

Waxahachie Independent School District

Wilemon STEAM Academy

2021-2022 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.	20
Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.	28
Goal 3: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.	33
Goal 4: Wilemon STEAM Academy will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.	37
Goal 5: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.	38
Campus Funding Summary	43
Addendums	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs and services to meet their needs.

Total Student Enrollment:

- 406

Ethnic Distribution: per Skyward Report April 2021

- Male 51.72%
- Female 48.28%

- American Indian .25%
- Asian .25%
- Black/African American 5.17%
- Hispanic/Latino 27.34%
- White 63.3%
- Hawaiian/Pac Island 0%
- Two or more 3.69%

Student Groups:

- Economically Disadvantaged: 33.74%
- English Language Learners (ELL): 1.48%
- Students w/Disciplinary Placements: 0.2%
- At-Risk: 21.67%
- Special Education: 12.32%
 - Orthopedic Impairment 2%, Other Health Impairment 10%, Intellectual Disability 2%, Emotional Disturbance 14%, Learning Disability 32%, Speech Impairment 24%, Autism 16%, Speech Therapy 10%
- Gifted and Talented Education: 14.53%
- Career and Technical Education: N/A
- 51 students in MTSS (multi-tiered systems and supports) process - 12.5% of enrollment; approximately 65% white

Demographics Strengths

Strengths:

- 51 students in MTSS (multi-tiered systems and supports) process - 12.5% of enrollment; approximately 65% white
- 3 still in the referral process
- 6 did not qualify (5-dyslexia; 1-speech)— one was a parent request
- All students referred to special education qualified for either special education or dyslexia services, which shows a prudent use of funds and resources. It also demonstrates a strong MTSS process.
- Referrals to Special Education and Dyslexia—41 students (14 dyslexia only; 27 sped referrals)
- Student demographics accurately reflect student population percentages of special education - mirrored to campus demographics
- Full time attendance clerk increases student attendance percentage
- Low number of office referrals demonstrates strong classroom management of teachers, administrators, family communication, and positive behavioral incentives success
- 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
- Classroom/specials teachers/administrators/librarian, NISE certified
- 23 out of 24 classroom teachers are GT certified

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of opportunity for paraprofessionals seeking to move into a teaching position. **Root Cause:** There is not a district program or partnership with a college/online provider to assist paraprofessionals seeking to gain a teaching certification or degree.

Problem Statement 2 (Prioritized): Lack of diversity in classroom teaching staff. **Root Cause:** Need to increase diverse candidate interviews.

Student Learning

Student Learning Summary

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

We are a third year school. We are the first school in Waxahachie ISD to be specialized in STEAM Education. Our student body consists of lottery and grandfathered students. We are also a NISE (National Institute of STEM Education) Certified campus. All classroom and specials teachers, as well as administrators and the librarian, hold a NISE certification.

2019 Accountability Rating: **B**

Distinction Designations in 2019:

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Top 25 Percent: Comparative Closing the Gaps
- Postsecondary Readiness

2020-21 STAAR Results:

MATH

	Approaches	Meets	Masters
3rd	85%	52%	22%
4th	84%	60%	37%
5th	84%	59%	37%

READING

	Approaches	Meets	Masters
3rd	87%	66%	39%
4th	86%	56%	28%
5th	82%	60%	40%

WRITING

Approaches Meets Masters

MATH

4th	72%	29%	5%
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SCIENCE

	Approaches	Meets	Masters
5th	75%	41%	25%

Student Learning Strengths

- Campus rating of "B" from TEA in 2019
- 72% STAAR student growth measure overall in 2019
- Intervention groups
- Leveled Literacy Program
- Full time Reading Intervention teacher
- MTSS (Multi-tiered systems and supports) program implemented with fidelity
- Highest title one STAAR scores in fourth grade in the district
- Low retention rate
- Students utilizing a STEAM mindset in academics
- Implementation of NISE strategies in instruction
- Self-contained classrooms Kindergarten-Fifth grade
- Project-based learning
- Real world problem solving utilizing the Engineering Design Process
- Fifth grade students show growth in their district assessment and STAAR scores compared to 2019 data (when they were in third grade)
- Staff retention rate is lower than the state average
- Campus data is at or above district average on 2020-2021 district progress measures
- Highest third grade reading meets (66%) and masters (39%) STAAR scores in the district
- Highest fourth grade reading approaches (86%) and meets (56%) STAAR scores in the district
- Top three in the district on STAAR Reading approaches/meets/masters scores in 5th grade
- Top three in the district on STAAR Math approaches/meets/masters in third and fourth grades
- High growth in fifth-grade special education students compared to their third grade STAAR scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR Writing scores are the lowest of the subject areas tested. **Root Cause:** Vertical alignment of writing instruction

Problem Statement 2 (Prioritized): Special Education students have performed slightly lower in all district and state tested subject areas. **Root Cause:** Need for differentiated and inclusive instructional practices to meet the academic progress of special populations

Problem Statement 3: In all content areas the economically disadvantaged population perform lower than the campus average on both district progress measures and benchmarks. **Root Cause:** Lack of social-emotional curriculum implementation and technology during quarantines

Problem Statement 4 (Prioritized): STAAR Math scores are slightly lower than reading scores. **Root Cause:** The COVID-19 shutdown in the Spring of 2020, student and staff quarantines throughout the 2020-21 school year, and several teachers new to math instruction

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. Most teachers and administrators are NISE certified, which contributes to the overall knowledge base and performance of the STEAM campus. New teachers to the grade level teams for the 2021-22 school year are undergoing NISE training and will be certified by the end of the school year.

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 partnership with Jacob's Engineering for hands-on lessons, field trips, and family events.

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, with the addition of Promethean boards in second through fifth grades for the start of the 2021-22 school year. The campus utilizes iPad's and Chromebooks for classroom and library technology. Wilemon lives by and embodies this 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

- High parent/community involvement via PTO, makerspaces, donations
- Strong school pride, culture, and shared ownership among stakeholders
- Well-behaved students - low office referrals/incidents
- Engaged students
- Perception that school is safe
- Parents feel input is valued
- Students enjoy coming to school
- 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
- District curriculum department supports teacher development
- TRS curriculum management storehouse for the district's Guaranteed Viable Curriculum (GVC)
- Team half-day planning each semester
- Consistent data meetings with school administration to review progress measure data
- Weekly PLC meetings
- TEKS Alignment
- Daily Intervention Time
- Technology professional development opportunities throughout the year
- Online curriculum programs and resources, i.e. Education Galaxy
- Additional iPads available for checkout in library
- Use of Eduphoria for online forms and progress measures
- 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 projectors/Promethean boards
- DART Foundation grant - provides STEAM technology and tools
- STEMScopes Math utilized for high level math instruction in Kindergarten-5th grades
- Analyze assessment data to improve student success
- Bullying/reporting education and awareness
- Partnership with Jacobs Engineering to provide curriculum extensions, as well as LEGO Robotics sponsorship

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All staff have exterior keys to access doors without badge access and doors are sometimes left unlocked. **Root Cause:** Lack of multiple badge access at exterior doors throughout the campus. Only two badge access doors currently.

Problem Statement 2: Additional support and time needed to refine and enhance project-based learning STEAM instruction. **Root Cause:** Teachers are in year four of implementing project-based learning and STEAM instruction.

Problem Statement 3: Technology is not always available when needed by teachers. **Root Cause:** Lack of adequate number of devices in the classrooms and to checkout in the library.

Problem Statement 4 (Prioritized): Student goal setting is not consistent across the campus. **Root Cause:** Need campus-wide goal setting expectations and processes.

Problem Statement 5: Lack of playground equipment and outdoor options for students in grades 3rd-5th. **Root Cause:** Current playground equipment is for students in grades

PreK-2nd.

