Pampa Independent School District

Wilson Elementary

2015-2016 Campus Improvement Plan

Mission Statement

Together (teachers, staff, administrators, students, parents and community members) we plan, we learn, we reflect, we celebrate and we do whatever it takes for everyone to learn... to grow... to achieve... to succeed.

Vision

We believe that all students can learn and acquire 21st Century skills to compete in a global society. This vision will be the catalyst for our campus to meet and exceed academic learning goals!

Value Statement

Wilson Elementary School is a family comprised of students, administration, faculty, staff, parents, grandparents, and community members. Our family members will collaborate throughout the school year to enhance student achievement.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Achievement 6
School Culture and Climate 7
Staff Quality, Recruitment, and Retention 8
Curriculum, Instruction, and Assessment 9
Family and Community Involvement 10
School Context and Organization 11
Technology 12
Programs 13
Comprehensive Needs Assessment Data Documentation 15
Goals 17
Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments. 17
Goal 2: Wilson Elementary School will have a strong understanding and support by the community. 24
Goal 3: Wilson Elementary School will build a stronger staff through support, training and evaluation. 28
Goal 4: Wilson Elementary School will provide a healthy school environment. 32
System Safeguard Strategies 36
Title I 37
Schoolwide Program Plan 37
Ten Schoolwide Components 38
Title I Personnel 41
2015-2016 Campus Planning and Decision Making Committee 42
Addendums 43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilson Elementary School is located in Pampa Independent School District. Wilson Elementary received a TEA 2015 Improvement Required Rating. Wilson Elementary is a Title I campus with 79.9% economically disadvantaged students, 37.3% limited English proficient students and has a 17.8% mobility rate. Wilson Elementary has self-contained bilingual classrooms in grades K-2. Our campus currently has 489 students in kindergarten through 5th grades**.** Our staff of 43 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) assessments. In addition, our team has embraced the notion that all students will gain skills to compete in a global society.

Demographics Strengths

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

Demographics Needs

The following needs have been identified and are listed in priority order:

- Pinpoint target content areas to increase student achievement in the following subgroups: Hispanic, Economically Disadvantaged and ELL
- Monitor academic gains in all demographics to meet and exceed standards in Index 3 Closing Performance Gaps
- Continue to monitor attendance rates in all demographics throughout the campus
- Continue to monitor data to improve Index 4 Postsecondary Readiness by ensuring that our students achieve a level 2 final score status on two or more

tests

Student Achievement

Student Achievement Summary

Wilson Elementary School received a TEA 2015 Improvement Required Rating. Our campus met standards in the following indicators: Index 1-Student Achievement and Index 2- Student Progress. Our 2015 Accountability Summary revealed the following: 61% in Index 1 (Target score of 60%); 35% in Index 2 (Target score of 30%); 27% in Index 3 (Target score of 28%) and 10% in Index 4 (Target score of 12%). Please see the 2015-2016 Plan Addendums section for additional data. Likewise, the 2015 data report indicated the following: 3rd Grade Reading 62% (6% decrease); 3rd Grade Math (NSE-No Standards Established); 4th Grade Reading 57% (10% decrease); 4th Grade Math (NSE-No Standards Established); 4th Grade Writing 49% (19% decrease); 5th Grade Science 40% (19% decrease); 5th Grade Math (NSE-No Standards Established) and 5th Grade Reading 80% (Cumulative average/6% decrease).

Student Achievement Strengths

The team members at Wilson Elementary School are committed to improving student achievement. Our 2015 System Safeguards report indicated the following: Wilson met 10 out of 16 system safeguard measures. The measures were met in the following categories: All students (Reading); Hispanic (Reading); White (Reading); Economically Disadvantaged (Reading) and ELL (Reading). In addition, the 2015 report indicated that Wilson scored a 95% in the participation rates category.

Student Achievement Needs

The main focus at Wilson Elementary School is to improve student achievement for all students. This goal will be the foundation for creating first-rate instructional programs and for meeting the needs of all students. Moreover, we will engage in the Texas Accountability Intervention System (TAIS) process to conduct a needs assessments for improving student achievement. We will use the needs assessment to create a targeted intervention plan. The intervention plan will be monitored to make ongoing instructional adjustments. With that being said, we will focus on specific content goals in Writing and Science. These specific targets will provide system safeguard activities to meet and exceed expectations with the following subgroups: All Students (Writing and Science); Hispanic (Writing and Science) and Economically Disadvantaged (Writing and Science). We will continue to meet participation rates by encouraging our students on a daily basis. We will monitor student performance goals during Professional Learning Community (PLCs) to exceed standards in Indexes 1-4. Our PLCs will drive instructional goals and provide best practices to all grade levels. In addition, we will continue to gather feedback from Region 16 to support our ELL population with the sheltered instruction sessions. These sessions will be utilized to gather feedback for improving vocabulary with visual cues, graphs and other conceptual visuals. In addition, we will strive to improve our STAAR scores in all tested grades.

