Waxahachie Independent School District

Wilemon STEAM Academy

2024-2025 Campus Improvement Plan

Mission Statement

- Wilemon will create an innovative learning environment in which students thrive, using critical thinking, creativity, communication, and collaboration to solve real world problems and promote career awareness.
- Through a focus on science, technology, engineering, arts, and math, students will use the Engineering Design Process: Ask, Imagine, Plan, Design, Improve, and Share, to engage in project-based learning which will enrich their understanding for mastering the state standards.
- Wilemon will embrace that failure is a "First Attempt In Learning," a growth mindset, and that "the power of YET" will create personal resiliency to enhance our success.
- Wilemon staff will encourage and guide students to find their inner passion through exploration, inquiry, and real-world experiences.
- Wilemon staff and students will invest in communities through partnerships, and giving of our time, talents, and resources to create global footprints and become responsible citizens.

Vision

The vision of Wilemon STEAM Academy is to prepare student leaders to be equipped with the 21st century skills necessary to be successful, as well as make a difference, in a continually changing world through an emphasis on science, technology, engineering, arts, and math.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wilemon STEAM Academy is a NISE certified campus. Teachers provide engaging, project-based learning experiences for students in which students collaborate and work together to achieve academic and engineering goals. We focus on all subject areas and the engineering design process. We have completed our sixth year, and are a lottery-based campus.

An eager group of educators strive to provide an innovative learning environment for students and staff where innovation thrives and growth is limitless. With a desire to bring the best school experience, we teach students not only academics, but how to care for themselves, each other, our school, and our community.

Our stakeholders include parents, community members, an active Wilemon PTO, city council members, and Partners in Education. Individuals in these organizations participate in our school planning Campus Education Improvement Committee.

Student discipline referrals are minimal because teachers and staff work together to engage and support all students to help them succeed. Mrs. Lavender, our school counselor, provides guidance lessons to all students in which they learn about habits that can aide in their success socially, emotionally, and academically. A school-wide PBIS plan and house system create a positive family atmosphere.

There are roughly 56 staff members employed at Wilemon (includes custodians, cafeteria team, office, and security). The professional/teacher support makes up 36 members. There are 6 paraprofessionals (educational aides) and one certified reading interventionist specialist on campus.

All current certified teachers are certified with the National Institute of STEM Education (NISE).

Data to be updated after 2023-24 TAPR report is released - The retention rate was 0% at the end of 2023. The student mobility rate is 3.2%. The average class size is 18.

Total Student Enrollment: 425

Ethnic Distribution: per TAPR 2022-23

- African-American 5.2%
- Asian   .5%
- Hispanic   24%
- White   66.1%
- American Indian 1.4%
- Pacific Islander 0%
- Two or More Races 2.8%

Males/Females

- Males - 50.1%

- Females - 49.9%

Student Groups:

- Economically Disadvantaged   28.2%

- English Learner   1.6%

- SpEd   15.3% (Current percentage as of May 2024 per district report - **25%**)

- Students with Dyslexia   14.1%

- Homeless   0%

- Migrant   0%

- G/T   9.4%

- At-risk   25.9%

Demographics Strengths

- Full time attendance clerk increases student attendance percentage
- Attendance incentives at all levels - individual, class, grade level, and campus increase attendance
- Low number of office referrals demonstrates strong classroom management of teachers, administrators, family communication, and positive behavioral incentives
- Low in school and out of school suspension rates
- Low mobility rate
- Low retention rate
- Balance of male/female students
- Consistent special program enrollment
- At-risk population lower than district and state average
- Staff of a variety of ethnicities
- Low student/teacher ratios
- Diversity of student and staff population
- Diverse certifications of staff
- Specials teachers, classroom teachers, administrators - NISE certified
- All classroom teachers are GT certified
- Average staff education experience is 13 years
- High parent involvement - 625 registered volunteers
- High student attendance percentage - received Education Foundation award for attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decrease in economically disadvantaged students from prior years - currently 28.24%.   **Root Cause:** The district has offered bussing for parents who are

unable to provide their own transportation with "bus hubs" located in various locations around Waxahachie, but the amount of students using this service is limited.

