

Comprehensive Progress Report

Mission:

Mission: The mission of Wilson STEM Academy is to provide a rigorous and supportive learning environment for scholars of all socio-economic and diverse backgrounds where Social Emotional Learning is our focus, STEM is our experience, and Advancement Via Individual Determination (AVID) is our framework.

Vision: Vision: Prepare every scholar to excel so that post secondary education they are either Enrolled, Enlisted, Employed, and or Entrepreneurs.

Goals:

The percentage of Chronic Absenteeism will decrease from 25.8% in SY 2023-24 to 20% in SY 2024-25 . (A1.07, A.4.06, and CMS Guardrail 3)

The percent of students who score at the College and Career (CCR) level on the Math I assessment will increase from 40% in SY2024-25 to 80% in SY 2025-26 (A2.04, B3.03, and CMS Goal 3)

Duty-Free Lunch: The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) (A4.06).

Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week (A2.04).

Bullying Prevention: Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors (A4.06).

Out-of-school suspension (OSS) disproportionately for Black students will decrease by 10% in SY2024-25 in comparison to SY2023-24. The percentage of OSS/ISS incidents will decrease from 77.5% in SY 2023-24 to 50% in SY 2024-25 (A4.06, Guardrail 2).

We will exceed the expected Educator Value-Added Assessment System (EVAAS) growth for our overall school index in SY 2025-26. (A4.01, B3.03, Goal 2, and Goal 3)

We will increase our Multi-Lingual Learner Students subgroup performance grade from an F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, Goal 2, Goal 3, and Guardrail 1)

We will increase our Students with Disabilities subgroup performance grade from an F to a D or higher in 2025-26. (Aligned to A4.01, D1.02, Goal 2, Goal 3, and Guardrail 1)

The percent of students who score at the College and Career (CCR) level on the Reading EOG assessment in grades 6-8 will increase from 15.5% in SY2024-25 to 25.5% in SY 2025-26 (A2.04, B3.03, and CMS Goal 2).

The percent of students who score at the College and Career (CCR) level on the Grade 8 Science EOG assessment will increase from 16% in SY2024-25 to 26% in SY 2025-26 (A2.04, B3.03, and CMS Goal 2).

The school will retain 90% of it's highly effective classroom teachers throughout the 2025-2026. (Aligns to C 3.04 and Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1A: Prioritize improvement and communicate its urgency			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Wilson STEM Academy has established an instructional leadership team that consists of members of the admin team, EC and ML teacher, a member from each content, a member from each grade level, and a member from our support staff to include media specialist, technology facilitator, school counselor, and social worker. At the start of the school year, we meet as a team to discuss the data from the previous year, instructional shifts for the upcoming year, district goals and guardrails, and our school improvement goals. We established a meeting cadence and a running agenda is provided and shared with team members for input around instruction and data.</p> <p>The successes we experienced related to this indicator include our ILT regularly supporting PLCs in determining tiered support and strong PLC practices. Learning walk schedule created to take place weekly to support coaching and feedback to teachers. ILT also used this data to inform professional development offered to teachers. The challenges aligned to this indicator for 2024-25 are sufficient discussion regarding effective instructional practices being evidenced in the classroom and ensuring that beginning teachers receive frequent feedback to help them advance in their professional journey. Also, inconsistent use of data by teachers for differentiated instruction. Projected opportunities for the 2024-25 SY include maintaining a uniform method of support to teachers and the instructional day that is done with excellence. Ensure data dive time and useful collaborative planning free from distracting “housekeeping” issues.</p>	Limited Development 09/20/2023		

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	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
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<i>How it will look when fully met:</i>	<p>When the indicator is fully met, there will be evidence of a running meeting agenda that guides the direction of each meeting and made accessible to all ILT members. There will also be evidence of learning walk data and professional development aligned to the needs of our teachers. During learning walks, the ILT will see effective teaching practices and instruction administered according to curriculum standards and teacher lesson plans. The ILT will demonstrate consistency in its support for teachers and their instructional practices and evidenced in the insight survey as it pertains to effective coaching and feedback. In fostering a culture of excellence, we will create an environment where all teachers thrive in their respective roles. This success will open pathways for them to advance on the Teacher Leader Program continuum or pursue National Board Certification, further enhancing their expertise and leadership within our school. ILT will track the progress of instruction through benchmark assessments like</p>	Objective Met 06/25/25	Patrice McCauley (DOE: 9/14/23)	06/14/2025
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MVPA and i-Ready, with data disaggregated focusing on EC and ML subgroups to ensure all students are advancing. In terms of teacher growth, we will monitor teacher evaluation feedback over time, focusing on key areas such as classroom management and instructional delivery.

Actions				
9/20/23	The administration team will meet weekly with the instructional leadership team to calibrate data collected during walk-through observations to determine teacher-needed instructional practices (Goals 2, Goal 3- Guardrail 1).	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				
9/15/24	Administrative teams/ILT create and share a detailed agenda in advance, so participants come prepared for focused discussions to track the progress of ongoing initiatives to compare them against the established benchmarks (Goal 2, Goal 3-Guardrail 1).	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				

	9/15/24	Administration/ILT identifies training or resources for professional development opportunities to enable staff to implement instructional strategies or adjustments needed for meeting academic goals (Goal 2, Goal 3-Guardrail 1).	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>					
Implementation:			06/25/2025		
	Evidence	6/25/2025 see ILT running agenda			
	Experience	6/25/2025 All members of the ILT team collaborated to ensure ongoing teacher support for classroom instruction with walk-thru's, feedback and PD. New teachers and teachers new to CMS were a part of the Beginning Teachers program.			
	Sustainability	6/25/2025 Recruitment and retention of qualified teachers for a full teaching staff so that more time/resources can be devoted to teacher monitoring and support.			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The successes we experienced related to this indicator include common planning time based on content and hall. All teachers have planning each day which is protected. Each grade has a grade-level chairperson and scheduled grade-level meeting day/time. Each hall has a hall captain and content PLC planning day/time with specific roles for each teacher. An administrator is assigned to each content hall/grade level and he/she participates in the meetings each week. Also, meeting minutes are documented on the PLC/Grade level running agenda.