School Culture and Climate

School Culture and Climate Summary

Wilson Elementary School has a robust school culture and climate. Our campus implemented the "Kid, you'll move mountains!" theme by Dr. Seuss for this school year. Our theme supports our learning goals by showcasing the special talents and dedication of our students. We shared several ideas to support the theme and to focus on student success as well. 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. These practices are noted school-wide due to common planning periods that are used to create lasting personal and professional relationships. 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. For example, our team members enjoyed a day of food, fun and fellowship at the Central Park in Pampa. Finally, our greatest strength is our collaboration efforts to improve the whole child. We utilize all methods to discuss goals for assisting students with personal, educational and lifelong goals on a daily basis!

School Culture and Climate Needs

Our main goal at Wilson Elementary School is to improve student achievement. We will strive to support initiatives to meet individual needs of all students. For that reason, we will discuss SMART goals for meeting the needs of our students with Tier 1 instruction. This practice will be the catalyst for guiding our Student Success Teams (SST) to meet the needs of all students at Wilson Elementary.

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. Our teachers are highly qualified and provide a wealth of knowledge to our students. 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 exceeding learning goals. The sessions range from Eduphoria trainings to Response to Intervention (RTI) sessions to assist individual students.

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. Also, the returning teachers are extremely supportive and provide a wealth of resources for promoting continuous student achievement.

Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Wilson Elementary School is committed to excellence one student at a time. Our main goal is to support and improve student achievement. Our teachers are provided with training to utilize the TEKS Resource System to access objectives. Our teachers utilize the TEKS Resource System Instructional Focus Documents (IFD) and the Year at a Glance (YAG) documents to plan instructional lessons. Likewise, K-5 teachers utilize horizontal alignment 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 common assessments. Moreover, we are dedicated to improving our writing instruction by integrating writing in all areas through the implementation of the 6 + 1 Traits of Writing and the Fundamental 5- Writing Critically strategies. 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 and Dean of Instruction. 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 Dean of Instruction to ensure that interventions are data driven and based on individual needs of students. Also, our teachers embraced the components of the *Fundamental 5*. The strategies were noted during walkthroughs and discussions with students and teachers.

Curriculum, Instruction, and Assessment Needs

Our teachers are equipped with numerous strategies for supporting students. Additionally, our teachers will attend differentiated trainings with Mrs. Linda Madden. This specialized training will support all classrooms to close achievement gaps. Differentiated instruction trainings will provide ideas for using student data to create individual lessons for mastery. We will implement campus level professional development sessions and seek feedback from our Instructional Specialist and Dean of Instruction. Also, our team will focus on strategies for using formative assessments to improve student achievement.

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

Family and Community Involvement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

Our PLCs and SST teams are great assets at Wilson Elementary. These teams are committed to improving student performance by discussing Tier I instructional strategies. The teams were designed to gather feedback from each other and to share best practices with regards to improving student achievement. The teams have weekly meetings to pinpoint specific interventions for individual students in tiers 2 and 3.

School Context and Organization Needs

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

Technology

Technology Summary

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

Technology Strengths

Wilson Elementary School provides a variety of computer programs for students. The programs are designed to reinforce desired concepts for mastery. The programs are used to support classroom instructional goals. In addition, the programs are used during intervention times to review key concepts. To illustrate, Istation and Think Through Math (TTM) programs are used to improve student achievement in reading and math. Our campus received 6 new iPads per teacher in the 2014-2015 school year. Also, we received Chromebooks for our fifth grade students after successfully writing and receiving a grant.

Technology Needs

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

Programs

Programs Summary

The Wilson Elementary Campus Improvement Plan (CIP) team developed the Campus Improvement Plan for the 2015-2016 school year from the needs assessed by team members. The needs were assessed using the 2015 Accountability Summary, Texas Education Agency 2015 System Safeguards, 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 in general 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 79.9% economically disadvantaged students, 37.3% limited English proficient students, and has a 17.8% mobility rate. Wilson Elementary has self-contained bilingual classrooms in grades K-2. Our campus has 489 students currently enrolled in kindergarten through 5th grades. Our staff of 43 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.

At the beginning of the 2015-2016 school year, our teachers met to determine the instructional needs for the present school year. Using the system safeguards data based on the STAAR passing standards, the team determined that Wilson did not meet federal targets in the following categories: All students (Writing and Science); Hispanic (Writing and Science) and Economically Disadvantaged (Writing and Science). Along with increasing state and federal standards, the U. S. Department of Education implemented federal goals. These national goals and objectives correlate with the state, district, and campus goals and will be noted in this plan. In looking at the ten Title I components of our campus plan, we are working to implement best practices in 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 and outside 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.