Problem Statement 2: Lack of ethnic diversity and gender diversity among the teachers at Wilemon. As of the 2022-2023 school year 87% of the teachers are white, 6.5% African American, 3.2% Hispanic, 90.3% are females, and 9.7% are male.   **Root Cause:** There are a low number of applicants who fall into the minority categories including African Americans, Hispanics, and males.

Problem Statement 3: The student population is not as ethnically diverse as the district averages in the Hispanic/Latino and African American categories - 65.65% white, 26% Hispanic/Latino, and 4.47% African Americans.   **Root Cause:** Parents not taking advantage of the bus hub system and convenience of their children going to their neighborhood school.

Student Learning

Student Learning Summary

We are in our sixth year as a campus. We are the first campus in our district to have all instructional staff NISE certified. Our campus demographics are constructed of students that are enrolled through a lottery process and that are not zoned for Wilemon as their home campus (except for a small portion of students that have been grandfathered as zoned students from year two). Based on MAP scores, our students showed growth in almost all grades and subjects. Our campus has PLC time to drive instruction and analyze data, as well as protected planning time to ensure growth and achievement. Our 2023-24 STAAR scores are listed below. Wilemon is a B rated campus from TEA.

Campus	Math 3					Rdg 3				
					Level II: Satisfactory/Approaches Grade Level					
Wilemon	81%	91%	75%	85%	84%	89%	90%	80%	87%	83%
					Level II: Satisfactory/Meets Grade Level					
Wilemon	53%	61%	44%	52%	56%	64%	62%	57%	66%	51%
					Level III: Advanced/Masters Grade Level					
Wilemon	25%	30%	19%	22%	33%	26%	26%	36%	39%	35%

Campus	Math 4					Rdg 4				
					Level II: Satisfactory/Approaches Grade Level					
Wilemon	78%	78%	86%	86%	79%	87%	81%	90%	88%	75%
					Level II: Satisfactory/Meets Grade Level					
Wilemon	50%	56%	53%	61%	52%	61%	54%	66%	57%	42%
					Level III: Advanced/Masters Grade Level					
Wilemon	24%	24%	27%	38%	28%	20%	10%	36%	29%	25%

Campus	Math 5					Rdg 5				Sci				
					Level II: Satisfactory/Approaches Grade Level									
Wilemon	79%	92%	91%	84%	94%	86%	94%	96%	82%	94%	64%	82%	82%	76%	91%
					Level II: Satisfactory/Meets Grade Level									
Wilemon	58%	65%	63%	59%	59%	68%	63%	77%	60%	57%	25%	54%	53%	42%	66%
					Level III: Advanced/Masters Grade Level									
Wilemon	18%	30%	33%	37%	45%	32%	24%	44%	40%	36%	7%	30%	21%	25%	28%

Student Learning Strengths

- Wilemon is a B rated campus from TEA

- Professional Learning Communities - data-driven instruction, utilizing common formative assessments, protected planning time

- High parent involvement in student academics
- Student confidence and ownership in their learning

- Student goal tracking
- <u>MAP campus overview May 2024:</u>
- MAP growth in all grade levels and subject areas from beginning to end of year
- MAP Reading strong across grade levels
- <u>STAAR campus overview 2024:</u>
- Increase in component score for Math and Reading in each grade level
- 54% of students scored meets
- Higher than the state, region, and district in approaches and meets percentages in math and reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Science STAAR scores decreased from prior year - 2023.   **Root Cause:** changing curriculum requirements during the school year, increase focus on Math and Reading

Problem Statement 2 (Prioritized): Math STAAR scores decreased in third and fifth grades from prior year - 2023.   **Root Cause:** changing curriculum requirements during the school year, changing student demographics, new teachers

Problem Statement 3 (Prioritized): Reading STAAR scores decreased in fifth grade approaches from prior year - 2023.   **Root Cause:** test changes, different student group, new teacher, changing student demographics

School Processes & Programs

School Processes & Programs Summary

Wilemon has a diverse staff that includes male and female professionals, as well as people of different ethnicities and backgrounds. Teachers and administrators are NISE certified, which contributes to the overall knowledge base and performance of the STEAM campus.

