Denton Independent School District

Wilson Elementary

Campus Improvement Plan

2020-2021

Mission Statement

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Vision

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 12, 2020

Demographics

Demographics Summary

Woodrow Wilson Elementary is a Title 1 neighborhood school located inside the city of Denton. We have one regular education bus and two special education buses that serve our students. The remainder of our students either walk, are car riders, or ride day care buses. Our campus is a dual language two-way campus for one cohort of students in each grade level. The majority of our ELLs are served in the bilingual classrooms. We have two Adaptive and Functional Skills classrooms that serve special education students across the district. Our teachers are veteran teachers with a high campus teacher retention level with the majority of our teachers having over 10 years of experience. Our parents and school community are actively involved with our campus.

Enrollment by Race/Ethnicity

African American	9.80%
Hispanic	27.5%
White	60.3%
American Indian	0.8%
Asian	1.5%
Pacific Islander	0.20%
Two or More Races	0.0%

Enrollment by Student Group

Economically Disadvantaged	41.60%
English Learners	14.00%
Special Education	12.20%
Mobility Rate (2017-18)	12.70%

Demographics Strengths

The campus staff has several members that have 20+ years of teaching experience with the majority having more than 10 years with a high staff retention rate. The campus leadership teams makes decisions that are based on data which leads to staff development that focuses on the campus needs. The administration actively recruits highly qualified teachers and attends recruitment events. New teachers are supported through a robust mentor program.

The campus supports student learning through staff development and instructional coaches and interventionist. Our campus has a Math, Literacy, and Bilingual/ESL instructional coach/interventionist as well as dyslexia, reading recovery to support struggling learners. Our gifted and talented teachers provide learning opportunities for students to help build background knowledge and provide equity.

The campus leadership team uses data to determine the best use of the Title 1 funds that support the students through supplemental learning opportunities, resources, and real world learning experiences through field trips.

Supplemental resources are provided for all students to support learning in Math, Reading, Writing, Science, and Social Studies. Through the campus Multi-Tiered System of Supports team decisions are made to provide the appropriate intervention and resources for student learning and behavior.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 2 (Prioritized): Special Education Students need strong support in all content areas identified in IEP. **Root Cause:** Special Education Teachers need more training in content specific areas.

Problem Statement 3 (Prioritized): Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.

Problem Statement 4: Bilingual Special Education students do not always understand their special education teacher. **Root Cause:** Inclusion teachers and paraprofessionals are not bilingual.

Problem Statement 5 (Prioritized): New to Wilson families do not always connect with established families. **Root Cause:** Opportunities need to be provided for all families to connect and be part of the community.

Problem Statement 6 (Prioritized): Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning

Student Learning Summary

State Data from 2018-2019 is being used due to COVID-19. For 2018-2019 Woodrow Wilson Elementary earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

Accountability Rating Domain	Percentage
Overall	85 (B)
Student Achievement	88 (B)
School Progress	82 (B)
Closing the Gaps	79 (C)

Our campus received TEA Distinction Designations in the areas of ELA/Reading, Science, and Postsecondary Readiness.

We use a robust Multi Tiered Systematic System of supports to review every student. All students not performing on grade level receive supplemental support either in the classroom for Math, Reading, and Bilingual literacy. We review student progress and adjust instruction as needed based on data. Programs such as Reading Counts and Study Island are used and need to be available quickly for student access as soon as they start school. To help support student learning, teachers work collaboratively through their Professional Learning Community. Time is provided for them to work together and serve small groups of students by using substitutes to cover their classrooms. Saturday school is also provided as an additional time for student learning.

Data gathered throughout the 2019-2020 school year shows our campus continues have high academic expectaitons. Middle of the year Data was used due to COVID-19, Based on this data, we were on track to perform at or above where we performed the previous year.

Overall math results by grade for Middle of the Year.