The challenges aligned to this indicator for 2024-25 are the possibility of increased planning time for more intense data dive sessions. A one-person content teams can make planning time difficult, especially for a beginning teacher. Projected opportunities for the 2024-25 SY include an increase in school ADM for hiring additional staff, and a continuation of PLC agendas that include academic data, instructional practices, MTSS information regarding students, and updated school information. The inclusion of better community involvement connecting the home to school could be an area addressed during planning. In Data Review, the team regularly reviews data from recent standardized tests, formative assessments, and classroom observations to identify areas where students need additional support. In Instructional Adjustments, based on data, the team collaboratively develops differentiated instructional strategies and interventions to address identified gap. In Clear Roles and Responsibilities, each team member should have a defined role with specific tasks to ensure efficient collaboration. In Dedicated Planning Time, schedule regular, protected time within the school day for teams to meet, analyze data, and plan instruction. In Shared Vision and Goals, the team should be aligned on instructional priorities and student learning outcomes. The Professional Development provided ongoing training for teachers on data analysis, collaborative planning, and effective team dynamics. Data-driven planning with teams utilizes student performance data to identify strengths and weaknesses, guiding their instructional planning and lesson design. Improved collaboration with teachers can share ideas, expertise, and best practices, leading to more effective lessons. Student-centered learning is by analyzing data, where teachers can tailor instruction to meet individual student needs.

Limited Development
09/20/2023

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The leadership team to include MCLs will facilitate PLC planning that will include the review and revision of lesson plans aligned to the standard course of study, ensure tasks are grade level appropriate and aligned, and utilize scholar data to support with identifying scholars who need intervention, remediation, or enrichment. PLC time will be protected and expectations will be clearly defined. Meeting norms will be followed to promote effective use of time. PLC meetings will take place consistently with content members and EC/ML teachers so that interventions and support for EC and ML students are addressed. All teachers will demonstrate continuous growth in their practice with the use of Academic Coaching using the Get Better Faster model from Relay. ELA teachers will utilize The Reading Strategies Book 2.0 and Chart Sense as a resource for providing differentiated and intentional instruction for all scholars. We will also conduct weekly learning walks and use the data collected to inform professional development needs.</p>		Objective Met 06/25/25	Patrice McCauley (DOE: 9/14/23)	06/14/2025
Actions					
9/11/24	Administration readjusts the master schedule during the first two weeks of school for protected vertically aligned teacher planning time to enable teachers to enable teachers to plan with colleagues.		Complete 11/29/2024	Patrice McCauley (DOE: 9/14/23)	12/01/2024
<p><i>Notes:</i> The Master schedule reflects vertically aligned/content-specific planning. This allows teachers who teach the same content to plan collaboratively with their MCL/Admin. Monday's content PLCs are led by admin with a focus on student data and achievement. Tuesday's content PLCs are facilitated by MCLs with a focus on unpacking the standards and creating lesson plans and tasks that adhere to the standards.</p>					
9/20/23	Administration supports teachers in weekly PLC meetings to ensure that lessons/teaching are Grade Level Engaging Affirming Meaningful (GLEAM) and standards-aligned. (Goal 2, Goal 3-FAM-S 29).		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>					

9/11/24	Teachers collaborate weekly during planning time with other teachers of the same content to reflect, revise units, and improve instructional strategies to implement well structured lesson to students.	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	6/25/2025 see Content PLC running agenda			
Experience	6/25/2025 MCL's facilitated content planning meetings weekly for teacher training and curriculum guidance to make sure teachers were following district directives for instruction.			
Sustainability	6/25/2025 A full teaching staff is needed to ensure appropriate class size and that students are being taught by a highly qualified teacher. When teachers do not have to cover other classes or take in dispersed students, better instruction and learning can take place.			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Although we did not meet the 2023-2024 College and Career Ready target of 57%, the unofficial data indicates that we decreased the Grade 8 Math EOG GLP from 29.2% in SY 2022-23 to 25.2 % in the 2023-2024 SY. In our 2023-2024 MAP projected data, 37% of 310 students met their Reading RIT growth projections, and 37% of 304 students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are 11.2% CCR ELA and 11.9%CCR in Math. In SY 2022-23, the GLP was 31% and according to the unofficial data, the 2023-24 SY GLP decreased to 29% indicating that 289 students are GLP (before retakes). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 88% in SY 2022-23 to 93% in SY 2023-24. College and Career Ready students increased in Math 1 from 34% in SY 2022-23 to 43% in 2023-24 SY.

The successes we experienced related to this indicator are the instructional leadership team created and monitored PLC protocols and teachers are beginning to internalize the standards and use the curriculum as a tool to teach the grade-level standards. Also, our Learning Community specialist regularly supported PLCs and Instructional leaders to determine tiered support and strong PLC practices. The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are staff vacancies, the capacity of our teachers due to increased class sizes, and continuous coaching and feedback to build capacity.

Projected opportunities for the 2024-25 SY include recruiting teachers with growth data through a potential increase in our ADM. Instructional leaders and teacher leaders who attend the AVID Summer Institute provide support by implementation of AVID methodologies school-wide. Also, there will be changes in the structure of our instructional leadership team to include 2 Deans, a Literacy MCL 1, a Math MCL 1, and 2 Principal Interns. Our PLC protocols will continue to intentionally focus on standards and the curriculum, i-Ready, and data analysis to develop action plans. The instructional leadership team has been trained to provide coaching, feedback, and weekly data meetings. A calendar has been created to include weekly walkthroughs and monthly walkthrough data meetings to determine the effectiveness of coaching and feedback, and opportunities for content-specific professional development, such as Progress Monitoring, Annotating the Text to support learning targets, Academic Conversations, and Focus Notes (AVID framework).

No Development
07/25/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When the indicator is fully met, there will be an instructional leadership team comprised of members from admin, content teachers across all contents, MCLs, and member(s) from student services team. There will be a running meeting agenda that guides the direction of each meeting and is made accessible to all ILT members before the meeting. Agenda items will include but not limited to the district's monthly instructional tenets, data from district assessments, and school level needs. During classroom learning walks, the ILT will see effective teaching practices and instruction administered according to curriculum standards and teacher lesson plans. The ILT will meet regularly but no less than once per month. The ILT will demonstrate consistency in its support for teachers and their instructional practices. In fostering a culture of excellence, we will create an environment where all teachers thrive in their respective roles. This success will open pathways for them to advance on the Teacher Leader Program continuum or pursue National Board Certification, further enhancing their expertise and leadership within our school. ILT will track progress of instruction through benchmark assessments like MVPAs and i-Ready, with data disaggregated focusing on EC and ML subgroups to ensure all students are advancing. In terms of teacher growth, we will monitor teacher evaluation feedback over time, focusing on key areas such as classroom management and instructional delivery.</p>		Objective Met 06/25/25	Patrice McCauley (DOE: 9/14/23)	06/15/2025
Actions					
9/9/24	During meetings, the Instructional Leadership Team (ILT) reviews weekly data from the classroom learning walk forms to provide PD, coaching, and needed teacher support (Goal 2, Goal 3, Guardrail 1, 4)		Complete 11/29/2024	Patrice McCauley (DOE: 9/14/23)	12/01/2024
<i>Notes:</i> Weekly Data meetings in math resulted in reteaching plans for 6th and 8th-grade students. Teachers attended the PLC meetings with student work that was analyzed to identify strengths and needs.					
8/4/24	The principal and administrative team will develop a feedback form and well-calibrated weekly walk-through calendar during the first week of school to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Goal 2, Goal 3-FAM-S 3)		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>					