The positive climate and culture are evident on student, staff, campus, and district surveys. The PTO has great involvement from Wilemon families and staff. Community partners contribute to the school via donations, volunteering, and support of students and staff. We have a thriving garden program under the leadership of Mr. Green. Other community partners include, but are not limited to, Americase, LLC., Red Phoenix Roofing and Constructions, and The McClain-Lewis Real Estate Team.

Additionally, Wilemon utilizes the LEADS program for PBIS, as well as the house system from the Ron Clark Academy. Wilemon is made up of four houses - Dreamers, Creators, Leaders, and Givers. Wilemon has unique makerspaces to enhance the Engineering Design Process and student engagement across all grade levels.

Wilemon has similar technology to all other WISD elementary schools, including Chromebooks and Promethean boards. Wilemon also has four 3D printers and a laser wood engraver, as well as robotics equipment. Wilemon lives by and embodies the motto - "We take care of ourselves, we take care of each other, and we take care of Wilemon. The Future Is Bright At Wilemon!"

School Processes & Programs Strengths

- Professional Learning Communities - protected time weekly outside of conference periods
- High parent/community involvement via PTO, makerspaces, donations
- Dad's at the Door
- Strong school pride, culture, and shared ownership among stakeholders
- low student office referrals/incidents
- Engaged students
- Perception that school is safe
- Students enjoy coming to school
- Leader of the Week student recognition
- Student leadership opportunities - Student Council, Flag Crew
- Community food drives
- monthly staff recognitions
- Unique makerspaces offer a variety of learning experiences for students
- Teachers/administrators are National Institute of STEM Education (NISE) certified
- STEAM instruction increases student performance/engagement
- Teacher observations of other peers on campus
- Consistent review of student assessment data (MAP, STAAR, CFA's) in PLC meetings
- TEKS Alignment
- Daily Intervention Time
- Professional development opportunities throughout the year
- Online curriculum programs and resources, i.e. Lexia
- Additional iPads and Chromebooks available for checkout in library
- Ability to maintain a safe, secure, and efficient technological environment using enhanced web filters and firewalls

- Skyward online student enrollment
- District technology plan (infrastructure upgrades, cabling)
- Teacher/student Classlink for access to programs
- Classroom mobile devices and Promethean boards
- Bullying/reporting education and awareness
- 3D printing and wood engraving programs
- Awards in Destination Imagination and UIL, as well as high program involvement
- Thriving garden program
- Staff presentations at TEPSA, Region 10, and in-district
- Extra-curricular theatre program for students in grades 3rd-5th

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on survey data, some parents and students do not feel that the classwork is challenging.   **Root Cause:** time constraints for differentiation, curriculum changes during the school year, fidelity of engineering design process implementation

Problem Statement 2: Lack of consistent focus on the house system - points, competition between houses.   **Root Cause:** Need person to oversee the house system, points, arrange competitions (weekly challenges), direct Flag Crew to fly house flags and put in cafeteria

Problem Statement 3: Based on parent survey information, parents do not feel like they receive enough positive feedback. Feedback from school staff - positive feedback shared with parents regularly   **Root Cause:** lack of consistency across grade levels, time for purposeful positive feedback

Problem Statement 4: Based on parent survey information, some parents indicated that communication could be stronger.   **Root Cause:** new communication platform, consistent weekly newsletters from grade levels, parent training on parent square

Perceptions

Perceptions Summary

Vision - To be a campus where innovation thrives and growth is limitless.

