Ector County Independent School District

Wilson & Young Middle School

2026-2027 Board Goals/Performance Objectives/Strategies

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students achieving or exceeding their Reading iReady goal will increase by 5% from Beginning of Year to End of Year

HB3 Board Goal

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: BOY to EOY iReady Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY iReady, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase student growth and STAAR performance growth levels **Staff Responsible for Monitoring:** RLA Teachers, RLA MCLs, Instructional Coach, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Implementation of small group instruction during RLA block (6th and 7th) 8th grade Reading Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary **Strategy's Expected Result/Impact:** Increase number of students obtaining growth **Staff Responsible for Monitoring:** RLA Teachers, RLA MCLs, and Admin **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Achievement 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.
Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.
School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students achieving or exceeding their math iReady goal will increase by 5% from Beginning of Year to End of Year.

HB3 Board Goal

Indicators of Success:
Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: iReady BOY to EOY Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY iReady, Checkpoint Data, and STAAR Interim. **Strategy's Expected Result/Impact:** Increase number of students achieving growth in STAAR and EOY results **Staff Responsible for Monitoring:** Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1				

<table>
<tr><th rowspan="3">Strategy 2 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 2: Implementation of small group instruction during math block (6th and 7th) 8th grade Math Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary.
Strategy's Expected Result/Impact: Strengthen Tier 2 and 3 interventions and lead to increase in number of students achieving their growth goal goal.
Staff Responsible for Monitoring: Math Teachers, Math MCLs, Instructional Coach, Assistant Principals, and Principal

TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of students performing at the masters level on the Algebra I EOC will increase from 71% to 76% as measured by STAAR.

HB3 Board Goal

Indicators of Success:
Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

Evaluation Data Sources: STAAR EOC Results

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 1: Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach.
Strategy's Expected Result/Impact: Increase Masters from 71% - 76%
Staff Responsible for Monitoring: Algebra Teacher, Assistant Principal, and Principal

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1</td><td></td><td></td><td></td><td></td></tr>
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<table>
<tr><th rowspan="3">Strategy 2 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 2: 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. iReady assessments will create an individualized pathway in IXL to remediate and enrich based on each individual students learning needs.
Strategy's Expected Result/Impact: Increase in percentage of students performing at the Master level on STAAR Alg 1 EOC
Staff Responsible for Monitoring: Algebra Teacher, Assistant Principal. and Principal

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1</td><td></td><td></td><td></td><td></td></tr>
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No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May of 2027, the percentage of students performing at the meets level on the math STAAR will increase from to 38% to 45% as measured by STAAR.

HB3 Board Goal

Indicators of Success:
Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%

Evaluation Data Sources: District Checkpoints, BOY iReady, STAAR Interim, STAAR test, formative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: 7th grade math teachers will track district checkpoint data as well as STAAR interim data to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess mastery and needs for reteach. Reteach plans such as spiral reviews, do now's, and exit tickets. **Strategy's Expected Result/Impact:** Increase in 7th grade Meets performance level as measured by 2027 STAAR **Staff Responsible for Monitoring:** 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Technology 1				

<table>
<tr><th rowspan="3">Strategy 2 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>May</th></tr>
<tr><td>Strategy 2: Teachers will provide TIER II and TIER III instruction based on data during Math Block (6th and 7th) and math lab (8th) Intervention will include small group, individualized lessons in IXL, and stations.
Strategy's Expected Result/Impact: Increase the percentage of 7th grade math students performing at the meets level to 35%
Staff Responsible for Monitoring: 7th Math Teachers, 7th Math MCL, Assistant Principal, and Principal

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Demographics 1 - Student Achievement 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Technology
Problem Statement 1: Portables lack consistent WiFi access **Root Cause**: Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2027, the percentage of RLA students performing at the meets level will increase from 52% to 55%

HB3 Board Goal

Indicators of Success:
Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

Evaluation Data Sources: District Checkpoints, STAAR interim, and STAAR 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Using I-Ready data and district checkpoint assessments teachers will track student mastery of TEKS. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach. (6th and 7th during Tier II and Tier III intervention during block, 8th grade lab **Strategy's Expected Result/Impact:** Increase in percentage of students performing at the meets level on STAAR 2027 **Staff Responsible for Monitoring:** RLA Teachers, RLA MCL, Instructional Coach, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: RLA teachers will continue to utilize blended learning to provide increased individualized intervention , student choice, and student data tracking **Strategy's Expected Result/Impact:** Increase student engagement and mastery of material which will increase 5% of 7th grade students performing meets performance level on the 2027 STAAR **Staff Responsible for Monitoring:** RLA MCLs and Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Technology 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Technology
Problem Statement 1: Portables lack consistent WiFi access **Root Cause**: Inconsistent Wi-Fi connectivity in portable classrooms directly restricts student access to technology. This infrastructure gap undermines the equitable implementation of blended learning strategies, specifically impacting the fidelity of small-group and individualized instruction across core content areas with a primary focus on Math & RLA.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2027, the percentage of 8th grade students performing meets level on Science will increase from 47% to 55%