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	**Date Taken**	**Overall**		
			Ready	**Developing**	**At Risk**
Wilson	94	02/10/20	84.04%	13.83%	2.13%
	1st Grade KR MOY 2019-20				
	Total Students	Date Taken	Overall		
			Ready	Developing	At Risk
Wilson	104	02/07/20	73.08%	16.35%	10.58%
	ZONE_DISD_Math 2nd October-February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	70	02/24/20	87.14%	70%	42.86%

	Kindergarten KR BOY/MOY 2019-20				
	Total Students	**Date Taken**	**Overall**		
			Ready	**Developing**	**At Risk**
	ZONE_RHS_Math 3rd February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	97	02/28/20	74.23%	47.42%	28.87%
	ZONE_RHS_Math 4th February 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	78	02/28/20	75.64%	51.28%	34.62%
	ZONE_RHS_Math 5th December 2019-2020_English				
	Total Students	Date Taken	Approaches	Meets	Masters
Wilson	105	12/09/19	88.57%	57.14%	36.19%

Overall Reading Levels for Middle of the year.

Kinder English	Kinder English 2019-2020				
	Total Students	**Date Taken**	**ELI Text Reading Level**		
			Below level	**approaching**	**on or above**
Wilson-BOY	79		0%	15.19%	84.81%
Wilson-MOY	82	1/13-1/31	10.98%	17.07%	71.95%
Kinder Spanish	Kinder Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	12		0%	16.67%	83.33%
Wilson-MOY	12	1/13-1/31	0%	41.67%	58.33%
1st Grade English	1st Grade English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		8%	20.45%	71.59%
Wilson-MOY	89	1/13-1/31	10.11%	14.61%	75.28%
1st Grade Spanish	1st Grade Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	16		25%	0.00%	75.00%
Wilson-MOY	15	1/13-1/31	20%	0%	80%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
2nd Grade English	2nd Grade English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	88		16%	3.41%	80.68%
Wilson-MOY	87	1/13-1/31	12.64%	6.90%	80.46%
2nd Grade Spanish	2nd Grade Spanish 2019-2020				
	Total Students	Date Taken	SELI Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	20		30%	40.00%	30.00%
Wilson-MOY	20	1/13-1/31	30%	35%	35%
3rd Grade English	3 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	81		20%	16.00%	64.00%
Wilson-MOY	82	2nd nine week	(K or below) 18%	(L,M) 7%	(N-O) 74%
3rd Grade Spanish	3 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	15		6%	20.00%	73.00%
Wilson-MOY	15	2nd nine week	(K or below) 6%	(L,M) 27%	(N-O) 67%
4th Grade English	4 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	71		11%	10.00%	79.00%
Wilson-MOY	70	2nd nine week	(M or below) 6%	(N,O) 22%	(P,Q) 70%
4th Grade Spanish	4 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	13		31%	0.00%	69.00%
Wilson-MOY	13	2nd nine week	(M or below) 15%	(N,O) 7%	(P,Q) 77%

Kinder English	Kinder English 2019-2020				
	Total Students	Date Taken	ELI Text Reading Level		
			Below level	approaching	on or above
5th Grade English	5 English BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	90		12%	7.00%	73.00%
Wilson-MOY	91	2nd nine week	(O or below) 11%	(P,Q) 13%	(R,S) 76%
5th Grade Spanish	5 Spanish BOY 2019-20				
	Total Students	Date Taken	Text Reading Level		
			Below level	approaching	on or above
Wilson-BOY	14		7%	28.00%	64.00%
Wilson-MOY	13	2nd nine week	(O or below) 15%	(P,Q) 7%	(R,S) 77%

Student Learning Strengths

Students have access to on-line learning plaftorms as soon as possible when school starts. The supplemental learning platforms are provided in English and Spanish to serve the needs of the majority of our students.

The MTSS committee provides input and makes recommendations for student supplemnetal support for academics and social/emotional learning. Through the teams recommendations, students may receive supplement support from the classroom teacher, counselor, specialist, reading interventionist, math interventionist, and/or bilingual interventionist. Teachers also may receive instructional support from the Math, Reading, or Bilingual literacy coach.

