

**Pampa Independent School District**  
**Wilson Elementary**  
**2018-2019 Campus Improvement Plan**



## 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 2018 Met Standard Rating! Wilson Elementary is a Title I campus with 81.08% economically disadvantaged students, 31.94% limited English proficient students including Bilingual and ESL populations. Wilson Elementary has self-contained bilingual classrooms in grades K-2. Our campus currently has 407 students in kindergarten through 5<sup>th</sup> grades. Our staff of 42 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.

# 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.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** 31% of Wilson 4th grade students met the "approaches" grade level standard in writing. **Root Cause:** There is a lack of high expectations, consistent use of effective instructional strategies, and guidance/training for teachers which results in a lack of quality Tier 1 instruction.

**Problem Statement 2:** 49% of Wilson 3rd grade students met the "approaches" grade level standard in reading. **Root Cause:** There is a lack of continuous, purposeful training/expectations for a balanced approach to reading instruction.

**Problem Statement 3:** 30% of Wilson 2nd grade students met the district standard (60%) in the EOY reading assessment. **Root Cause:** There is a lack of training and understanding to create an appropriate balance between rigor and guided reading.

**Problem Statement 4:** 46% of Wilson 4th grade students met "approaches" grade level standard in reading. **Root Cause:** There is a lack of high expectations for success of all which led to ineffective, low quality instruction.

# 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!



# **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.

# 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.

# Parent and Community Engagement

## Parent and Community Engagement 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.

## Parent and Community Engagement 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.

# **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.

# 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.

# 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 5<sup>th</sup> 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 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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.

# 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

## 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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- 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.


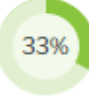
**Performance Objective 1:** We will close academic performance gaps between Wilson Elementary and our accountability cohort, our region, and our state.




**Evaluation Data Source(s) 1:** Comparison of state assessments from 2017 to 2018





### Summative Evaluation 1:



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) We will utilize data from AWARE and MAP unit assessments to intervene for students at the point of need. Specific target groups will be ELL, Hispanic, White, Economically Disadvantaged, and Special Education. Specific content targets will be in writing, math and science, and reading. (System Safeguard Activity)</p>	2.4, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>Goal # 1: In May 2019, 60% of each grade level K-2 students will be on grade level and 80% of each grade level will demonstrate a years growth according to TRL.</p> <p>Goal # 2: In May 2019, 40% of students in each grade level will attain meets and 20% will attain masters on the 3-5 math and reading STAAR.</p> <p>Goal # 3: In May 2019, each grade level 3-5 will attain 75% approaches on reading STAAR.</p> <p>Goal # 4: In May 2019, 75% of K, 88% of 1st grade, and 75% of 2nd grade students will attain approaches on EOY math assessment and 80% approaches on 3rd grade math STAAR.</p> <p>Goal # 5: In May 2019, 100% of coaches notebooks will be audited for quality program implementation and EOY coaching survey will have an average of 3+ response rating (likert scale) relating to coaching questions.</p> <p>Special Education and sub groups will see improvement on EOY tests.</p>				










<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) We will develop effective Professional Learning Communities which focus on instruction through the use of protocols and purposeful planning.</p> <p>We will ask teachers for feedback and information on the types of PD that are needed for each grade level. From this, PLCs will be differentiated and led by both the principal and L3 leaders.</p> <p>PD Calendar will be developed from feedback from the teachers. This is used to provided differentiated PD that is focused on our TAIS Goal efforts. Focuses for Wilson this year are improving meets and masters percentages in all content areas on STAAR and EOY assessments.</p>	2.4	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	T-TESS Evaluations and 6-Week check points for TTESS Goals, feedback from teachers via Learning Walks, observations, and PLCs (data), common assessment results, and PLC minutes, staff surveys, PD reflections, and TAIS Quarterly Goal reflections from grade-levels.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) We will target progress in reading, math, writing, advanced levels and science through examination of learning checks and benchmark results for each TEKS Resource System unit.</p> <p>We will use MAP to assess progress and aid in RTI data collection.</p> <p>In addition, we will collaborate with Mrs. Nena Mankin to meet and exceed our TAIS quarter and annual goals. The goals and interventions are noted in our TAIS plan.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>Goal # 1: In May 2019, 60% of each grade level K-2 students will be on grade level and 80% of each grade level will demonstrate a years growth according to TRL.</p> <p>Goal # 2: In May 2019, 40% of students in each grade level will attain meets and 20% will attain masters on the 3-5 math and reading STAAR.</p> <p>Goal # 3: In May 2019, each grade level 3-5 will attain 75% approaches on reading STAAR.</p> <p>Goal # 4: In May 2019, 75% of K, 88% of 1st grade, and 75% of 2nd grade students will attain approaches on EOY math assessment and 80% approaches on 3rd grade math STAAR.</p> <p>Goal # 5: In May 2019, 100% of coaches notebooks will be audited for quality program implementation and EOY coaching survey will have an average of 3+ response rating (likert scale) relating to coaching questions.</p> <p>Special Education and sub groups will see improvement on EOY tests.</p>				

