# Coppell Independent School District

# Wilson Elementary

# 2024-2025 Campus Improvement Plan

W.H. Wilson Elementary
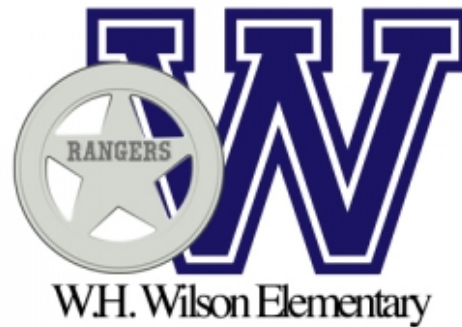
# Mission Statement

"At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted.  We embrace and address the needs of the whole child, encourage academic, social and emotional growth, and develop character to the highest level.  We promote wonder and build a community of empowered, curious minds.  We inspire lifelong learners who positively impact the world."

**Wilson Ranger Educator Creed**

*I am a Wilson Ranger Educator.*

*I have Great Expectations for my learners and myself.*

*I accept the challenge to be the best I can be.*

*It is my responsibility to create a learning environment conducive*

*to optimum academic, social, and emotional growth. I provide a model of decorum and respect*

*that guides my learners as well as honors them.*

*I cherish every learner.  I change the world one learner at a time.*

*I am a Wilson Ranger Educator.*

# Value Statement

**CISD Core Values**

Relationships:  We value authentic relationships. When we invest in each other we learn and flourish.
Engagement:  We value collective engagement that positively impacts the lives of our children and our world. Great
Teaching:  We value great teaching because we believe it is the key to deep learning.  Redefining
Success:  We value each individual's contribution because the measure of success can be different for everyone.

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# Comprehensive Needs Assessment

**Revised/Approved: March 20, 2024**

## Demographics

**Demographics Summary**

**DEMOGRAPHICS**

Wilson Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Wilson serves a plurality Hispanic student population in grades EC-5. In the 2023-24 school year, total enrollment was 506 which represents a decrease of -3.4% since 2019-20 (524 learners).

In 2023-24, the student population was 19.7% Asian, 31.4% White, 42.2% Hispanic, 2.5% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.7% multi-racial. Females made up 50.2% of the learners and males represented 49.8%. Our economically disadvantaged percentage was 26.2%.

Our Emergent Bilingual (EB) population consisted of 199 learners that made up 39.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (40.2%), Other Languages (3%), Mandarin (Chinese) (2.5%), Japanese (1.5%), and Korean (1.5%). Additionally, 34.1% of our EBs were also economically disadvantaged.

Our 70 gifted and talented learners constituted 13.8% of our population. Our gender split in the GT group was 47.1% female and 52.9% male. Of the four major ethnic groups, our GT learners were 20% Asian, 40% White, 30% Hispanic and 1.4% African American.

We had 114 learners that qualified for special education services, which represented 22.5% of our population. There were 28 learners with 504 accommodations, which was 5.5% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.11%, which increased by 0.62% from the prior year.

**STAFFING**

Wilson employed 41 educators and 12 instructional aides in the 2023-24 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 0% Asian, 65.8% White, 34.1% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/ Pacific Islander and 0% multi-racial. Females made up 95.1% of the educators and males represented 4.9%.

Overall, our educators had a varying level of professional experience: 7.3% (3) were new to teaching with 0-1 years of experience, 7.3% (3) had 2-5 years, 26.8% (11) had 6-10 years, 14.6% (6) had 11-15 years, 24.3% (10) had 16-20 years, and 19.5% (8) had more than 20 years. Looking at longevity within the district, 24.3% of our teachers had 0-1 years in district, 19.5% had 2-5 years, 29.2% had 6-10 years, 14.6% had 11-15 years, 4.8% had 16-20 years and 7.3% had more than 20 years. The average years of professional experience was 13.4 with 7.3 years in the district.

Advanced degrees were held by 41.4% of our teachers: 17 with master's degrees and 0 with doctorates. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 13 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 8 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 94.74%. For educational aides it was 100%. We hired 5 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 60% White, 40% Hispanic, 0% African American, 100% female, 0% male, 40% new to teaching, 0% with 2-5 years of professional experience, 60% with

6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 12.2% new to the campus. The average years of professional experience was 5.6 with 0 years in the district. 20% of our new teachers had advanced degrees.

**Demographics Strengths**

- Wilson Elementary is 1 of 2 campuses housing the district Dual Language Immersion program.
- The Wilson community is diverse socially, linguistically, and culturally... all contributing to the overall experiences and opportunities of our learners.
- The gender and ethnic make-up of our identified GT learners is similar to our overall campus make-up.
- For the 2023-2024 school year, Wilson's average daily attendance rate increased 0.62% over the prior school year.
- 41.4% of Wilson educators hold advanced degrees.
- Wilson consistently attracts educators with prior teaching experience.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Our student groups of learners needing additional services and supports continue to increase.

**Problem Statement 2 (Prioritized):** There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 3:** There is a need to enhance communication and engagement with families (especially for families with a primary language other than English). **Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers).

**Problem Statement 4 (Prioritized):** There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs. **Root Cause:** Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

**Problem Statement 5 (Prioritized):** There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** There is disproportionality in the percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Significant gaps exist in the percentage of achievement and growth for economically disadvantaged learners when compared to other student groups.

# Student Learning

**Student Learning Summary**

**mCLASS K-5:**

Click HERE for English Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.
Click HERE for Spanish Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

**NWEA MAP**:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click HERE for an explanation if needed.

| | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| **Wilson Elementary** | | | | | | |
| Total Students | 22 | 23 | 17 | 20 | 33 | 15 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |
| Lower/Same Level | % | 15% | 100% | 38.89% | 45.45% | 13.33% |
| 1 Level Higher | % | 80% | 0% | 55.56% | 51.52% | 73.33% |
| 2 Levels Higher | % | 5% | 0% | 5.56% | 3.03% | 6.67% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 6.67% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 18.18% | 4.35% | 5.88% | 0% | 3.03% | 0% |
| Intermediate | 18.18% | 13.04% | 70.59% | 50% | 27.27% | 20% |
| Advanced | 18.18% | 47.83% | 23.53% | 30% | 33.33% | 13.33% |
| Advanced High | 45.45% | 34.78% | 0% | 20% | 36.36% | 66.67% |
| **Economic Disadvantage** | | | | | | |
| Total Students | 7 | 9 | 8 | 13 | 18 | 9 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |

| | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| Lower/Same Level | % | 11.11% | 100% | 41.67% | 55.56% | 22.22% |
| 1 Level Higher | % | 77.78% | 0% | 58.33% | 38.89% | 66.67% |
| 2 Levels Higher | % | 11.11% | 0% | 0% | 5.56% | 0% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 11.11% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 42.86% | 0% | 0% | 0% | 5.56% | 0% |
| Intermediate | 28.57% | 33.33% | 87.50% | 53.85% | 33.33% | 22.22% |
| Advanced | 0% | 44.44% | 12.50% | 30.77% | 44.44% | 22.22% |
| Advanced High | 28.57% | 22.22% | 0% | 15.38% | 16.67% | 55.56% |
| **Asian** | | | | | | |
| Total Students | 7 | 7 | 2 | 5 | 7 | 4 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |
| Lower/Same Level | % | 20% | 100% | 25% | 42.86% | 0% |
| 1 Level Higher | % | 80% | 0% | 75% | 57.14% | 100% |
| 2 Levels Higher | % | 0% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 0% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 14.29% | 14.29% | 0% | 0% | 0% | 0% |
| Intermediate | 0% | 0% | 100% | 40% | 28.57% | 25% |
| Advanced | 0% | 42.86% | 0% | 60% | 28.57% | 0% |
| Advanced High | 85.71% | 42.86% | 0% | 0% | 42.86% | 75% |
| **Black/African American** | | | | | | |
| Total Students | - | 1 | - | - | 1 | - |
| Date Taken | - | 03/01/24 | - | - | 03/01/24 | - |

| | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| Lower/Same Level | - | 0% | - | - | 0% | - |
| 1 Level Higher | - | 100% | - | - | 100% | - |
| 2 Levels Higher | - | 0% | - | - | 0% | - |
| 3 Levels Higher | - | 0% | - | - | 0% | - |
| No Rating | - | 0% | - | - | 0% | - |
| Beginning | - | 0% | - | - | 0% | - |
| Intermediate | - | 0% | - | - | 0% | - |
| Advanced | - | 0% | - | - | 0% | - |
| Advanced High | - | 100% | - | - | 100% | - |
| **Hispanic** | | | | | | |
| Total Students | 14 | 14 | 14 | 15 | 22 | 10 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |
| Lower/Same Level | % | 7.69% | 100% | 42.86% | 50% | 20% |
| 1 Level Higher | % | 84.62% | 0% | 50% | 45.45% | 60% |
| 2 Levels Higher | % | 7.69% | 0% | 7.14% | 4.55% | 10% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 10% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 21.43% | 0% | 7.14% | 0% | 4.55% | 0% |
| Intermediate | 21.43% | 21.43% | 64.29% | 53.33% | 31.82% | 20% |
| Advanced | 28.57% | 50% | 28.57% | 20% | 36.36% | 20% |
| Advanced High | 28.57% | 28.57% | 0% | 26.67% | 27.27% | 60% |
| **Two or More Races** | | | | | | |
| Total Students | - | 1 | - | - | - | - |
| Date Taken | - | 03/01/24 | - | - | - | - |

|  | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| Lower/Same Level | - | 100% | - | - | - | - |
| 1 Level Higher | - | 0% | - | - | - | - |
| 2 Levels Higher | - | 0% | - | - | - | - |
| 3 Levels Higher | - | 0% | - | - | - | - |
| No Rating | - | 0% | - | - | - | - |
| Beginning | - | 0% | - | - | - | - |
| Intermediate | - | 0% | - | - | - | - |
| Advanced | - | 100% | - | - | - | - |
| Advanced High | - | 0% | - | - | - | - |
| **White** | | | | | | |
| Total Students | 1 | - | 1 | - | 3 | 1 |
| Date Taken | 03/01/24 | - | 03/01/24 | - | 03/01/24 | 03/01/24 |
| Lower/Same Level | % | - | 100% | - | 33.33% | 0% |
| 1 Level Higher | % | - | 0% | - | 66.67% | 100% |
| 2 Levels Higher | % | - | 0% | - | 0% | 0% |
| 3 Levels Higher | % | - | 0% | - | 0% | 0% |
| No Rating | 0% | - | 0% | - | 0% | 0% |
| Beginning | 0% | - | 0% | - | 0% | 0% |
| Intermediate | 100% | - | 100% | - | 0% | 0% |
| Advanced | 0% | - | 0% | - | 33.33% | 0% |
| Advanced High | 0% | - | 0% | - | 66.67% | 100% |
| **Currently Emergent Bilingual** | | | | | | |
| Total Students | 22 | 23 | 17 | 20 | 33 | 15 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |

| | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| Lower/Same Level | % | 15% | 100% | 38.89% | 45.45% | 13.33% |
| 1 Level Higher | % | 80% | 0% | 55.56% | 51.52% | 73.33% |
| 2 Levels Higher | % | 5% | 0% | 5.56% | 3.03% | 6.67% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 6.67% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 18.18% | 4.35% | 5.88% | 0% | 3.03% | 0% |
| Intermediate | 18.18% | 13.04% | 70.59% | 50% | 27.27% | 20% |
| Advanced | 18.18% | 47.83% | 23.53% | 30% | 33.33% | 13.33% |
| Advanced High | 45.45% | 34.78% | 0% | 20% | 36.36% | 66.67% |
| **Section 504** | | | | | | |
| Total Students | - | 2 | - | 1 | 2 | 2 |
| Date Taken | - | 03/01/24 | - | 03/01/24 | 03/01/24 | 03/01/24 |
| Lower/Same Level | - | 100% | - | 0% | 100% | 0% |
| 1 Level Higher | - | 0% | - | 100% | 0% | 100% |
| 2 Levels Higher | - | 0% | - | 0% | 0% | 0% |
| 3 Levels Higher | - | 0% | - | 0% | 0% | 0% |
| No Rating | - | 0% | - | 0% | 0% | 0% |
| Beginning | - | 0% | - | 0% | 0% | 0% |
| Intermediate | - | 0% | - | 0% | 0% | 0% |
| Advanced | - | 100% | - | 0% | 100% | 0% |
| Advanced High | - | 0% | - | 100% | 0% | 100% |
| **Special Ed Indicator** | | | | | | |
| Total Students | 4 | 4 | 1 | 5 | 7 | 4 |
| Date Taken | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 | 03/01/24 |

| | 0324 TELPAS Kindergarten | 0324 TELPAS Grade 1 | 0324 TELPAS Grade 2 | 0324 TELPAS Grade 3 | 0324 TELPAS Grade 4 | 0324 TELPAS Grade 5 |
|---|---|---|---|---|---|---|
| Lower/Same Level | % | 25% | 100% | 60% | 57.14% | 50% |
| 1 Level Higher | % | 75% | 0% | 40% | 42.86% | 50% |
| 2 Levels Higher | % | 0% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | % | 0% | 0% | 0% | 0% | 0% |
| No Rating | 0% | 0% | 0% | 0% | 0% | 0% |
| Beginning | 50% | 0% | 0% | 0% | 0% | 0% |
| Intermediate | 0% | 0% | 100% | 100% | 57.14% | 50% |
| Advanced | 0% | 100% | 0% | 0% | 42.86% | 50% |
| Advanced High | 50% | 0% | 0% | 0% | 0% | 0% |