Evaluation Data Sources: STAAR interim and STAAR 2027 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Student data tracking of performance on BOY MAP, district checkpoints, and STAAR interim data **Strategy's Expected Result/Impact:** Increase in student knowledge of performance and increase targeted Tier II and III instruction to increase percentage of meets level student performance **Staff Responsible for Monitoring:** 8th Grade Science PLC, 8th Science MCL, Assistant Principal, Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Through support of Region 18, curriculum, Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of Science TEKS/standards. **Strategy's Expected Result/Impact:** Increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR **Staff Responsible for Monitoring:** 8th Science Team , Assistant Principal, and Principal **Title I:** 2.51 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** PLC and Classroom Coaching - Title Two Professional Development - $30,000				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2026, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 44% to 62% as measured by STAAR

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: District Checkpoints, STAAR interim, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Social studies teachers, with the help of the IC and department head will analyze district checkpoint data. The instructional frameworks, frequently tested TEKS, and standards analysis to ensure lesson alignment and reteach are consistent. **Strategy's Expected Result/Impact:** Increase in number of students achieving the approaches performance level to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies teachers, Assistant Principal, Principal **Title I:** 2.51 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Region 18 coaching, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve teacher content knowledge of the TEKS, and implementation of embedded student engagement strategies. **Strategy's Expected Result/Impact:** Increase in student engagement during content leading to increase in performance of approaches to 62% **Staff Responsible for Monitoring:** IC, 8th Grade Social Studies teachers, Assistant Principal, Principal **Title I:** 2.51 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** PLC and Classroom Coaching - Title Two Professional Development - $30,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

HB3 Board Goal

Indicators of Success:
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: AVID evidence, increase in students taking Honors level curriculum, increase across all contents and grades students performing at meets level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms **Strategy's Expected Result/Impact:** Improve rigor and depth of knowledge across content and grade levels **Staff Responsible for Monitoring:** AVID coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase percentage of students entering AVID pathway **Staff Responsible for Monitoring:** AVID Coordinator, Assistant Principal, Principal **TEA Priorities:** Connect high school to career and college				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, student attendance will increase from 93.1% to 94.5%

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance **Strategy's Expected Result/Impact:** Become more accurate reporting attendance daily **Staff Responsible for Monitoring:** Attendance Clerks, AP's, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Office staff, teachers, and counselors will complete parent contacts for 2nd period in Eduphoria. Assistant Principals and Social Worker will complete attendance truancy contracts in order to improve daily attendance. **Strategy's Expected Result/Impact:** Increase percentage of students attending school **Staff Responsible for Monitoring:** Attendance Clerks, AP's, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 - School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May of 2027, decrease the number of discipline referrals from 1289 to 1050.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Discipline Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Implementation of consistent signage utilizing Safe, Respectful, Responsible in all common areas and classrooms. **Strategy's Expected Result/Impact:** Decrease in referrals from common areas (RR, Hallway, Cafeteria) due to clearly defined expectations **Staff Responsible for Monitoring:** AP, Principal, Discipline Clerk **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implementation of social contracts and temperature checks in all classrooms **Strategy's Expected Result/Impact:** Increase student buy in to classroom processes and procedures. Increase in student feeling of belonging **Staff Responsible for Monitoring:** AP's and Principal **Problem Statements:** School Organization 1	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implementation of Campus Discipline Matrix **Strategy's Expected Result/Impact:** Calibrate responses to referrals for consistency **Staff Responsible for Monitoring:** APs, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1	**Formative**			**Summative**
	Oct	Jan	Mar	May

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.

Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 4: Classroom Excellence

Performance Objective 1: Wilson and Young will increase the teacher retention rate to 70% by May of 2027

Evaluation Data Sources: Staff Retention Rate for 2027-2028 School Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All new to campus classroom teachers (DOI, certified, and IF) will be assigned a high performing experienced teacher mentor. **Strategy's Expected Result/Impact:** Increase in new to campus teachers feeling supported and advocate on campus **Staff Responsible for Monitoring:** APs, Principal, Mentors **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: The percentage of teacher/staff feeling they receive applicable/relevant coaching and feedback will improve to 65%. Opportunity Culture will provide coaching in RLA, Math, and Science through the PLC process, in classroom coaching, modeling, and timely feedback. **Strategy's Expected Result/Impact:** Increase in student growth & Increase in teacher/staff retention **Staff Responsible for Monitoring:** IC, MCLs, APs, Principal **Title I:** 2.51 - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** 3 MCL I, 3 MCL II - Title One School- Improvement - $96,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

