

**Henderson Independent School District**  
**William E Wylie Elementary School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

Preparing each student to reach their full potential by providing a safe place where students' needs are acknowledge, accepted, and met.

## **Vision**

Every Decision, Every Day, Doing what is best for our KIDS!

## **Motto**

#BEST@WES

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The campus will work towards ensuring that all students are reading on grade level according to the TEKS.

### Student Achievement Strengths

- Implementing High Quality Instructional Materials: Amplify and Reading Horizons
- Cub Camp and STAAR Ready Tutorials

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Based on EOY MAP data 54% of our students are projected to not be reading on grade level. **Root Cause:** Lack of research based instructional practices in Tier 1 reading instruction.

# School Culture and Climate

## School Culture and Climate Summary

The campus needs to establish explicit school-wide behavioral expectations and culture routines, along with proactive and responsive student support services.

## School Culture and Climate Strengths

- Improved the discipline referral process to decrease the amount of unnecessary referrals and missed instructional time.
- Established campus-wide expectations for common areas. (Hallway, Cafeteria, Playground, Bathrooms)

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The campus lacks a system of explicit school-wide behavioral expectations and culture routines. **Root Cause:** Teachers lack training on how to implement best practices for establishing and maintaining a productive classroom learning environment.

**Problem Statement 2 (Prioritized):** The campus has not made promoting CCMR a priority. **Root Cause:** There is a lack of awareness of the importance in introducing this in early grades.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The campus needs to establish an effective MTSS process, so teachers are able to monitor and track students to improve tiered instruction and close learning gaps.

## Curriculum, Instruction, and Assessment Strengths

- MTSS Team has been established, and initial training has been provided.
- Teachers are building capacity in disaggregating their data to improve instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** The campus is not meeting academic and behavior needs for ALL students. **Root Cause:** The lack of knowledge and training of the MTSS process.

# Priority Problem Statements

**Problem Statement 1:** Based on EOY MAP data 54% of our students are projected to not be reading on grade level.

**Root Cause 1:** Lack of research based instructional practices in Tier 1 reading instruction.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The campus lacks a system of explicit school-wide behavioral expectations and culture routines.

**Root Cause 2:** Teachers lack training on how to implement best practices for establishing and maintaining a productive classroom learning environment.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** The campus is not meeting academic and behavior needs for ALL students.

**Root Cause 3:** The lack of knowledge and training of the MTSS process.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** The campus has not made promoting CCMR a priority.

**Root Cause 4:** There is a lack of awareness of the importance in introducing this in early grades.

**Problem Statement 4 Areas:** School Culture and Climate

# 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

## **Accountability Data**

- Effective Schools Framework data
- RDA data

## **Student Data: Assessments**

- State and federally required assessment information
- Local diagnostic reading assessment data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Discipline records

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation



# Goals


**Goal 1:** Students are on grade level in reading.






**Performance Objective 1:** Students meeting or exceeding projected growth on MAP in RLA grades 1-3 will increase by 10% from BOY 2023 to EOY 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and campus leaders use a framework for instruction that contains research based instructional strategies, specifically explicit and systematic practices with foundational literacy skills, as well as practice with grade-level complex texts, text-based responses, and building knowledge and vocabulary to improve student performance using HQIM such as Amplify, Reading Horizons and Heggerty. <b>Strategy's Expected Result/Impact:</b> Increase student growth performance on assessment data. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will be taught how to hold themselves accountable by setting, tracking and monitoring individual academic reading goals. Students will utilize at least one visible tracking artifact, which is reviewed and regularly updated. <b>Strategy's Expected Result/Impact:</b> Increase student growth performance in reading. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> Based on EOY MAP data 54% of our students are projected to not be reading on grade level. <b>Root Cause:</b> Lack of research based instructional practices in Tier 1 reading instruction.







**Goal 2:** Students are on grade level in math.

**Performance Objective 1:** Students meeting or exceeding projected growth on MAP in math grades 1-3 will increase by 10% from BOY 2023 to EOY 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize HQIM such as Eureka Math and ST Math to provide explicit grade level instruction that contains research based instructional strategies. <b>Strategy's Expected Result/Impact:</b> Increase student growth performance on assessment data. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be taught how to hold themselves accountable by setting, tracking, and monitoring individual academic math goals. Students will utilize at least one visible tracking artifact, which is reviewed and regularly updated. <b>Strategy's Expected Result/Impact:</b> Increase student growth performance in math. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
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<b>Problem Statement 1:</b> The campus is not meeting academic and behavior needs for ALL students. <b>Root Cause:</b> The lack of knowledge and training of the MTSS process.
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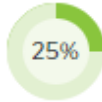




**Goal 3:** Students graduate life and career ready.

**Performance Objective 1:** All students are introduced to the importance of being college, career, and/or military ready.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Xello usage data, track initiatives and events on campus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will promote CCMR by sharing/displaying post secondary options, and promoting career opportunities. <b>Strategy's Expected Result/Impact:</b> Increase in number of CCMR initiatives and events offered on the campus. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will utilize the Xello program on a bi-weekly basis to learn about a variety of career paths. <b>Strategy's Expected Result/Impact:</b> Students will explore and learn about a variety of careers they find interesting. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 2:</b> The campus has not made promoting CCMR a priority. <b>Root Cause:</b> There is a lack of awareness of the importance in introducing this in early grades.

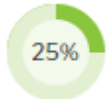

**Goal 4:** Build an engaged, positive, and safe learning environment.







**Performance Objective 1:** Engage all staff in a proactive MTSS system to address both academic and behavior needs.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MTSS Tracking Tool

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All teachers use a student tracking system that includes assessment and behavior information to monitor individual student progress and the intensity and schedule of interventions. The interventions could be behavior brief Meetings with administrators, Cub Champions mentoring program and behavior incentive rewards. <b>Strategy's Expected Result/Impact:</b> Close the learning gaps, and increase assessment performance. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Calendar monthly MTSS meetings to identify students who have significant learning gaps, and provide them with timely interventions throughout the year. <b>Strategy's Expected Result/Impact:</b> Close the learning gaps, and increase assessment performance. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will review disaggregated data to inform instructional decisions to improve Tier 1 and Tier 2 instruction. <b>Strategy's Expected Result/Impact:</b> Close the learning gaps, and increase assessment performance. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus Administrators will implement Behavior Brief meetings to take a proactive approach to teach explicit behavioral expectations for students who have been identified as Tier 2 and Tier 3. <b>Strategy's Expected Result/Impact:</b> Decrease in number of discipline referrals and increase student performance. <b>Staff Responsible for Monitoring:</b> Campus Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> The campus lacks a system of explicit school-wide behavioral expectations and culture routines. <b>Root Cause:</b> Teachers lack training on how to implement best practices for establishing and maintaining a productive classroom learning environment.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> The campus is not meeting academic and behavior needs for ALL students. <b>Root Cause:</b> The lack of knowledge and training of the MTSS process.