## STAAR Spring 2024

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Wilson Elementary** | | | | | | | | | | | | | | |
| Total Students | 72 | 9 | 9 | 72 | 4 | 82 | 4 | 82 | 2 | 72 | 2 | 72 | 1 | 71 |
| Excluded | 0% | 0% | 0% | 0% | 0% | 1.22% | 0% | 1.22% | 0% | 0% | 0% | 0% | 0% | 0% |
| Did Not Meet Low | 13.89% | 22.22% | 22.22% | 11.11% | 50% | 6.10% | 100% | 10.98% | 0% | 1.39% | 50% | 5.56% | 0% | 7.04% |
| Did Not Meet High | 9.72% | 33.33% | 22.22% | 9.72% | 25% | 7.32% | 0% | 18.29% | 0% | 5.56% | 50% | 4.17% | 0% | 14.08% |
| Approach Low | 6.94% | 0% | 11.11% | 6.94% | 0% | 8.54% | 0% | 6.10% | 50% | 5.56% | 0% | 5.56% | 100% | 15.49% |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Approach High | 6.94% | 22.22% | 11.11% | 12.50% | 25% | 10.98% | 0% | 2.44% | 50% | 8.33% | 0% | 12.50% | 0% | 26.76% |
| Meets | 25% | 0% | 22.22% | 36.11% | 0% | 25.61% | 0% | 30.49% | 0% | 25% | 0% | 43.06% | 0% | 21.13% |
| Masters | 37.50% | 22.22% | 11.11% | 23.61% | 0% | 40.24% | 0% | 30.49% | 0% | 54.17% | 0% | 29.17% | 0% | 15.49% |
| **Special Ed Indicator** | | | | | | | | | | | | | | |
| Total Students | 21 | 3 | 3 | 21 | 1 | 19 | 1 | 19 | - | 9 | - | 9 | - | 9 |
| Excluded | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 33.33% | 66.67% | 33.33% | 33.33% | 100% | 21.05% | 100% | 26.32% | - | 11.11% | - | 22.22% | - | 33.33% |
| Did Not Meet High | 28.57% | 33.33% | 66.67% | 23.81% | 0% | 21.05% | 0% | 42.11% | - | 33.33% | - | 22.22% | - | 22.22% |
| Approach Low | 9.52% | 0% | 0% | 9.52% | 0% | 21.05% | 0% | 5.26% | - | 11.11% | - | 0% | - | 11.11% |
| Approach High | 0% | 0% | 0% | 19.05% | 0% | 10.53% | 0% | 0% | - | 22.22% | - | 22.22% | - | 22.22% |
| Meets | 23.81% | 0% | 0% | 9.52% | 0% | 15.79% | 0% | 15.79% | - | 11.11% | - | 22.22% | - | 0% |
| Masters | 4.76% | 0% | 0% | 4.76% | 0% | 10.53% | 0% | 10.53% | - | 11.11% | - | 11.11% | - | 11.11% |
| **Section 504** | | | | | | | | | | | | | | |
| Total Students | 3 | - | - | 3 | - | 8 | - | 8 | - | 12 | - | 12 | - | 12 |
| Excluded | 0% | - | - | 0% | - | 12.50% | - | 12.50% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 0% | - | - | 0% | - | 0% | - | 12.50% | - | 0% | - | 8.33% | - | 8.33% |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Did Not Meet High | 0% | - | - | 0% | - | 0% | - | 25% | - | 8.33% | - | 0% | - | 8.33% |
| Approach Low | 0% | - | - | 0% | - | 12.50% | - | 0% | - | 8.33% | - | 16.67% | - | 33.33% |
| Approach High | 0% | - | - | 0% | - | 25% | - | 0% | - | 16.67% | - | 25% | - | 25% |
| Meets | 33.33% | - | - | 66.67% | - | 37.50% | - | 37.50% | - | 41.67% | - | 33.33% | - | 25% |
| Masters | 66.67% | - | - | 33.33% | - | 12.50% | - | 12.50% | - | 25% | - | 16.67% | - | 0% |
| **Currently Emergent Bilingual** | | | | | | | | | | | | | | |
| Total Students | 12 | 9 | 9 | 12 | 4 | 29 | 4 | 29 | 2 | 15 | 2 | 15 | 1 | 14 |
| Excluded | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Did Not Meet Low | 33.33% | 22.22% | 22.22% | 16.67% | 50% | 10.34% | 100% | 13.79% | 0% | 6.67% | 50% | 13.33% | 0% | 28.57% |
| Did Not Meet High | 16.67% | 33.33% | 22.22% | 25% | 25% | 13.79% | 0% | 27.59% | 0% | 13.33% | 50% | 20% | 0% | 35.71% |
| Approach Low | 25% | 0% | 11.11% | 25% | 0% | 13.79% | 0% | 6.90% | 50% | 13.33% | 0% | 13.33% | 100% | 14.29% |
| Approach High | 8.33% | 22.22% | 11.11% | 0% | 25% | 13.79% | 0% | 3.45% | 50% | 20% | 0% | 6.67% | 0% | 14.29% |
| Meets | 8.33% | 0% | 22.22% | 25% | 0% | 20.69% | 0% | 31.03% | 0% | 40% | 0% | 26.67% | 0% | 7.14% |
| Masters | 8.33% | 22.22% | 11.11% | 8.33% | 0% | 27.59% | 0% | 17.24% | 0% | 6.67% | 0% | 20% | 0% | 0% |
| **Second Year of Monitoring** | | | | | | | | | | | | | | |
| Total Students | 1 | - | - | 1 | - | 2 | - | 2 | - | 1 | - | 1 | - | 1 |
| Excluded | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Did Not Meet Low | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet High | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Approach Low | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Approach High | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Meets | 100% | - | - | 100% | - | 50% | - | 0% | - | 0% | - | 0% | - | 100% |
| Masters | 0% | - | - | 0% | - | 50% | - | 100% | - | 100% | - | 100% | - | 0% |
| **Third Year of Monitoring** | | | | | | | | | | | | | | |
| Total Students | - | - | - | - | - | - | - | - | - | 2 | - | 2 | - | 2 |
| Excluded | - | - | - | - | - | - | - | - | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | - | - | - | - | - | - | - | - | - | 0% | - | 0% | - | 0% |
| Did Not Meet High | - | - | - | - | - | - | - | - | - | 0% | - | 0% | - | 0% |
| Approach Low | - | - | - | - | - | - | - | - | - | 0% | - | 0% | - | 0% |
| Approach High | - | - | - | - | - | - | - | - | - | 0% | - | 50% | - | 50% |
| Meets | - | - | - | - | - | - | - | - | - | 0% | - | 50% | - | 0% |
| Masters | - | - | - | - | - | - | - | - | - | 100% | - | 0% | - | 50% |
| **Hispanic** | | | | | | | | | | | | | | |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Students | 23 | 9 | 9 | 23 | 4 | 39 | 4 | 39 | 2 | 22 | 2 | 22 | 1 | 21 |
| Excluded | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Did Not Meet Low | 21.74% | 22.22% | 22.22% | 17.39% | 50% | 12.82% | 100% | 17.95% | 0% | 4.55% | 50% | 13.64% | 0% | 23.81% |
| Did Not Meet High | 13.04% | 33.33% | 22.22% | 13.04% | 25% | 12.82% | 0% | 33.33% | 0% | 9.09% | 50% | 13.64% | 0% | 14.29% |
| Approach Low | 8.70% | 0% | 11.11% | 13.04% | 0% | 10.26% | 0% | 2.56% | 50% | 4.55% | 0% | 9.09% | 100% | 14.29% |
| Approach High | 8.70% | 22.22% | 11.11% | 8.70% | 25% | 7.69% | 0% | 0% | 50% | 13.64% | 0% | 9.09% | 0% | 14.29% |
| Meets | 13.04% | 0% | 22.22% | 26.09% | 0% | 25.64% | 0% | 25.64% | 0% | 31.82% | 0% | 27.27% | 0% | 23.81% |
| Masters | 34.78% | 22.22% | 11.11% | 21.74% | 0% | 30.77% | 0% | 20.51% | 0% | 36.36% | 0% | 27.27% | 0% | 9.52% |
| **White** | | | | | | | | | | | | | | |
| Total Students | 29 | - | - | 29 | - | 26 | - | 26 | - | 29 | - | 29 | - | 29 |
| Excluded | 0% | - | - | 0% | - | 3.85% | - | 3.85% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 13.79% | - | - | 10.34% | - | 0% | - | 3.85% | - | 0% | - | 3.45% | - | 0% |
| Did Not Meet High | 6.90% | - | - | 10.34% | - | 0% | - | 7.69% | - | 6.90% | - | 0% | - | 17.24% |
| Approach Low | 3.45% | - | - | 3.45% | - | 7.69% | - | 11.54% | - | 6.90% | - | 6.90% | - | 17.24% |
| Approach High | 0% | - | - | 13.79% | - | 15.38% | - | 7.69% | - | 6.90% | - | 17.24% | - | 34.48% |