Programs Strengths

Professional development will be provided for our 3rd, 4th, and 5th grade ELA 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 2015 open house.

Programs Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS data

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 School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 1: Wilson Elementary will meet all system safeguards for the 2015-2016 school year.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
System Safeguard Strategies 1) We will utilize data from AWARE unit assessments to intervene for students at the point of need.Specific target groups will be ELL, Hispanic, and Economically Disadvantaged. Specific content targets will be in Writing and Science (System Safeguard Activity)	9	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Student scores of 75% on benchmark and TEKS Resource System unit assessments				
2) We will develop effective Professional Learning Communities which focus on instruction through the use of protocols.	1, 2	Paraprofessional, Principal(s), Dean of Instruction and Teacher(s)	PDAS Evaluations, Common assessment results and PLC minutes.				
System Safeguard Strategies 3) We will target progress in reading, math and science through examination of common assessments and benchmark results for each TEKS Resource System unit. (System Safeguard Activity)	1, 4	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Developed on unit performance indicators & 75% on common assessment results. Number of common assessments used will increase. Students will score 75% or better on reading, math, & science STAAR scores				
4) We will support the response-to-intervention system led by the campus SST with input from grade level teachers. Campus SST meets weekly and works with the teachers individually to discuss student concerns.	8, 9	Campus SST Team, Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Increased student success through Tier I and II. Precise and timely identification of students in Tier I by using the Tier I Instructional Choice Board. Also, we will analyze the number of RTI referrals.				
System Safeguard Strategies 5) We will use all staff to give specific, targeted instruction to improve academic performance of struggling students in all populations.(System Safeguard Activity)	5, 9	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Precise intervention documentation and intervention logs				
6) We will continue to improve implementation of Balanced Literacy in grades K-2 with targeted development of balanced literacy knowledge and skills through PLC meetings. We will develop reading workshop skills in grades 3-5 ELA through the same means. The Instructional Specialist will conduct professional development sessions in Balanced Literacy during PLCs. Specific content targets will be in Reading.	4	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Student success of 75% or greater on reading STAAR and "developed" on ISIP. Grade Level Data collected on Data Charts				

7) We will systematically improve mathematics instruction across all grade levels by developing goals and analyzing our methods of instruction and collaborating during collaboration meetings.	1, 2, 4	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Increased student success on mathematics assessments scoring 75% or better; grade level data collected on data charts. Note: The data will be entered into Eduphoria AWARE.				
System Safeguard Strategies 8) We will use strategies of sheltered instruction to develop vocabulary and help create connections for our ELL and economically disadvantaged students. Specific content targets will be in Writing and Science. (System Safeguard Activity)		Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Classroom Walkthroughs as documented in Eduphoria; Increased student scores at 75% or greater on TELPAS,STAAR and "developed" on ISIP. in our ELL, LEP, and Economically Disadvantaged subgroups. Note: We will analyze growth using TELPAS data.				
System Safeguard Strategies 9) 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)	9	Instructional Specialist, ELL Teacher(s), Paraprofessional, Principal(s), Dean of Instruction and Teacher(s)	Intervention records per teacher				
System Safeguard Strategies 10) We will utilize the Read 180, System 44, and Reading Recovery programs to improve fluency and comprehension in struggling readers. We will emphasize the use of Balanced Literacy techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity)	9	Instructional Specialist, Paraprofessional Staff, Principal(s), Dean of Instruction, Reading Recovery Teachers and Special Ed Teacher	Scholastic Reading Inventory (SRI)at Grade Level, Read 180 records at Grade Level, intervention documentation reading STAAR scores of 75% or greater and Istation reports.				
11) We will supplement math and reading instruction weekly using computer programs which are targeted to specific learning objectives. We will provide additional iPads for each classroom to support our computer programs. (Reading A to Z, Study Island, PIPO and Istation data)	9	Principal(s), Dean of Instruction, Instructional Specialist, Paraprofessionals and Teacher(s)	Study Island reports, Istation reports, Essential Skills reports Computer Lab schedule, SMI/SRI results indicating that all students are at grade level measures.				

