

Pampa Independent School District

Wilson Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Public Presentation Date: October 25, 2022

Mission Statement

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

Vision

Pampa ISD students are courageous innovators utilizing their own unique abilities to invest in their world.

Core Beliefs



our beliefs

We believe...

- Each student deserves a classroom with high-quality instruction where they learn how to learn in a way that sets them up for lifelong success.
- Early childhood education provides a strong foundation for future success.
- All students deserve experiences that spark their unique interests and passions in order to define their successful futures.
- Strong relationships between all members of the community are critical to student success.
- In the value of learning from failure and overcoming struggles in order to become perseverant.
- The community that takes radical responsibility for developing, supporting, and encouraging students creates an environment for continued success.
- In educating the whole child.

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Student Demographics: (taken from 201-2022 Fall Collection TSDS PEIMS Student Data)

- *Wilson Elementary is a Title I campus with 85% economically disadvantaged students,*
- *33.5% limited English proficient students including Bilingual and ESL populations.*
- *Wilson Elementary has self-contained bilingual classrooms in grades K-2.*

Staff/Student Demographics:

- *Our campus current 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 a variety of events on campus to support student achievement.*
- *Wilson student population has remained steady from an enrollment of 406 in the 2020-2021 school year to 400 students in kindergarten through 5th grade for the 2021-2022 school year. Our 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 student's 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.*
- *Wilson serves Kinder-2nd grade Bilingual students for our district. Of the three grade levels, Wilson only has one classroom teacher and an interventionist that is certified to teach bilingual students. Additionally, Wilson and the district are in transition from an early exit program to a dual-language one-way model, likely to be Gomez & Gomez.*

Student Demographics Information: (2021-2022 PEIMS snapshot data)

Ethnic Distribution:

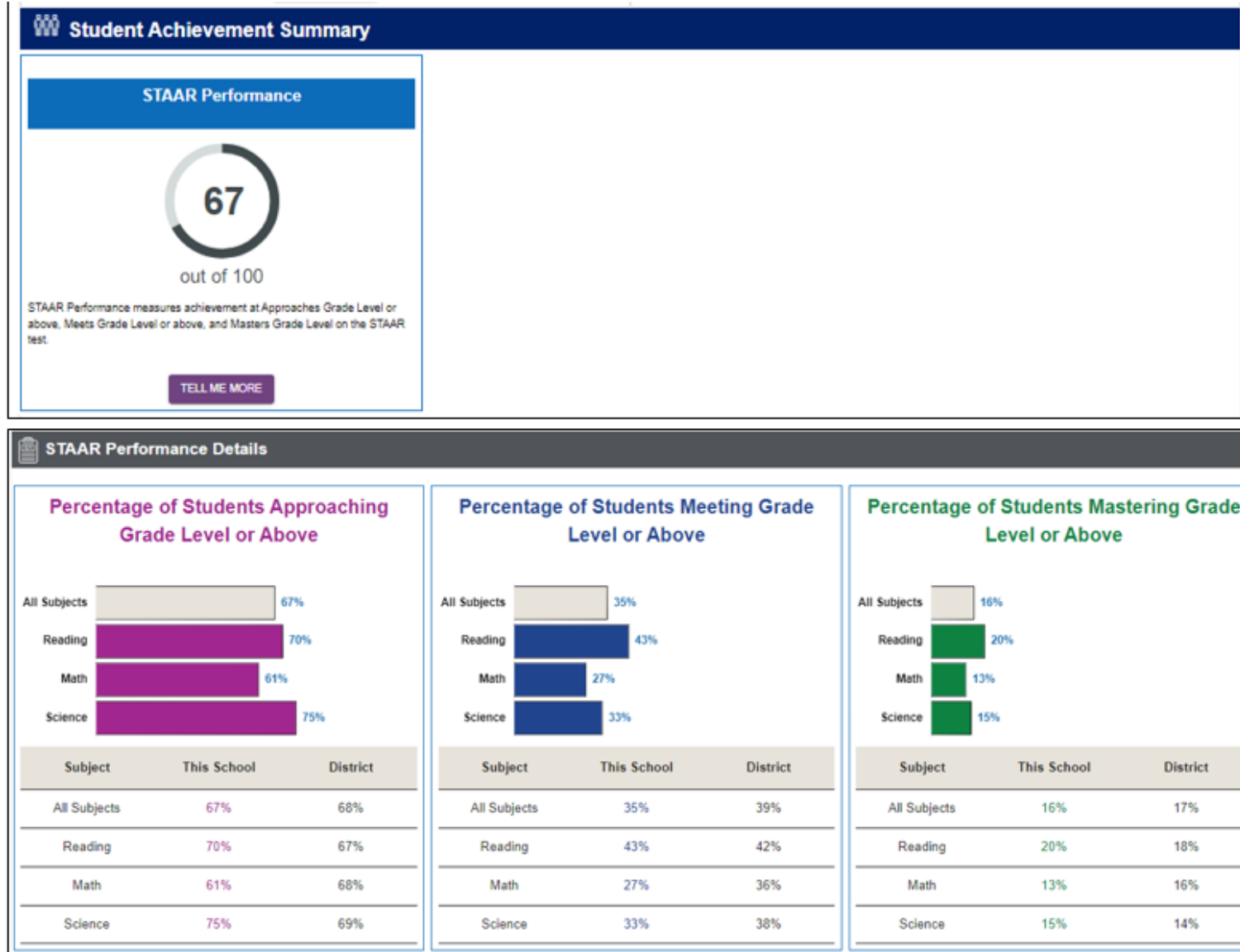
- Hispanic- 69.75% (279 students)
- White- 26.75% (107 students)
- 2 or More Races- 1.5% (6 students)
- African American- 1.75% (7 students)