Wilson Elementary
Generated by Plan4Learning.com

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Meets | 34.48% | - | - | 37.93% | - | 26.92% | - | 34.62% | - | 24.14% | - | 62.07% | - | 20.69% |
| Masters | 41.38% | - | - | 24.14% | - | 46.15% | - | 30.77% | - | 55.17% | - | 10.34% | - | 10.34% |
| **Asian** | | | | | | | | | | | | | | |
| Total Students | 13 | - | - | 13 | - | 13 | - | 13 | - | 18 | - | 18 | - | 18 |
| Excluded | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 7.69% | - | - | 0% | - | 0% | - | 7.69% | - | 0% | - | 0% | - | 0% |
| Did Not Meet High | 7.69% | - | - | 7.69% | - | 7.69% | - | 0% | - | 0% | - | 0% | - | 11.11% |
| Approach Low | 15.38% | - | - | 7.69% | - | 7.69% | - | 7.69% | - | 5.56% | - | 0% | - | 16.67% |
| Approach High | 0% | - | - | 0% | - | 15.38% | - | 0% | - | 5.56% | - | 11.11% | - | 27.78% |
| Meets | 23.08% | - | - | 53.85% | - | 23.08% | - | 46.15% | - | 22.22% | - | 33.33% | - | 22.22% |
| Masters | 46.15% | - | - | 30.77% | - | 46.15% | - | 38.46% | - | 66.67% | - | 55.56% | - | 22.22% |
| **Black/African American** | | | | | | | | | | | | | | |
| Total Students | 4 | - | - | 4 | - | 3 | - | 3 | - | 1 | - | 1 | - | 1 |
| Excluded | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 0% | - | - | 25% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet High | 25% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Approach Low | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Approach High | 50% | - | - | 50% | - | 0% | - | 0% | - | 0% | - | 0% | - | 100% |
| Meets | 25% | - | - | 25% | - | 33.33% | - | 0% | - | 0% | - | 100% | - | 0% |
| Masters | 0% | - | - | 0% | - | 66.67% | - | 100% | - | 100% | - | 0% | - | 0% |
| **Two or More Races** | | | | | | | | | | | | | | |
| Total Students | 3 | - | - | 3 | - | 1 | - | 1 | - | 2 | - | 2 | - | 2 |
| Excluded | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet Low | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Did Not Meet High | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Approach Low | 0% | - | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Approach High | 33.33% | - | - | 33.33% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Meets | 33.33% | - | - | 33.33% | - | 0% | - | 0% | - | 0% | - | 0% | - | 0% |
| Masters | 33.33% | - | - | 33.33% | - | 100% | - | 100% | - | 100% | - | 100% | - | 100% |
| **Economic Disadvantage** | | | | | | | | | | | | | | |
| Total Students | 13 | 7 | 7 | 13 | 4 | 25 | 4 | 25 | 2 | 12 | 2 | 12 | 1 | 11 |
| Excluded | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Did Not Meet Low | 38.46% | 28.57% | 28.57% | 38.46% | 50% | 16% | 100% | 24% | 0% | 8.33% | 50% | 16.67% | 0% | 27.27% |

| | May 2024 STAAR Reading Language Arts, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 3 | May 2024 STAAR Mathematics Spanish, Grade 3 | May 2024 STAAR Mathematics, Grade 3 | May 2024 STAAR Reading Language Arts Spanish, Grade 4 | May 2024 STAAR Reading Language Arts, Grade 4 | May 2024 STAAR Mathematics Spanish, Grade 4 | May 2024 STAAR Mathematics, Grade 4 | May 2024 STAAR Reading Language Arts Spanish, Grade 5 | May 2024 STAAR Reading Language Arts, Grade 5 | May 2024 STAAR Mathematics Spanish, Grade 5 | May 2024 STAAR Mathematics, Grade 5 | May 2024 STAAR Science Spanish, Grade 5 | May 2024 STAAR Science, Grade 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Did Not Meet High | 23.08% | 42.86% | 28.57% | 23.08% | 25% | 20% | 0% | 32% | 0% | 25% | 50% | 25% | 0% | 27.27% |
| Approach Low | 15.38% | 0% | 14.29% | 15.38% | 0% | 16% | 0% | 4% | 50% | 8.33% | 0% | 8.33% | 100% | 18.18% |
| Approach High | 7.69% | 14.29% | 14.29% | 7.69% | 25% | 12% | 0% | 0% | 50% | 25% | 0% | 8.33% | 0% | 18.18% |
| Meets | 15.38% | 0% | 14.29% | 15.38% | 0% | 20% | 0% | 28% | 0% | 16.67% | 0% | 33.33% | 0% | 9.09% |
| Masters | 0% | 14.29% | 0% | 0% | 0% | 16% | 0% | 12% | 0% | 16.67% | 0% | 8.33% | 0% | 0% |

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mClass
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/Emergent Bilingual
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

**Student Learning Strengths**

- Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner (and student group) growth.
- Changes have been made to the MTSS process to provide more goal-driven supports aligned to our CISD High Priority Learning Standards.
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making.
- STAAR performance across content areas remains at or above state levels.
- The area identified for Targeted Support & Improvement (Economically Disadvantaged Learners Math Growth and Achievement) showed growth across numerous indicators.
- Emergent Bilingual learners served through the Dual Language Program are making significant gains in TELPAS.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.   **Root Cause:** Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus.

**Problem Statement 2 (Prioritized):** There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause:** Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

**Problem Statement 3:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.   **Root Cause:** Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 4 (Prioritized):** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilinguals.   **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth

**Problem Statement 5:** There is a need to target specific reading, writing and math skills to focus on early intervention.   **Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

**Problem Statement 6 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

# School Processes & Programs

**School Processes & Programs Summary**

Wilson Elementary is one of two elementary schools in CISD with Dual Language Immersion (DLI). Half of the classes in each grade level are DLI, where 50% of instructional time is conducted in English and 50% of instructional time is conducted in Spanish. Learners needing bilingual education are automatically placed in DLI, and learners who are native English speakers from across the district can elect to participate in the program through a district lottery process.

The educators at Wilson are in their 11 year with a formal Professional Learning Community (PLC) structure in place. Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Wilson staff members strongly believe in educating the whole child. Recognizing that many of our learners do not have the same access to extracurricular activities as other learners, many Wilson educators sponsor free after-school clubs available to all Wilson learners.

Wilson contracts with the "Great Expectations" organization for coaching and implementation of the Great Expectations teaching methodology. Our aim is for learners to not only become effective communicators and critical thinkers but also productive citizens utilizing life principles. GE practices and expectations are woven throughout the school and provide a common language and uniform set of expectations across grade levels; all leading to a climate of mutual respect and learner success. For the 23-24 school year, Wilson was once again designated as a "Great Expectations Model School."

Identified Wilson learners benefit from a partnership with the First United Methodist Church of Coppell. Learners are nominated by classroom educators using a variety of criteria including academic need, social-emotional need, and parent request to be paired with a "Reading Buddy" who comes once a week for individual reading and mentoring.

Wilson educators utilize the CISD Curriculum while also integrating additional hands-on experiences through PBL units, the Ranger Ranch garden, and campus robotics/coding tools. For the 2024-2025 school year, Wilson is partnering with 3 other Title I CISD schools to provide yearlong cohort strands of targeted professional learning. Using the campus needs assessment process and educator input, several yearlong sessions have been designed for educators to experience targeted, sustained professional growth based on educator need/interest.

Again this past school year, numerous updates were made to our campus MTSS process. Collaborative teams met twice per month to review learners' progress, update academic/social/language goals, and update targeted interventions.

**School Processes & Programs Strengths**

- Numerous systems are in place to support the campus implementation of Professional Learning Communities.
- The 2024-2025 campus professional learning plan includes new yearlong strands based on educator need and interest.
- Wilson Elementary has been recognized as a Great Expectations Model School for several years.
- The Dual Language Immersion program provides learners the opportunity to be bilingual, bilterate, and bicultural.
- Wilson learners engage with local/global audiences and create unique products using a variety of digital tools.
- Wilson provides a variety of supports and mentorship opporunities to meet learners' social and emotional needs.
- The campus MTSS process has been updated to be more responsive and data-driven.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.
**Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 2 (Prioritized):** DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.   **Root Cause:** Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials.