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

Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 2: We will target the academic improvement of each sub-population of students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will develop vocabulary through the use of language nests. Specific targets will be in Reading.	9	Principal(s), Dean of Instruction, Reading Recovery teachers, Instructional Specialist and Teacher(s)	Reading Recovery records and increased student success on ISIP. Note: This will be utilized in primary grades based on individual needs.				
System Safeguard Strategies 2) We will continue the use of Thinking Maps and anchor charts in all content areas. Specific targets will be in Reading, Writing and Science. (System Safeguard Activity)	2, 4	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Walkthroughs, improved STAAR scores and the effective use of anchor charts.				
3) We will provide our students with enriching experiences through our music classes and curriculum.	1	Principal(s), Dean of Instruction, Teacher(s) and Music Teacher	Music curriculum and lesson plans				
4) K-2: The students will meet standard on the ISIP assessment. K-2 students will increase their accuracy rate on their instructional level of at least 90% on running records each 6 weeks. 3-5: The students will score 75% or better on TEKS Resource System common assessments Benchmark tests; and will meet grade level or above on ISIP tests.	1	Principal(s), Dean of Instruction and Teacher(s)	-Running Records and ISIP results -Success at 75% or greater on STAAR assessments and ISIP.				
System Safeguard Strategies 5) 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)	2, 9, 10	Counselor and Teacher(s)	At- risk reports and intervention logs				
6) We will use informal assessment and questioning strategies to check for understanding on an ongoing basis.	4, 9	Principal(s), Special Ed Teachers, Teacher(s) and Instructional Specialist	Walkthrough observations, student passing rates on TEKS Resource System common assessments at 75% passing rates.				

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

Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 3: We will target improvement in the area of reading.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will use preteaching to build academic vocabulary and to help struggling students feel success.	1, 9	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	K-2: The students will meet standard on ISIP; The students will meet expected reading levels using running records each 6 weeks. 3-5: The students will score 75% or better on TEKS Resource System common assessments and benchmark tests.				
2) We will review STAAR and TEKS Resource System objectives systematically.	10	Principal(s), Dean of Instruction and Teacher(s)	Each six weeks the teachers will review the Student Expectations for each TEKS Resource System common assessment in Reading/ELA for grades 2-5 using Eduphoria, and progress on ISIP.				
3) We will target students' needs in reading during our Lobo Learning intervention times.	9	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	Intervention Records for instruction will be used to determine the proper intervention for each student. TEKS Resource System common assessment results will be at 75% or greater.				
4) 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	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	The teachers will follow the TEKS Resource System Instructional Focus Documents and the Year at a Glance Documents. The students will score 75% or above on TEKS Resource System common assessments.				
5) We will continue professional development in the area of literacy and the use of district approved phonics strategies.	3, 4	Principal(s), Dean of Instruction, Instructional Specialist and Teacher(s)	Student performance on the ISIP testing will be at 75% or above, and 75% or above on TEKS Resource System common assessments and STAAR in grades 3-5 for all students tested.				

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

Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 4: We will target improvement in the area of writing.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
System Safeguard Strategies 1) 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. (System Safeguard Activity)	4	Principal(s), Dean of Instruction, Instructional Specialist and Teacher(s)	K-2: The students will write daily; 3-5: The students will practice writing strategies daily.				
2) We will implement the concepts outlined by the TEKS Resource System curriculum to the appropriate depth and complexity.	3, 4	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	K-2: The students will meet standard on ISIP; The students will meet the benchmark reading levels on running records each 6 weeks. 3-5: The students will score 75% or better on TEKS Resource System common assessements and benchmark tests.				
3) 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)	3	Instructional Specialist, Principal(s), Dean of Instruction and Teacher(s)	K-2: The students will meet the developed standard on the ISIP; The students will meet the benchmark writing based on TEKS Resource System rubrics. 3-5: The students will score 75% or better on TEKS Resource System common assessements and benchmark tests.				

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

Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 5: We will celebrate the academic achievement, behavorial success and attendance of our students systematically.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Our students are recognized each six weeks for the Honor Roll during an assembly to promote academic success.	10	Principal(s), Counselor and Teacher(s)	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.				
2) 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.	2, 6	Principal(s) and Receptionist	Skyward Attendance reports each six weeks.				

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

Goal 1: Wilson Elementary School will achieve outstanding educational performance across all grade levels measured by state assessments.

Performance Objective 6: We will implement and document systematic interventions on our campus through our RTI system.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
System Safeguard Strategies 1) We will use flexible grouping and creative scheduling to implement interventions which target objectives in need, for the purpose of both review and remediation. Specific targets will be in Reading and Writing. (System Safeguard Activity)	9	Principal(s), Dean of Instruction, ELL Teachers, Paraprofessionals, Teacher(s) and Instructional Specialist	Documented Intervention Data monitored weekly for students needing Tier II and Tier III interventions.				
2) 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.	4	Campus SST Team, Counselor, Principal(s), Dean of Instruction and Teacher(s)	Behavior improvement plans, Campus SST team minutes and PLC minutes				
3) We will teach appropriate behavioral response strategies, social skills, replacement behaviors, and coping skills using CHAMPS guidelines. We will practice appropriate reponse strategies with students regularly as a means of intervention with students who are struggling behaviorally.	9	Counselor, Principal(s) and Teacher(s)	Office referrals of 1 or less per student per six weeks.				
4) 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.	9	Campus SST Team, Counselor, Dyslexia specialist, Dean of Instruction and Principal(s)	Wilson Language Program records, RTI binder data				

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

Goal 2: Wilson Elementary School will have a strong understanding and support by the community.