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) We will support the Response-to-Intervention (RTI) system led by the campus administration and coordinators by directly meeting with the grade level teachers individually every month.</p> <p>Teachers are creating Intervention Plans on students that are in danger of not meeting success criteria while they focus on Tier 1 and II instruction.</p> <p>Data on attendance, behavior, academics both past and present will be discussed and analyzed regularly to assist in the development and execution of meaningful and purposeful interventions.</p> <p>The documentation will be uploaded to Google Drive and put into Eduphoria when the campus RTI team meets to discuss the progress of students in need.</p>	<p>2.6</p>	<p>Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers</p>	<p>Utilizing a system to track all students, early identification and interventions will help students in Tier 3 make progress. An emphasis on Tier 1 instruction and providing differentiated content/processes will help Tier 1 and 2 students continue to grow.</p> <p>This will be measured through the grade level PLC and RTI discussions agendas and minutes, meeting grade level and campus level TAIS quarterly goals, and learning check/benchmark data.</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> 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>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers</p>	<p>Precise intervention documentation and intervention logs, Data Days minutes and data binders that every core content teacher will have that explains and shows current and past data on students, their interventions, and their SMART Intervention Plans.</p>				

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> 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 and purposeful planning. Teachers will continue to attend scheduled professional development focused on Balanced Literacy.</p> <p>We will develop reading workshop skills in grades 3-5 reading through the same means. The reading Master Teacher will conduct professional development sessions in Balanced Literacy during professional development and be a support during Purposeful Planning.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>Goal # 1: In May 2019, 60% of each grade level K-2 students will be on grade level and 80% of each grade level will demonstrate a year's growth according to TRL.</p> <p>Goal # 2: In May 2019, 40% of students in each grade level will attain meets and 20% will attain masters on the 3-5 math and reading STAAR.</p> <p>Goal # 3: In May 2019, each grade level 3-5 will attain 75% approaches on reading STAAR.</p>				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) We will systematically improve mathematics instruction across all grade levels by auditing lesson plans and analyzing our methods of instruction and collaborating during collaboration meetings and PLCs/Vertical alignment meetings led by 3-5 math Master Teacher and the Instructional Coordinators.</p>	2.4, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Goal # 4: In May 2019, 75% of K, 88% of 1st grade, and 75% of 2nd grade students will attain approaches on EOY math assessment and 80% approaches on 3rd grade math STAAR.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>8) 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 that are receiving Special Education services.</p> <p>We will emphasize the use of Balanced Literacy and Lead4Ward techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity)</p> <p>We will use MAP to assess and progress monitor RTI students for growth and the development of targeted intervention plans.</p>	2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Scholastic Reading Inventory (SRI) at Grade Level, Read 180 records at Grade Level, intervention documentation, reading STAAR scores, and MAP data.				

<p><b>Critical Success Factors</b> CSF 1</p> <p>9) We will review STAAR and TEKS Resource System objectives systematically.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	During In-service and scheduled professional development, teachers will analyze data, unpack the TEKS, and have support through Purposeful Planning to understand their content and how to teach at the appropriate depth and rigor.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) We will target students' needs in reading, writing, math, (and science, where applicable) during scheduled intervention times. These interventions will be documented and uploaded to Eduphoria.</p>	2.4, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Intervention Records for instruction will be used to determine the proper intervention for each student. We will meet quarterly and yearly TAIS goals.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>11) 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>		Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	The teachers will follow the TEKS Resource System Instructional Focus Documents and the Year at a Glance Documents. 3-5 ELAR teachers will follow Lead4Ward strategies and YAG/Scope & Sequence developed by Gayla Wiggins. We will meet quarterly and yearly TAIS goals.				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) 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 Balanced Literacy classes for all K-2 ELAR teachers to collaborate with other teachers to improve student achievement. Teachers will also meet with vertical alignment teams on campus facilitated by the L3 team.</p>	2.4, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Goal # 1: In May 2019, 60% of each grade level K-2 students will be on grade level and 80% of each grade level will demonstrate a years growth according to TRL.				