	8/30/24	The administrative team (principal, assistant principal and MCLs) will observe each teacher via the classroom weekly to provide feedback and coaching (Goal 2, Goal 3 Guardrail 1).	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>					
Implementation:			06/25/2025		
	Evidence	6/25/2025 see ILT and Content PLC agendas			
	Experience	6/25/2025 MCL's facilitated content planning meetings weekly for teacher training and curriculum guidance to make sure teachers were following district directives for instruction.			
	Sustainability	6/25/2025 A full teaching staff is needed to ensure appropriate class size and that students are being taught by a highly qualified teacher. When teachers do not have to cover other classes or take in dispersed students, better instruction and learning can take place.			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Although we did not meet the 2023-2024 College and Career Ready target of 57%, the unofficial data indicates that we decreased the Grade 8 Math EOG GLP from 29.2% in SY 2022-23 to 25.2% in the 2023-2024 SY. In our 2023-2024 MAP projected data, 37% of 310 students met their Reading RIT growth projections, and 37% of 304 students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are 11.2% CCR ELA and 11.9% CCR in Math. In SY 2022-23, the GLP was 31% and according to the unofficial data, the 2023-24 SY GLP decreased to 29% indicating that 289 students are GLP (before retakes). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 88% in SY 2022-23 to 93% in SY 2023-24. College and Career Ready students increased in Math 1 from 34% in SY 2022-23 to 43% in 2023-24 SY. Our system for recruiting aligns with CMS.

Here at Wilson we utilized our Human Capital Partner to help advertise and promote vacant positions. We created a hiring team at the school level to screen applicants and conduct interviews, while searching for highly qualified teachers. We also allocated money allocated funds to created two Multi-Classroom Leaders to support Math and English Language Arts. Depending on the position, current teachers and staff are asked to be a part of the hiring committee. Once a candidate has been selected and onboarded by the HR team for the district, the school also onboard the staff and provides a minimum of 2 days for onboarding. The onboarding process at the school level is also aligned and differentiated based on the position.

Limited Development
09/20/2023

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>NC Teacher Working Conditions Survey- at least a 100% rating around staff feeling supported (9.1 index score or higher on insight survey)</p> <p>At least a 90% retention rate of highly qualified staff with proficient or higher summative evaluation ratings.</p> <p>When fully implemented there will be a hiring task force for each content/grade level committed to hiring qualified candidates with a proven history of data that shows that they can move and grow scholars. There will be evidence of Title 1 funds being used to pay for positions that support teaching and learning to include the purchase of a Behavior Modification Technician (BMT) that will support teachers with classroom management daily to ensure that instruction is not interrupted. BMTs will also support scholars around goal setting that closely align with academic, attendance, and behavior needs/concerns. We will also utilize funds and position exchanges to create a position for Dean of STEM to support with enhancing interest, knowledge, and skills in science and math. There will also be evidence of funds being spent on teacher leadership pathways to include EITs in science, math, and ELA. These select teachers will support our MCLs with providing coaching and feedback to core teachers around lesson planning, curriculum implementation, data analysis, and differentiation. These purchases will support the increases in GLP and CCR by at least 10% in comparison to last year's data.</p>		Objective Met 06/25/25	Patrice McCauley (DOE: 9/14/23)	06/14/2025
Actions					
	9/20/23	Within the 2024-25 school year, our school identified the following resource inequity, Human Resources, as a result, our school plans to mitigate this inequity by recruiting highly effective teachers using differential funds to increase student achievement and growth (Goal 2, Goal 3-Guardrail 1).	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/14/2025
<i>Notes:</i>					

3/28/25	Budget: \$3,112 Instructional Supplies Vendor: Bulk Office Supply Action: We also plan on purchasing office/instructional supplies to support all learners who are included in our curriculum instruction/standards.	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/30/2025
<i>Notes:</i> We will increase our Multi-Lingual Learner Students subgroup performance grade from an F to a D or higher in 2024-25. (Aligned to A4.01, D1.02, Goal 2, Goal 3, and Guardrail 1)				
Implementation:		06/25/2025		
Evidence	6/25/2025 Dean of Student Education position filled for the 2024-25 year.			
Experience	6/25/2025 Recruitment/retention strategies were used to interview viable candidates throughout the year.			
Sustainability	6/25/2025 The district needs to increase the schools' ADM to hire more teachers and support staff to accommodate students' academic, social/emotional needs.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2A: Recruit, develop, retain, and sustain talent			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

Initial Assessment:

We have established a systematic and rigorous protocol for the selection of perspective staff. We include staff members to participate in interviewing of potential candidates. We have also solicited the support from our students and required candidates applying for state tested areas to teach a mini lesson to our students. We adhere to both state and district policies for the timely evaluation of all staff and we also coach teachers using the learning walk tool aligned to the district's look fors. Feedback from the learning walks are provided to teachers within 24 hours for their review and reflection. We make a conscious effort to celebrating staff during staff meetings, including them in newsletters, as part of our Game Time MVPs. During the 23-24 school year we honored staff during our monthly staff meeting by recognition them based on our nomination process. This process allowed teachers and staff to highlight their colleagues. We also hosted one on one check ins each semester with teachers and as needed to ensure their voices were heard and supported. One of our successes include our retention rate at the end of the 23-24 school year, which was 90%. We also had one of our teachers become nationally board certified, four additional teachers added to teacher leadership pathway as EIT 1 and EIT 2s. One of our CTE teachers also served as a district PLC lead for PLTW

Our goal for the 24-25 school year would be to retain at least 95% of our teachers and increase in certified staff.

Potential challenges include teachers obtaining and or fulfilling full licensure requirements. Failure to do so will result in a decline in our retention rate. In order to address this challenge we are seeking ways to provide teachers with prep books/resources to support with passing the required exams.