Performance Objective 1: We will work to cultivate a team effort between students, parents and staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will promote and actively participate in our Wilson Booster Club.	6	Principal(s) and Teacher(s)	Booster Club minutes				
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.	6	Counselor, Parental Involvement Liaison, Principal(s) and Teacher(s)	Event sign-in sheets				
3) We will share our school-wide theme, "Kid, you'll move mountains!" with parents and remain committed to promoting student achievement.	6	Parental Involvement Liaison, Principal(s) and Teacher(s)	Newsletters and parent surveys				
4) 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.	7	Parental Involvement Liaison, Principal(s) and Teacher(s)	Parent surveys and parent sign-in sheets				

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

Goal 2: Wilson Elementary School will have a strong understanding and support by the community.

Performance Objective 2: We will provide clear communication between staff and parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will send home Thursday envelopes weekly to inform parents of their child's progress and any upcoming events at school.	6	Principal(s) and Teacher(s)	Thursday folder signatures and parent surveys				
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.	6	Principal(s), Teacher(s) and Parental Involvement Liason	Monthly newsletters and parent surveys (Parent Involvement will provide the newsletters and surveys)				
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.	6	Principal(s) and Teacher(s)	Parent signature pages from the student handbook				
4) We will provide translation services for our families to promote open communication between home and school.	6	Paraprofessionals, Principal(s) and Teacher(s)	Bilingual teachers, bilingual paraprofessionals and parent surveys				
5) Parents will be notified immediately of concerns with attendance either by phone or by letters.	6	Paraprofessionals, Principal(s) and Teacher(s)	Skyward attendance reports, attendance letter logs and documentation notebooks from the District Truancy Coordinator				
6) We will use home visits to promote positive interdependence and communication between home and school environments.	6	Counselor, Principal(s) and Teacher(s)	Documentation of home visits and parent surveys				

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

Goal 2: Wilson Elementary School will have a strong understanding and support by the community.

Performance Objective 3: We will provide parents with positive feedback regarding their child's progress.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) 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.	6	Counselor, Principal(s) and Teacher(s)	Parent conference sign-in sheets				
2) We will invite parents to attend awards assemblies and music programs in which their children are featured.	6	Paraprofessional, Principal(s) and Teacher(s)	Good news notes, event sign-in sheets and parent surveys				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Wilson Elementary School will have a strong understanding and support by the community.

Performance Objective 4: We will utilize community resources to enrich the learning of our students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) 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.	9	Counselor, Principal(s) and Teacher(s)	Documentation of needs and communications with outside agencies and parent surveys				
2) 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.	2	Paraprofessional, Principal(s) and Teacher(s)	Lesson plans				
3) We will use community members as volunteer mentors for our students as appropriate to enrich their learning and to help build relationships.	6	Principal(s), Teacher(s) and Instructional Specialist	Mentor sign-in sheets, ALTRUSA				
4) 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)	9	Principal(s), Paraprofessionals, Teacher(s) and Instructional Specialist	Mentoring sign-in sheets				
5) We will participate in the WOWW program in order to provide enriching experiences for our students through the use of community resources.		Principal(s), Teacher(s) and WOWW Coordinator	WOWW calendar, WOWW lesson plans and student performance in core areas				

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

Goal 3: Wilson Elementary School will build a stronger staff through support, training and evaluation.

Performance Objective 1: We will build strong professional learning communities which focus on instructional design and common assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Each grade level PLC will revisit norms weekly to ensure effective use of time and resources.	4, 8	Principal(s), Dean of Instruction and Teacher(s)	PLC minutes weekly, efficient operation of PLCs and professional growth of PLCs				
2) We will provide instructional technology support to help teachers integrate technology into their instruction.		Instructional Technology Director, Principal(s), Dean of Instruction and Teacher(s)	Walkthroughs				
3) Grade level teachers will meet with the SST team to brainstorm strategies and ideas for improving success of struggling students.	4, 8, 9, 10	Campus SST Team, Principal(s), Teacher(s), Instructional Specialist and Dean of Instruction	Minutes from SST meetings				
4) We will train teachers in the basic needs of dyslexia students and provide a dyslexia teacher as a resource for both interventions with students and consultation as a Campus SST member.	3, 4, 9	Principal(s), Dean of Instruction, Dyslexia Specialist and Teacher(s)	Campus PLC minutes for each grade level team. In addition, our campus dyslexia specialist will provide training for assisting dyslexia students.				

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

Goal 3: Wilson Elementary School will build a stronger staff through support, training and evaluation.