<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>13) 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. We are utilizing student writing portfolios. Teachers will calibrate student writing using the district created/approved rubric. Students will show mastery of No Excuse Words and Essentials. (System Safeguard Activity)</p>	2.4	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>K-2: The students will write daily; 3-5: The students will practice writing strategies daily. K-5: Mastery of No Excuses and Essentials K-5: Improved writing practices across all grades and contents.</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>14) We will implement the concepts outlined by the TEKS Resource System curriculum to the appropriate depth and complexity through structured and supported purposeful planning PLC meetings weekly.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>Goal # 1: In May 2019, 60% of each grade level K-2 students will be on grade level and 80% of each grade level will demonstrate a years growth according to TRL.</p> <p>Goal # 2: In May 2019, 40% of students in each grade level will attain meets and 20% will attain masters on the 3-5 math and reading STAAR.</p> <p>Goal # 3: In May 2019, each grade level 3-5 will attain 75% approaches on reading STAAR.</p> <p>Goal # 4: In May 2019, 75% of K, 88% of 1st grade, and 75% of 2nd grade students will attain approaches on EOY math assessment and 80% approaches on 3rd grade math STAAR.</p> <p>Goal # 5: In May 2019, 100% of coaches notebooks will be audited for quality program implementation and EOY coaching survey will have an average of 3+ response rating (likert scale) relating to coaching questions.</p> <p>Special Education and sub groups will see improvement on EOY tests.</p>				




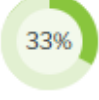
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>15) We will use performance indicators from ELA, science, and social studies in TEKS Resource System units as writing common assessments through which we evaluate the writing abilities of our students and monitor and adjust our writing instruction. (Title I SW: 3)</p>	2.4	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Audits of Writing Portfolios every quarter.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>16) We will use the TEKS Resource/MAP data and district approved/vetted resources to develop learning stations for use in small group instruction in a variety of grade levels.</p>	2.4	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Improved assessment scores on MAP, OS-TRL, learning checks, benchmarks, and STAAR.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>17) Our students are recognized each six weeks for the Honor Roll during an assembly to promote academic success. This will be a short assembly in the mornings where each grade level will be recognized for their honor roll and attendance.</p> <p>Each quarter, we will hold a Showcase for all students to be recognized for their talents. The district academic showcase will serve as our first quarter showcase.</p>	2.4, 2.6, 3.2	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	<p>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> <p>All students will be invited to show parents and loved ones their academic portfolio as well as any other talents or successes the students want to highlight.</p>				
<p>18) We have restructured our instructional programs to promote continuous student achievement. This initiative provides the following resources to support all students by reducing class sizes: coordinators and stipends for master teachers. What's more, the coordinators and master teachers utilize effective coaching and modeling strategies with all teachers to improve student achievement.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Ongoing observations with teachers through coaching with follow up conversations, improved learning check data, benchmark data, and STAAR results.				
<p>19) We will continue to implement the L3 distributed leadership model. This model includes 3 coordinators and 4 master teachers who focus on improving student achievement and teacher capacity through teaching students and coaching teachers.</p>	2.4, 2.5, 2.6	Principal, Coordinators, Master Teachers, Teachers	Improved learning check data, benchmark data, and STAAR results.				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = 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.










**Evaluation Data Source(s) 2:** Comparison of PBMAS reports, TAIS reports and state assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) We will provide our students with enriching experiences through our fine arts classes and curriculum.</p>	2.5	Principal, Student Services Coordinator and Music Teacher	Music, theater, drama, art, dance, etc. curriculum and lesson plans				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) We will use MAP data to identify struggling students in all sub groups and develop targeted intervention plans to meet their needs.</p>	2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Data collection, progress monitoring, data analysis, targeted intervention plans, RTI system.				
<p><b>Comprehensive Support Strategy</b></p> <p>3) 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>		Counselor and Teacher(s)	At- risk reports, intervention logs, and RTI.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) We will use informal and formal assessments throughout the learning cycle to check for understanding on an ongoing basis.</p>	2.4, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, Special Education Teachers, and Teachers	coaching observations and conversations, purposeful planning, and student passing rates on TEKS Resource System and 3-5				