Collective Commitments:

- We focus on science, technology, engineering, arts, and math through the engineering design process (define the problem, plan a solution, make a prototype, test the prototype, and reflect/redesign) and project-based learning.

- We provide an innovative learning environment that incorporates critical thinking, creativity, communication, and collaboration, which embraces that failure is a "first attempt in learning," a growth mindset, and the "the power of yet."

- We provide an inclusive and supportive school atmosphere where everyone feels emotionally, physically, and intellectually safe, while acting with integrity, respect, and honesty.

- We incorporate campus makerspaces into students' weekly learning experiences to enhance their creativity.

- We monitor and analyze student data to drive instructional practices, including interventions and extensions, while implementing NISE (National Institute of STEM Education) strategies to ensure students achieve at their highest levels.

- We collaborate with one another to ensure that all of our students receive an equally high level of instruction.

- We partner with parents to enhance our children's academic and emotional success.

- We invest in our community through partnerships, and giving of our time, talents, and resources, to create global footprints and develop responsible citizens.

- We utilize the house and LEADS systems to foster a family atmosphere, build relationships, and positively reinforce and celebrate one another.

Perceptions Strengths

- Students and staff want to be at Wilemon to learn and grow
- Students are excited and engaged
- Communication of events/activities through Wilemon Facebook and Twitter pages, Parent Square, and the school website
- Staff mentors for new certified staff to guide them through their first year on campus.
- Consistent community volunteers in the Creation Station makerspace
- Student volunteers from various high school campuses - WISD sports teams, Cherokee Charmers, and The Spirit of Waxahachie Band Students come to classrooms and planned events to provide support and encourage students
- Family involvement activities throughout the school year - fine arts night, STEAM night, musicals, bingo night, grade-level performances, and book fairs
- Daily morning announcements with important information shared with students
- Students report that Wilemon has a positive learning environment and they enjoy attending
- Positive campus surveys from students, staff, and parents
- High number of community sponsors and donors

- Weekly Principal Parent Square message (email and text) with calendar of events to families and staff
- Weekly parent newsletters from teachers
- Students share videos/pictures of their learning on SeeSaw with families and each other
- Skyward Parent Portal (grades, attendance, enrollment information, and health records)
- Dads at the Door program
- Wilemon PTO activities
- Frequent PTO communication (Facebook, email, and monthly meetings)
- Cooperation between campuses to provide parent resources (i.e. Parent Education classes, Junior High Night for 5th grade students)
- Positive campus climate and culture
- Ron Clark Academy House system
- LEADS (campus PBIS) Program
- Competitive salary attracts candidates
- Positive parent perception of staff
- Low teacher and staff turnover rate
- Effective recruitment of highly-qualified teachers
- G.U.I.D.E. New Teacher Mentoring program
- Student needs being met due to effective teacher/student placement
- Professional Learning Communities - meeting time outside of conference period
- District professional development opportunities
- National Institute of STEM Education Certified - Wilemon teachers/administrators
- Low number of office referrals/incidents, not discriminatory by ethnicity
- Strong classroom management
- Makerspace areas throughout the building
- Families feel that their students are safe at school
- Administrators are visible at school and on campus grounds
- The front office staff is friendly, welcoming, and helpful
- Guidance lessons provided by the counselor to students are beneficial
- Family-oriented - sense of ownership from all stakeholders
- Community food drives and outreach opportunities led by Student Council
- Room transformations that immerse students in their learning

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Regular feedback to parents regarding student individual academic progress (success/needs) using goal-setting folders. **Root Cause:** Use of progress and report cards as notice of progress and lack of consistency in student goal setting.

Problem Statement 2 (Prioritized): Frequent and clear communication and goal setting updates between students/teachers regarding students' individual academic progress. **Root Cause:** Sharing academic progress mainly with parents.