Performance Objective 2: We will provide staff development to improve professional understanding of the balanced literacy framework and implementation of the TEKS Resource System through that framework.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will use the TEKS Resource System to develop learning stations for use in small group instruction in a variety of grade levels beginning with the second week of school or earlier.		Principal(s), Dean of Instruction, Teacher(s) and Instructional Specialist	Improved assessment scores including Istation				
2) Subject area horizontal teams will meet throughout the year to examine the TEKS Resource System curriculum and common assessments which measure its effectiveness and implementation.	4, 8	Core Subject Teachers, Principal(s), Dean of Instruction and Instructional Specialist	Horizontal Alignment Team Meeting Minutes.				

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

Goal 3: Wilson Elementary School will build a stronger staff through support, training and evaluation.

Performance Objective 3: We will develop our shared understanding of instructional best practices.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will examine Marzano's Nine Best Practices, The Fundamental 5 strategies and revisit them throughout the school year to develop a shared understanding of each one of them. In addition, we will utilize learning walks to provide feedback regarding instructional practices.	4	Principal(s), Dean of Instruction, Teacher(s) and Instructional Specialist	Faculty meeting minutes monthly and PLC minutes weekly				
2) We will use learning walks to monitor and evaluate implementation of best practices in our instruction.	4	Principal(s), Dean of Instruction and Teacher(s)	Eduphoria walkthrough documentation				
3) We will provide staff members with time to observe one another using best practices in the classroom. Teachers have analyzed their own instructional strengths and weaknesses that will be used to facilitate this process.	2, 4	Principal(s), Dean of Instruction and Teacher(s)	PLC minutes and data walkthrough documentation				
4) We will develop a shared understanding of guided reading instructional strategies in grades K-2 and its implementation.	4, 9	Principal(s), Dean of Instruction, Teacher(s) and Instructional Specialist	Guided Reading Notebooks, running records, ISIP testing data, lesson plans and PLC Minutes				
5) We will provide constructive feedback regularly to teachers regarding their classroom practice using the Eduphoria and PDAS systems.	4	Principal(s) and Dean of Instruction	PDAS evaluation records data and walkthroughs in Eduphoria				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Wilson Elementary School will build a stronger staff through support, training and evaluation.

Performance Objective 4: Wilson Elementary School will recruit and retain highly qualified teachers to provide the best quality education for our students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Ensure that all teachers teaching in core academic subject areas are fully certified in instructional/shortage areas and "highly qualified".	3, 4, 5, 10	Principal(s) and Personnel Director	Highly Qualified report				

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

Goal 4: Wilson Elementary School will provide a healthy school environment.

Performance Objective 1: We will implement our CHAMPS school-wide discipline plan consistently to teach children the appropriate way to behave in school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Teachers will implement CHAMPS guidelines which provide supportive and corrective feedback to students regarding their behavior.	4, 9	Principal(s), Dean of Instruction, Counselor, Dyslexia Specialist, ELL Teachers, Paraprofessionals, Reading Recovery Teachers, Special Ed Teachers, Teacher(s) and Instructional Specialist	Five or fewer referrals per classroom per semester.				
2) We will create both informal and formal behavior plans for students with challenging behavior patterns to help them incrementally improve their behavior.	8, 9, 10	Principal(s), Campus SST Team, Counselor, Dyslexia Specialist, ELL Teachers, Paraprofessionals, Reading Recovery Teachers, Special Ed Teachers, Teacher(s) and Instructional Specialist	Campus SST minutes, RTI binder documentation, discipline referrals and BIP documentation				

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

Goal 4: Wilson Elementary School will provide a healthy school environment.

Performance Objective 2: According to Maslow's Hierarchy of Needs, we must meet student's physical and emotional needs as a means of improving their academic performance. We will work to ensure that students in our care are having their physical and emotional needs met on a regular basis.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will provide breakfast in the classroom. This service will be free for every student at Wilson Elementary.	2, 10	Cafeteria Staff, Food Services Coordinator, Paraprofessionals, Principal(s) and Teacher(s)	Cafeteria breakfast documentation and an attendance rate of 96% each six weeks.				
2) We will utilize community resources to help provide glasses for students who need them and cannot afford to purchase them.	1, 9	Counselor, Principal(s) and School Nurse(s)	Nurse records and documentation.				
3) . We will utilize community resources for the Snack Pack 4 Kids program to provide take-home food bags for students in need of food at home on the weekends.	9	Counselor, Safe and Drug Free Schools/Homeless Liaison, Principal(s) and Teacher(s)	Documentation of distribution to students with need.				
4) We will complete health screenings on every child each year to monitor vision, hearing, and dental health of our students and communicate findings to parents on a consistent basis.	1	School Nurse(s)	Nurses' records for each student.				

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

Goal 4: Wilson Elementary School will provide a healthy school environment.