Other:

- Economically Disadvantaged- 85% (340 students)
- EL- 33.5% (134 students)
- At-Risk- 64.5% (258 students)
- Special Education- 13.75% (55 students)

Student Learning

Student Learning Summary



Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of understanding student data **Root Cause:** Unsure of which sources of data are needed to be used.

Problem Statement 2: Lack of understanding of how to implement reading small group instruction effectively (Tier 1) **Root Cause:** Lack of consistent training and follow-up

Problem Statement 3: Lack of purposeful interventions **Root Cause:** Understanding of student data and use of time and resources

School Processes & Programs

School Processes & Programs 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 participate in weekly Purposeful Planning or PLCs to help meet student needs in addition to weekly horizontal alignment meetings with teachers across the district planning the same content and grade level. The administrators and coaches use Get Better Faster, Leverage Leadership 2.0, and Engage2Learn as the foundation for coaching teachers and building their capacity. Teachers receive professional development that is applicable to their needs during in-service and professional development days throughout the year. Teachers are given time to work on Student Learning Objectives (SLO), Multi-Tiered Support Systems (MTSS), and horizontal alignment in addition to campus need's driven training. Wilson is a K-5 campus with K-2 offering bilingual classrooms to students.

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.

Wilson Elementary School provides a variety of computer programs for students. The programs are designed to reinforce desired concepts for mastery, provide supports, and enrichment. Wilson staff utilizes data from our programs and student learning to address instructional concerns and drive instructional decisions. Wilson staff is working to prepare students to be able to navigate Canvas and multiple other programs through technology.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Roles and responsibilities for everyone on campus haven't been clearly defined. **Root Cause:** The lack of taking initiative in your specific role and responsibilities.

Problem Statement 2: Teachers aren't provided with PD that is relevant to their needs. **Root Cause:** Admin is not reflecting on informal & formal walkthrough data constantly and taking the next steps to support staff.

Problem Statement 3: Staff isn't being held accountable for their professional growth within their job description. **Root Cause:** Due to the lack of consistent leadership, staff lack motivation to grow professionally.

Perceptions

Perceptions Summary

Wilson Elementary is using the "#ItsHarvestTime" theme this year. We are working to align our practices and work to our strategic plan that encompasses our beliefs and values.



