

# **WILSON ELEMENTARY CAMPUS IMPROVEMENT PLAN 2008-2009**

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PRINCIPAL**

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## **MISSION STATEMENT:**

The mission of the Coppell Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop strong moral character, and become dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

# WILSON ELEMENTARY CAMPUS IMPROVEMENT PLAN

## **STRATEGIC OBJECTIVE/GOAL 1: EACH STUDENT MEETS OR EXCEEDS THE SET STANDARD ON STATE ACCOUNTABILITY TESTS.**

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain campus-wide PreK-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Increase performance for each student group in each subject assessed by TAKS to reflect:
  - no more than a 5% variance between groups and
  - at least 10% gain in commended performance

## **STRATEGIC OBJECTIVE/GOAL 2: THE DISTRICT WILL DEMONSTRATE EDUCATIONAL EXCELLENCE.**

- **Performance Objective 1:** Establish learning environments most appropriate for the implementation of 21<sup>st</sup> century learning skills.
- **Performance Objective 2:** Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
- **Performance Objective 3:** Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.

## **STRATEGIC OBJECTIVE/GOAL 3: EACH STUDENT WILL CONSISTENTLY DEMONSTRATE IDENTIFIED CISD CHARACTER TRAITS WITHIN HIS/HER SCHOOL AND COMMUNITY.**

- **Performance Objective 1:** Seamlessly integrate character education into Coppel ISD curriculum.

## **STRATEGIC OBJECTIVE/GOAL 4: ALL STUDENTS WILL ANNUALLY PARTICIPATE IN MEANINGFUL SERVICE ACTIVITIES WITHIN THEIR COMMUNITY.**

- **Performance Objective 1:** Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

## **STRATEGIC OBJECTIVE/GOAL 5: EACH STUDENT SUCCESSFULLY COMPLETES OR MAKES APPROPRIATE PROGRESS TOWARD PERSONAL EDUCATIONAL GOALS.**

- **Performance Objective 1:** Develop, monitor, adjust and evaluate student transition plans.
  - **Performance Objective 2:** Implement purposeful opportunities for students to meet with teachers, parents, and community members to discuss personal learning goals and educational progress.
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## **SUMMARY:**

W. H. Wilson Elementary is an exemplary campus serving 444 students in grades Pre-Kindergarten through Fifth Grade. The faculty and staff strive not only to help the diverse student population meet minimum standards set forth by the State, but to individualize each student's education by supporting and encouraging student's interests and creating opportunities for students to excel in the fine arts and participate in service learning. Parent and community partnerships are an essential part of Wilson's vision as we work "Together for Children."

The Campus Improvement Plan for 2008-2009 focuses on excellence for all students. Wilson will use Measure of Academic Progress (MAP) to assist teachers in tailoring their instruction to the specific learning needs of each student. We will continue our commitment to refining and implementing instructional Best Practices such as inquiry-based mathematics and science instruction, differentiation for all learners and literacy in the content areas.