Problem Statement 3 (Prioritized): Lack of clarity with all staff on specific expectations regarding common areas. **Root Cause:** Need written expectations and frequent updates and analysis

Problem Statement 4 (Prioritized): Staff survey responses indicated 86% (or 31 people) agreed and 13% (or 5 people) disagreed with receiving recognition for good work. (33/56 staff members filled out the survey) **Root Cause:** Need to increase specific written (via email or card) and public recognition for good work

Problem Statement 5 (Prioritized): 14% of parents indicated that they do not feel that school rules/discipline plans are enforced consistently (79 out of 425 families, or 18% of families - completed the survey).   **Root Cause:** Families understanding of the campus behavior plan, reflections, and privacy regarding sharing of other students' discipline information

Problem Statement 6: Based on survey data, students want more opportunities to share their ideas.   **Root Cause:** Lack of consistency in students sharing their work and ideas through presentations in all grade levels.

Priority Problem Statements

Problem Statement 1: Based on survey data, some parents and students do not feel that the classwork is challenging.

Root Cause 1: time constraints for differentiation, curriculum changes during the school year, fidelity of engineering design process implementation

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Frequent and clear communication and goal setting updates between students/teachers regarding students' individual academic progress.

Root Cause 2: Sharing academic progress mainly with parents.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Regular feedback to parents regarding student individual academic progress (success/needs) using goal-setting folders.

Root Cause 3: Use of progress and report cards as notice of progress and lack of consistency in student goal setting.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Lack of clarity with all staff on specific expectations regarding common areas.

Root Cause 4: Need written expectations and frequent updates and analysis

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 14% of parents indicated that they do not feel that school rules/discipline plans are enforced consistently (79 out of 425 families, or 18% of families - completed the survey).

Root Cause 5: Families understanding of the campus behavior plan, reflections, and privacy regarding sharing of other students' discipline information

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Staff survey responses indicated 86% (or 31 people) agreed and 13% (or 5 people) disagreed with receiving recognition for good work. (33/56 staff members filled out the survey)

Root Cause 6: Need to increase specific written (via email or card) and public recognition for good work

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Science STAAR scores decreased from prior year - 2023.

Root Cause 7: changing curriculum requirements during the school year, increase focus on Math and Reading

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Math STAAR scores decreased in third and fifth grades from prior year - 2023.

Root Cause 8: changing curriculum requirements during the school year, changing student demographics, new teachers
Problem Statement 8 Areas: Student Learning

Problem Statement 9: Reading STAAR scores decreased in fifth grade approaches from prior year - 2023.
Root Cause 9: test changes, different student group, new teacher, changing student demographics
Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Priorities

Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will collaborate weekly in PLC to review student data, interventions, and extensions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will grow academically.	Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Teachers, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: All students will set academic goals in Reading and Math after beginning of the year MAP testing and adjust goals after middle of the year MAP testing, to increase academic performance based on their data.	**Formative**			**Summative**
	Oct	Dec	Feb	Apr
Strategy's Expected Result/Impact: All students will grow academically in Math and Reading. **Staff Responsible for Monitoring:** Teachers, administrators **Problem Statements:** Perceptions 1	70%			

Strategy 3 Details	Reviews			

Strategy 3: Partner with the WISD Teaching, Learning, and Innovation department via Ed Elements to support teachers in the implementation of Amplify, Eureka, and HMH curriculums.
    Strategy's Expected Result/Impact: Clear understanding and consistent implementation of curriculum
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 3
	Formative			**Summative**

	Oct	**Dec**	**Feb**	**Apr**
	70%			

Strategy 4 Details	Reviews			

Strategy 4: Launch Mentors will support new teachers to develop effective classroom instruction.
    Strategy's Expected Result/Impact: All students will grow academically.
    Staff Responsible for Monitoring: Administrators
Director of Federal Programs & Grants
 	
    Funding Sources: Stipend - Title II (255) - $550
	Formative			**Summative**

	Oct	**Dec**	**Feb**	**Apr**
	80%			

Strategy 5 Details	Reviews			

Strategy 5: Teachers will communicate regularly with students regarding their academic progress and goals - including an analysis and explanation of their individual MAP data and a plan for growth.
    Strategy's Expected Result/Impact: Students' increased awareness of their academic progress and learning
    Staff Responsible for Monitoring: Teachers, administrators
 	