Campus funds are used based student learning needs. Tutors are provided to support small group instruction to allow for more supplemental learning for the students. The professional development matches the needs of the campus and student learning. Supplemental resources are provided for instruction and behavioral support. Additional learning opportunities are provided for students such as Saturday School for Bilingual and ESL students.

Student success is celebrated and promoted through assemblies and award programs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Problem Statement 2 (Prioritized): Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.

Problem Statement 3 (Prioritized): Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 4 (Prioritized): Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 5 (Prioritized): Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. **Root Cause:** The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

School Processes & Programs

School Processes & Programs Summary

Our campus uses data gathered from a variety of resources such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources to determine student needs based on state standards. Teachers collaborate together during their Professional Learning Community time where they discuss what do we expect our students to learn, how will we know they are learning, how will we respond when they don't learn, and how will we respond when they learn it? Every student is discussed in our Multi-Tiered System of Supports. Their strengths and weaknesses that are based on data is reviewed. For struggling students, supplemental support is given and progress is reviewed as needed.

The campus leadership team collaborates to provide guidance on using funds and to review campus procedures. Funds are used to increase student learning support in areas of need based on data. The master schedule, developed in collaboration with the CLT, is designed to maximize instructional time and minimize classroom interruptions.

Woodrow Wilson Elementary has a high teacher retention rate. Consistently throughout the past 15 years, the majority of teachers that leave the campus is due to retirement and not school to school transfers. The majority of our staff has 10 or more years of teaching experience. The administrative staff recruits teachers by attending job fairs and advertising on the district recruitment website.

School Processes & Programs Strengths

The campus PLC and MTSS process is revised as needed to meet the needs of the students and teachers. Data that is used from assessments such as campus and zone based assessments for all grade levels, report card assessments, teacher developed assessments, on-line inventories, STAAR, and other resources is used to identify student strengths and weaknesses. This data is used to help create small groups for targeted intervention and provide direct services for qualified students. Supplemental services start early in the fall semester and continue throughout the school year.

Supplemental resources are provided for STEM (Science, Technology, Engineering, and Math) as well as Reading, Writing, Social Studies, and emotional/behavioral learning. Technology is used as a teaching tool with additional use of a 3-D printer and daily use of computer labs. Supplemental on-line learning opportunities are provided such as Reading Counts and Study Island. Professional Development opportunities are provided to meet the curriculum needs.

Our campus has a part-time technology instructional specialist that provides professional development for the teachers. Students gain additional learning through the STEAM club as well as having access to our Maker Space Classroom.

We have a veteran teaching staff with high retention rates. The administrative staff recruits highly qualifies teachers by attending job fairs and advertising through the district recruitment website.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 2: New technology resources are available but students and teachers require more training. **Root Cause:** Technology resources are developed so quicker than staff development has been provided. Training is needed for teachers and students for relevant programs.

Problem Statement 3: Special education students are not performing the same as their peers. **Root Cause:** Special education teacher schedules need to be efficient and support the area of need at the appropriate time.

Problem Statement 4 (Prioritized): New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Perceptions Summary

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

Woodrow Wilson Elementary has an established culture of respect for the staff and students. Our climate is focused on student learning with high expectation for the staff and students.

Learning is communicated through report cards, student portfolios, student portfolio showcases, and evidence of work sent home. We have a strong partnership with our families and community.

Perceptions Strengths

Woodrow Wilson Elementary has a strong connection with the community and provides multiple events throughout the year to increase parental engagement and showcase student learning. Some of the programs include literacy nights, math and science night, dual language events, science fair, fine arts night, STEAM nights, and ballet folklorico. We have a plethora of volunteers for Chess Club, and STEAM club. Our PTA events such as book fairs, the fall festival, dances, and other events are highly attended.

Community volunteers and partners help support student learning, teacher support, and mentor students. Community wide events on campus include the family and friends

picnics. Teachers communicate through email, newsletters, phone calls, and parent conferences. Teachers are provided with substitutes during the spring semester so they can have conferences with their students' parents to discuss student progress. For school wide information, a newsletter is sent home to keep families involved.