Problem Statement 6: Lack of visibility in the doors of classrooms to special education, art, and LLI. **Root Cause:** lack of windows in the doors

Problem Statement 7: Teacher training to choose the most effective available curriculum resources. **Root Cause:** Many new curriculum materials and options to use on every grade level.

Problem Statement 8 (Prioritized): Wilemon cannot participate in online district or state testing to the level of other campuses across the district. **Root Cause:** There are not enough Chromebooks available on campus for teachers to utilize to train students in online testing, as well as to test students.

Problem Statement 9 (Prioritized): Effective planning with available district resources is needed in English language arts in each grade level and unit. **Root Cause:** English language arts curriculum is extensive and has many components

Problem Statement 10 (Prioritized): Consistent use of protected planning time. **Root Cause:** Lack of consistent clear goals/expectations and monitoring of protected planning times.

Perceptions

Perceptions Summary

VISION:

Wilemon STEAM Academy equips and empowers students to embrace a growth mindset through critical thinking, collaboration, creativity, and communication to positively impact their world.

MISSION:

- 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.

Wilemon uses the house system from Ron Clark to build community, student leadership, and a positive campus culture. Additionally, Wilemon utilizes the LEADS program as their PBIS initiative to encourage positive choices among students.

Perceptions Strengths

- Students are excited and engaged
- Communication of events/activities through Wilemon Facebook and Twitter pages, as well as the school website
- 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

- Family involvement opportunities throughout the school year
 - Weekly Principal School Messenger to families and staff
 - Classroom SeeSaw family updates weekly
 - 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
 - WATCH DOG Program
 - Wilemon PTO activities
 - Frequent PTO communication (Facebook and email)
 - 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
 - Staff feel supported, included, and empowered
 - Strong teacher applicant pool/effective recruitment of highly-qualified teachers
 - L.E.A.P. Academy for aspiring administrators
 - G.U.I.D.E. New Teacher Mentoring program
 - Student needs being met due to effective teacher/student placement
 - Data-driven decisions
 - District and campus professional development opportunities
 - National Institute for STEM Education Certified Wilemon teachers/administrators
 - Low number of office referrals/incidents, not discriminatory by ethnicity
 - Strong classroom management
 - Makerspace areas throughout the building
 - Academic Success and distinctions from TEA
 - Families feel that their students are safe at school
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- Administrators are visible at school and campus grounds
 - The front office staff is friendly, welcoming, and helpful
 - Guidance lessons provided by the counselor to students are beneficial for students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Makerspace areas are not being utilized to their full extent. **Root Cause:** Lack of training, coordination, and communication of teachers and volunteers

Problem Statement 2: Lack of STEM campus partnerships throughout the district. **Root Cause:** Connecting to other campuses interested in utilizing STEM education, additional campuses in the beginning phases of STEM

Problem Statement 3 (Prioritized): Student leadership opportunities are available, but lack variety. **Root Cause:** Need additional staff to lead student organizations and groups, give student opportunities for input on leadership roles

Problem Statement 4 (Prioritized): Lack of high number of community volunteers to support Creation Station makerspace area. **Root Cause:** Advertising opportunities throughout the community and district, lack of understanding of the opportunity available.

Problem Statement 5: The security guard is not highly visible. **Root Cause:** Due to COVID, parents do not have the ability to see the security guard as regularly as in prior years.

Priority Problem Statements

Problem Statement 1: All staff have exterior keys to access doors without badge access and doors are sometimes left unlocked.

Root Cause 1: Lack of multiple badge access at exterior doors throughout the campus. Only two badge access doors currently.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Lack of diversity in classroom teaching staff.

Root Cause 2: Need to increase diverse candidate interviews.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR Math scores are slightly lower than reading scores.

Root Cause 3: The COVID-19 shutdown in the Spring of 2020, student and staff quarantines throughout the 2020-21 school year, and several teachers new to math instruction

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Special Education students have performed slightly lower in all district and state tested subject areas.