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 1:</b>	Each student meets or exceeds the set standards on state accountability tests.							
<b>Performance Objective 1:</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Campus Administration	August 2008	June 2009	Extended planning time, MAP data review process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Classroom walk-throughs	
Observations, CBA data/local assessment comparison	Utilize MAP data to inform instruction	All	Campus Administration and Teachers	August 2008	June 2009	MAP data	Forethought lesson plans and classroom walk-throughs	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 1</b>	Each student meets or exceeds the set standard on state accountability tests.							
<b>Performance Objective 2:</b>	Sustain campus-wide PreK-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<p>Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.</p> <p>Qualitative data such as surveys, writing folder reviews, grade level meetings, team leader meetings, classroom walkthroughs, etc.</p>	<p>Provide training in:</p> <ul style="list-style-type: none"> <li>• Research-Based Best Practices such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, etc.</li> <li>• Response to Intervention (RtI) process</li> </ul>	All instructional and administrative staff	Campus Administration	August 2008	June 2009	Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, SCE \$1500, T1\$10,000	Documentation of campus staff development offerings, Eduphoria records, on-line and paper evaluations	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 1</b>	Each student meets or exceeds the set standard on state accountability tests.							
<b>Performance Objective 2:</b>	Sustain campus-wide PreK-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Align the written, taught and assessed concept-based curriculum.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.  Qualitative data such as surveys, writing folder reviews, team meetings, team leader meetings, classroom walkthroughs, etc.	Monitor the implementation of Research-Based Best Practices & Rtl process	Instructional staff	Campus Administration	August 2008	June 2009	Curriculum Department, Intervention Services, Counselor	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
AEIS Report and local assessment data, campus discussions	Support Research-Based Best Practices in instruction for struggling learners	At-risk	Campus Administration	October 2008	June 2009	Instructional aide, T1 \$25,000	PST meeting minutes, local assessment data, MAP assessment data, TAKS scores	
AEIS Report and local assessment data, campus discussions	Implement standards-based report cards leveling 3 <sup>rd</sup> grade	Grade 3	Campus Administrators & grade teachers;	August 2008	June 2009	Standards-based report cards, Elementary Curriculum Director, Curriculum Team, Staff Development Director	Utilization of standards-based report cards	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 1:</b>	Each student meets or exceeds the set standard on state accountability tests.							
<b>Performance Objective 3:</b>	Increase performance for each student group in subject assessed by TAKS to reflect: <ul style="list-style-type: none"> <li>• no more than a 5% variance between groups and</li> <li>• at least 10% gain in commended performance</li> </ul>							
<b>Summative Evaluation:</b>	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
AEIS Report and Local Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	All	Campus Administration, Team Leaders and Teachers	August 2008	July 2009	TAKS and local assessment data, MAP assessment data, Curriculum Directors and Director of Assessment	Instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	All	Campus Administration, Team Leaders and Teachers	August 2008	July 2009	Instructional target area action plan, MAP assessment data, Cultural Literacy Resources and Best Practices, Curriculum Directors and Director of Assessment, SCE \$5000, T1 \$25,439	Forethought lesson plans, classroom walkthroughs, team meeting agendas	
AEIS Report and Local Assessments, TAKS Summary Report	Create a comprehensive plan designed to increase commended performance in each student group in all subject areas assessed	All	Campus Administration, Team Leaders, Instructional Specialists	August 2008	October 2008	TAKS Assessment Data, Cultural Literacy Resources and Best Practices, MAP Assessment Data, District Template, T1 \$2000	Campus Plan, MAP Assessments	