Limited Development
09/20/2023

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective fully implemented, every mentee will be assigned a qualified mentor who will support them throughout the course of the school year. Mentor and beginning teacher survey feedback will result in 100% satisfaction as it relates to coaching and support around professional development and school-wide goals. Professional development differentiated to meet the needs of the teacher will result in at least 85% satisfaction and 100% implementation rate of the PD strategies in all classes. Teacher attendance will improve. NC Teacher Working Conditions Survey- at least a 100% rating around staff feeling supported</p> <p>At least a 90% retention rate of highly qualified staff with proficient or higher summative evaluation ratings.</p>		Objective Met 06/25/25	Patrice McCauley (DOE: 9/14/23)	06/14/2025
Actions					
	9/27/23	Support, mentor, and coach staff members who are new or emerging leaders or who need additional support in the areas specified as growth opportunities by the teacher and administrator to support teaching and learning. (Goal 2, Goal 3-Guardrail 4)	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/14/2025
<i>Notes:</i>					
Implementation:			06/25/2025		
Evidence	6/25/2025	see BT meeting agendas and sign in documentation			
Experience	6/25/2025	The monthly meetings were held for Beginning Teacher mentors/mentees. The meetings provided the new teachers with PD in areas such as classroom management, student/teacher relationships, teaching strategies, data use, and school practices.			
Sustainability	6/25/2025	Having a full teaching/support staff at the school provides more opportunities for mentors and mentees to collaborate throughout the week.			

Core Function:		Domain 2: Talent Development			
Effective Practice:		Practice 2B: Target professional learning opportunities			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>We have established detailed data trackers to keep track of progress in the area of academic achievement in math, ELA, and 8th grade science for each scholar. We have identified our scholars who need remediation, intervention, and enrichment. We used their EOG data/scale score to determine groupings.</p> <p>We have implemented Educators Handbook - a system that will help us to better track and follow up on minor and major infractions.</p> <p>The successes we experienced related to this indicator include weekly walk-through observations to collect data for providing a tiered program of support for teachers. The data is used to assess PD and school improvement needs. A challenge aligned to this indicator for the 2024-25 SY is improving current processes for teachers to disaggregate data obtained to meet the needs of our EC and ML subgroups of students. Also, establishing a better process for obtaining data trends to provide beginning teachers PD support. Projected opportunities for the 2024-25 SY include using observation and academic data to successfully implement school goals and support for students through MTSS. Develop plans to provide additional school-based PD immediately based on observation feedback. We also project a better opportunity for building capacity for MTSS since we have a new facilitator in the role.</p>	Limited Development 09/20/2023		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	

<p>How it will look when fully met:</p>	<p>Full implementation involves deciphering student academic and behavior data for our targeted EC and ML subgroups to make informed decisions on implementing strategies to meet their needs. Walk-through and formal observation data are also deciphered to make decisions regarding sound teaching practices and the need for professional development and teacher-student assignments. PD is provided through multiple facets such as one-on-one, small groups such as Beginning Teachers group, or whole staff. Our data decisions are driven based on three components-school, classroom, and students. Full implementation will also involve data discussions as part of every meeting (Admin, PLC, SIT, MTSS, ILT, Grade Level, etc.) between admin/teachers, teachers/students, and students/self-data checks. We will utilize i-Ready, MVPA assessment data, and Mastery Connect to triangulate our data to help determine student learning outcomes during various instructional cycles. Success on EOG/EOC will look like increasing both GLP and CCR by 10% in all tested areas. Teachers will utilize data trackers that focus on student proficiency and percentiles to ensure we are monitoring students that are on/off track. PLC time and staff meeting time will be devoted to data analysis following benchmark testing to allow teachers time to create and adjust plans. EVAAS data shows we have a large population of scholars scoring near GLP on previous EOGs, we will focus on these students as we enroll our Academic Enrichment courses and create small group opportunities in math and ela classes. These small groups will focus on core instruction still but allow for increased teaching and learning at a more personalized level for these high leverage scholars. ILT and MCLs will also complete weekly learning walks aligned to the Core Action Looks Fors and provide actionable and timely feedback, as well as instructional coaching to those that need to go through full coaching cycles. To ground or coaching work we will be using Get Better Faster and Teach Like a Champion, as well as the book Reading Strategies to help improve teachers practice and provide them with strategies and resources to improve either classroom management or rigor.</p>	<p>Objective Met 06/25/25</p>	<p>Crystal Davis (DOE: 9-14-22)</p>	<p>06/15/2025</p>
<p>Actions</p>				
<p>9/20/23</p>	<p>Facilitate the development of ongoing PD and instructional learning walks in classrooms to support teachers with using formative assessment to differentiate instruction and implementing AVID WICOR practices (e.g., focus notes/annotation, selected collaboration protocols). (Goal 3 - Math 1; Goal 4). Guardrail FAM-S 3</p>	<p>Complete 06/16/2025</p>	<p>Patrice McCauley (DOE: 9/14/23)</p>	<p>06/14/2025</p>
<p><i>Notes:</i></p>				

8/30/24	A national board committee and teacher leader pathway leadership committee will meet monthly to help teachers pursue advanced opportunities. (Goal 2, Goal 3, Guardrail 2)	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
8/30/24	Wilson staff will participate in quarterly data dives with a focus on MVPA, Universal Screeners, EVAAS projections, and MTSS implementation to reflect and make improvements in teaching and learning. These sessions will be led by ILT members with support from SIDI team. (Goal 2 & 3)	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				
Implementation:		06/25/2025		
Evidence	6/25/2025 see Content Planning PLC meeting documentation			
Experience	6/25/2025 Data dive sessions were conducted during full staff meetings and content planning PLC meetings held weekly by the ILT and MCLs. The sessions brought awareness of student performance on Benchmark and common planning assessments, especially EC/ML students.			
Sustainability	6/25/2025 Increase the number of EC/ML staff to improve academic instruction opportunities for these students. A full staff will enable MCL staff to work in better collaboration with teachers in analyzing and using the data obtained.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>During the 2024-25 SY, our ATSI school will implement evidence-based interventions to increase the overall performance of our EC subgroup and ML subgroup. We will use data to drive decisions for implementing MTSS-tiered instruction, student scheduling, and student support to provide high-interest social, enriching extracurricular, and academic supportive activities for students. These efforts and the effectiveness for meeting the behavior and social-emotional needs will be tracked through monthly MTSS meetings and Branching Minds. Our established and effective MTSS Leadership Team/Student Supports Team will use the school-wide behavior matrix as an equitable behavioral model for all students.</p> <p>Based on the data provided we see successes in our Math 1 classes as they showed increases in GLP and CCR. We also saw success in our EC and ML test scores as they showed growth compared to the previous year.</p> <p>One of the challenges that we saw was the attendance rates that may have affected the scores of our scholars. In addition, while Wilson was supposed to have regular and consistent school-based mental health services provided by a partnering community agency, due to circumstances beyond Wilson's control this essential support service was not implemented with any consistency and regularity.</p> <p>Areas of improvement could be to reduce our suspension rate so that scholars are present in school.</p>	<p>No Development 07/25/2024</p>		
	<p>Priority Score: 3</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 6</p>	

How it will look when fully met:

When fully implemented, all teachers will have full knowledge of the MTSS process for referring scholars to Tier levels 2 or 3, once all instructional strategies and interventions have been implemented for all students, including our EC and ML targeted subgroups. PLCs would have analyzed student data and responded with documented student-specific interventions with the use of i-Ready.