**Problem Statement 3:** There is a need for additional DLI resources and planning.   **Root Cause:** Lack of parity between English and Spanish instructional materials and curriculum.

**Problem Statement 4 (Prioritized):** There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.
**Root Cause:** Some learners demonstrate additional needs beyond effective Tier I instruction.

**Problem Statement 5:** There is a need to continue focusing on health enrichment curriculum and new health TEKS (including mental health conditions, establishing/maintaining positive relationships, and responsible decision-making).   **Root Cause:** Continued need to build/expand resources/programs implemented in 2023-2024 - Data shows high need for mental health supports

**Problem Statement 6 (Prioritized):** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

# Perceptions

**Perceptions Summary**

Wilson Elementary's mission is, "At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted. We embrace and address the needs of the whole child, encourage academic, social, and emotional growth, and develop character to the highest level. We promote wonder and build a community of empowered, curious minds. We inspire lifelong learners who positively impact the world." To support this mission, Wilson follows the teaching and professional development model of Great Expectations. Every person who enters the building and classrooms is greeted and welcomed into the Wilson learning community.

In an effort to embrace the needs of the whole child, the staff at Wilson offer a number of extra-curricular activities throughout the school year and often during the summer to extend learning and real-world experiences for all learners. Learners have the opportunity to participate in a wide range of activities such as Bel Canto (Wilson's Honor Choir), Tamba, Run Club, Art Club, Robotics, Musical Theater, Green Team, Garden Club, Student Council, Math Olympiad, and new clubs for the 24-25 school year..

Wilson employees a variety of character recognition initiatives (all aligned with Great Expectations). These include the weekly Rise & Shine community-building assembly and monthly Kids of Character family breakfasts.

Wilson engages the local community through numerous campus families events. The Wilson PTO provides financial support and volunteers to promote these activities. Annual activities include: WilsonFest, International Night, Book Fairs, Color Run, and Field Day.

Wilson Elementary maintains an active presence on Twitter and Facebook and uses numerous platforms to provide a "window" into our school. The hashtag (#WilsonWay) is utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values. Additionally, classroom educators utilize class webpages and weekly newsletters to inform parents of current events and communicate current curricular unit foci and objectives.

**Perceptions Strengths**

- There is a strong sense of pride and tradition at Wilson Elementary.
- Parents and volunteers support campus events and take leadership in annual events such as WilsonFest and International Night.
- Parents have provided feedback that they appreciate the school's social media presence.
- There is a strong focus on educating the "whole" child by all Wilson stakeholders.
- Wilson Elementary is a Great Expectations Model School for several years in a row.
- Our community values the numerous extracurricular opportunities provided by staff.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 2 (Prioritized):** There is a need to identify and elevate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 3:** There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Ongoing requirements from the state and additional safety needs of learners/staff.

**Problem Statement 4 (Prioritized):** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.
  **Root Cause:** Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Problem Statement 5:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause:** Lack of aligned resources and systemic structures for counseling needs.

**Problem Statement 6:** There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.   **Root Cause:** Lack of funding provided by the state.

# Priority Problem Statements

**Problem Statement 1**: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.
**Root Cause 1**: Our student groups of learners needing additional services and supports continue to increase.
**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.
**Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners
**Problem Statement 2 Areas**: Demographics


**Problem Statement 3**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.
**Root Cause 3**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus.
**Problem Statement 3 Areas**: Student Learning


**Problem Statement 4**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.
**Root Cause 4**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.
**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.
**Root Cause 5**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilinguals.
**Root Cause 6**: Lack of multiple data sources across the district being used to show evidence of learner growth
**Problem Statement 6 Areas**: Student Learning


**Problem Statement 7**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.
**Root Cause 7**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.
**Problem Statement 7 Areas**: School Processes & Programs


**Problem Statement 8**: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.

**Root Cause 8**: Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials.

**Problem Statement 8 Areas**: School Processes & Programs

**Problem Statement 9**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

**Root Cause 9**: Some learners demonstrate additional needs beyond effective Tier I instruction.

**Problem Statement 9 Areas**: School Processes & Programs

**Problem Statement 10**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

**Root Cause 10**: Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 10 Areas**: Perceptions

**Problem Statement 11**: There is a need to identify and elevate additional measures of success for learners.

**Root Cause 11**: Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 11 Areas**: Perceptions

**Problem Statement 12**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

**Root Cause 12**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Problem Statement 12 Areas**: Perceptions

**Problem Statement 13**: There is a need to focus on the areas in the district identified with significant dis-proportionality.

**Root Cause 13**: There is disproportionality in the percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Significant gaps exist in the percentage of achievement and growth for economically disadvantaged learners when compared to other student groups.

**Problem Statement 13 Areas**: Demographics

**Problem Statement 14**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

**Root Cause 14**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 14 Areas**: School Processes & Programs

**Problem Statement 15**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.

**Root Cause 15**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

**Problem Statement 15 Areas**: Demographics

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Accountability Data**

- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**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

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: August 1, 2024**

**Goal 1:** Personal Growth and Experiences:  We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 1:** All PK-5th grade learners will be provided high-quality Tier I instruction that is aligned to the TEKS.

**Evaluation Data Sources:** T-Tess observations and evaluations, Collaborative Team Time agendas,UbD units and plan, Campus common assessment data, Learning walks, MAP Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Checklist of look-fors highlighting specific instructional strategies in all content areas<br>- Aligned strategies being implemented across the district that impact learner growth<br>- Growth in differentiated experiences and scaffolding opportunities within the classroom environments<br>- Professional learning provided by district and campuses<br>- Additions to curriculum documents for small group instruction/formative assessment<br>- Additional training focus areas in project-based learning, problem-based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Learning Coaches<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Demographics 1, 4 - Student Learning 2<br>**Funding Sources:** Math Small Group Intervention Kits - 211 - Title I, Part A - 211-11-6399-00-106-24-000-21150 - $3,553 | | | | |

| **Strategy 2 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 2:** House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur. House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -High quality Tier I instruction.<br>-Alignment of instruction to TEKS.<br>-Increase in learner achievement.<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-Curriculum Directors<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Demographics 1 | | | | | |

| **Strategy 3 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Improve structures to mentor and support new campus educators and instructional aides through the "Wilson's Newbie Rangers" cohort. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased staff retention<br>-Improved instructional practices<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br><br>**Title I:**<br>2.5<br>**Problem Statements:** Perceptions 4 | | | | | |

| **Strategy 4 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 4:** Teams will utilize the district curriculum documents and resources in designing lessons and assessments that focus on the revised high priority learning standards (HPLS). | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increase alignment of instruction to TEKS<br>-Increase in student academic performance<br>**Staff Responsible for Monitoring:** -Campus Administrators<br>-Campus Leadership Team<br><br>**Title I:**<br>2.4<br>**Problem Statements:** Student Learning 1 | | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus and district that focus on observing and evaluating strategies supporting academic and social-emotional growth. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning<br>- Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth<br>-Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff<br>-Growth in aligned instructional practices being implemented across the district<br>**Staff Responsible for Monitoring:** -District Personnel<br>-Campus Administration<br>-Learning Coaches<br><br>**Problem Statements:** School Processes & Programs 1 | | | | |

0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.   **Root Cause**: Our student groups of learners needing additional services and supports continue to increase. |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.   **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |

| Perceptions |
|---|
| **Problem Statement 4**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.   **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities. |

**Goal 1:** Personal Growth and Experiences:  We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 2:** Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