    Problem Statements: Perceptions 2
	Formative			**Summative**

	Oct	**Dec**	**Feb**	**Apr**
	80%			

Strategy 6 Details	Reviews			

Strategy 6: Regular instructional focus in PLC planning, including extensions and acceleration, to differentiate instruction in Math and Reading for students mastering content.
    Strategy's Expected Result/Impact: Increase in students meeting their projected growth RIT scores from beginning to end of year.
    Staff Responsible for Monitoring: teachers, administrators
 	
    Funding Sources: Scholastic - SCE - Scholastic News & Let's Find Out - $2,846.46
	Formative			**Summative**

	Oct	**Dec**	**Feb**	**Apr**
	55%			

Strategy 7 Details	**Reviews**			
Strategy 7: Teachers across all grade levels will communicate and give regular feedback (outside of the six week report cards) to families regarding students' academic progress, successes, or needs for intervention.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increase in parent-teacher communication, partnership between the school and families regarding students' academics **Staff Responsible for Monitoring:** teachers, administrators **Problem Statements:** Perceptions 1	50%			

Strategy 8 Details	**Reviews**			
Strategy 8: Consistently monitor implementation of new curriculum resources and support teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: consistent implementation of the curriculum and supported teachers	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: administrators, team leads **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	100%	100%	100%	

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Science STAAR scores decreased from prior year - 2023.   **Root Cause**: changing curriculum requirements during the school year, increase focus on Math and Reading
Problem Statement 2: Math STAAR scores decreased in third and fifth grades from prior year - 2023.   **Root Cause**: changing curriculum requirements during the school year, changing student demographics, new teachers
Problem Statement 3: Reading STAAR scores decreased in fifth grade approaches from prior year - 2023.   **Root Cause**: test changes, different student group, new teacher, changing student demographics

Perceptions
Problem Statement 1: Regular feedback to parents regarding student individual academic progress (success/needs) using goal-setting folders.   **Root Cause**: Use of progress and report cards as notice of progress and lack of consistency in student goal setting.
Problem Statement 2: Frequent and clear communication and goal setting updates between students/teachers regarding students' individual academic progress.   **Root Cause**: Sharing academic progress mainly with parents.

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details			Reviews			
Strategy 1: All staff will utilize the campus Positive Behavior Intervention and Supports (PBIS) campus system to provide clear behavioral expectations and positive reinforcement.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Low discipline referrals and a positive campus culture			Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Staff and Administrators			100%	100%	100%	
Problem Statements: Perceptions 5						

Strategy 2 Details			Reviews			
Strategy 2: All staff and students will participate in the campus house system.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive campus culture and family atmosphere and relationships/connections across grade levels and departments			Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Administrators and staff			100%	100%	100%	

Strategy 3 Details			Reviews			
Strategy 3: Increase house system community through monthly house challenges, regularly tracking/celebrating/sharing house points with students and staff, and selecting house leaders to help lead house meetings.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in school community/belonging, success of house system			Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Administrators			60%			

Strategy 4 Details			Reviews			
Strategy 4: Adjust and implement clear common area expectations with students and staff, as well as empower staff members to assist in monitoring and implementing.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistent common area expectations followed across the campus			Oct	Dec	Feb	Apr
Staff Responsible for Monitoring: Administrators, all staff			60%			
Problem Statements: Perceptions 3						

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

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Lack of clarity with all staff on specific expectations regarding common areas.   **Root Cause**: Need written expectations and frequent updates and analysis
Problem Statement 5: 14% of parents indicated that they do not feel that school rules/discipline plans are enforced consistently (79 out of 425 families, or 18% of families - completed the survey).   **Root Cause**: Families understanding of the campus behavior plan, reflections, and privacy regarding sharing of other students' discipline information