Evidence of student-centered instructional practices that address the needs of all students are driven and supported by data from formal and informal assessments and documented in data trackers by the teachers. The MTSS team will have evidence to show the development and implementation of sufficient methods that foster timely identification and monitoring of all student progress for support and interventions (Goal 2, Goal 3-Guardrail 1).

The school's master schedule shows that there is full uninterrupted time for data meetings and content planning meetings weekly to increase the instructional pedagogy of teachers and the academic growth of students.

The master schedule will also reflect an enrichment block added for students who are scoring in the high percentile for 2's in ELA and Math and the high percentile for 3's in ELA and Math. These students are specifically targeted based on their scale scores for each tested area to support increase in GLP (2's) and CCR (3's). In previous years, all scholars were assigned academic enrichment. This year the selection was driven by EVAAS data from the previous year's EOG scores. Academic enrichment will focus on building reading stamina, reading comprehension as it relates to complex text and informational text, vocabulary, and other skills specific to the scholar's i-Ready diagnostic report.

When MTSS is fully integrated into the culture and daily life of our school, it will be evident in a structured, supportive, and responsive environment. Classrooms will be characterized by differentiated instruction that meets the diverse needs of all students, with teachers using data-driven decisions to inform their practices. The school will have a positive and proactive atmosphere, where behavioral expectations are clear and consistently reinforced, and attendance issues are promptly addressed through targeted interventions.

In terms of data, full implementation of MTSS will reflect improved academic performance, with iReady data showing growth in both core and intervention groups. Attendance rates will increase, and behavioral

**Objective Met
06/26/25**

**Patrice McCauley
(DOE: 9/14/23)**

06/15/2025

incidents will decrease, as tracked through Branching Minds. We will see fewer students needing intensive interventions over time, indicating that our tiered instructional system is effectively meeting students' needs.

If this indicator is fully implemented our EC and ML populations will have the needed interventions to help them become more successful. Also, if there are any initial ED or 504 meetings that need to be held, interventions may have already been in place to help address any needs or concerns that parents and teachers may have about the student.

Data will reflect full implementation because our scores will rise if done with fidelity.

Actions				
8/4/24	Grade-level PLCs will establish a clear teaming structure with assigned roles, responsibilities, cross-team communication norms, a consistent meeting schedule/agenda to discuss student-specific intervention, and progress monitoring data for tiered intervention plans. (Goal 2, Goal 3 Guardrail 1 , FAM-S 3)	Complete 11/29/2024	Patrice McCauley (DOE: 9/14/23)	12/01/2024
<i>Notes:</i> During Grade Level PLCs, we meet during our scheduled time and have assigned roles. We discuss student-specific interventions to determine effectiveness or restructuring.				
9/9/24	Teachers will monitor student academic outcomes using assessments and progress monitoring of interventions weekly via the classroom to create small groups for targeted differentiated instruction. (Goal 2 & 3)	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
9/12/24	Within the 2024-25 school year, our ATSI school will implement the following evidenced-based intervention(s), academic enrichment teacher provides small group, individualized, and pull-out instruction, MTSS facilitator ensures supplemental and intensive interventions for students, and use instructional data to provide differentiated interventions for our EC and ML subgroups to increase overall performance of our EC and ML subgroups.	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				

8/3/24	The MTSS Facilitator will oversee interventions via the classroom for students to plan Tier 2 and Tier 3 instruction and support for students (Goal 4).	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025 see MTSS agendas and I-Ready assessment data			
Experience	6/26/2025 Teachers were trained on the I-Ready program, which was used as the primary MTSS tiered strategy for student academic growth, especially for EC/ML students. Students completed I-Ready tasks daily during their HR class.			
Sustainability	6/26/2025 Improve monitoring of I-Ready between teachers and students, as well as between teachers and administration (MCLs). Provide ongoing PD to ensure that teachers can set content and level-appropriate tasks on the I-Ready platform.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:

The percentage of Chronic Absenteeism will decrease from 25.8% in SY 2023-24 to 20% in SY 2024-25. (A1.07, A.4.06, and CMS Guardrail 3).

The successes we experienced related to this indicator include the implementation of a school-wide behavior matrix. Teachers also share the responsibility with admin for teaching/modeling the Wilson Way Behavior Matrix, school rules, classroom expectations, and procedures. The matrix covers behaviors and expectations for the classroom, hallway, restroom, cafeteria, playground, and bus. The matrix is posted in every classroom and common area of the school and these behaviors and expectations are reinforced throughout the year. During the summer of 2024, teachers participated in the "Capturing Kids Hearts" training. We have established an MTSS team that closely analyzes data, identifies the necessary interventions, and coordinates the training necessary for the implementation of selected interventions.

The challenges aligned to this indicator include effectively enforcing a restorative-based re-entry process for scholars returning from OSS that entails clear behavior and academic expectations upon return; due to staffing issues and larger class sizes, discipline may be of concern. Implementing a supplemental attendance/behavioral system (Check In/Check Out) for students we identify as "chronically absent" or "at risk" due to will support in reaching our goal. Projected opportunities for the 2024-25 SY include the decrease of office referrals and suspensions, building stronger cultural awareness in the classroom and building positive relationships with students, and new/beginning teachers setting expectations in their classrooms to better monitor behavior and attendance.