    **Evaluation Data Sources:** STAAR,  RtI universal screener (BOY, EOY, MOY), DRA/EDL, TELPAS, Learning walks, PLC data, District benchmark, Campus common assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continued utilization and training of data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)<br>- Growth and alignment in structures for Professional Learning Communities - Collaborative Team Times across the district<br>- Increased student achievement (academic, social-emotional, and behavioral)<br>-Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review the growth of learners<br>-Creation of pre-post assessments, rubric creation<br><br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-CISD Curriculum Directors<br><br>    **Title I:**<br>2.4, 2.6<br>    **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training on the Student Success Platform in Panorama<br>- Increased monitoring of the growth of learners in all content areas and social-emotional skills (academic, social-emotional, behavioral)<br>- Training for early childhood educators regarding culturally responsive interventions<br>- Training for evaluation staff regarding culturally responsive evaluation practices<br>- Increase family and parent engagement with MTSS processes and Special Education processes<br>-Strengthen the family engagement of the MTSS process<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Campus Collaborative Teams<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Demographics 4 - School Processes & Programs 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Increased student achievement in academic, social-emotional, and behavioral<br>- Training for classroom management and restorative practices<br>- Continued implementation of Character Ed programs to help support PBIS<br>- Use of Panorama Student Success Platform for progress monitoring<br>- Increased communication between school, learners, and families<br>- Focus on Panorama Playbook resources for intentional support for learners<br>- Focus on additional behavior resources/tools collection - CISD Curriculum Documents<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Campus Collaborative Teams<br><br>**Title I:**<br>2.5<br>**Problem Statements:** Student Learning 6 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed. Additionally, Wilson will implement a campus attendance campaign that includes student incentives and increased education on campus attendance data/trends. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Increased attendance rates for campuses<br>- Increased learner growth due to being present for instruction<br>- Stronger relationships with learners and families<br>- Use of Panorama Student Success Platform for monitoring progress/needs with attendance<br>- Increased communication between schools, learners and families<br>- Increased funding from the state due to attendance growth<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Educators<br>-Front office staff<br><br>**Problem Statements:** School Processes & Programs 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives<br>- Resources for educators (including embedded items within curriculum documents for English Learners)<br>- Continued focus on oral proficiency levels and spiraling this learning in training throughout the year<br>- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners<br>- Increased student achievement and progress levels<br>-Use of Success Ed for the system of housing learner needs<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Language Acquisition Specialists<br>-Educators<br><br>**Problem Statements:** Demographics 4 - School Processes & Programs 2 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth | Formative | | | Summative |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Growth across the campus in academic performance for economically disadvantaged learners<br>-Focus on Universal Design for Learning and Training opportunities for campus leaders and educators<br>- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social-emotional, attendance)<br>- Implement Poverty Simulation training for campuses<br>- BEAM training focus for new educators<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-District Personnel<br><br>**Problem Statements:** Demographics 1, 2 - School Processes & Programs 4 - Perceptions 2 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Continue implementation of the plan for significant disproportionality of learners in identified areas per the state:  Percentage of achievement and growth for economically disadvantaged learners | Formative | | | Summative |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Growth across the campus in academic performance for economically disadvantaged learners<br>- Intentional interventions to support discipline (classroom management and PBIS implementation across the campus, restorative practices, monitoring interventions for learners)<br>- Focus on Universal Design for Learning and Training opportunities for campus leaders and educators<br>- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols, and measuring learner growth through progress monitoring (academic, behavioral, social-emotional, attendance)<br>-Implement Poverty Simulation training for campuses<br>-BEAM training focus for new educators<br>- Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-Campus Leadership<br>-District Personnel<br><br>**Problem Statements:** Demographics 5 - Student Learning 4 - School Processes & Programs 4 | | | | |

0% No Progress        100% Accomplished        → Continue/Modify        ✕ Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase. |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs. **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |
| **Problem Statement 5**: There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause**: There is disproportionality in the percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Significant gaps exist in the percentage of achievement and growth for economically disadvantaged learners when compared to other student groups. |

| Student Learning |
|---|
| **Problem Statement 4**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilinguals. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth |
| **Problem Statement 6**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district |

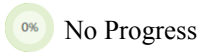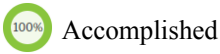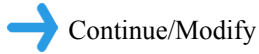| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 2**: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials. |
| **Problem Statement 4**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction. |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
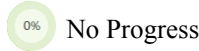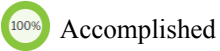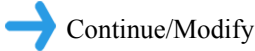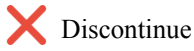
**Goal 1:** Personal Growth and Experiences: We as CISD will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 3:** Student achievement and progress levels will exceed state standards/averages for all student groups.

    **Evaluation Data Sources:** STAAR Data,
NWEA MAP Data
Attendance Data
TELPAS Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Reduction in achievement gap between student demographic groups<br>-Increase in learner achievement<br>-Increase in student engagement<br>-Adequate progress in TELPAS<br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Language Acquisition Specialist<br><br>    **Title I:**<br>2.6<br>**Problem Statements:** Student Learning 2, 4 - School Processes & Programs 2 | | | | |
| Strategy 2 Details | Reviews | | | |
| **Strategy 2:** Provide resources and training emphasizing how we can best intervene for learners receiving support through: Special Education, 504, Emergent Bilingual, Migrant Learners, Tier II and Tier III, and GTI with the goal of targeting their overall academic/social/emotional needs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Increase in learners meeting/exceeding their STAAR progress measure<br>-Decrease in behavior incidents and threat assessments<br>-Increase in student engagement<br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-District Curriculum Directors<br><br>    **Title I:**<br>2.4, 2.5<br>**Problem Statements:** Demographics 4 - Student Learning 2 - School Processes & Programs 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Specific areas of learning needs will be addressed through State Compensatory Education Funds (and Title I funds where applicable) to target academic, social-emotional, and behavioral supports as a campus, specifically focusing on at-risk learners and HB 1416 learners. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increase in percentage of students achieving "Approaches" or higher on Spring 2024 STAAR<br>-Reduction in the achievement gap between student demographic groups<br>-Use of NWEA MAP data to determine specific learners for targeted learning groups<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-Campus Leadership Team<br><br>**Title I:**<br>2.6<br>**Problem Statements:** Demographics 4<br>**Funding Sources:** Math/Reading Part-Time Interventionists - 199 - State Comp Ed - 199-11-6128-00-106-24-000 - $15,361 | | | | |

0% No Progress          100% Accomplished          ➡️ Continue/Modify          ❌ Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |

| Student Learning |
|---|
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |
| **Problem Statement 4**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilinguals.   **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth |

| School Processes & Programs |
|---|
| **Problem Statement 2**: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.   **Root Cause**: Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials. |
| **Problem Statement 4**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.   **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction. |

**Goal 2:** Authentic Contributions:  We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 1:** All PK  - 5th-grade learners will participate in at least two courses/activities focused on career, college and life readiness.