Student success is celebrated in the classroom and school wide through announcement and assemblies. Student social and emotional needs are being met during social skills training, lunch bunch, and guidance lessons. 4th grade students take a strength assessment to identify their top three strengths.

Health and fitness is encouraged for students and staff. All are encouraged to participate in the mustang marathon and all the health and wellness checks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Spanish speaking families are less involved than others. **Root Cause:** Not all events are in English and Spanish.

Problem Statement 2 (Prioritized): Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3 (Prioritized): Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Problem Statement 4 (Prioritized): Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Priority Problem Statements

Problem Statement 1: Students struggling with their social and emotional behavior.
Root Cause 1: Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP.
Root Cause 2: Special Education Teachers need more training in content specific areas.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade.
Root Cause 3: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Problem Statement 3 Areas: Demographics

Problem Statement 4: New to Wilson families do not always connect with established families.
Root Cause 4: Opportunities need to be provided for all families to connect and be part of the community.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages.
Root Cause 5: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special education students under perform their peers on State Assessments.
Root Cause 6: Special education teachers need content specific training and co-teaching strategies.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers need to have adequate time to collaborate and plan engaging lessons.
Root Cause 7: The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students have several identified gaps that are below level in Math and Language Arts
Root Cause 8: Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade.
Root Cause 9: The campus does not have a full time supplemental support teacher for grades Kinder-2nd.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Families indicate that they would like the school to provide family support and training in regards to social media.
Root Cause 10: Social media safety is a concern our families and teachers have.
Problem Statement 10 Areas: Perceptions

Problem Statement 11: Social and emotional needs of our students has increased.
Root Cause 11: Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students have to share devices.
Root Cause 12: Each classroom has enough computers so that every two students has access to one computer.
Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: New to the campus and new to teaching teachers need additional support.
Root Cause 13: Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Students need extracurricular activities to increase activity level and be more engaged learners.
Root Cause 14: Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.
Problem Statement 14 Areas: Perceptions

Problem Statement 15: Students lack background knowledge and real world experience to relate to new content.
Root Cause 15: Students have not experienced real world learning and need more opportunities.
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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our first priority
* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
* Incorporate best practices into teaching, learning, technology and leadership
* Foster and support an advanced digital learning environment
* Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Improve academic performance of all students at the On Level/Meets and Above Level/Masters by 5% in reading and math from August 2020 to May 2021 when comparing beginning of the year data to end of the year data.

> **Evaluation Data Sources:** K-2-ELI/SELI Text Level (DRA),ELI/SELI Overall, Istation Comprehension, Imagine Math,
> 3-5 Text Level (Full DRA, Full F & P, or Full IRI), Istation Comprehension, Common Assessments, Imagine Math, STAAR.

> **Summative Evaluation:** None

Strategy 1: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a Literacy coach/interventionist and instructional aide.	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Reading.				
Staff Responsible for Monitoring: Reading interventionist				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 2, 3 - Student Learning 3, 4, 5				
Funding Sources: - Title I, Part A - $23,000, - State Compensatory Education (SCE) - $36,147				

Strategy 2: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach/interventionist and instructional aide.	**Reviews**			
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Math.	**Formative**			**Summative**
Staff Responsible for Monitoring: Math interventionist	**Dec**	**Mar**	**May**	**May**
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Demographics 2 - Student Learning 3, 4, 5				
Funding Sources: - Title I, Part A - $36,147				

Strategy 3: Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach, interventionist, and resources.	**Reviews**			
Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in bilingual literacy education.	**Formative**			**Summative**
Staff Responsible for Monitoring: Bilingual interventionist	**Dec**	**Mar**	**May**	**May**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 2 - Student Learning 3, 4, 5				