Performance Objective 3: We will provide a healthy school environment for our students which promotes exercise and healthy eating habits as well as positive self-esteem and cooperative teamwork.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) We will ensure that moderate to vigourous physical activity is implemented 135 minutes weekly in PE class and classrooms to promote healthy cardiovascular and muscular fitness.	3, 4, 10	Physical Education Teacher, Principal(s) and Teacher(s)	Fitness gram for grades 3-5 and weekly PE lesson plans				
2) We will implement the CATCH curriculum as our sequential, developmentally appropriate physical education curriculum which will enable students to develop motor, self- management, knowledge, attitudes and confidence necessary to participate in physical activity throughout life.	5, 10	Physical Education Teacher and Principal(s)	Fitness gram results for 3-5; PE lesson plans indicating use of the Catch curriculum.				
3) We will provide healthy food choices for meals and snacks as well as abide by guidelines for the use of Foods of Minimal Nutritional Value (FMNV).	2	Cafeteria Staff, Food Services Coordinator, Physical Education Teacher, Principal(s) and Teacher(s)	Lunch menus, distribution of FMNV guidelines to teachers and staff and breakfast documentation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Wilson Elementary School will provide a healthy school environment.

Performance Objective 4: We will implement safety structures and procedures which keep our campus orderly and our stakeholders safe.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) . 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.	10	Principal(s) and Teacher(s)	Safety plans and procedures, safety drill documentation, monthly newsletters and early out schedules				
2) We will implement safety procedures and drills to prepare staff and students for specific evacuation situations.	10	Principal(s) and Teacher(s)	Minutes from the District and Campus Safety Committees, documentation of fire, tornado, and lockdown drills.				

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

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	We will utilize data from AWARE unit assessments to intervene for students at the point of need.Specific target groups will be ELL, Hispanic, and Economically Disadvantaged. Specific content targets will be in Writing and Science (System Safeguard Activity)
1	1	3	We will target progress in reading, math and science through examination of common assessments and benchmark results for each TEKS Resource System unit. (System Safeguard Activity)
1	1	5	We will use all staff to give specific, targeted instruction to improve academic performance of struggling students in all populations.(System Safeguard Activity)
1	1	8	We will use strategies of sheltered instruction to develop vocabulary and help create connections for our ELL and economically disadvantaged students. Specific content targets will be in Writing and Science. (System Safeguard Activity)
1	1	9	We will 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	10	We will utilize the Read 180, System 44, and Reading Recovery programs to improve fluency and comprehension in struggling readers. We will emphasize the use of Balanced Literacy techniques in all grades K-5. Specific target areas will be in Reading. (System Safeguard Activity)
1	2	2	We will continue the use of Thinking Maps and anchor charts in all content areas. Specific targets will be in Reading, Writing and Science. (System Safeguard Activity)
1	2	5	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	4	1	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. (System Safeguard Activity)
1	6	1	We will use flexible grouping and creative scheduling to implement interventions which target objectives in need, for the purpose of both review and remediation. Specific targets will be in Reading and Writing. (System Safeguard Activity)

Title I

Schoolwide Program Plan

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

1. Establishing and training the schoolwide planning team

2. Clarifying the vision for school reform;

3. Creating our school's profile;

4. Identifying data sources and gathering the data;

5. Analyzing the data

6. Reporting data findings to the entire District Leadership Team and collecting reflections and feedback.

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our vision will be the driving force for improving student achievement at Wilson Elementary. Our vision states, "We believe that all students can learn and acquire 21st Century skills to compete in a global society." This vision will be the foundation for creating first-rate instructional programs and effective data disaggregation meetings. As stated, we will focus on specific content goals in Writing and Science. These specific targets will provide system safeguard activities to meet and exceed expectations with the following subgroups: All Students (Writing and Science), Hispanic (Writing and Science) and Economically Disadvantaged (Writing and Science). We will continue to meet participation rates by encouraging our students on a daily basis. We will monitor student performance goals during Professional Learning Community (PLCs) to exceed standards in Indexes 1-4.

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

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

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

Our theme is a major component at Wilson Elementary School. "Kid, you'll move mountains!" theme indicates that we are committed to improving our school, students, parents and community members. Therefore, all members are dedicated to attending ongoing professional development sessions. To

illustrate, several team members have attended RTI sessions with Linda Madden. Additionally, teachers and administrators attend Horizontal Alignment meetings to develop effective lesson plans and activities for supporting student achievement.