Limited Development
09/20/2023

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Teachers will be required to reinforce rules/procedures, implement classroom management strategies to preserve the instructional environment. For Wilson STEM, full implementation will show that teachers have set clear expectations for student behavior, they are monitoring attendance and reporting students with excessive absences. Teachers will utilize Educator's Handbook to document behaviors. Reviwing the discipline data quarterly, along with the attendance data will support our full implementation of measures for reduced tardiness and absences as reported in Powerschool. Full implementation will be proven by a decrease in office referrals leading to reduced OSS.		Objective Met 06/26/25	Crystal Davis (DOE: 9-14-22)	06/14/2026
Actions					
9/10/24	All teachers receive lesson plans and teach "The First Five Days of School" at the beginning of school that include the behavior matrix and CMS code of conduct to allow for schoolwide behavioral expectations by students.		Complete 12/02/2024	Steven Kennedy (DOE 8/28/24)	12/01/2024
	<i>Notes:</i> Teachers are facilitating lessons and were trained on the behavior matrix and discipline matrix designed for the school. Matrices are also posted and visible in every classroom to reference and use to redirect behaviors.				
9/10/24	Grade-level chairs and Hallway leaders establish a system of incentives and hold monthly incentive activities for students that will become routine to improve positive behavior and school attendance.		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
	<i>Notes:</i>				
9/20/23	Monitor the use of restorative processes used by teachers for scholars who are struggling to adhere to Wilson Way Expectations which will be measured through Educator's Handbook and Branching Minds. (Goal 2, Goal 3 Guardrail 3 FAM S-30/31).		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
	<i>Notes:</i>				
Implementation:			06/26/2025		

Evidence	6/26/2025 see Educator's Handbook, Brancing Minds, and Attendance/Discipline data				
Experience	6/26/2025 Use of the Educators Handbook to input student violations of the school/district Code of Conduct rules. Use parent contact as a best practice regarding student behavior and input contact in Brancing Minds. Provide teachers, especially Beginning Teachers, with PD focused on classroom management and the Capturing Kids' Hearts program.				
Sustainability	6/26/2025 A fully staffed school will lower class size, which will improve classroom management practices by teachers, especially beginning teachers. Increase Capturing Kids Hearts PD for a more successful use of the program to build teacher/student relationships.				
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Although we did not meet the 2023-2024 College and Career Ready target of 57%, the unofficial data indicates that we decreased the Grade 8 Math EOG GLP from 29.2% in SY 2022-23 to 25.2% in the 2023-2024 SY. In our 2023-2024 MAP projected data, 37% of 310 students met their Reading RIT growth projections, and 37% of 304 students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are 11.2% CCR ELA and 11.9% CCR in Math. In SY 2022-23, the GLP was 31% and according to the unofficial data, the 2023-24 SY GLP decreased to 29% indicating that 289 students are GLP (before retakes). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 88% in SY 2022-23 to 93% in SY 2023-24. College and Career Ready students increased in Math 1 from 34% in SY 2022-23 to 43% in 2023-24 SY. The successes we experienced related to this indicator are that the instructional leadership team created and monitored PLC protocols and teachers are beginning to internalize the standards and use the curriculum as a tool to teach the grade-level standards. Also, our Learning Community specialist regularly supported PLCs and Instructional leaders to determine tiered support and strong PLC practices.

The challenges aligned to this indicator we anticipate needing to be addressed for the 2024-25 SY are staff vacancies, the capacity of our teachers due to increased class sizes, continuous coaching and feedback to build capacity. Projected opportunities for the 2024-25 SY include recruiting teachers with growth data through a potential increase in our ADM. Instructional leaders and teacher leaders who attend the AVID Summer Institute provide support by the implementation of AVID methodologies school-wide. Also, there will be changes in the structure of our instructional leadership team to include 2 Deans, a Literacy MCL 1, a Math MCL 1, and 2 Principal Interns. Our PLC protocols will continue to include an intentional focus on standards and the curriculum, i-Ready, and data analysis to develop action plans. The instructional leadership team attended RELAY training and were trained to provide coaching, feedback, and weekly data meetings. A calendar has been created to include weekly walkthroughs and monthly walkthrough data meetings to determine the effectiveness of coaching and feedback, along with opportunities for content-specific professional development.

No Development
07/25/2024

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When fully implemented, content PLCs will be driven by data and curriculum expectations. There will be a toolkit of teacher and student exemplars and or tasks that are standard aligned and grade level appropriate. Full implementation will also show lesson plans that are engaging due to the unpacking and internalization of the standard by the teachers. Learning walk data will show that teachers are implementing the work that takes place in their PLC into their direct instruction.</p> <p>MVPA data and EOG data will show that teachers planned instruction that was individualized and appropriate for all scholars and this will be evidenced based on a 10% increase in GLP and CCR from the previous school year.</p> <p>We will see all scholars demonstrate evidence of meeting and/or exceeding growth as measured by EVAAS data; progress will be tracked on a quarterly basis via the use of data trackers that highlight assessment data. In addition our scholars will persevere by exemplifying our core values of failing forward, pursuing a vision, and being an academic risk-taker.</p>		Objective Met 06/26/25	Patrice McCauley (DOE: 9/14/23)	06/15/2025
Actions					
	9/9/24	During PLC meetings, teachers identify and plan the implementation of student small groups via the classroom to differentiate instruction and meet the needs of the various learning styles of students. (Goal 2 &3, FAM-S 3)	Complete 11/29/2024	Crystal Davis (DOE: 9-14-22)	12/01/2024

Notes: Beginning October 29th , PLCs met every Monday and Tuesday with Monday meetings led by admin and Tuesday meetings led by MCLs. The PLC Mondays consisted of the admin leading the discussion around the data collected.

PLC Tuesdays consisted of teachers unpacking the standard and creating tasks aligned to the standard.

PLCs Tuesdays consisted of intentional planning for activities/tasks aligned to the standard.

During PLC, teachers reviewed the data and used the data to inform their decisions on small groups, standard-aligned tasks, and differentiated instruction.

Every Monday and/or Tuesday the teacher reviewed data for each scholar and each class and samples of the data were brought to the meetings. Teachers set data goals for each class weekly.

8/3/24	In PLCs, the administrative team will develop and execute a school-wide data analysis protocol to review attendance, behavior, and common assessment data. (Goal 4, FAM-S 29)	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
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Notes: 2/12/25 - Beginning October 29th, PLCs changed cadence to meet every Monday and Tuesday with Monday meetings led by admin and Tuesday meetings led by MCLs. The PLC Mondays consisted of the admin leading the discussion around the data collected. Teachers are required to bring work samples or share assessment data to unpack. Information gathered from the data dives is used to inform instruction delivery and tasks

PLC Tuesdays consisted of teachers unpacking the standard and creating tasks aligned to the standard and or teaching their lesson for support and feedback.