<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>5) 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, writing, and math. (System Safeguard Activity)</p>	<p>2.4, 2.6</p>	<p>Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers</p>	<p>Documented Intervention Data monitored weekly for students needing Tier II and Tier III interventions. RTI progress monitoring and minutes.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) 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. The BIT (behavior intervention team) will meet on students with more than 3 referrals and collect data to help develop and appropriate behavioral intervention plan. (informal and formal)</p>		<p>Campus RTI/BIT Team</p>	<p>Behavior improvement plans, Campus RTI team minutes and PLC minutes</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) We will teach appropriate behavioral response strategies, social skills, replacement behaviors, and coping skills using CHAMPS guidelines.</p> <p>We will also use a social and emotional learning curriculum called Second Step to proactively teach our students appropriate soft skills necessary for success.</p> <p>We will practice appropriate response strategies with students regularly as a means of intervention with students who are struggling behaviorally. Our discipline system is based on a restorative philosophy and each office referral results in a consequence and teaching piece.</p>	<p>2.4, 2.6</p>	<p>Counselor, Principal, Student Services Coordinator, and Teacher(s)</p>	<p>Documented/Planned lessons from SEL curriculum.</p> <p>Data supporting lower disciplinary referrals and counseling referrals.</p>				




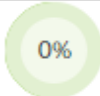

<p><b>Critical Success Factors</b> CSF 1</p> <p>8) We will provide direct instruction to dyslexic students using the Wilson Language Program. This program will target interventions daily for students in a small group setting for students who have been qualified as dyslexic.</p>		<p>Campus RTI Team and Dyslexia Teacher</p>	<p>Wilson Language Program records, RTI binder data</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) We will provide a dyslexia teacher as a resource for interventions with students.</p>		<p>Principal, Student Services Coordinator, Instructional Coordinators, Dyslexia Teacher, and Teachers</p>	<p>Campus RTI minutes for each grade level team. Our dyslexia teacher is receiving training in the Wilson Language program to develop expertise in the program.</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Teachers will meet monthly with the RTI team to brainstorm strategies and ideas for improving success of struggling students. Teachers are expected to document intervention data weekly and upload data to Eduphoria on a monthly basis.</p>	<p>2.6</p>	<p>Campus RTI Team</p>	<p>Minutes from RTI meetings- documented data reflecting student growth.</p>				
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**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.

**Evaluation Data Source(s) 3:** Analysis and comparison of annual Brite Byte surveys

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	2.4, 2.5, 2.6	Instructional Technology Director, Principal, Elementary Dean of Instruction, Instructional Coordinators, Master Teachers, and Teachers	Observations, trainings, and lesson plans				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**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.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 1) We will implement career day events to highlight the education requirements needed to pursue various careers.		Counselor, Principal and Student Services Coordinator, GT Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Career Day events, agendas and sign-in sheets	0%			
<b>Critical Success Factors</b> CSF 5 2) We will arrange transition tours for students in 5th grade.	2.4, 2.5, 2.6	Counselor, Principal and Student Services Coordinator, GT Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Less anxiety over the transition to Junior High.	0%			
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**Goal 1:** Wilson Elementary will achieve excellence in academics.

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

**Evaluation Data Source(s) 5:** Attendance Reports

**Summative Evaluation 5:**




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	2.4, 2.5, 2.6	Principal, Student Services Coordinator and Receptionist	TxEIS Attendance reports each six weeks.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) We will continue to analyze student attendance and provide feedback and support to address attendance issues while celebrating attendance success.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator and Receptionist	Increased attendance data throughout the school year				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) We will recognize team members with good attendance during in-service and staff meetings.</p>	2.5	Principal, Assistant Principal and Secretary	Attendance Reports				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = 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.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	2.5	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	PLC minutes weekly, efficient operation of PLCs and professional growth of PLCs				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Subject area horizontal and vertical teams will meet throughout the year to examine the TEKS Resource System curriculum and learning checks which measure its effectiveness and implementation.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Horizontal and Vertical Alignment Team Meeting Minutes.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) We will review and discuss the TTESS Rubric multiple times while using Get Better Faster scope and sequence to coach teachers. Additionally, the L3 team will use Teach Like a Champion 2.0 to provide small, bite-sized pd pieces for teachers every two weeks. Teachers are expected to implement the strategies and coaching feedback into practice.</p> <p>In addition, we will utilize observations and coaching conversations to provide feedback regarding instructional practices.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Faculty meeting minutes and PLC minutes weekly, BOY PD and PD throughout the year.  Coaching conversation notes and observations.				