    **Evaluation Data Sources:** Team "WIN" Plans, Assembly Agendas, Learner Surveys, List of Enrichment Activities and Clubs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Learners will showcase their passions and interests through weekly "Rise & Shine" assemblies, through campus enrichment opportunities/clubs, (ie Music Theatre, Art Club, Robotics Round-Up, etc)  and through the inclusion of guest/ community speakers to help increase and promote learner interest. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Increased Learner Awareness<br>-Increased Community Involvement<br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br><br>    **Title I:**<br>2.5<br>    **Problem Statements:** Demographics 2 - Perceptions 1, 2<br>    **Funding Sources:** Extra Duty Pay for Extended Day Opportunities / Clubs - 211 - Title I, Part A - 211-11-6118-00-106-24-000-21150 - $8,024.48 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation to foster deeper CTE connections and support learners' problem-solving and critical thinking. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Growth in learner engagement levels<br>-Building stronger problem-solving and design-thinking skills<br>-Building an understanding of CTE and career connections<br>- Increasing ways for learners to show success in learning<br>-Usage of coding and digital tools<br>-Usage of goal-setting tools, presentations, and created products to show understanding and growth<br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-STEAM Educator<br><br>    **Title I:**<br>2.5, 2.6<br>    **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide training and resources to educators enhancing curriculum connections to real-world applications in learning and strengthening the understanding and implementation of Career Technical Education and Career College and Military Readiness at the elementary level. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Provide training that highlights real-world applications in lesson design<br>- Increase learner awareness of career, college, and  life readiness opportunities<br>- Increase alignment in curriculum and resources provided for elementary in terms of CTE connections and real-world learning (CTE spirit week, field trips, and speakers focusing on a variety of careers)<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-STEAM Educator<br>-District Personnel<br><br>**Problem Statements:** School Processes & Programs 6 | | | | |

0% No Progress        100% Accomplished        ⮕ Continue/Modify        ❌ Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 6**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 2:** Authentic Contributions:  We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 2:** All PK- 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interests/passions. (i.e. service learning, digital portfolios, presentations, goal-setting tools, etc.)

**Evaluation Data Sources:** Digital portfolios, Open House, Campus showcases

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Learner digital portfolios and specific expectations for capturing evidence K-5<br>- Wilson staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth<br>- Digital Portfolio continued training and implementation<br>- Aligned expectations for campuses throughout the year tied to Community-Based Accountability<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Instructional Team<br>-Learning Coaches<br>-STEAM Educator<br><br>**Title I:**<br>2.5, 2.6<br>**Problem Statements:** School Processes & Programs 6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Learner Showcases (Economics Fair, Poetry Slam, etc) | | | | |
| -Increase in authentic products | | | | |
| -Increased engagement on Panorama Survey | | | | |
| -Authentic Learner Portfolios | | | | |
| -Digital presentations (video, media, etc.) | | | | |
| -More intentional and detailed feedback for learners | | | | |
| **Staff Responsible for Monitoring:** -Campus Administration | | | | |
| -Campus Leadership Team | | | | |
| -Educators | | | | |
| -Learning Coaches | | | | |
| **Title I:** | | | | |
| 2.4 | | | | |
| **Problem Statements:** Student Learning 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Utilize the "Great Expectations" Methodology to create a campus climate of mutual respect and high learner and staff academic/behavior expectations.  Support our campus GE implementation through ongoing professional learning and educator coaching. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Maintain "Model School" Status | | | | |
| -Decrease in behavior incidents and threat assessments | | | | |
| -Increase in learner engagement | | | | |
| **Staff Responsible for Monitoring:** -Campus Administration | | | | |
| -Learning Coaches | | | | |
| -Campus Leadership Team | | | | |
| **Title I:** | | | | |
| 2.5 | | | | |
| **Problem Statements:** Demographics 2 - Student Learning 2 - Perceptions 1, 2 | | | | |

0% No Progress          100% Accomplished          → Continue/Modify          ✖ Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |

| School Processes & Programs |
|---|
| **Problem Statement 6**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 2:** Authentic Contributions:  We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 3:** Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following:  full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training focused on AI for Wilson Staff provided by the district<br>- Partnership with support personnel across the district - librarians, learning coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources<br>- Review district policies and regulations including academic integrity, technology usage and digital citizenship<br>- Training on assessing differently within instruction (content, process, product, and learning environment<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br><br>**Problem Statements:** School Processes & Programs 6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide training and lesson design ideas focused on the intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving, application in learning<br>- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)<br>- Review digital citizenship training and resources for learners, families, and staff<br>- Training to support the balance of technology for hands-on learning<br>- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)<br>- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br><br>**Problem Statements:** Student Learning 1 | | | | |

**Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

| School Processes & Programs |
|---|
| **Problem Statement 6**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

**Goal 3:** Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

**Performance Objective 1:** CISD will continue to review and create new curriculum documents and training, and implement specific programs to provide needed support/resources for counseling and social emotional learning.

**Evaluation Data Sources:** Panorama Survey Data
Threat Assessment Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue revising, updating, implementing and evaluating current PK-5 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design <br> - Learner growth as indicated through survey/learner goals (academic and social-emotional) <br> - Elementary resources available for support in learning <br> - Scope and Sequence and curriculum documents of support implemented <br> - CISD Strategic Design Work <br> - Implementation of social-emotional support structures:  class meetings, check-ins and restorative practices <br><br> **Staff Responsible for Monitoring:** -Campus Administration <br> -Campus Leadership Team <br> -Counselor <br><br> **Title I:** <br> 2.5 <br> **Problem Statements:** Demographics 2 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs) (including human sexuality, child abuse, family violence,  and specific opt-in procedures for this content) | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Continued partnership with SHAC<br>- Utilization of health curriculum supports for mental health within lesson design<br>- Learner growth as indicated through survey/learner goals<br>- Educator training on embedded supports<br>- Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Counselor<br>-Campus Leadership Team<br>-Science Content Director<br>-Nurse<br><br>**Problem Statements:** Perceptions 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue building, implementing, and evaluating an aligned comprehensive counseling program that supports Wilson Elementary. (TEA Model - Guidance Curriculum, Responsive Services, Individual Planning, and System Support) | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design<br>- Learner growth as indicated through survey/learner goals<br>- Educator training on embedded supports<br>- An aligned, integrated curriculum that allows for counseling supports (academic and social-emotional) throughout the PK-5 learning system<br>- Requirements per the state for 80/20 for counselors (tracking learner support)<br>- Stronger communication with families of academic, social-emotional, and mental health resources (building on district/campus websites)<br><br>**Staff Responsible for Monitoring:** -Campus administration<br>-Counselor<br><br>**Problem Statements:** Perceptions 1 | | | | |

0% No Progress     100% Accomplished     ➡️ Continue/Modify     ❌ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Perceptions |
| --- |
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |

**Goal 3:** Well-Being and Mindfulness: We as CISD will learn, engage, and work in a safe, inclusive and responsive environment.

**Performance Objective 2:** CISD will continue to bring clarity, communicate systems, and provide intentional training to ensure alignment with practices/ supports across the district.

    **Evaluation Data Sources:** -Discipline Data
-Panorama Survey Data
-Campus Needs Assessment

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Threat Assessment process being utilized and strengthening support for learners in need<br>- Increase awareness and action plans to support all learners with behavior needs<br>- Training focuses on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices<br>- Team approach when looking at behavior data and specific intervention plans for learners<br>- Learner growth in behavioral needs<br>- Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives<br>- Campus surveys focused on data collection for learner engagement, climate and culture, learner social-emotional needs, and learner concerns with bullying and cyberbullying<br>- Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br><br>**Title I:**<br>2.6<br>**Problem Statements:** Student Learning 6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide families with equitable access to our campus (through translation of school communication in English and Spanish), and provide opportunities for parent engagement through our Parent Liaison. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Translated documents/resources<br>-Increased parent/school communication<br>-Increased Family Involvement<br><br>    **Staff Responsible for Monitoring:** -Campus Administrators<br>-Director of ESL/Bilingual<br>-Parent Liason<br><br>    **Title I:**<br>4.1, 4.2<br>    **Problem Statements:** Demographics 1, 2<br>    **Funding Sources:** Spanish-Speaking Parent Liaison - 211 - Title I, Part A - 211-23-6129-00-106-24-000-21150 - $37,826 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact.  Additionally, parental involvement opportunities will be available at different times throughout the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Increased Parental Involvement<br>-Increased Understanding of Campus Supports and Volunteer Opportunities<br><br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Site Based Decision Making Committee<br>-Director of Federal Programs<br><br>    **Title I:**<br>4.1, 4.2<br>    **Problem Statements:** Demographics 2 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports and drug/alcohol/vaping awareness. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Implement training at the campus (state required and other)<br>- Analyze training impact through reflection tools<br>- Feedback from learners, families, and staff (Panorama survey and PL feedback)<br>- Counselor Connections on Campuses for updates and training<br>- Training on Panorama Playbook strategies and monitoring implementation<br>- Investigate additional resources/training for drug and alcohol awareness<br>- Training and resources provided for Wilson staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life)<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Counselor<br>-District personnel<br><br>**Problem Statements:** Demographics 1 - School Processes & Programs 6 - Perceptions 1, 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Implement Crucial Conversations training with campus leadership and integrate culturally responsive practice through the comprehensive Title 1 Professional Learning plan to strengthen engagement, efficiency, equity, communication, and relationships with all stakeholders. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Strengthen the skills of staff members when working with others internally and externally<br>- Understanding how to support all learners and families from varying backgrounds<br>- Strengthen processes and communication across the campus and district<br>- Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training)<br>-Feedback from staff attending the training<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-District personnel<br><br>**Problem Statements:** Demographics 1, 4 - School Processes & Programs 2, 6 - Perceptions 1 | | | | |