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will plan and implement project-based learning that includes communication, creativity, collaboration, and critical thinking (The Four C's).		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Student academic and soft skills success		60%			
Staff Responsible for Monitoring: Teachers, administrators					
Problem Statements: School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement National Institute of STEM Education (STEM) instructional strategies to connect student learning to the real world.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students make relevant connections between their learning and the real world.		75%			
Staff Responsible for Monitoring: Administrators, Staff					

Strategy 3 Details		Reviews			
Strategy 3: The Engineering Design Process will be regularly monitored and progress analyzed, including mastery of different steps at each grade level, in order to enhance students' problem-solving skills.		**Formative**			**Summative**
		Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will be able to problem solve effectively.		60%			
Staff Responsible for Monitoring: Teachers, administrators					

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Based on survey data, some parents and students do not feel that the classwork is challenging. **Root Cause**: time constraints for differentiation, curriculum changes during the school year, fidelity of engineering design process implementation

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

  Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
Strategy 1: Students in grades fourth and fifth will have the opportunity to audition for a Spring theatre production - including practices and performances after school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to theatre and build collaboration and performance skills. **Staff Responsible for Monitoring:** Administrators, theatre directors	Oct	Dec	Feb	Apr
	10%			

Strategy 2 Details	Reviews			
Strategy 2: Students will have the opportunity to participate in Destination Imagination.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build mastery in communication, collaboration, critical thinking, and creativity. **Staff Responsible for Monitoring:** Administrators, staff coaches	Oct	Dec	Feb	Apr
	25%			

Strategy 3 Details	Reviews			
Strategy 3: Students will have the opportunity to participate in academic UIL.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will build mastery in communication, collaboration, critical thinking, and creativity. **Staff Responsible for Monitoring:** Administrators, academic UIL coaches **ESF Levers:** Lever 3: Positive School Culture	Oct	Dec	Feb	Apr
	20%			

Strategy 4 Details	Reviews			
Strategy 4: Students in grades fourth and fifth will have the opportunity to apply and participate in Flag Crew.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in belonging and student involvement. **Staff Responsible for Monitoring:** Administrators, Flag Crew Sponsor	Oct	Dec	Feb	Apr
	100%	100%	100%	

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

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

    Evaluation Data Sources: Staff evaluation data

Strategy 1 Details		Reviews			

Strategy 1: Staff members will be nominated by their peers and selected monthly to receive the Staff Spotlight recognition, including a certificate and gift from our sponsor.
    Strategy's Expected Result/Impact: Positive staff recognition and celebration
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Oct	Dec	Feb	Apr
		100%	100%	100%	
Strategy 2 Details		**Reviews**			

Strategy 2: Each staff member will be recognized once throughout the year on our campus social media (Facebook and Twitter) sites as our Staff Highlight to share classroom happenings and highlights, as well as build connections between staff and families.
    Strategy's Expected Result/Impact: Positive campus culture and connections between staff and families.
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Oct	Dec	Feb	Apr
		70%			
Strategy 3 Details		**Reviews**			

Strategy 3: Administrators will share positive notes or emails weekly with staff members to highlight accomplishments, as well as provide passes or other means of recognition.
    Strategy's Expected Result/Impact: Positive campus culture.
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Oct	Dec	Feb	Apr
		55%			

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: A staff shout out whiteboard will be installed in the teachers' lounge where staff can give positive affirmations to each other.	**Oct**	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: positive school culture **Staff Responsible for Monitoring:** administrators, team leads **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	100%	100%	100%	

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: Staff survey responses indicated 86% (or 31 people) agreed and 13% (or 5 people) disagreed with receiving recognition for good work. (33/56 staff members filled out the survey)   **Root Cause**: Need to increase specific written (via email or card) and public recognition for good work