5: Strategies to attract highly qualified teachers

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

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

6: Strategies to increase parental involvement

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

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

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

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

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

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

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

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

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

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

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

Title I Personnel

Name	Position	Program	FTE
Lynn Kuhn	Teacher	Reading Recovery	
Maggie Zamudio	Teacher	Reading Recovery	

2015-2016 Campus Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Troy Y. Bethley	Principal
Administrator	Zackary Greer	Assistant Principal
Administrator	Tiffany Stadler	Dean of Instruction
Classroom Teacher	Carol Roberson	Bilingual Teacher
Classroom Teacher	Keana Daughtry	Fifth Grade Teacher
Classroom Teacher	Carla Hernandez	First Grade Teacher
Classroom Teacher	Ashley Morehart	Fourth Grade Teacher
Classroom Teacher	Stephanie Parks	Kindergarten Teacher
Classroom Teacher	Julie Smith	Music Teacher
Classroom Teacher	Jennifer Freeman	Second Grade Teacher
Classroom Teacher	Joe Perez	Special Education Teacher
Classroom Teacher	Gay-Lynn Couts	Third Grade Teacher
Community Representative	Joe Martinez	Community Representative
Non-classroom Professional	Lynda Dyer	Counselor
Non-classroom Professional	Kristi Bridwell	Instructional Specialist
Non-classroom Professional	Lynn Kuhn	Reading Recovery Teacher
Parent	Crystal Silva	Parent

Addendums

TEXAS EDUCATION AGENCY
2015 Accountability Summary
WILSON EL (090904108) - PAMPA ISD

Accountability Rating

Improvement Required

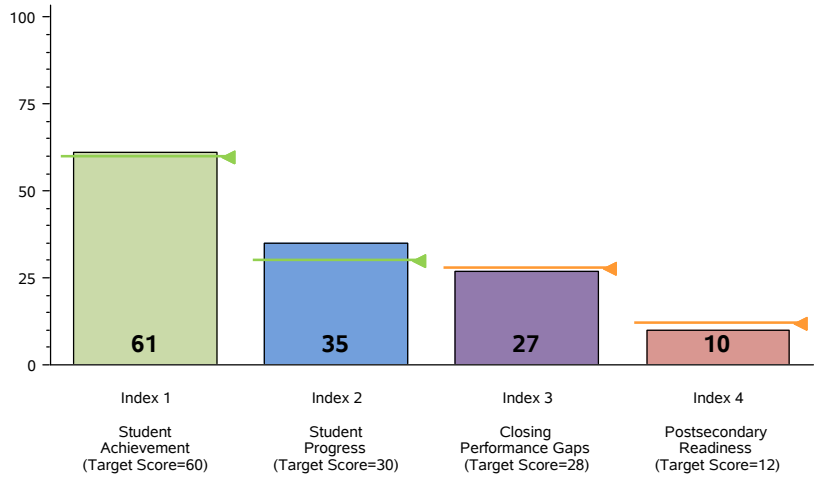
Met Standards on	Did Not Meet Standards on
- Student Achievement	- Closing Performance Gaps
- Student Progress	- Postsecondary Readiness

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in Reading/ELA
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NOT ELIGIBLE
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	157	259	61
2 - Student Progress	281	800	35
3 - Closing Performance Gaps	321	1,200	27
4 - Postsecondary Readiness			
STAAR Score	10.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		10

Campus Demographics

Campus Type	Elementary
Campus Size	502 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	79.9
Percent English Language Learners	37.3
Mobility Rate	17.8

State System Safeguards

Number and Percent of Indicators Met	
Performance Rates	5 out of 11 = 45%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
Total	**10 out of 16 = 63%**

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Status Report
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status ‡															
Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y		Y		5	5	100
Mathematics													0	0	
Writing	N		N						N				0	3	0
Science	N		N						N				0	3	0
Social Studies													0	0	
Total													**5**	**11**	**45**
Participation Status ‡															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y			Y	5	5	100
Mathematics													0	0	
Total													**5**	**5**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													**0**	**0**	
Overall Total													**10**	**16**	**63**

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

\+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%
b = Four-year Graduation Rate Target of 83%
c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal
d = Five-year Graduation Rate Target of 88%

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

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Performance and Participation Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	112	*	60	47	*	-	-	-	85	*	22	n/a
Total Tests	159	*	83	69	*	-	-	-	123	*	31	31
% at Phase-in Satisfactory Standard	70%	*	72%	68%	*	-	-	-	69%	*	71%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Phase-in Satisfactory Standard	26	*	**	13	-	-	-	-	22	*	6	n/a
Total Tests	53	*	**	24	-	-	-	-	44	*	11	11
% at Phase-in Satisfactory Standard	49%	*	41%	54%	-	-	-	-	50%	*	55%	n/a
Science												
# at Phase-in Satisfactory Standard	19	*	**	10	-	-	-	-	16	*	*	n/a
Total Tests	47	*	**	19	-	-	-	-	38	*	*	*
% at Phase-in Satisfactory Standard	40%	*	27%	53%	-	-	-	-	42%	*	*	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	168	**	86	73	*	-	-	-	128	*	n/a	32
Total Students	168	**	86	73	*	-	-	-	128	*	n/a	32
Participation Rate	100%	100%	100%	100%	*	-	-	-	100%	*	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable for Systems Safeguards.

TEXAS EDUCATION AGENCY
2015 State System Safeguards - Graduation Data Table
WILSON EL (090904108) - PAMPA ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable for Systems Safeguards.