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) We will use observations and coaching conversations to monitor, adjust, and evaluate implementation of best practices in our instruction.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Purposeful Planning Minutes Lesson Plans will improve Coaching notes/feedback				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) We will develop a shared understanding of guided reading instructional strategies in grades K-5 and its implementation.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Guided Reading Notebooks, running records, MAP and OS testing data, lesson plans, grade level TAIS quarterly and yearly goals, Campus quarterly and yearly TAIS goals, and PLC Minutes				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) We will provide constructive feedback regularly to teachers regarding their classroom practice using the Eduphoria and T-TESS systems through observations and coaching conversations.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, and Master Teachers	T-TESS evaluation records data and Learning Walks in Eduphoria as well as informal observations and follow up conversations from coaches will improve instruction. Every K-5 core content teacher has a coach and will have observations regularly with follow up conversations.				
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>7) PISD's District of Innovation plan allows teachers to teach outside of content field and/or hold an out of state credential. Additionally, Wilson Elementary will provide ongoing support to help ensure all personnel are working toward proper certification in the assignment they are instructing.</p>	2.4, 2.5, 2.6	Principal, HR Director	<p>Wilson Elementary currently has the following plans in place:</p> <ul style="list-style-type: none"> <li>-Kindergarten bilingual teacher</li> <li>-1st Grade bilingual teacher</li> <li>-1st Grade teacher</li> <li>-2nd Grade bilingual teacher (2)</li> <li>-4th Grade ELAR teacher</li> </ul> <p>All of our current non-bilingual teachers that are not certified are in the process of becoming certified.</p> <p>The bilingual teachers have additional supports for job-specific training: SIOP and bilingual aides.</p>				
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**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Coaches will conduct observations with teachers and have follow up conversations in lieu of learning walks to provide teachers with positive and continuous constructive feedback to develop a growth mindset for improving student achievement and learning.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers through Bigs and Littles.	<p>Improved interactions between team members during PLCs and purposeful planning will positively impact student learning. Improved student engagement observations highlighted in the observation/feedback data, and coaching conversations.</p> <p>Through utilizing Getting Better Faster, we will provide meaningful feedback to teachers and promote growth by going granular and giving bite-sized suggestions for improvement.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) We will recognize teachers that exhibit a growth mindset through personal and coaching conversations.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Increased teacher morale throughout the school year				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



**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.

**Evaluation Data Source(s) 3:** 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

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) We will provide a T-TESS refresher to review the four domains and the T-TESS rubric. We will provide supplemental training in the Lesson Planning Domain throughout the year.</p>	2.4	Principal and N. Maxwell- Director of HR.	Improved instructional practices noted in observations, coaching feedback and conversations, and feedback from teachers and students				
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) We will review the six Texas Teacher Standards.</p>	2.4	Principal and N. Maxwell- Director of HR.	Improved instructional practices noted in observations.				
<p><b>Critical Success Factors</b> 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>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, and Instructional Coordinators	Higher student outcomes and feedback from teachers				
<p><b>Critical Success Factors</b> 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, Student Services Coordinators, and Instructional Coordinators.	Higher student outcomes, higher functioning PLCs and increased communication efforts throughout the school year.				
= Accomplished      = Continue/Modify      = 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.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	2.4	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Improved instructional practices after professional development activities, higher levels of student engagement and feedback from teachers				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) We will analyze state assessments and benchmark data to develop professional development activities.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) We will provide opportunities for our teachers to attend Lead4ward trainings, horizontal alignment meetings, purposeful planning support, and district trainings to improve instructional practices.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				
<p><b>Critical Success Factors</b> 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 Coordinators to model effective strategies for teaching concepts to mastery.</p>	2.4, 2.5, 2.6	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments				






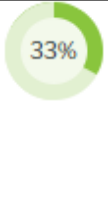




# Goal 3: Wilson Elementary will have increased support of the community.

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

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) We will promote and actively participate in our Wilson Booster Club.</p>	3.1, 3.2	Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Booster Club minutes				
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Counselor, Parental Involvement Liaison, Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Event sign-in sheets				
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Parental Involvement Liaison, Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers	Newsletters and parent surveys, Facebook Pages, Twitter, #CrosstheLine, # PampaProud				