Root Cause 4: Need for differentiated and inclusive instructional practices to meet the academic progress of special populations

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student goal setting is not consistent across the campus.

Root Cause 5: Need campus-wide goal setting expectations and processes.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Effective planning with available district resources is needed in English language arts in each grade level and unit.

Root Cause 6: English language arts curriculum is extensive and has many components

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Wilemon cannot participate in online district or state testing to the level of other campuses across the district.

Root Cause 7: There are not enough Chromebooks available on campus for teachers to utilize to train students in online testing, as well as to test students.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Consistent use of protected planning time.

Root Cause 8: Lack of consistent clear goals/expectations and monitoring of protected planning times.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of high number of community volunteers to support Creation Station makerspace area.

Root Cause 9: Advertising opportunities throughout the community and district, lack of understanding of the opportunity available.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Student leadership opportunities are available, but lack variety.

Root Cause 10: Need additional staff to lead student organizations and groups, give student opportunities for input on leadership roles

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, 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
- 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other 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

Goals

Revised/Approved: September 30, 2021

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





Performance Objective 1: By July 2022, 90% of all students will meet standard on the Reading and Math sections of the state assessment (STAAR), 80% in Writing, 95% in Science, and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Sources: Data from District Common Assessments, State Assessment Reports, Eduphoria Aware Reports, TAPR Reports, MAP data, Education Galaxy data, Skyward data, Campus Retention data, Summer Program Enrollment, DRA Data, Reading Intervention data, ARD data, TELPAS assessment data, and progress monitoring data

Strategy 1 Details	Reviews			
Strategy 1: Monitor and support the district's guaranteed and viable curriculum - TEKS Resource System (TRS). Strategy's Expected Result/Impact: - T-TESS data - TRS questions in CNA survey - Student progress on progress measures, TRS assessments, and state assessments Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct Purposeful Planning sessions for grade level teams in all content areas. Strategy's Expected Result/Impact: - Sessions held four times during the school year - Common scheduling of units of study and plans - Improved planning with use of TRS documents Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase Writing achievement with staff development on the Empowering Writers program and vertical alignment of writing instruction. Strategy's Expected Result/Impact: - Student progress on state Assessment instruments - T-TESS data Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Decrease the gap in STAAR reading achievement between student groups in all subject areas by utilizing Leveled Literacy Intervention (LLI). Strategy's Expected Result/Impact: - Increased percentage of students meeting expectations on the state assessment instruments Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase student/staff use and proficiency of technology to enhance academic achievement. Strategy's Expected Result/Impact: - Student Technology Assessment (5th grade) data - Education Galaxy Usage Report - State Assessment Data - T-TESS Documentation -Defined Learning data Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase the percentage of students meeting expectations the MAP and DRA reading assessments through the Reading Intervention program. Strategy's Expected Result/Impact: - DRA Data - Reading Intervention data -MAP data Staff Responsible for Monitoring: Principal, Asst. Principal Funding Sources: - SCE - \$68,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Increase the percentage of ELL students who improve by one or more proficiency levels and who earn the Advanced High proficiency rating via the use of Sheltered Instruction strategies in the classroom. Strategy's Expected Result/Impact: TELPAS assessment data Staff Responsible for Monitoring: LPAC Coordinator, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Monitor the effectiveness of the Gifted/Talented program at Wilemon for grades K-5. Strategy's Expected Result/Impact: District G/T Guidelines Increase in student GT identification Staff Responsible for Monitoring: G/T Specialist, Principal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
Strategy 9: Continue to implement MTSS (Multi-Tiered Systems of Support) for effective student support. Strategy's Expected Result/Impact: - Progress Monitoring Data - Eduphoria Aware Reports - State Assessment Data - Benchmark Data Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Regularly review data from district progress measure assessments to improve student mastery. Strategy's Expected Result/Impact: - MAP data - Progress Measurement Assessment data Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: All students identified with dyslexia will receive instruction in the dyslexia program for a minimum of 45 minutes per day - four days a week. Strategy's Expected Result/Impact: Improvement in reading/spelling skills and progress Staff Responsible for Monitoring: Dyslexia teacher, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: 5th grade Career Fair will be hosted to introduce students to a variety of career options. Strategy's Expected Result/Impact: Student survey completed after fair to elicit feedback from students. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Teachers in all grade levels will utilize Science instructional strategies from NISE training to increase student mastery of science TEKS. Strategy's Expected Result/Impact: Increase in student engagement, proficiency, and progress in Science - evidenced on science STAAR test. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Teachers will utilize Reading A to Z in grades Kindergarten and 1st to increase students' reading proficiency and comprehension. Strategy's Expected Result/Impact: Increase in students' reading levels Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Teachers will utilize Scholastic News to engage students in reading and increase reading fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increase in students' DRA level and comprehension</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Improve STAAR math assessment scores through high-quality small group instruction and utilization of STEMScopes Math.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement in Math on MAP, benchmark, and STAAR data</p> <p>Staff Responsible for Monitoring: Administration, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: A school-wide goal-setting plan will be established for students kindergarten-fifth grade to enhance student success.</p> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: By July 2022, 70% of all Special Education students will meet standard or show growth on the state assessments (STAAR).





