre-kindergarten and Headstart programs are housed at Lamar Elementary. Each spring, the pre-k and Headstart teachers plan a visit to each elementary school and the students who will be attending kindergarten at each of the various campuses ride a school bus and visit the campus. They, along with their teachers and parents, visit their future campus. They are given a tour of the campus by the campus principal. They then visit each of the kindergarten classrooms and meet the teachers. Each kindergarten teacher does a little activity with the visiting students, along with their current kindergarten students. Once the visiting students have visited each kindergarten classroom and toured the school, they get to play on the playground for a few minutes. Then, they go to the cafeteria and eat lunch with their parents and teachers before returning to Lamar. Each of the private pre-kindergartens in Pampa also schedule a visitation and the same schedule as above is followed.

If pre-k students are absent the day of their transition visit, principals allow those students to come up during the kindergarten conference period to meet the teachers and tour the school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

We use our Professional Learning Communities (PLCs) to discuss best practices for improving student achievement. These meetings are valuable outlets for discussing new initiatives and methods for assisting struggling students. Furthermore, the PLCs meet weekly to share data from previous STAAR assessments and weekly assessments. The findings are used to overhaul instructional practices for meeting and exceeding campus learning goals.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Our Student Success Team (SST) developed a Tier I Instructional Choice Board to assist struggling students. The board contains best instructional practices, reteach activities for small groups and proven in-class interventions. To illustrate, the board consists of technology programs, questioning strategies and sheltered instruction activities.

10: Coordination and integration of federal, state and local services and programs

Our campus leadership team and team members adhere to all state and local policies. We ensure that all policies are followed regarding Title I funds and nutrition guidelines for our students. For example, our teachers embraced the Breakfast in the Classroom program. This program is utilized by every student on campus on a daily basis. Our students enjoy a free and wholesome breakfast each day. The breakfast program compliments each day by providing nutrients to all students.

2016-2017 Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Troy Y. Bethley	Principal
Administrator	Zackary Greer	Assistant Principal
Classroom Teacher	Carol Roberson	Bilingual Teacher
Classroom Teacher	Brittany Babcock	Fifth Grade Teacher
Classroom Teacher	Carla Hernandez	First Grade Teacher
Classroom Teacher	Ashley Morehart	Fourth Grade Teacher
Classroom Teacher	Stephanie Parks	Kindergarten Teacher
Classroom Teacher	Natasha Gall	Music Teacher
Classroom Teacher	Joe Perez	Special Education Teacher
Classroom Teacher	Gay-Lynn Coutts	Third Grade Teacher
Community Representative	Joe Martinez	Community Representative
Non-classroom Professional	Lynda Dyer	Counselor
Non-classroom Professional	Cara Nunn	Instructional Coach
Non-classroom Professional	Natalie Davis	Instructional Specialist
Non-classroom Professional	Stephanie Malone	Intervention Coach
Parent	Crystal Silva	Parent Representative

Addendums

TARGETED Improvement Plan/Wilson Elementary

Goal #1: Writing

- **Problem Statement:** 49% of Wilson 4th grade students met state standard in writing
- **Annual Goal:** By May 2017, 60% of Wilson 4th grade students will meet state standard in writing
- **Strategies:** Leadership will set writing expectations using the district-wide writing plan with accountability thresholds and support through PLCs

Goal #2: Reading

- **Problem Statement:** 56% of Wilson 3rd, 4th, and 5th grade students met state standard in reading
- **Annual Goal:** By May 2017, 72% of Wilson 3rd, 4th, and 5th grade students will meet state standard in reading
- **Strategies:** Seek and develop continuity within the approaches to teaching reading in grades K-5

Goal #3: Level III Advanced

- **Problem Statement:** 5% of Wilson students scored at the Advanced III standard in reading
- **Annual Goal:** By May 2017, 15% of Wilson students will meet Advanced III standard in reading
- **Strategies:** Provide PD to support instruction that will enhance potentially advanced students

Goal #4: Special Education

- **Problem Statement:** 15% of Wilson special education students met state standard in reading and math
- **Annual Goal:** By May 2017, 25% of Wilson special education students will meet state standard in reading and math
- **Strategies:** Provide opportunities for general education and special education collaboration and communication.