<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) We will invite parents to attend awards assemblies, music programs, and showcase events in which their children are featured.</p>	<p>3.1, 3.2</p>	<p>Principal, Student Services Coordinator, Instructional Coordinators, Master Teachers, and Teachers</p>	<p>Good news notes, event sign-in sheets and parent surveys, social media campaigns.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

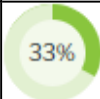
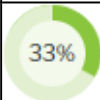

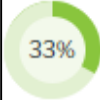
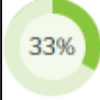
**Goal 3:** Wilson Elementary will have increased support of the community.








**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Principal, Student Services Coordinator, and Teachers	Thursday folder signatures and parent surveys, Class Dojo.				
<p><b>Critical Success Factors</b> 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. We will also highlight our successes and celebrations on our Facebook pages and Twitter.</p>	3.1, 3.2	Principal, Student Services Coordinator, Teachers, and parent involvement team members	Monthly newsletters and parent surveys (Parent Involvement will provide the newsletters and surveys), social media campaigns				
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Principal, Student Services Coordinator and Teacher(s)	Parent signature pages from the student handbook.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) We will provide translation services for our families to promote open communication between home and school.</p>	3.1, 3.2	Principal, Student Services Coordinator and Teacher(s)	Bilingual teachers, bilingual paraprofessionals and parent surveys, and translating headphones at open house.				

<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Parents will be notified immediately of concerns with attendance either by phone or by letters.</p>	3.1, 3.2	Principal, Student Services Coordinator, and Teacher(s)	TxEIS attendance reports, attendance letter logs and documentation notebooks from the District Truancy Coordinator				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) We will use home visits to promote positive interdependence and communication between home and school environments for students who are struggling with attendance/behavior/academic performance.</p>	3.1, 3.2	Principal, Student Services Coordinator, 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>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Parent surveys and parent sign-in sheets				
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Parent conference sign-in sheets				
<p><b>Critical Success Factors</b> 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>	3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Documentation of needs and communications with outside agencies and parent surveys				
<p><b>Critical Success Factors</b> 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>	2.5, 3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Lesson plans Community engagement and contacts				

<p><b>Critical Success Factors</b> 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>	2.5, 3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Mentor sign-in sheets and feedback from teachers				
<p><b>Critical Success Factors</b> 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>	2.5, 2.6, 3.1, 3.2	Principal, Student Services Coordinator, Teacher(s) and Counselor	Mentoring sign-in sheets, visits on the calendar from programs.				
<p><b>Critical Success Factors</b> 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>	2.5	Principal, Student Services Coordinator, Teacher(s) and WOWW Coordinator	WOWW calendar, WOWW lesson plans and student performance in core areas				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							









# 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.

**Evaluation Data Source(s) 1:** Documentation of all safety drills

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Teachers will implement CHAMPS guidelines which provide supportive and corrective feedback to students regarding their behavior. In addition to this, teachers will promote positive behavior intervention strategies to teach students appropriate replacement behaviors. Teachers in grade level clusters worked to develop grade level expectations and procedures before the beginning of the year. Teachers, coaches, and administrators provide feedback and hold students/teachers accountable to meeting those expectations.</p>	2.5, 2.6	Principal, Student Services Coordinator, Counselor, Dyslexia Teacher, Paraprofessionals, Special Education Teachers, Master Teachers, Instructional Coordinators, and Teachers	Five or fewer referrals per classroom per semester.				
<p><b>Critical Success Factors</b> 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. Our restorative discipline system and BIT (behavior intervention team) work to educate students on replacement behaviors.</p>	2.5, 2.6	Principal, Student Services Coordinator, Counselor, Dyslexia Teacher, Paraprofessionals, Special Education Teachers, Instructional Coordinators, Master Teachers, and Teachers	Campus SST minutes, RTI binder documentation, discipline referrals and BIP documentation BIT Team minutes/documentation				

<p><b>Critical Success Factors</b> 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>	2.5, 3.1, 3.2	Principal, Student Services Coordinator, and Teachers	Safety plans and procedures, safety drill documentation, monthly newsletters and early release schedules.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) We will implement safety procedures and drills to prepare staff and students for specific evacuation situations.</p>	2.5, 3.1, 3.2	Principal, Student Services Coordinator, and the Campus Safety Committee	Minutes from the District and Campus Safety Committees, documentation of fire, tornado, and lockdown drills.				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue










**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) We will provide breakfast in the classroom. This service will be free for every student at Wilson Elementary.	2.4, 2.5, 2.6, 3.1, 3.2	Cafeteria Staff, Food Services Coordinator, Paraprofessionals, Principal, Student Services Coordinator, and Teachers	Cafeteria breakfast documentation and an attendance rate of 96% each six weeks or for the year.				
<p><b>Critical Success Factors</b> CSF 5</p> 2) We will utilize community resources to help provide glasses for students who need them and cannot afford to purchase them.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor, Principal, Student Services Coordinator, and School Nurse(s)	Nurse records and documentation.				
<p><b>Critical Success Factors</b> 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.	2.4, 2.6	Counselor, Principal, Student Services Coordinator, and Teachers	Documentation of distribution to students with need.				
<p><b>Critical Success Factors</b> 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.	2.4, 2.5, 2.6, 3.1, 3.2	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.	2.4, 2.5, 2.6	Physical Education Teacher, Principal, Assistant Principal and Teachers	Fitness gram for grades 3-5 and weekly PE lesson plans				
<b>Critical Success Factors</b> CSF 1 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.	2.4, 2.5, 2.6	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).	2.4, 2.5, 2.6	Cafeteria Staff, Food Services Coordinator, Physical Education Teacher, Principal, Student Services Coordinator, and Teachers	Lunch menus, distribution of FMNV guidelines to teachers and staff and breakfast documentation				
 = Accomplished  = Continue/Modify  = 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.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) We will recruit and encourage students to participate in UIL competitions.	2.4, 2.5	Principal, Student Services Coordinator, Counselor, Teachers and UIL Coordinator	Increased student participation in UIL events				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">                           = Accomplished                     </div> <div style="text-align: center;">                           = Continue/Modify                     </div> <div style="text-align: center;">                           = No Progress                     </div> <div style="text-align: center;">                           = Discontinue                     </div> </div>							

**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.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6 1) We will recognize students and teachers for participating in UIL events.	2.4, 2.5	Principal, Student Services Coordinator, Counselor and UIL Coordinator	Increased participation in UIL events by students and teachers				
<b>Critical Success Factors</b> CSF 1 2) We will provide before and after school coaching support sessions for UIL students.	2.4, 2.5	Principal, Student Services Coordinator, Counselor and UIL Coordinator	Increased participation in UIL events and increased awards earned during all UIL events				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) We will promote school pride via our school website and social media campaigns.	2.4, 3.1, 3.2	Principal, Student Services Coordinator, and Campus Website Coordinator	School spirit updates, events published on our campus website, feedback from parents and community members, Facebook and Twitter.				
<b>Critical Success Factors</b> CSF 1 CSF 6 2) We will showcase accomplishments during our awards assemblies focusing on behavior, mindset, academic success, attendance, and kindness.	2.4, 3.1, 3.2	Principal, Student Services Coordinator, Teachers and Counselor	6 Weeks awards assemblies during the morning to highlight honor roll and attendance but also quarterly show cases to highlight student learning through portfolios and other talents.				
<b>Critical Success Factors</b> CSF 1 CSF 5 3) We will recognize student achievement via the Pampa Newspaper.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Student Services Coordinator, Counselor and Teachers	Pictures depicting high levels of student engagement being published in the newspaper				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 4) We will utilize Twitter and Facebook to promote school pride and accomplishments earned by students and team members.	2.4, 3.1, 3.2	Principal, Student Services Coordinator, and Technology Aide	Feedback from students, parents, teachers and community members				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will utilize data from AWARE and MAP unit assessments to intervene for students at the point of need. Specific target groups will be ELL, Hispanic, White, Economically Disadvantaged, and Special Education. Specific content targets will be in writing, math and science, and reading. (System Safeguard Activity)
1	1	2	We will develop effective Professional Learning Communities which focus on instruction through the use of protocols and purposeful planning. We will ask teachers for feedback and information on the types of PD that are needed for each grade level. From this, PLCs will be differentiated and led by both the principal and L3 leaders. PD Calendar will be developed from feedback from the teachers. This is used to provided differentiated PD that is focused on our TAIS Goal efforts. Focuses for Wilson this year are improving meets and masters percentages in all content areas on STAAR and EOY assessments.
1	1	3	We will target progress in reading, math, writing, advanced levels and science through examination of learning checks and benchmark results for each TEKS Resource System unit. We will use MAP to assess progress and aid in RTI data collection. In addition, we will collaborate with Mrs. Nena Mankin to meet and exceed our TAIS quarter and annual goals. The goals and interventions are noted in our TAIS plan.
1	1	4	We will support the Response-to-Intervention (RTI) system led by the campus administration and coordinators by directly meeting with the grade level teachers individually every month. Teachers are creating Intervention Plans on students that are in danger of not meeting success criteria while they focus on Tier 1 and II instruction. Data on attendance, behavior, academics both past and present will be discussed and analyzed regularly to assist in the development and execution of meaningful and purposeful interventions. The documentation will be uploaded to Google Drive and put into Eduphoria when the campus RTI team meets to discuss the progress of students in need.
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	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 and purposeful planning. Teachers will continue to attend scheduled professional development focused on Balanced Literacy. We will develop reading workshop skills in grades 3-5 reading through the same means. The reading Master Teacher will conduct professional development sessions in Balanced Literacy during professional development and be a support during Purposeful Planning.
1	1	7	We will systematically improve mathematics instruction across all grade levels by auditing lesson plans and analyzing our methods of instruction and collaborating during collaboration meetings and PLCs/Vertical alignment meetings led by 3-5 math Master Teacher and the Instructional Coordinators.