Evaluation Data Sources: ARD data, State Assessment results, DCA results, TAPR data, and Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: Ensure appropriate support and inclusive practices for Special Education students, including inclusion and co-teach support. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores Schedule of Services data Staff Responsible for Monitoring: Principal, Special Education teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily intervention time to address individual student needs. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Mentoring program via staff members and high school students to provide psycho-social support to identified learners. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Increase in positive, optimistic outlook of students. Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Consistent use of Student Success Skills program to improve study habits, goal-setting, and classroom performance. Strategy's Expected Result/Impact: Increase in classroom performance, i.e. grades, test scores, behavioral adjustments. Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special education and general education teachers will continually monitor and pull data to drive instructional strategies. Strategy's Expected Result/Impact: Increase in special education student growth and performance on STAAR. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 3: By July 2021, 90% of all English Language Learner (ELL) students will meet standard on the state assessments (STAAR).





Evaluation Data Sources: State Assessment results, TAPR data, Benchmark data, TELPAS assessment results, DCA data

Strategy 1 Details	Reviews			
Strategy 1: Daily use of Sheltered Instruction strategies in the classroom. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use of MTSS (Multi-Tiered Systems of Support) process to identify and address student needs. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Daily intervention time to address individual student needs. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Mentoring program via staff members and high school students to provide psycho-social support for identified learners. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students. Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Consistent use of Student Success Skills program to improve study habits, goal-setting, and classroom performance. Strategy's Expected Result/Impact: Increase in classroom performance, i.e. grades, test scores, behavioral adjustments Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 4: By July 2021, 90% of Economically Disadvantaged students will meet standard on the reading and math state assessment (STAAR).





Evaluation Data Sources: State Assessment results, TAPR data, District Common Assessment, and Benchmark data

Strategy 1 Details	Reviews			
Strategy 1: MTSS (Multi-Tiered Systems of Support) process will allow collaboration on the determination of effective interventions for struggling students. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Targeted intervention for students in grades 3-5, based on demonstrated weaknesses in data. Strategy's Expected Result/Impact: Increase in benchmark, state assessment, and MAP scores Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Mentoring program via staff members and high school students to provide psycho-social support for identified learners. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students. Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Daily intervention time to address individual student needs. Strategy's Expected Result/Impact: Increase in benchmark and state assessment scores. Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Consistent use of Student Success Skills program to improve study habits, goal-setting, and classroom performance. Strategy's Expected Result/Impact: Increase in classroom performance, i.e. grades, test scores, behavioral adjustments Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





Performance Objective 5: Increase teacher opportunities to vertically plan with their peers to continue growth academically.