Pampa ISD Beliefs

We believe...

- Each student deserves a classroom with high-quality instruction where they learn how to learn in a way that sets them up for lifelong success.
- Early childhood education provides a strong foundation for future success.
- All students deserve experiences that spark their unique interests and passions in order to define their successful futures.
- Strong relationships between all members of the community are critical to student success.
- In the value of learning from failure and overcoming struggles in order to become perseverant.
- The community that takes radical responsibility for developing, supporting, and encouraging students creates an environment for continued success.
- In educating the whole child.



Learner Outcomes

All students will:

- be able to demonstrate effective soft/employability skills in their respective environments.
- exhibit a growth mindset and work through challenges showing tenacity, resilience, self-regulation and self-advocacy.
- consistently demonstrate professional ethics while achieving goals and monitoring growth.
- apply problem-solving, innovation, critical thinking, and creativity everyday.



Educator Profile

The educator...

- Collaborates
- Is knowledgeable
- Communicates

- Nurtures
- Models what they preach/teach
- Creates and innovates
- Serves
- Facilitates
- Reflects
- Builds relationships
- Provides high expectations with support
- Exhibits courage

Perceptions Strengths

Our students and families know that our staff cares deeply for them and their successes. After doing the work on the strategic plan and developing the following goals, the district leadership is working to ensure our community and families have positive perceptions of our schools and our plan for how we would like to move forward with serving our students now and in the future.



Pampa ISD Goals

- We will design aligned PK-12 programs to create a competitive, successful, and unified educational experience for all.

- We will invest in innovative schools.
- We will foster an actively engaged, unified community culture in the relentless pursuit of our vision.



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Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to the lack of clear defined responsibilities of leadership roles teachers feel unsupported in multiple areas affecting instruction.

Problem Statement 2: Behavior Management Plan **Root Cause:** There is not consistent behavior management plan across the campus.

Problem Statement 3: Parents like our communications, but do feel like they've been shut out. **Root Cause:** Campus closures; talking "above their heads"

Priority Problem Statements

Problem Statement 2: Lack of understanding student data

Root Cause 2: Unsure of which sources of data are needed to be used.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Roles and responsibilities for everyone on campus haven't been clearly defined.

Root Cause 1: The lack of taking initiative in your specific role and responsibilities.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: Due to the lack of clear defined responsibilities of leadership roles teachers feel unsupported in multiple areas affecting instruction.

Root Cause 3:

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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. This includes groups such as black, Hispanic, white, and two or more races.

High Priority





Evaluation Data Sources: Comparison of state assessments from current data.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will target specific sub-populations in math and reading to close gaps during Tier 1 instruction, interventions conducted daily, through DDI practices (5.3 ESF), and effective instructional planning (5.1 ESF). These sub-populations will include black, Hispanic, white, and two or more races. (System Safeguard Activity) Strategy's Expected Result/Impact: Increase student achievement in the targeted subpopulations (black, Hispanic, white, and two or more races) to close learning gaps. Progress in Domain 3 (From a D to a C) Staff Responsible for Monitoring: Principal, Student Services Coordinator, Instructional Coordinators, Content leaders and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Oct	Jan	Mar