## Wilson Elementary Campus Improvement Plan 2008-2009

<p>AEIS Report and TAKS Summary Report</p>	<p>Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning</p>	<p>Special Education</p>	<p>Campus Administration, Special Education Teachers</p>	<p>August 2008</p>	<p>June 2009</p>	<p>Executive Director of Intervention Services, Elementary Director of Intervention Services, TAKS-M and TAKS-Alt data, MAP assessment data, classroom performance data</p>	<p>IEP Progress, ARD Committee Reports</p>	
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## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 2</b>	Wilson will demonstrate educational excellence.							
<b>Performance Objective 1:</b>	Establish learning environments most appropriate for the implementation of <a href="#">21<sup>st</sup> century learning skills</a> .							
<b>Summative Evaluation:</b>	Evaluation of Implemented Project-Based/Problem-Based Learning Experiences							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
21 <sup>st</sup> century learning research	Explore opportunities for the implementation of problem/project-based learning such as service learning	PreK-5	Campus Administration, Teachers	August 2008	June 2009	21 <sup>st</sup> century learning research, PLC studies, Service Learning curriculum, Curriculum Team, Local and Federal Funds	Evaluation of pilot programs	
21 <sup>st</sup> century learning research	Expand opportunities for small learning communities throughout the school day	PreK-5 students and staff	Campus Administration	August 2008	June 2009	Curriculum Team, Small Learning Community (SLC) and Professional Learning Community studies (PLC)	Master schedules, meeting agendas, reflective feedback	
21 <sup>st</sup> century learning research	Conduct Brown Bag Lunches and Dinners for parents and community members highlighting current Best-Practice Research in Instructional Strategies and opportunities for student learning through problem/project-based learning	Parents	Campus Administration	Sept 2008	May 2009	21 <sup>st</sup> Century learning research, AEIS reports, Best-Practice Research, T1 \$473	Documentation of parent involvement	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective Goal 2</b>	Wilson will demonstrate educational excellence							
<b>Performance Objective 2</b>	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.							
<b>Summative Evaluation:</b>	Documented results of student surveys							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Rigor, Relevance and Relationship Framework	Implement and provide a TEK connected elective period for students to experience activities related to their interests	1st-5th	Campus Admin., Steering Committee	Oct 2008	May 2009	Local funds, "Trimester" elective schedule	Reflective evaluations by students, staff and parents	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 2</b>	Wilson will demonstrate educational excellence.							
<b>Performance Objective 3:</b>	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.							
<b>Summative Evaluation:</b>	Report of staff certifications and endorsements							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
AEIS Reports, TAKS Assessments	Provide training for instructional staff on learning needs of English Language Learners	Instructional staff	Campus Administration	September 2008	June 2009	Best Practice Instructional Materials, Local Funds	Eduphoria attendance log, Staff members with ESL certification	
AEIS Reports, TAKS Assessments	Provide training and instructional materials for staff on differentiation strategies	Instructional staff	Campus Administration	October 2008	June 2009	Contracted speakers, Local funds, SCE \$929, T1 \$15,000	Eduphoria attendance log, Staff members with 30 hour GT training and 6 hour update	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 3</b>	Each student will consistently demonstrate identified CISD character traits within the school and community.							
<b>Performance Objective 1:</b>	Seamlessly integrate character education into Coppell ISD curriculum.							
<b>Summative Evaluation:</b>	Wilson Character Education Plan							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus input	Review current PreK-5 character education program and make a recommendation.	All	Campus Administration, Character Education Committee	August 2008	June 2009	Current CISD character education program, discipline referral forms, counselor	Professional discussions	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 4:</b>	All students will annually participate in meaningful service activities within their community.							
<b>Performance Objective 1:</b>	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
<b>Summative Evaluation:</b>	Teacher lesson plans, cross curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus input	Continue tracking student participation in SL projects	All	Campus Admin, Campus Service Learning Leader(s)	August 2008	May 2009	Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	SL participation form, Report of SL projects	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 5</b>	Each student successfully completes or makes appropriate progress toward personal educational goals.							
<b>Performance Objective 1:</b>	Develop, monitor, adjust, and evaluate student transition plans.							
<b>Summative Evaluation:</b>	Review documentation folders and performance data.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
AEIS	Create a comprehensive plan to assist students transitioning to Pre-K and to 6 <sup>th</sup> Grade	4 year olds and 5 <sup>th</sup> graders	Campus Admin, Pre-K teacher, 5 <sup>th</sup> grade teachers, counselor	Dec 2008	June 2009	Elementary Curriculum Director, Middle School Administration	Transition plan, meeting agendas, parent information	

## Wilson Elementary Campus Improvement Plan 2008-2009

<b>Strategic Objective/Goal 5</b>	Each student successfully completes or makes appropriate progress toward personal educational goals.							
<b>Performance Objective 2:</b>	Implement purposeful opportunities for students to meet with teachers, parents, and community members to discuss personal learning goals and educational progress.							
<b>Summative Evaluation:</b>	Student participation in conferences							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
FS	Create a campus vertical committee to examine and establish procedures for student participation in educational conferences	All	Campus Admin, Committee Members	Nov 2008	April 2009	Classroom teachers	Documentation of student participation in conferences	

# Wilson Elementary Campus Improvement Plan 2008-2009

## APPENDIX

### **Needs Assessment:**

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

### **Special Populations (Sp. Pop):**

ESL=English as a Second Language

GT=Gifted and Talented

ICLE=International Center for Leadership in Education

PLC=Professional Learning Communities

PST =Promoting Success Teams

SE=Special Education

SL=Service Learning

**Committees:** AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

**Federal Funds:** T1=Title 1, SPED=Special Education

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