TEXAS EDUCATION AGENCY
2016 Index 1: Student Achievement Calculation Report
WILSON EL (090904108) - PAMPA ISD

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Level II Satisfactory Standard	Index Points
# at Level II Satisfactory Standard	97	112	32	35	-	276		
Total Tests	172	172	62	49	-	455	61	61
Index 1 Score (Target = 60)								61

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the subject.

TEXAS EDUCATION AGENCY
2016 Index 1: Student Achievement Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Performance											
All Subjects											
Percent of Tests											
% at Level II Satisfactory Standard	61%	*	64%	55%	*	-	-	*	37%	59%	61%
Number of Tests											
# at Level II Satisfactory Standard	276	*	183	86	*	-	-	*	24	239	70
Total Tests	455	*	284	156	*	-	-	*	65	402	114
Reading											
Percent of Tests											
% at Level II Satisfactory Standard	56%	*	60%	48%	*	-	-	*	39%	56%	60%
Number of Tests											
# at Level II Satisfactory Standard	97	*	65	28	*	-	-	*	9	85	25
Total Tests	172	*	108	58	*	-	-	*	23	153	42
Mathematics											
Percent of Tests											
% at Level II Satisfactory Standard	65%	*	69%	60%	*	-	-	*	35%	63%	67%
Number of Tests											
# at Level II Satisfactory Standard	112	*	75	35	*	-	-	*	8	97	28
Total Tests	172	*	108	58	*	-	-	*	23	153	42
Writing											
Percent of Tests											
% at Level II Satisfactory Standard	52%	*	53%	52%	*	-	-	*	*	50%	47%
Number of Tests											
# at Level II Satisfactory Standard	32	*	19	12	*	-	-	*	*	25	7
Total Tests	62	*	36	23	*	-	-	*	*	50	15
Science											
Percent of Tests											
% at Level II Satisfactory Standard	71%	-	75%	65%	-	-	-	-	*	70%	67%
Number of Tests											
# at Level II Satisfactory Standard	35	-	24	11	-	-	-	-	*	32	10
Total Tests	49	-	32	17	-	-	-	-	*	46	15
Social Studies											
Percent of Tests											
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Number of Tests											
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-

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** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2016 Index 2: Student Progress Calculation Report
WILSON EL (090904108) - PAMPA ISD

Overall Progress (All Subjects)												
STAAR Weighted Progress Rate	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	Total Points	Maximum Points
Number of Tests	235		149	80					31	76		
# Met or Exceeded Progress	164		108	54				24	47			
# Exceeded Progress	59		42	17				6	18			
% Met or Exceeded Progress	70		72	68				77	62			
% Exceeded Progress	25		28	21				19	24			
Total	95		100	89				96	86	466	1000	
Index 2 Score (Target = 32)											47	

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Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2016 Index 2: Student Progress Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL (Current & Monitored)	ELL (Current)
2016 STAAR Performance											
All Subjects											
Number of Tests	235	*	149	80	*	-	-	*	31	76	76
# Met or Exceeded Progress	164	*	108	54	*	-	-	*	24	47	n/a
# Exceeded Progress	59	*	42	17	*	-	-	*	6	18	n/a
% Met or Exceeded Progress	70%	*	72%	68%	*	-	-	*	77%	62%	n/a
% Exceeded Progress	25%	*	28%	21%	*	-	-	*	19%	24%	n/a
Reading											
Number of Tests	117	*	74	*	*	-	-	*	*	38	38
# Met or Exceeded Progress	79	*	52	*	*	-	-	*	*	21	n/a
# Exceeded Progress	22	*	18	*	*	-	-	*	*	6	n/a
% Met or Exceeded Progress	68%	*	70%	*	*	-	-	*	*	55%	n/a
% Exceeded Progress	19%	*	24%	*	*	-	-	*	*	16%	n/a
Mathematics											
Number of Tests	118	*	75	40	*	-	-	*	*	38	38
# Met or Exceeded Progress	85	*	56	28	*	-	-	*	*	26	n/a
# Exceeded Progress	37	*	24	13	*	-	-	*	*	12	n/a
% Met or Exceeded Progress	72%	*	75%	70%	*	-	-	*	*	68%	n/a
% Exceeded Progress	31%	*	32%	33%	*	-	-	*	*	32%	n/a