Goal	Objective	Strategy	Description
1	1	8	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 that are receiving Special Education services. We will emphasize the use of Balanced Literacy and Lead4Ward techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity) We will use MAP to assess and progress monitor RTI students for growth and the development of targeted intervention plans.
1	1	10	We will target students' needs in reading, writing, math, (and science, where applicable) during scheduled intervention times. These interventions will be documented and uploaded to Eduphoria.
1	1	11	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.
1	1	12	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 Balanced Literacy classes for all K-2 ELAR teachers to collaborate with other teachers to improve student achievement. Teachers will also meet with vertical alignment teams on campus facilitated by the L3 team.
1	1	13	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. We are utilizing student writing portfolios. Teachers will calibrate student writing using the district created/approved rubric. Students will show mastery of No Excuse Words and Essentials. (System Safeguard Activity)
1	2	3	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	5	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, writing, and math. (System Safeguard Activity)
2	1	7	PISD's District of Innovation plan allows teachers to teach outside of content field and/or hold an out of state credential. Additionally, Wilson Elementary will provide ongoing support to help ensure all personnel are working toward proper certification in the assignment they are instructing.

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Addendums

## TARGETED Improvement Plan/Wilson Elementary

### Goal #1: Writing

- **Problem Statement:** 39% of 4<sup>th</sup> grade students achieved the “Approaches” grade level standard in writing.
- **Annual Goal:** By May 2018, 65% of 4<sup>th</sup> grade students will achieve the “Approaches” grade level standard in writing.
- **Strategies:** Provide and sustain PD to support campus-wide writing.

### Goal #2: 3<sup>rd</sup> Grade Reading

- **Problem Statement:** 49% of 3<sup>rd</sup> grade students achieved the “Approaches” grade level standard in reading.
- **Annual Goal:** By May 2018, 60% of 3<sup>rd</sup> grade students will achieve the “Approaches” grade level standard in reading.
- **Strategies:** Provide and sustain PD to support a balanced approach to reading.

### Goal #3: 2<sup>nd</sup> Grade Reading

- **Problem Statement:** 30% of 2<sup>nd</sup> grade students met the district standard (60%) on the EOY reading assessment.
- **Annual Goal:** By May 2018, 60% of 2<sup>nd</sup> grade students will meet the district standard (60%) on the EOY reading assessment.
- **Strategies:** Provide and sustain PD to support a balanced and rigorous approach to reading.

### Goal #4: 4<sup>th</sup> Grade Reading

- **Problem Statement:** 46% of 4<sup>th</sup> grade students achieved the “Approaches” grade level standard in reading.
- **Annual Goal:** By May 2018, 70% of 4<sup>th</sup> grade students will achieve the “Approaches” grade level standard in reading.
- **Strategies:** Communicate and implement the L<sup>3</sup> Distributed Leadership Model.