Board Goal 4: Classroom Excellence

Performance Objective 2: Wilson and Young Middle School will implement targeted instructional strategies aimed at increasing student engagement, with the goal of raising the percentage of students who report feeling engaged to 40% by May 2027

Evaluation Data Sources: Student engagement walkthroughs, Panorama Data, STAAR 2027 scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will train teachers/staff and implement student engagement strategies across all contents and grade levels as measured by engagement walkthroughs **Strategy's Expected Result/Impact:** Increase student engagement & Increase student growth on MAP and STAAR **Staff Responsible for Monitoring:** AP's, Principal, DC's, MCLs **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will continue implementation of Blended Learning in all RLA classrooms **Strategy's Expected Result/Impact:** Increase in student engagement & Increase in student voice and choice **Staff Responsible for Monitoring:** Principal, Department Chair of RLA, RLA MCLs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Achievement 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Student Achievement
Problem Statement 1: In the 2025-2026 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students consistently performed below their grade-level peers across core tested areas. **Root Cause**: Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs all students with an emphasis of SPED, EB, and Economically Disadvantaged students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher retention continues to increase from the 24-25 school year, but is still well under the state average of 88%. **Root Cause**: Increase in non-certified staff causes a greater workload on certified staff leading to a lack of purposeful planning, training, coaching, timely feedback, and administrative support

Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 5: Culture of Excellence

Performance Objective 1: Wilson and Young school connectedness indicator will increase to 45% by May 2027 as measured by Panorama

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Wilson and Young will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events **Strategy's Expected Result/Impact:** Increase student and family connectedness to the campus **Staff Responsible for Monitoring:** Principal, APS, Title I coordinator **Title I:** 2.51 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will offer multiple opportunities for students to engage in extracurricular activities to increase school connectedness. (athletics, fine arts, NJHS, E Sports) **Strategy's Expected Result/Impact:** Increase percent of students feeling connected to the campus through their areas of interest **Staff Responsible for Monitoring:** Principal, AP's, Coaches, Sponsors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3: Communities and Schools will increase campus support of identified students (at risk for dropout, eco dis students, and students in need of mental health support) through wrap around services such as academic tracking, uniform and food assistance, and parent liaison. **Strategy's Expected Result/Impact:** Increase school support for at risk, eco dis, and struggling students **Staff Responsible for Monitoring:** CIS partner, Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Family and Community Engagement 1 - School Organization 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement 1: Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2026 STAAR. **Root Cause**: Lack of training in differentiation and Special Education strategies.

Family and Community Engagement
Problem Statement 1: Parental involvement does not include all parents/guardians at Wilson and Young, leading to a fractured relationship between some of the community and the campus. **Root Cause**: Daily communication between staff and parents/guardians does not happen regularly.

School Organization
Problem Statement 1: Students indicate a lack of engagement in class and a lack understanding by the adults in the school. **Root Cause**: Students believe that school feels like a one-way street--focused more on rules and test scores than on building real relationships or making lessons relevant to their lives.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms to 65%, as measured by the Panorama Student Survey

HB3 Board Goal

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: All core content (Math, RLA, Science, Social Studies) will engage in PLCs daily with a weekly action item per the district PLC guide. PLCs will engage in unpacking standards, data analysis, planning for reteach. **Strategy's Expected Result/Impact:** Increase in high quality instruction with an emphasis on student engagement and rigorous instruction **Staff Responsible for Monitoring:** AP's, MCLs, DC's,IC, Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2: Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block scheduling. Block scheduling will provide Tier I whole group with daily intervention/enrichment time. All 8th graders that did not pass STAAR will be scheduled in a Tier II and Tier III intervention lab based on student needs **Strategy's Expected Result/Impact:** Increase student growth in meets on RLA and Math (6th and 7th grade) **Staff Responsible for Monitoring:** AP, MCLs, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1				

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: As measured by the most recent Panorama staff survey, faculty and staff reported a 9% decline in satisfaction with the input staff has on decision making on the campus. **Root Cause**: The 9% drop in satisfaction comes down to a clear gap: decisions feel reactive and one-sided, leaving staff unsure how--or if--their feedback impacts final outcomes.

Curriculum, Instruction, and Assessment
Problem Statement 1: The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor. **Root Cause**: The breakdown in Tier 1 instructional quality comes down to a support gap: we have a high concentration of novice staff, but lack the intensive coaching, clear standards, and daily planning tools required to help them deliver high-rigor lessons.