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- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2016 Index 3: Closing Performance Gaps Calculation Report
WILSON EL (090904108) - PAMPA ISD

Overall Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Reading	62	53	115	400
Mathematics	79	77	156	400
Writing	60	0	60	200
Science	74	0	74	200
Social Studies	0	0	0	0
Total			405	1200
Index 3 Score (Target = 28)				34

TEXAS EDUCATION AGENCY
2016 Index 3: Closing Performance Gaps Calculation Report
WILSON EL (090904108) - PAMPA ISD

Reading Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Number of Tests	153	*		
# Level II Satisfactory Standard	85	*		
# Advanced Standard	9	*		
% Level II Satisfactory Standard	56	*		
% Advanced Standard	6	*		
Reading Weighted Performance Rate	62	53		

Mathematics Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Number of Tests	146	57		
# Level II Satisfactory Standard	95	35		
# Advanced Standard	21	9		
% Level II Satisfactory Standard	65	61		
% Advanced Standard	14	16		
Mathematics Weighted Performance Rate	79	77		

Writing Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Number of Tests	50	*		
# Level II Satisfactory Standard	25	*		
# Advanced Standard	5	*		
% Level II Satisfactory Standard	50	*		
% Advanced Standard	10	*		
Writing Weighted Performance Rate	60	0		

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TEXAS EDUCATION AGENCY
2016 Index 3: Closing Performance Gaps Calculation Report
WILSON EL (090904108) - PAMPA ISD

Science Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Number of Tests	*	*		
# Level II Satisfactory Standard	*	*		
# Advanced Standard	*	*		
% Level II Satisfactory Standard	*	*		
% Advanced Standard	*	*		
Science Weighted Performance Rate	74	0		

Social Studies Performance

STAAR Weighted Performance Rate	Econ Disadv	White	Total Points	Maximum Points
Number of Tests	-	-		
# Level II Satisfactory Standard	-	-		
# Advanced Standard	-	-		
% Level II Satisfactory Standard	-	-		
% Advanced Standard	-	-		
Social Studies Weighted Performance Rate	0	0		

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- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2016 Index 3: Closing Performance Gaps Data Table
WILSON EL (090904108) - PAMPA ISD

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	
2015 STAAR Performance - Used for Determining Lowest Performing Racial/Ethnic Group(s)								
All Subjects								
Percent of Tests								
% Phase-in Satisfactory Standard	-	61%	59%	-	-	-	-	-
Number of Tests								
Total Tests	**	236	203	*	-	-	-	-
Reading								
Number of Tests								
Total Tests	*	89	77	*	-	-	-	-
Mathematics								
Number of Tests								
Total Tests	**	90	77	*	-	-	-	-
2016 STAAR Performance								
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Reading								
Percent of Tests								
% Level II Satisfactory Standard	*	60%	*	*	-	-	*	56%
% Advanced Standard	*	7%	*	*	-	-	*	6%
Number of Tests								
# Level II Satisfactory Standard	*	65	*	*	-	-	*	85
# Advanced Standard	*	8	*	*	-	-	*	9
Total Tests	*	108	*	*	-	-	*	153
Mathematics								
Percent of Tests								
% Level II Satisfactory Standard	*	72%	61%	*	-	-	*	65%
% Advanced Standard	*	15%	16%	*	-	-	*	14%
Number of Tests								
# Level II Satisfactory Standard	*	73	35	*	-	-	*	95
# Advanced Standard	*	15	9	*	-	-	*	21
Total Tests	*	102	57	*	-	-	*	146