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus instructional leaders (IC's) support students and teachers with instructional planning, implementation, and learning. The instructional coordinators work with students to fill gaps, help conduct assessments, and support teachers through coaching and mentoring.</p> <p>Strategy's Expected Result/Impact: Ongoing observations with teachers through coaching with follow up conversations, Engage to Learning coaching impact, improved CFA data, benchmark data, and STAAR results.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coordinators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Instructional Coordinators - \$128,000</p>	Formative		
	Oct	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Progress Learning for math and reading will be used in grades K-5 for students to support growth as they are exposed to grade-level content and standards.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on grade level district and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers and ICs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PASS Aides (Pampa Academic Support Specialist) positions were added to Kindergarten and first-grade classrooms. These paraprofessionals received extensive training on how to support Guided reading and interventions.</p> <p>Strategy's Expected Result/Impact: Reduce the adult-to-student ratio and close student achievement gaps in academic areas by providing targeted interventions.</p> <p>Staff Responsible for Monitoring: Classroom teachers, ICs, Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Wilson will use an interventionist to support HB4545 student and intervention requirements as well as K-5 student academic growth in reading and math areas.</p> <p>Strategy's Expected Result/Impact: K-5 student growth in the academic areas of reading and math. HB4545 students making progress and closing their achievement gaps- meeting approaches on STAAR in 2022.</p> <p>Staff Responsible for Monitoring: Principal, MTSS Director, ICs, SSC, classroom teachers, and Interventionist,</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Mar

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Through the use of Branching Minds, teachers, administrators, and the interventionist will track all student data to determine the need for student intervention plans and provide targeted interventions to students through the programs the district has as well as the resources located within Branching Minds made available to staff.</p> <p>Strategy's Expected Result/Impact: Student Tier movement in positive directions across the board-- closing achievement gaps as indicated across the tiers at the campus/grade level in all areas of academics and behavior.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, ICs, SSC, classroom teachers, and Interventionist,</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Mar
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: ST math will be used as a program to support students in building contextual and abstract mathematical understandings as well as number sense. K-5 students are using this program, but 4th and 5th-grade HB4545 students that failed STAAR math must utilize this program as part of their 30-hour intervention.</p> <p>Strategy's Expected Result/Impact: Student number sense and mathematical reasoning abilities increase as indicated on student data in the classroom on informal assessments, CFA's, CCFAs, Benchmarks, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Interventionist, Teacher, ICs, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Mar

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: iReady will be used as a program to support students' skills in reading deficits. K-5 students are using this program, but 4th and 5th-grade HB4545 students that failed STAAR reading must utilize this program and the guided reading lessons as part of their 30-hour intervention.</p> <p>Strategy's Expected Result/Impact: An increase in student reading abilities and overall performance as indicated on student data in the classroom on informal assessments, CFA's, CCFAs, Benchmarks, MAP, and STAAR data.</p> <p>Staff Responsible for Monitoring: Interventionist, Teacher, ICs, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Mar
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Campus instructional leaders will support purposeful planning processes and vertical teaming on our campus for teachers in reading, math, and core contents weekly for K-5 teachers to develop high-quality lesson plans.</p> <p>Strategy's Expected Result/Impact: High-quality lesson plans that result into higher student outcomes</p> <p>Staff Responsible for Monitoring: Principal and ICs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Oct	Jan	Mar
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Wilson Elementary will achieve excellence in academics.





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

Evaluation Data Sources: Comparison of RDA reports, TAIS reports and state assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use MAP data to identify and track struggling students in targeted subgroups (including homeless and at-risk) and develop intervention plans to meet their needs. Sub pops to be monitored: Eco-Dis (System Safe-Guard), special education, at-risk, English language learners, bilingual-ESL, dyslexia, and gifted and talented.</p> <p>Strategy's Expected Result/Impact: Data collection, progress monitoring, data analysis, targeted intervention plans, RTI system.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinators, Content Leaders, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will utilize the Achieve 3000 and Smarty Ants to improve fluency and comprehension in struggling readers that are receiving Special Education services. Students in Special education will receive targeted instruction on IEP goals to support this sub-population on all standardized assessments.</p> <p>Strategy's Expected Result/Impact: Students will make progress on standardized tests and towards IEP goals.</p> <p>Staff Responsible for Monitoring: Special Education Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide direct instruction through a certified dyslexia teacher 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. Strategy's Expected Result/Impact: Wilson Language Program records, RTI binder data Staff Responsible for Monitoring: Campus RTI Team and Dyslexia Teacher	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: 7 Steps to a Language-Rich, Interactive Classroom This innovative training will help all teachers transform their classrooms into vibrant spaces where students can use academic language to talk, read, write, and think about each lesson's content. This 7 Steps training outlines a dynamic process for structuring, planning, and facilitating a language-rich classroom. In addition, participants gain knowledge of helpful ways to integrate both content and language standards when planning instruction. They also receive specific strategies for differentiating instruction so that all learners within the classroom can build their ability to discuss and communicate academic concepts effectively. Strategy's Expected Result/Impact: Growth in TELPAS levels for EL students. Growth in EOY assessments K-5. Staff Responsible for Monitoring: Principal, Instructional Coordinators, Master Teachers, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability	Formative		
	Oct	Jan	Mar