8/3/24	Teachers will be provided feedback on their lesson plans with a focus on the questions that will be a part of their lessons, their progress monitoring assessment, and how they will create opportunities for student-to-student discourse, as well as, to identify coaching needs and to ensure standards-aligned instruction. (Goal 2 and Goal 3, FAM-S 29)	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
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Notes:

Implementation:

06/26/2025

Evidence

6/26/2025
See Lesson plans

Experience	6/26/2025 Teachers wrote and submitted weekly lesson plans and used plans to connect to the district's "look fors" regarding curriculum and instruction. The small group instruction opportunities were built in the classroom, and increased tiered instructional practices.			
Sustainability	6/26/2025 Better and consistent directives from the district regarding curriculum expectations for teachers.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Although we did not meet the 2023-2024 College and Career Ready target of 57%, the unofficial data indicates that we decreased the Grade 8 Math EOG GLP from 29.2% in SY 2022-23 to 25.2% in the 2023-2024 SY. In our 2023-2024 MAP projected data, 37% of 310 students met their Reading RIT growth projections, and 37% of 304 students met their Math RIT growth projections. According to unofficial 2023-24 SY data, we are 11.2% CCR ELA and 11.9% CCR in Math. In SY 2022-23, the GLP was 31% and according to the unofficial data, the 2023-24 SY GLP decreased to 29% indicating that 289 students are GLP (before retakes). 2023-24 SY Math 1 unofficial data shows an increase in GLP from 88% in SY 2022-23 to 93% in SY 2023-24. College and Career Ready students increased in Math 1 from 34% in SY 2022-23 to 43% in 2023-24 SY.

The successes we experienced related to this indicator are established programs and connections with feeder and magnet high schools, course scheduling, and transition guidance sessions designed to support students in their last year of middle school to foster a smooth transition to 9th grade. The implementation of AVID strategies schoolwide in the area of giving students exposure to colleges and STEAM careers through college tours, community field trips, and guest speakers. The challenges aligned to this indicator due to staff vacancies and increased class sizes, the capacity for teachers to have enough time to assist in filling out forms at the end of the year may require an early start in this process to ensure an effective transition for students. Projected opportunities for the 2024-25 school year include the completion of student data folders and getting them moved to the next grade level for the continuation of current academic interventions that are needed for the next school year.

Limited Development
09/15/2022

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Based on the Wise Ways document, sound transitions are created to support students moving from grade to grade or from school to school, use of data for incoming students and outgoing students is beneficial to a successful transitioning process. For Wilson STEM, full implementation will show students will work with the school counselor to complete a middle school transition plan (Grades 6-8). There will be parent meetings to prepare students' success for their future classes (Grades 6/7). Through the meetings, the counselor, student, parents, and staff will work towards supporting students academically before transition (Grades 6-8). It will also serve as an opportunity to support students as they plan and set goals for future education, enlistment, or employment (Grade 8).		Objective Met 06/26/25	Patrice McCauley (DOE: 9/14/23)	06/15/2025
Actions					
9/24/24	Students participate in district-focused lessons during 1st semester that are based on grade level. The lessons will consist of "Career Interest to High School Pathways"(8th), which connects their career interests to help support their learning for CCR improvement, and "Organization & Learning Styles" (6th), to assist in their transition from elementary to middle school.		Complete 11/29/2024	Sonja Glover (DOE 9/14/22)	12/01/2024
<i>Notes:</i> The eighth-grade scholars participated in instruction about high schools and their magnet options. The scholars also began using the Naviance platform and completed the Career Interest Profiler. From this lesson, scholars could see their interests through understanding the Holand Code, identify some careers of interest, and which high schools in CMS may offer programs based on their interests. Information was also shared on how to complete the magnet lottery application.					
9/15/22	Grade 8 students will create a college and career plan through Naviance during Quarter 4 with the School Counselor to determine what they need for high school transition based on their current academic classes. (Goal 2, Goal 3, and Guardrail 3).		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>					
9/15/22	Grade 8 students are offered two semester-length Career and Technical Education courses, Exploring Bus Procedures and Leadership and Perspectives on Leadership Honors, during the Fall and Spring semesters, respectively at Wilson to ensure CCR exploration opportunities (Goal 2, Goal 3, and Guardrail 1)		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025

<i>Notes:</i>				
9/15/22	Staff will collaborate with the School Counselor in Quarter 4 to conduct scheduling sessions via classroom for students at the 6/7 grade level to complete their next grade schedule.	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025 Student registration cards and high school transition documents.			
Experience	6/26/2025 Student goal counseling sessions for 8th-grade students transition to high school. Rising 7th/8th students completed their 2025-26 registration cards for elective choices.			
Sustainability	6/26/2025 A fully staffed school that includes counselors and other support staff.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Community Connection Circle (CCC) experience takes place daily during HR at the beginning of each day making SEL an integral part of the school day. Teachers use question prompts from CCC videos in classroom instruction as a strategy for better instruction. Our team of support staff such as the school nurse, counselor, and social worker are readily available to students each day. The challenges aligned to this indicator for the 2024-25 SY include the need for an additional support staff such as a counselor and social worker due to the SEL dynamics and school attendance issues of many of our students. Projected opportunities for the 2024-25 SY include an MTSS team ready to minimize the SEL and behavioral needs of students that inhibit student learning. The ability to connect students and families with onsite community resources such as Communities in Schools (CIS) and other outside programs will help decrease student discipline issues.

Successes that came about are the relationships that were built with some of the students that were facing issues with their SEL and working with them to help control their emotions. Some of the challenges faced were the chronic issues and some of the home environments that students have to deal with on a daily basis once they leave school. We can use our counselors and social workers to help with building trusted relationships with not only the students but with the parents.

No Development
07/25/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>For Wilson STEM, full implementation will be when all staff has been trained on "Capturing Kids Hearts". The "Capturing Kids Hearts" program will equip staff to assist students in improving responses to emotions, asking for help, improving communication skills, and invoking strategies to help them cope throughout the day. Full implementation will include the use of our MTSS processes for identifying Tier 2 and 3 students, accountability measures for students regarding the Wilson Way Behavior Matrix, student academic and behavioral goals, and continuous family contact and engagement.</p> <p>Training for the Capturing Kids Hearts program has been given and each staff member had to take part. This program will assist our students with their emotional learning as well as their communication skills. Once there is full implementation will help assist with identification of our Tier 2 and 3 level students and will also help with our students reaching the goals that are set forth for them. Full implementation will also help with family connections and limited behavioral issues.</p> <p>Solicit support from outside vendors with mentoring and engaging scholars based on social emotional needs. Scholars will be hand selected to participate in these specialized programs.</p>		Objective Met 06/26/25	Crystal Davis (DOE: 9-14-22)	06/15/2026
Actions					
9/9/24	All teachers complete their professional development (PD) on the "Capturing Kids Hearts" program by the district to support MTSS and students SEL. (Guardrail 3)		Complete 11/29/2024	Patrice McCauley (DOE: 9/14/23)	12/01/2024
<i>Notes:</i> All staff except 4, have completed the CKH training. Teachers have created their social contract with their scholars and Principal McCauley participates in monthly CKH meetings with cohort members and coaches.					
8/4/24	Teachers will implement Social Emotional Learning time using the Community Connection Circles, elements from the Capturing Kids' Hearts program, Wilson Way Matrix and Check In/Check Out as daily school-wide practices to support the SEL needs of students. (Goal 2, Goal 3-Guardrail2, 3, FAM-S 30)		Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>					