0% No Progress      100% Accomplished      Continue/Modify      Discontinue

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 1**: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause**: Our student groups of learners needing additional services and supports continue to increase.

**Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs. **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

## Student Learning

**Problem Statement 6**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

## School Processes & Programs

**Problem Statement 2**: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning. **Root Cause**: Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials.

**Problem Statement 6**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

## Perceptions

**Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 4**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Goal 4:** Organizational Improvement and Strategic Design: We will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 1:** CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Campus Professional Learning days, FedEx (2nd Wednesday of each month), Design Days, Collaborative Team Time agendas

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Evidence of PLC/MTSS structures in professional learning<br>- 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.<br>1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS).<br>- Increase the use of data to support evidence-based decisions for professional learning<br>-Department meetings, campus meetings, campus intervention/enrichment times<br>- Support for new educators to the district with mentoring and building blocks for PLC/MTSS<br>- BEAM support for 1-2 year educators<br>- Full implementation of the Student Success Platform in Panorama<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Learning Coaches<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**Problem Statements:** Demographics 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Partner with Denton Creek Elementary to provide combined Dual Language Immersion (DLI) cross-campus planning days and learning walks. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased student achievement for Emergent Bilingual learners<br>-Increased partnership and support for DLI educators<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Language Acquisitions Specialists<br>-Director of ESL/Bilingual<br><br>**Title I:**<br>2.6<br>**Problem Statements:** School Processes & Programs 1, 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Calibrate, align and gain support from our district departments concerning needs for professional learning specifically to target the area of math to address the need of economically disadvantaged and special education learners to meet their individual growth projections on the Math MAP assessment for the 2024-25 school year. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased individual growth on Math MAP assessment<br>-Increased number of economically disadvantaged learners passing math STAAR<br>-Educators attend training provided by district personnel<br>**Staff Responsible for Monitoring:** -Campus Adminstartors<br>-Campus Leadership Team<br>-Learning Coach<br>-District Personnel<br>-Educators<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Student Learning 4 - School Processes & Programs 4 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Wilson will partner with other CISD Title I elementary schools to develop a comprehensive professional learning plan aligned with current campus needs and educator interests. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** -Increase in student achievement<br>-Increase in staff retention and improvement in staff recruitment<br>-More educator voice and choice in the area of professional learning<br><br>    **Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br><br>    **Title I:**<br>2.6<br>    **Problem Statements:** Demographics 1, 5 - Student Learning 1 - School Processes & Programs 2, 6 - Perceptions 4 | | | | |

0% No Progress        100% Accomplished        ➡ Continue/Modify        ✖ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.   **Root Cause**: Our student groups of learners needing additional services and supports continue to increase. |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |
| **Problem Statement 5**: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: There is disproportionality in the percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Significant gaps exist in the percentage of achievement and growth for economically disadvantaged learners when compared to other student groups. |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.   **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 4**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilinguals.   **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 2**: DLI educators need additional time for cross-team and cross-campus collaboration and instructional planning.   **Root Cause**: Lack of time for collaboration and ensuring there are no gaps in Spanish resources and instructional materials. |

| School Processes & Programs |
|---|
| **Problem Statement 4**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap. **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction. |
| **Problem Statement 6**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

| Perceptions |
|---|
| **Problem Statement 4**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus. **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities. |

**Goal 4:** Organizational Improvement and Strategic Design: We will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 2:** CISD will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

**Evaluation Data Sources:** STAAR Data, TELPAS Data, Panorama Student Success Data, District Benchmark Assessments, Educator Feedback

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth. | | **Formative** | | | **Summative** |
| | | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Strategic plan advocacy deck - focused on the 7 pillars<br>- Online district pamphlet created with quantitative and qualitative data<br>- District dashboard showcasing various pieces of data<br>- TPAC (Texas Performance Assessment Consortium) participation<br>- Update and evaluate Learner and  Leadership Profile<br>-Showcase learner growth of the whole child<br><br>**Staff Responsible for Monitoring:** -Campus Administrators<br>-Campus Leadership Team<br>-District Communications Department<br><br>**Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1, 2 | | | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA). | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** -Alignment within evaluation practices across the campus and district | | **Nov** | **Feb** | **Apr** | **June** |
| - Provide additional funding to educators who meet standards through the TIA<br>- Onboarding training created for staff about the TIA<br>- Approval from the state for TIA<br>- Increase efforts concerning recruitment with the implementation of TIA<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-District personnel<br><br>**Problem Statements:** Student Learning 1 | | | | | |

0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 4:** Organizational Improvement and Strategic Design: We will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 3:** CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

**Evaluation Data Sources:** Campus/District Safety Records, Drill Records, Behavior Incidents, Threat Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Ensure all required safety drills occur on campus, provide specific training for staff and learners concerning safety practices, and identify any additional needs of safety support to be implemented based on state requirements/recommendations. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes. <br> - 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024 <br> - 8.2 Strategy - Increase accountability of individual roles in safety protocols. <br> - 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders. <br> -Aligned practices for safety and security across the district <br> -Aligned training for staff and learners in CISD <br> -Safety of learners and staff in CISD <br> -Communication to all stakeholders about the safety and practices of Wilson Elementary <br> - Continued implementation of door sweeps at Wilson Elementary at least once each week during instructional days <br> - Review of current district practices and staff hired to help support safety <br> -Presence of School Resource Officer on a daily basis at Wilson Elementary <br><br> **Staff Responsible for Monitoring:** -Campus Administrators <br> -Coordinator of Safety & Security <br> -Campus SRO <br><br> **Problem Statements:** Demographics 2 - Student Learning 1 | | | | |
| 0% No Progress    100% Accomplished    Continue/Modify    ✗ Discontinue | | | | |

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

# Campus Funding Summary

| | | | 211 - Title I, Part A | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Math Small Group Intervention Kits | 211-11-6399-00-106-24-000-21150 | $3,553.00 |
| 2 | 1 | 1 | Extra Duty Pay for Extended Day Opportunities / Clubs | 211-11-6118-00-106-24-000-21150 | $8,024.48 |
| 3 | 2 | 2 | Spanish-Speaking Parent Liaison | 211-23-6129-00-106-24-000-21150 | $37,826.00 |
| | | | | **Sub-Total** | $49,403.48 |
| | | | 199 - State Comp Ed | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 3 | Math/Reading Part-Time Interventionists | 199-11-6128-00-106-24-000 | $15,361.00 |
| | | | | **Sub-Total** | $15,361.00 |