Strategy 5 Details		Formative Reviews		
Strategy 5: Wilson bilingual teachers, ICs, and campus principal will attend training for Gomez & Gomez-- a Dual Language Program to begin the district's transition from early exit to a dual language, one-way program in the next school year. Strategy's Expected Result/Impact: This training and transition will begin to address the prioritized problem statement that our existing bilingual program is not adequately serving our students. Staff Responsible for Monitoring: District ESL/Bilingual, principal, IC, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Oct	Jan	Mar
Strategy 6 Details		Formative Reviews		
Strategy 6: We will provide outside tutors or pay teachers to tutor outside of the contracted day to support At-Risk student academic needs and close learning gaps. Strategy's Expected Result/Impact: Closed learning gaps for At-Risk students. Staff Responsible for Monitoring: Principal, interventionist, SSC, ICs, teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative		
		Oct	Jan	Mar
Strategy 7 Details		Formative Reviews		
Strategy 7: We will use Imagine Learning to support language acquisition for our K-2 bilingual students at Wilson. Strategy's Expected Result/Impact: Increased language proficiency in Spanish and English Staff Responsible for Monitoring: K-2 Bilingual teachers, IC, Principal		Formative		
		Oct	Jan	Mar

<p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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 Sources: Analysis and comparison of annual Brite Byte surveys

Strategy 1 Details	Formative Reviews		
Strategy 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) Strategy's Expected Result/Impact: Observations, trainings, and lesson plans. Staff Responsible for Monitoring: Instructional Technology Director, Principal, Elementary Dean of Instruction, Instructional Coordinators, and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will learn how to navigate Canvas as an instructional learning management system and an instructional tool. Strategy's Expected Result/Impact: Student learning will not be interrupted if/when we have to close due to Covid. Students learning experiences will be enriched as a result of having Canvas as a tool used by the classroom teacher to help support student learning experiences. Staff Responsible for Monitoring: Teacher, ICs, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 1 Details	Formative Reviews		
Strategy 1: We will implement college/career information opportunities to highlight the education requirements needed to pursue various careers and different options available. Strategy's Expected Result/Impact: Engagement and college/career readiness awareness Staff Responsible for Monitoring: Principal, ICs, Content Leaders, CLT Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will arrange transition tours for students in 5th grade. Strategy's Expected Result/Impact: Less anxiety over the transition to Junior High. Staff Responsible for Monitoring: Teachers, Behavior Specialist/Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Wilson Elementary will achieve excellence in academics.

Performance Objective 5: Wilson Elementary will work to increase student and educator attendance while also driving down occurrences of discipline.





Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will continue to analyze student attendance and provide feedback and support to address attendance issues while celebrating attendance success. Due to Covid restrictions and constant changes with in-person/virtual student learning, attendance is still a focus, but will be addressed and celebrated differently this year.</p> <p>Strategy's Expected Result/Impact: Increased attendance data throughout the school year. Attendance meetings with parents. Contacts with Suzanne Pingle and our district support liaison for attendance.</p> <p>Staff Responsible for Monitoring: Principal, Behavior Specialist, Receptionist, Secretary, and district social worker.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using Branching Minds, we will use the program to house family communication, documents, interventions, etc. that we do for students that have attendance or discipline concerns.</p> <p>Strategy's Expected Result/Impact: Increase attendance for students with chronic absenteeism. Decrease discipline incidents for students with chronic discipline occurrences.</p> <p>Staff Responsible for Monitoring: Principal, SSC, teachers,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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 1 Details	Formative Reviews		
<p>Strategy 1: We will review and discuss the TTESS Rubric and implement systems for coaching, feedback, and supporting teacher growth and capacity.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, TTESS observations, SLO, E2L, Get Better Faster growth</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinators, Master Teachers, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All professional staff will be trained on ethics from Proethica.</p> <p>The ProEthica(r) program is an online professional development program designed to help educators balance caring for students with maintaining proper professional distance.</p> <p>Strategy's Expected Result/Impact: By having teachers and school leaders think through ethical dilemmas and situations in advance, the ProEthica program helps prepare them to make decisions that minimize risk and protect students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinators, Behavior Specialist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Un-certified teachers gaining certification. Staff Responsible for Monitoring: Principal, HR Director Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 1 Details	Formative Reviews		
Strategy 1: Administration and Booster Club will work with campus leadership teams to provide a monthly morale booster. Strategy's Expected Result/Impact: Improved teacher morale Staff Responsible for Monitoring: Principal, Instructional Coordinators, Booster Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Principal will send weekly touch base email that includes opportunities for staff shout outs to celebrate success and growth mindset as well as keeping open communication with all staff. Strategy's Expected Result/Impact: Improved campus communication and staff morale Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Performance Objective 3: Wilson Elementary will use the T-TESS 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 Sources: T-TESS and T-PSS documentation

Signatures of, as well as copies of job descriptions

Copies of teacher and administrator state standards





Teacher/Administrator self evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide a T-TESS refresher to review the four domains and the T-TESS rubric. Strategy's Expected Result/Impact: Improved instructional practices noted in observations, coaching feedback and conversations, and feedback from teachers and students Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will review the six Texas Teacher Standards. Strategy's Expected Result/Impact: Improved instructional practices noted in observations. Staff Responsible for Monitoring: Principal Title I: 2.4	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 develop plan that will provide each educator with timely, quality, and individualized learning that will help them reach individual professional goals.