Evaluation Data Sources: Schedule, student feedback via surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide vertical planning time and expectations for teachers to collaborate with peers in different grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in collaboration across grade levels to support student learning</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Wilemon STEAM Academy will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 6: By June 2021, 90% of students in grade 5 will meet standard on the Science STAAR test.





Strategy 1 Details	Reviews			
Strategy 1: Daily use of STEMScopes Science resource for instruction and intervention as evidenced in lesson plans. Strategy's Expected Result/Impact: Increase in science achievement scores Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: During the 2021-22 school year, there will be zero breaches of security measures, in order to provide a safe environment.

Evaluation Data Sources: Safety and incident reports





Strategy 1 Details	Reviews			
Strategy 1: Conduct a security audit on campus Strategy's Expected Result/Impact: - Audit Report - Board Reports Staff Responsible for Monitoring: Coordinator of Security, Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain campus Emergency Operations Procedures (EOP) guidelines Strategy's Expected Result/Impact: - EOP Guidelines - Training materials Staff Responsible for Monitoring: Coordinator of Security, Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying.(b). Child Abuse (c) Implement Bullying Policy as required under TEC 37.0832 Strategy's Expected Result/Impact: - Curriculum and lesson activities - SHAC minutes and presentations - Discipline reports - Alternative campus assignments Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement a plan to assist students, parents, and teachers who transition between campuses or grade levels. A Parent Orientation will be provided for all parents to facilitate the transition to new grade levels. Strategy's Expected Result/Impact: - Campus Orientation guidelines - Parental Involvement Policy and Compact Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Conduct emergency drills at consistent intervals throughout the school year. Strategy's Expected Result/Impact: Efficient and timely student and staff participation. Staff Responsible for Monitoring: Coordinator of Security, Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Campus Crisis Management Team will meet twice a semester to identify security needs, which will be shared with the District Security Director and Facilities Director. Strategy's Expected Result/Impact: Secure and safe educational environment Staff Responsible for Monitoring: Principal, Facilities Director, Security Director	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 2: There will be a 10% decrease in discipline incidents and a 2% increase in attendance this year.





Evaluation Data Sources: Discipline and attendance records (PEIMS)

Strategy 1 Details	Reviews			
Strategy 1: Positive reinforcement for attendance (classroom and campus-wide) will encourage student daily attendance. Strategy's Expected Result/Impact: Percentage increase in attendance rate Staff Responsible for Monitoring: Classroom teachers, principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of school-wide Positive Behavior Intervention Support (PBIS) to reduce the number of office referrals and students assigned to the Disciplinary Alternative Education Program (DAEP). Strategy's Expected Result/Impact: Decrease in discipline incidents Staff Responsible for Monitoring: Principal, Asst. Principal (Campus Behavior Coordinator)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 3: 100% of students will participate in a health and fitness program.





Evaluation Data Sources: Fitness Gram records and CATCH health program curriculum data

Strategy 1 Details	Reviews			
Strategy 1: Review and implement the district approved CATCH health program and district guidelines at grades K-5. Strategy's Expected Result/Impact: Curriculum - CATCH materials - Online resources - SHAC minutes and presentations Staff Responsible for Monitoring: PE Teacher, Principal, CATCH Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Complete Fitness Gram assessment at applicable grade levels Strategy's Expected Result/Impact: Improvement/growth/progress in Fitness Gram Data for individuals and campus as a whole Staff Responsible for Monitoring: PE Teacher, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Fluoride Varnish program for students in K-2 to proactively address dental health Strategy's Expected Result/Impact: Student participation in program Decrease in dental issues for students Staff Responsible for Monitoring: Nurse, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Lions Club program for students who need eyeglasses Strategy's Expected Result/Impact: Student participation in program Decrease in eyesight issues for students in school setting Staff Responsible for Monitoring: Nurse, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Vision and hearing screenings for students in designated grade levels Strategy's Expected Result/Impact: Identification of students with vision and/or hearing issues Staff Responsible for Monitoring: Nurse, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Wilemon STEAM Academy will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 4: By June 2022, 100% of the facilities management goals will be completed.