Strategy 4: A coaching and collaboration model will be used to improve Universal,Supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.	**Reviews**			
Strategy's Expected Result/Impact: Decrease in students receiving Supplemental and Individualized support.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus interventionist, special education teachers, dyslexia teachers, reading recovery and DLL teachers.	**Dec**	**Mar**	**May**	**May**
Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 4, 5 - School Processes & Programs 4 - Perceptions 3				
Funding Sources: - Title I, Part A - $2,880				

Strategy 5: Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.	**Reviews**			
Strategy's Expected Result/Impact: Increase student engagement and academic achievement.	**Formative**			**Summative**
Staff Responsible for Monitoring: Classroom teachers	**Dec**	**Mar**	**May**	**May**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 2				

Strategy 6: Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and language as well as literacy materials needed for success.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: All students are provided several resources to have lots of reading books at their levels and materials needed.	**Dec**	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Classroom teachers, DLL teacher, Reading Recovery teacher.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 2 - Student Learning 1				
Funding Sources: - Title I, Part A - $3,000				

Strategy 7: Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students through Professional Development, Special Education Staff schedules, and appropriate interventions.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Achievement gaps between student groups is reduced.	**Dec**	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Administration, classroom teachers, special education teachers, and campus interventionist.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 1, 2, 3 - Student Learning 2				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. **Root Cause:** Special Education Teachers need more training in content specific areas.
Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Problem Statement 2: Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.
Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

Problem Statement 5: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. **Root Cause:** The campus does not have a full time supplemental support teacher for grades Kinder-2nd.

School Processes & Programs

Problem Statement 1: Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.

Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

Goal 2: . Culture & Climate

In pursuit of excellence, we will:
* Honor the dedication and professionalism of all staff
* Celebrate, respect and promote the value of diversity in our Denton ISD Community
* Support a working environment ensuring open and transparent communication
* Establish high expectations for success
* Instill in students a love of lifelong learning
* Foster a positive, welcoming environment encouraging parent and community partnerships
* Promote health, wellness and emotional well-being
* Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 1: By May 2021, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.

    Evaluation Data Sources: Campus Culture and Climate Survey

    Summative Evaluation: None

Strategy	Reviews			
Strategy 1: Student celebration of success and recognition of positive behaviors.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will feel successful and increase in positive behaviors. **Staff Responsible for Monitoring:** Counselor and teachers. **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Demographics 1 - Perceptions 3	Dec	Mar	May	May
Strategy 2: Increase the campus feeling of safety and promote high academic achievement in a risk-free environment by providing Character education, Second Step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Reduce the amount of repeated misconduct violations due to misbehavior towards others. Reduce the amount of repeat offenders. **Staff Responsible for Monitoring:** Administration, Counselor, and teachers. **Title I Schoolwide Elements:** 2.6 **Problem Statements:** Demographics 1 - Perceptions 3	Dec	Mar	May	May

Strategy 3: Support students through restorative practices positive behavioral support. This will be accomplished through staff development, PLC Meetings, MTSS meetings, small group instruction, and the STEP program.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Students will be supported through restorative practices and provided the appropriate behavioral intervention.	Dec	Mar	May	May
Staff Responsible for Monitoring: Administration, teachers, and counselor.				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 3				

Strategy 4: Promote positive health and fitness for our students and staff through programs and events such as: Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase level of health and fitness for the students and staff.	Dec	Mar	May	May
Staff Responsible for Monitoring: PE Teachers				
Problem Statements: Perceptions 4				

Strategy 5: Increase parent communication through supplemental communication such as spring parent conferences and newsletters.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase collaboration between parents and the school.	Dec	Mar	May	May
Staff Responsible for Monitoring: Administration and classroom teachers.				
Title I Schoolwide Elements: 3.1, 3.2				
Problem Statements: Demographics 5				

Strategy 6: A variety of parent involvement activities, literature for parents, and community events will be held such as curriculum nights, Fine Arts programs, dual language events, parent training events.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase level of community involvement and participation.	Dec	Mar	May	May
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 3.1, 3.2				
Problem Statements: Demographics 5 - Perceptions 2				
Funding Sources: - Title I, Part A - $1,248				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. **Root Cause:** The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Problem Statement 5: New to Wilson families do not always connect with established families. **Root Cause:** Opportunities need to be provided for all families to connect and be part of the community.

Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

Perceptions
Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. **Root Cause:** Social media safety is a concern our families and teachers have.
Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.
Problem Statement 4: Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Goal 3: Growth & Management

In pursuit of excellence, we will:

* Recruit, employ and retain high quality teachers
* Remain committed to providing equitable and outstanding opportunities for every student on every campus
* Work with the community in planning and facility development
* Utilize citizens' advisory committees to focus on short and long-term tasks
* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 1: Establish a high quality and robust professional development plan for all teachers to meet the needs of the changing demographics and needs of the community.

 Evaluation Data Sources: Virtual learning usage and effectiveness, professional development post-surveys.

 Summative Evaluation: None

Strategy 1: Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each nine weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a Professional Learning Community.			Reviews		
			Formative		Summative
Strategy's Expected Result/Impact: Increased student engagement and achievement.		Dec	Mar	May	May
Staff Responsible for Monitoring: Administration, Classroom teachers, Instructional coaches.					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					
Problem Statements: Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 4					
Funding Sources: - Title I, Part A - $20,520					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. **Root Cause:** Special Education Teachers need more training in content specific areas.

Student Learning
Problem Statement 2: Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.
Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

School Processes & Programs
Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Goal 4: Opportunities for Students

In pursuit of excellence, we will:

* Support college, career, military and life readiness
* Engage students in extracurricular clubs and organizations
* Advocate for public education across the state and nation
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Increase student engagement in extracurricular clubs as well as college and career awareness.

    Evaluation Data Sources: Student enrollment in clubs, college and career activities.

    Summative Evaluation: None

	Reviews			
Strategy 1: Support staff and students to build on their talents and strengths by taking the Gallup Strengths Finder and utilizing their strengths throughout the year.		**Formative**		**Summative**
Strategy's Expected Result/Impact: High level of employee and student engagement.	**Dec**	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Administration, Counselor, 4th grade classroom teachers, Campus Strength Champion.				
Title I Schoolwide Elements: 2.5				
Problem Statements: Demographics 1 - Perceptions 3				
Strategy 2: Provide supplemental opportunities for students to experience real world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will have real world experiences through field trips that is applicable to their TEKS.	**Dec**	**Mar**	**May**	**May**
Staff Responsible for Monitoring: Classroom teachers.				
Title I Schoolwide Elements: 2.4, 2.5				
Problem Statements: Demographics 6				
Strategy 3: Support Science, Technology, and Math through STEAM resources.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase STEAM club participation and volunteer support.	**Dec**	**Mar**	**May**	**May**
Staff Responsible for Monitoring: STEAM club teachers.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 6 - Student Learning 1 - School Processes & Programs 1, 4				
Funding Sources: - Title I, Part A - $2,773				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 6: Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

School Processes & Programs
Problem Statement 1: Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.
Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions
Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.

State Compensatory

Personnel for Wilson Elementary

Name	Position	Program	FTE
Kimberly Arbaugh	Literacy Support K-2/ Reading Recovery	Language Arts	0.5 SCE
Lauren Atkinson	Reading Interventionist	Language Arts	0.5 SCE
Molly Taylor	Math Interventionist	Math	0.5 SCE

Title I Personnel

Name	Position	Program	FTE
Alejandra Tellez	Instructional Aide	Math and Language Arts	Title 1
Lauren Atkinson	Literacy Coach and Interventionist	Language Arts	0.5 District Title 1
Molly Taylor	Math interventionist and Coach	Math	0.5 Title 1

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$36,147.00
				Sub-Total	$36,147.00
Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$23,000.00
1	1	2			$36,147.00
1	1	4			$2,880.00
1	1	6			$3,000.00
2	1	6			$1,248.00
3	1	1			$20,520.00
4	1	3			$2,773.00
				Sub-Total	$89,568.00
				Grand Total	$125,715.00

Addendums