Strategy 1 Details	Formative Reviews		
Strategy 1: We will solicit feedback via surveys to conduct needs assessments with regards to implementing professional development activities on campus. Strategy's Expected Result/Impact: Improved instructional practices after professional development activities, higher levels of student engagement and feedback from teachers Staff Responsible for Monitoring: Principal and Instructional Coordinators Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide opportunities for our teachers to attend Region 16 trainings, horizontal alignment meetings, purposeful planning support, and district trainings to improve instructional practices. Strategy's Expected Result/Impact: Improved instructional practices after professional development activities, higher levels of student engagement, feedback from teachers and increased scores on district and state assessments Staff Responsible for Monitoring: Principal, Instructional Coordinators, Master Teachers, and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Coordinators will use Engage2Learn coaching protocols and training to support teacher development and track teacher growth. Strategy's Expected Result/Impact: Teachers being coached with E2L will grow. Instructional Coordinators will grow in their coaching capacity and be able to support more teachers. Staff Responsible for Monitoring: ICs and Principal, E2L coaching staff Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will partner with Engage2Learn (E2L) to provide a coaching experience for the executive leadership team. This will encompass executive leadership coaching for the campus principal and then the campus principal will support the campus administration team through coaching. Strategy's Expected Result/Impact: Through E2L, the administration will receive coaching to improve practices and student learning outcomes. Staff Responsible for Monitoring: Principal, E2L, e-suite, executive admin team members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will partner with Engage2Learn (E2L) to provide a teacher-led coaching experience for core teachers on campus that have experience while new to campus staff will be coached using Get Better Faster by campus administration. All of the coaching will be documented through Engage2Learn's e-suite platform. Strategy's Expected Result/Impact: Badges, Endorsements, and progress indicated within the e-suite system to show teacher growth toward their goals. GBF coached teachers will show growth within the phases of GBF. Staff Responsible for Monitoring: Principal, E2L, e-suite, executive admin team members. and teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 1 Details	Formative Reviews		
Strategy 1: We will promote and actively participate in our Wilson Booster Club. Strategy's Expected Result/Impact: Booster Club minutes Staff Responsible for Monitoring: Principal and grade level representatives Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide family experiences that promote positive interdependence between home and school. For example, we will host an open house, family involvement opportunities, music programs, and graduations. Due to COVID restrictions, many events throughout this school year will be conducted virtually. We are prioritizing student, staff, and family safety while still including families in the learning processes. Strategy's Expected Result/Impact: Event sign-in sheets, event opportunities, etc. Staff Responsible for Monitoring: Counselor/Behavior Specialist, Principal and staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Newsletters and parent surveys, Facebook Pages, Twitter, #CrosstheLine, # PampaProud</p> <p>Staff Responsible for Monitoring: Counselor/Behavior Specialist, Principal, and staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Mar
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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> <p>Strategy's Expected Result/Impact: Monthly newsletters and parent surveys (Parent Involvement will provide the newsletters and surveys), social media campaigns</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and parent involvement team members</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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> <p>Strategy's Expected Result/Impact: Parent signature pages from the student handbook.</p> <p>Staff Responsible for Monitoring: Principal and Teacher(s)</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide translation services for our families to promote open communication between home and school. Strategy's Expected Result/Impact: Bilingual teachers, bilingual paraprofessionals and parent surveys, and translating headphones at open house. Staff Responsible for Monitoring: Principal and Teacher(s) Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Parents will be notified of concerns with attendance either by phone or by letters. Strategy's Expected Result/Impact: TxEIS attendance reports, attendance letter logs and documentation notebooks from the District Truancy Coordinator Staff Responsible for Monitoring: Principal and Teacher(s) Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Documentation of home visits and parent surveys Staff Responsible for Monitoring: Principal, Teacher(s) and Counselor/Behavior Specialist Title I: 4.1, 4.2	Formative		
	Oct	Jan	Mar

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Our kindergarten classrooms will host preschoolers from Lamar and Austin 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> <p>Strategy's Expected Result/Impact: Parent surveys and parent sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s) and Counselor/Behavior Specialist</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Mar
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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. Due to Covid restrictions, virtual and phone-call conferences will be options provided to our parents this year to discuss students' progress, but we will plan to host them in person.</p> <p>Strategy's Expected Result/Impact: Parent conference sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s) and Counselor/Behavior Specialist</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Mar
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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> <p>Strategy's Expected Result/Impact: Documentation of needs and communications with outside agencies and parent surveys</p> <p>Staff Responsible for Monitoring: Principal, Student Services Coordinator ,Teacher(s) and Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Oct	Jan	Mar





Strategy 9 Details	Formative Reviews		
Strategy 9: We will participate in the WOWW program in order to provide enriching experiences for our students through the use of community resources. Strategy's Expected Result/Impact: WOWW calendar, WOWW lesson plans and student performance in core areas Staff Responsible for Monitoring: Principal, Teacher(s) and WOWW Coordinator Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 Sources: Documentation of all safety drills

Strategy 1 Details	Formative Reviews		
Strategy 1: Through the use of restorative practices and daily Circles and incorporating social and emotional learning students become more self aware and are able to self monitor, exercise regulation of their emotions and behaviors, and meet campus expectations. Strategy's Expected Result/Impact: Decrease in office intervention for behavior support Staff Responsible for Monitoring: Principal, Counselor/behavior specialist Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Safety plans and procedures, safety drill documentation, monthly newsletters and early release schedules. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar





Strategy 3 Details	Formative Reviews		
Strategy 3: We will implement safety procedures and drills to prepare staff and students for specific evacuation situations. Strategy's Expected Result/Impact: Minutes from the District and Campus Safety Committees, documentation of fire, tornado, and lockdown drills. Staff Responsible for Monitoring: Principal Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The staff will learn about and implement as they feel comfortable during the first year of implementation, Conscious Discipline. Strategy's Expected Result/Impact: Increased school family and culture and increase in school safety are the expected results for this first year of implementation as the staff learn about the program. Staff Responsible for Monitoring: Principal, SSC, Counselor, ICs, Teachers, Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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 1 Details	Formative Reviews		
Strategy 1: We will provide breakfast in the classroom. This service will be free for every student at Wilson Elementary. Strategy's Expected Result/Impact: Cafeteria breakfast documentation and an attendance rate of 96% each six weeks or for the year. Staff Responsible for Monitoring: Cafeteria Staff, Food Services Coordinator, Paraprofessionals, Principal, and Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will utilize community resources to help provide glasses for students who need them and cannot afford to purchase them. Strategy's Expected Result/Impact: Nurse records and documentation. Staff Responsible for Monitoring: Counselor, Principal, and School Nurse(s) Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar





Strategy 3 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Documentation of distribution to students with need. Staff Responsible for Monitoring: Counselor, Principal, Behavior Specialist, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Nurses' records for each student. Staff Responsible for Monitoring: School Nurse(s) Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Oct	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 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. Strategy's Expected Result/Impact: Fitness gram for grades 3-5 and weekly PE lesson plans Staff Responsible for Monitoring: Physical Education Teacher, Title I: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Mar

Strategy 6 Details	Formative Reviews		
Strategy 6: We will address behavioral concerns through our MTSS process. Behavior intervention plans will be developed and documented in Branching Minds after gathering appropriate data and undergoing a process of self-examination of school programs, processes and stimuli. Strategy's Expected Result/Impact: Decrease in harmful, disruptive, and dangerous behavioral concerns with tier 3 students. Staff Responsible for Monitoring: Campus MTSS/BIT Team Principal, Counselor, Teachers, Instructional Coordinators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 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). Strategy's Expected Result/Impact: Lunch menus, distribution of FMNV guidelines to teachers and staff and breakfast documentation Staff Responsible for Monitoring: Cafeteria Staff, Food Services Coordinator, Physical Education Teacher, Principal, Student Services Coordinator, and Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Oct	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: Students will receive social and emotional learning opportunities through PBIS and Conscious Discipline. Strategy's Expected Result/Impact: Students will be able to self-regulate and overall see a reduction in disruptive maladaptive behaviors of students across the campus. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
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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 1 Details	Formative Reviews		
Strategy 1: We will recruit and encourage students to participate in UIL competitions. Strategy's Expected Result/Impact: Increased student participation in UIL events Staff Responsible for Monitoring: Principal, Counselor, Teachers and UIL Coordinator Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide our students with enriching experiences through our fine arts and STEAM classes/curriculum. Strategy's Expected Result/Impact: Music, theater, drama, art, dance, etc. curriculum and lesson plans Staff Responsible for Monitoring: Principal and Music Teacher Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide before and after school coaching support sessions for UIL students. Strategy's Expected Result/Impact: Increased participation in UIL events and increased awards earned during all UIL events Staff Responsible for Monitoring: Principal, Counselor and UIL Coordinator Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Oct	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: The Pampa Student News Network at Wilson will also be working to contribute to the campus yearbook this year. Strategy's Expected Result/Impact: Students in 4th and 5th grade that serve on this Network will gain invaluable journalism and editing experiences. Staff Responsible for Monitoring: Social Media Representative, teachers, SSC, principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Wilson Elementary will promote school pride and success through campus and district media campaigns.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will promote school pride via our school website and social media campaigns. Strategy's Expected Result/Impact: School spirit updates, events published on our campus website, feedback from parents and community members, Facebook and Twitter. Staff Responsible for Monitoring: Principal, Instructional Coordinators, and Campus Website Coordinator Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: We will utilize Facebook and ParentSquare to promote school pride and accomplishments earned by students and team members. Strategy's Expected Result/Impact: Feedback from students, parents, teachers and community members Staff Responsible for Monitoring: Principal, Behavior Specialist, Counselor, Instructional Coordinators, and Teachers Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Oct	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			