Evaluation Data Sources: Demography report, Long Range Plan report, PEIMS data, and Energy Usage report





Strategy 1 Details	Reviews			
<p>Strategy 1: Badge access will be added by exterior courtyard doors to allow safe entry for students and staff from the playground area.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will be able to safely enter from the playground area without using an exterior key.</p> <p>Staff Responsible for Monitoring: Principal, Facilities Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Windows will be installed in the first floor special education, LLI, and Art classrooms.</p> <p>Strategy's Expected Result/Impact: Visibility of the classroom and safety/security</p> <p>Staff Responsible for Monitoring: Principal, Facilities Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Landscaping will be designed and installed on the front lawn to beautify the campus and make the space usable for Wilemon students.</p> <p>Strategy's Expected Result/Impact: More attractive appearance of the school to make it on the same level as all other elementary schools in WISD, Increase in usage of the space by Wilemon students and staff</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Playground equipment for grades three-five will be installed on the Wilemon grounds.</p> <p>Strategy's Expected Result/Impact: Providing playground equipment for grades 3-5 will give students options to engage in physical activity outside</p> <p>Staff Responsible for Monitoring: Administration, District Facilities Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Teachers and staff will be supported and provided with continuous professional development opportunities.

Evaluation Data Sources: Eduphoria Workshop report, Campus PD offerings and collaboration schedules, District curriculum support





Strategy 1 Details	Reviews			
<p>Strategy 1: National Institute for STEM Education will provide support for teachers to further build upon NISE instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased integration of STEM into lessons and instruction, further implementation of NISE strategies</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teacher will be given half a day of planning with substitutes provided, in order to plan collaboratively with their team and curriculum coordinators.</p> <p>Strategy's Expected Result/Impact: Increase in effective lesson plan with STEAM integration</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Defined Learning will be utilized by all K-5 classroom teachers to ensure project-based learning is implemented with fidelity in grades K-5.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Five Wilemon teachers will complete their NISE (National Institute of STEM Education) Certification this school year.</p> <p>Strategy's Expected Result/Impact: Increase in student and teacher performance</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: English Language Arts planning support from the curriculum department will be coordinated to enhance instruction and utilization of district resources.</p> <p>Strategy's Expected Result/Impact: Increase in the effectiveness of language arts plans and student assessment scores</p> <p>Staff Responsible for Monitoring: administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The administration will provide clear goals and expectations for protected planning times for teachers. Strategy's Expected Result/Impact: Increase efficiency of planning and effective use of time Staff Responsible for Monitoring: administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Wilemon will seek to interview qualified diverse candidates for teaching positions.





Evaluation Data Sources: TAPR report, administrative data

Strategy 1 Details	Reviews			
Strategy 1: Wilemon administrators will interview qualified diverse candidates for open teaching positions. Strategy's Expected Result/Impact: Increase in diversity Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Wilemon STEAM Academy will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 3: Wilemon will give paraprofessionals opportunities to increase their careers in education.





Evaluation Data Sources: staffing data

Strategy 1 Details	Reviews			
<p>Strategy 1: Paraprofessionals seeking to become teachers will have opportunities for mentorships and collaboration with teachers to prepare them for teaching careers.</p> <p>Strategy's Expected Result/Impact: Retention of paraprofessionals and preparedness for teaching careers</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Wilemon STEAM Academy will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

Evaluation Data Sources: Network Usage Report, Server Usage Report, Wireless Connectivity Report, Eduphoria Workshop reports, Technology survey data, and audit findings report