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
Strategy 1: Administrators will be visible and interact with staff daily on campus in classrooms and common areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive relationships between staff and administration, positive campus culture	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administrators, staff	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Staff will complete a survey at the end of the first and second semesters to give valuable campus feedback.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive campus culture and staff sharing their ideas/feedback	**Oct**	**Dec**	**Feb**	**Apr**
Staff Responsible for Monitoring: Administrators	60%			

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

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

    Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details		Reviews			

Strategy 1: Classroom and special education teachers will have time outside of their conference period to collaborate in their grade level weekly.
     Strategy's Expected Result/Impact: Student achievement, positive campus culture
     Staff Responsible for Monitoring: Administrators, Guiding Coalition
		Formative			**Summative**

		Oct	Dec	Feb	Apr
		100%	100%	100%	
Strategy 2 Details		Reviews			

Strategy 2: Grade level teams will have shared agendas weekly in the campus PLC google shared folder with notes.
     Strategy's Expected Result/Impact: Collaboration among/across teams, Maximizing PLC time
     Staff Responsible for Monitoring: Administrators, Guiding Coalition
		Formative			**Summative**

		Oct	Dec	Feb	Apr
		75%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
Strategy 1: Staff will present effective instructional strategies/learning to their peers at family meetings and team collaboration meetings.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: Effective instructional strategies in every classroom, Leadership growth among staff members **Staff Responsible for Monitoring:** Campus Administration Guiding Coolition	50%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive support and training with the new curriculum resources from TLI and Ed Elements.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**Apr**
Strategy's Expected Result/Impact: supported teachers **Staff Responsible for Monitoring:** administrators, team leads **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	60%			

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

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
Strategy 1: Parents and students will provide campus feedback on a Spring survey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive campus culture and family relationships **Staff Responsible for Monitoring:** Administrators	Oct	Dec	Feb	Apr
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Family engagement nights will be provided, including STEAM Night and Arts Night.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive campus culture and family connections **Staff Responsible for Monitoring:** Administrators	Oct	Dec	Feb	Apr
	60%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers will communicate frequently with students regarding their academic progress via goal setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students have increased ownership in their learning. **Staff Responsible for Monitoring:** Administrators	Oct	Dec	Feb	Apr
	50%			

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

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
Strategy 1: Monthly Staff Spotlight will be sponsored by Red Phoenix Roofing and Construction - The Haight Family.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive community/school relationship **Staff Responsible for Monitoring:** Administrators	**Oct**	**Dec**	**Feb**	**Apr**
	55%			
Strategy 2 Details	Reviews			
Strategy 2: Monthly student attendance incentives will be sponsored by the Mclain-Lewis Real Estate Team to increase student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student attendance and positive connection with local business **Staff Responsible for Monitoring:** Administrators	**Oct**	**Dec**	**Feb**	**Apr**
	35%	100%	100%	
	0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✖ Discontinue			

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

    Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
Strategy 1: The campus budget will be maximized to address staff and student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff and student needs met with resources **Staff Responsible for Monitoring:** Administrators	**Oct**	**Dec**	**Feb**	**Apr**
	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details				Reviews			
Strategy 1: Mrs. Authier will share information regarding updates on the new Wilemon building throughout the year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in awareness and knowledge of facility management processes and plans to address student growth **Staff Responsible for Monitoring:** Administrators				**Oct**	**Dec**	**Feb**	**Apr**
				85%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

    Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details		Reviews			

Strategy 1: Administrators and the campus secretary will collaborate and meet regularly to ensure the campus budget is maximized to address student and staff needs.
    Strategy's Expected Result/Impact: Staff and student needs are met with resources.
    Staff Responsible for Monitoring: Administrator
		Formative			**Summative**

		Oct	**Dec**	**Feb**	**Apr**
		55%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Campus Funding Summary

			Title II (255)		
Priority	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Stipend		$550.00
				Sub-Total	$550.00

			SCE		
Priority	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Scholastic	Scholastic News & Let's Find Out	$2,846.46
				Sub-Total	$2,846.46