9/9/24	Support staff creates SEL intervention video for teachers to use daily during the first 10 minutes of class to promote SEL to students and or partner with outside vendors and agencies to support SEL for scholars, specifically around self efficacy, mentorship, and guidance. (Guardrail 3)	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
9/25/24	Student services will use attendance data, such as Chronic Absenteeism and Consecutive Absences reports, to identify scholars at the strategic and intensive level to provide attendance interventions such as groups, daily check-ins, parent contacts, and written notification to reduce the absenteeism rate.	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i>				
Implementation:		06/26/2025		
Evidence	6/26/2025 School attendance and discipline data			
Experience	6/26/2025 Teacher implementation of Capturing Kids Hearts practices for better teacher/student relationships. Teachers connected CKH concepts with the current school discipline behavior matrix to decrease student ISS/OSS and increase student attendance.			
Sustainability	6/26/2025 More Capturing Kids Hearts training and increased monitoring of CKH program practices in the classroom.			

Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4C: Engage students and families in pursuing education goals
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KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The percentage of Chronic Absenteeism will decrease from 25.8% in SY 2023-24 to 20% in SY 2024-25. (A1.07, A.4.06, and CMS Guardrail 3). The percentage of OSS/ISS incidents will decrease from 77.5% in SY 2023-24 to 50% in SY 2024-25. The successes we experienced related to this indicator include communicating with parents the curriculum standards/objectives for content taught to students. We were also able	No Development 07/25/2024		

to meet with parents during basketball season in between the boy's and girls game. During this time, we provided parents with important updates and a calendar of upcoming events. We also saw an increasing number of participation during our EOG Content Bingo Night.

Reminders about students' academic and behavioral expectations and school updates are sent out to parents using Parent Square. Wilson also uses social media platforms such as "Instagram, "X" and we have an updated school website to inform parents of school events, and updates, and to post virtual events. The challenges aligned with this indicator include materials to teach parents how to support students at home. We have a parent contact log but there are some inconsistencies with its use beyond discipline reports rather than positive messages. Improve parent attendance at school events and the organization of a PTA/PTO that does not exist at this time. Projected opportunities for the 2024-25 SY also include providing more student-led events/activities at school besides sports to increase parent attendance, and the development of a PTO/PTA and implementing Parent University to increase parent engagement. Parent University will be an educational initiative that offers training, resources, and workshops on a range of subjects linked to education, child development, and family well-being. The goal of the program is to involve parents in their children's education. The intention is to equip parents with the information and abilities needed to help their kids develop emotionally, socially, and academically. At the end of the school year, each parent who participates in our Parent University will receive a certificate of completion.

Projected opportunities for the 2024-25 SY also include providing more student-led events/activities at school besides sports to increase parent attendance and the development of a PTO/PTA. The success of students and the general improvement of schools depend on parent involvement. Active parental involvement in their children's education can have a significant impact on several developmental domains, including social and academic ones. Our goal is to increase the SEL and academic success of our scholars through these implementations. We will measure our success looking at our EOG data, decreases in chronic absenteeism, and our OSS data.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

How it will look when fully met:	When this indicator is fully met, we will have an active PTO that works collaboratively to form a strong support system for parents, students, and staff. We will continue our communication with parents using Parent Square, school newsletters, school website, and utilize Branching Minds to document positive contact with at least 10 parents each month, along with discipline concerns as needed. Utilizing the parent contact log each month will encourage more parents to engage in Parent University and serve as volunteers during schoolwide events such as Curriculum Night, athletic events, and test proctoring. Since we are a STEM school, we will host Family STEM nights throughout the year, where teachers can communicate about the curriculum and families can engage in fun activities connected with all content areas being taught. Every school event will be accompanied by district translators to ensure each family has an equal opportunity to engage in all provided activities. The data we will use to determine that the objective has reached full implementation is the number of parents enrolled in our PTO and the attendance of our Family STEM nights.	Objective Met 06/26/25	Patrice McCauley (DOE: 9/14/23)	06/15/2026
Actions				
9/10/24	Parents are invited to our annual Title I/Curriculum STEAM Night at the school to provide detailed content/STEAM information and introduce them to our school community partners to help build relationships with community partners and staff to foster and support an enriching school environment.	Complete 11/29/2024	Alfreda Reynolds (DOE 9/14/22)	12/01/2024
<i>Notes:</i> We hosted curriculum night on October 1, 2024, and we hosted ML (Multi-lingual) night on November 19th.				
8/4/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal 2, Goal 3 and Guardrail 2)	Complete 06/16/2025	Patrice McCauley (DOE: 9/14/23)	06/15/2025
<i>Notes:</i>				

8/4/24	The Family Engagement Team, ILT, and Dean of STEM will lead the school staff to successfully implement family events throughout the year for families to connect with teachers about student academic performance as it relates to grades, MAP growth, and CCR to build partnerships with families toward achieving academic growth goals. (Goal 3, Goal 2, and FAM-S 3)	Complete 06/16/2025	Crystal Davis (DOE: 9-14-22)	06/15/2025
<i>Notes:</i> Magnet Fair: Parent Engagement session and activity Wednesday, Feb. 26, 2025 Sandwich Trays - Sandwiches only Vendor: Food Lion Amount: \$250				
Implementation:		06/26/2025		
Evidence	6/26/2025 Event agendas and sign in documentation			
Experience	6/26/2025 We had the following programs for student/parent participation: Family Bingo Night, Family STEM Night, EOG Bingo Night, Band concerts, and athletic events (Basketball, Football, Soccer, Volleyball, and Baseball). Parents were also a part of the SIT as Parent Leader decision makers.			
Sustainability	6/26/2025 Recruitment of parents to not only participate in a PTO but to facilitate it as well and improve parent participation/support concerning students on a daily basis.			