Strategy 1 Details	Reviews			
Strategy 1: Review current technology and needs for improvement. Strategy's Expected Result/Impact: Teacher survey's, technology audit Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and parents with Family Access training. Strategy's Expected Result/Impact: -Increased enrollment in Family Access -Increased parental involvement -Increased student achievement Staff Responsible for Monitoring: -Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer training for teachers, parents, and students to increase utilization of various features in SeeSaw to enhance communication. Strategy's Expected Result/Impact: Increase in SeeSaw usage of various features - students commenting on one another's posts, reflecting - to solidify student learning and share with parents. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Additional devices are needed for students to access applications for instruction, projects, and testing. Strategy's Expected Result/Impact: Increase in student ability to create and complete projects, as well as do online testing. Staff Responsible for Monitoring: administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: Ensure frequent and effective communication among all stakeholders, including parent engagement activities.

Evaluation Data Sources: Sign-in sheets, parent survey(s), Practical Parent Education curriculum





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination ImagiNation), and (b). Provide parents with information about how the district defines high-quality teaching and learning</p> <p>Strategy's Expected Result/Impact: - Parent/Teacher Conference data - Campus Website - Extra-curricular Activity Brochure - Parent Orientation</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.</p> <p>Strategy's Expected Result/Impact: - Updated website data</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize and promote a Practical Parent Education (PPE) Night each semester of the school year.</p> <p>Strategy's Expected Result/Impact: - Parent Education Night Agendas/Flyers - Sign-in sheets (high attendance percentage)</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor and add content to campus Facebook/Twitter pages and consistently use School Messenger and SeeSaw to provide updates regarding campus activities and events.</p> <p>Strategy's Expected Result/Impact: Number of "likes" on page, positive parent feedback and increased involvement, number of parents viewing messages via SeeSaw</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Encourage parent attendance at PTO meetings by consistent advertising via multiple media outlets, e.g. School Messenger, parent flyers, website, student calendars, and social media.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement on campus and during school-related activities.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 2: Campus website will be frequently checked/updated - at least two times per semester.





Evaluation Data Sources: Website evaluation, Calendar, Events, Social Media links

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will work with the webmaster and campus staff to ensure the Wilemon website is up to date with teacher websites, social media links, calendar link, pictures, and upcoming events</p> <p>Strategy's Expected Result/Impact: Increase in parent/community awareness of events and campus information</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 3: Wilemon will hold at least two parent involvement nights during the 2021-22 school year.





Evaluation Data Sources: Sign-in Sheets, Advertisements, Business Office Documentation of PO's

Strategy 1 Details	Reviews			
Strategy 1: Wilemon will hold WSA STEAM night in the Fall as a parent involvement night. Strategy's Expected Result/Impact: Increase in parent involvement and understanding of activities that students participate in at Wilemon. Provide resources for families to increase engagement and support.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Wilemon will partner with Jacobs Engineering to provide virtual support and activities and one family night in the Spring hosted by the firm.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Wilemon will host a Family Arts Night in the Spring to increase family engagement. Strategy's Expected Result/Impact: Increase in family engagement, sharing of student arts abilities Staff Responsible for Monitoring: administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Wilemon STEAM Academy will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 4: Makerspace materials will be utilized to enhance student academic achievement and engagement.

Evaluation Data Sources: Volunteer sign in sheet, volunteer roster for makerspaces, makerspace schedule, flyer, social media/school messenger posts

Strategy 1 Details	Reviews			
Strategy 1: Advertisements will be shared to increase volunteers in campus makerspaces, especially Creation Station. Strategy's Expected Result/Impact: Increase in student engagement, volunteer partnerships Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ideas for integrating makerspaces into instruction will be shared with teachers, as well as professional development to utilize the makerspace items. Strategy's Expected Result/Impact: Increase in makerspace usage and teacher understanding of makerspace connections Staff Responsible for Monitoring: Principal, STEM Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$68,000.00
Sub-Total					\$68,000.00
Grand Total					\$68,000.00

Addendums