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- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2016 Index 3: Closing Performance Gaps Data Table
WILSON EL (090904108) - PAMPA ISD

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2016 STAAR Performance								
Writing								
Percent of Tests								
% Level II Satisfactory Standard	*	*	*	*	-	-	*	50%
% Advanced Standard	*	*	*	*	-	-	*	10%
Number of Tests								
# Level II Satisfactory Standard	*	*	*	*	-	-	*	25
# Advanced Standard	*	*	*	*	-	-	*	5
Total Tests	*	*	*	*	-	-	*	50
Science								
Percent of Tests								
% Level II Satisfactory Standard	-	*	*	-	-	-	-	*
% Advanced Standard	-	*	*	-	-	-	-	*
Number of Tests								
# Level II Satisfactory Standard	-	*	*	-	-	-	-	*
# Advanced Standard	-	*	*	-	-	-	-	*
Total Tests	-	*	*	-	-	-	-	*
Social Studies								
Percent of Tests								
% Level II Satisfactory Standard	-	-	-	-	-	-	-	-
% Advanced Standard	-	-	-	-	-	-	-	-
Number of Tests								
# Level II Satisfactory Standard	-	-	-	-	-	-	-	-
# Advanced Standard	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-

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- Indicates there are no students in the group.

TEXAS EDUCATION AGENCY
2016 Index 4: Postsecondary Readiness Calculation Report
WILSON EL (090904108) - PAMPA ISD

Overall Performance	Score	Weight	Total Points
STAAR Postsecondary Readiness	17.3	100%	17.3
Index 4 Score (Target = 12)			17

Indicator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL	Total Points	Max Points
STAAR Postsecondary Readiness Standard												
STAAR Postsecondary Readiness	18%		20%	14%							52.0	300
STAAR Postsecondary Readiness Standard Score												17.3

For more information on Index 4 calculations (annual dropout rate conversions or AEA bonus point calculations) see the 2016 Accountability Manual. Blank cells above represent student group indicators that do not meet the minimum size criteria.

TEXAS EDUCATION AGENCY
2016 Index 4: Postsecondary Readiness Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
2016 STAAR Postsecondary Readiness										
% Meeting Postsecondary Readiness Standard	18%	*	20%	14%	*	-	-	*	n/a	n/a
# Meeting Postsecondary Readiness Standard	27	*	18	8	*	-	-	*	n/a	n/a
Total Students Tested	151	*	89	57	*	-	-	*	n/a	n/a
4-Year Graduation Rate (Gr 9-12): Class of 2015										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
5-Year Extended Graduation Rate (Gr 9-12): Class of 2014										
% Graduated	-	-	-	-	-	-	-	-	-	-
# Graduated	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12): SY 2014-15										
% Dropped Out	-	-	-	-	-	-	-	-	-	-
# Dropped Out	-	-	-	-	-	-	-	-	-	-
# of Students	-	-	-	-	-	-	-	-	-	-
Longitudinal RHSP/DAP Graduates: Class of 2015										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Longitudinal RHSP/DAP/FHSP-E/FHSP-DLA Graduates: Class of 2015										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.

TEXAS EDUCATION AGENCY
2016 Index 4: Postsecondary Readiness Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	ELL
Annual RHSP/DAP Graduates: SY 2014-15										
% RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
Annual RHSP/DAP/FHSP-E/FHSP-DLA Graduates: SY 2014-15										
% RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# RHSP/DAP/FHSP-E/FHSP-DLA Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a
College and Career Readiness: SY 2014-15										
% College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# College and Career Ready Graduates	-	-	-	-	-	-	-	-	n/a	n/a
# of Graduates	-	-	-	-	-	-	-	-	n/a	n/a

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** When only one ethnic/race group is masked, then the second smallest ethnic/race group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to Index 4.