

Ector County Independent School District
Wilson & Young Middle School
2019-2020 Campus Improvement Plan

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Wilson & Young Medal of Honor Middle School...Home of the Rangers!

Ranger Creed

Recognizing that I am a Ranger, fully knowing the challenges of my academic career, I will always endeavor to **uphold the prestige, honor**, and pride of my Ranger Regiment.

Acknowledging the fact that a Ranger is a more elite student who arrives at Wilson and Young prepared to succeed, I accept the fact that, as a Ranger, my community expects me to **move further, be responsible, and fight harder** than any other student.

Never, shall I fail my fellow Rangers. I will always keep myself mentally alert, physically able, and morally accountable, and I will shoulder more than my share of the task, whatever it may be, **one hundred percent and then some**.

Gallantly, will I show the community that I am a specially selected and well-trained student. My courtesy to superiors, neatness of dress, and care of materials shall **set the example for others to follow**.

Energetically, will I meet the demands of my education. I shall conquer them in all areas of my education and will **fight with all my might. Surrender is not a word in which I believe**. I will never leave a Ranger to stray from the Creed and, under no circumstances, will I ever embarrass my school.

Readily, will I display the attitude required to achieve the Ranger objective and **complete the mission**, despite any hardships.

RANGERS LEAD THE WAY!

Vision

Wilson & Young Medal of Honor Middle School will become a model campus in our district; one that our community and families of Alfred Mac Wilson and Rex Marvin Young can be proud of and know that the characteristics of the Ranger Creed will be instilled in all that we do for our students. Our campus will be aligned to the district goals and non-negotiables:

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Academic Excellence
College & Career Readiness

Core Beliefs

We believe that...

- Each person has inherent worth and unique strengths.
- Curiosity and learning are natural and grow without limit given stimulation and nurturing.
- People are interdependent.
- Each individual has a responsibility to add value to self and community.
- Individuals are accountable for their choices and actions.
- Education creates opportunity and opportunity creates a better world.
- Progress improves and adds value to human life.
- Fear limits life's potential; courage inspires living.
- There is a difference between right and wrong.
- Values learned at home affect a lifetime.
- Leadership is influence; everyone is a leader.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution											
Year	H	State	W	State	AA	State	2 or More	State	Eco Dis	St	
2020											
2019	61.2		32.0		4.7		0.6		40.3		
2018	61.0	52.4	32.0	27.8	5.0	12.6	1.0	2.3	40.0	58	
2017	61.0	52.4	33.0	28.1	4.0	12.6	1	2.4	43.0	58	
2016		52.2		28.5		12.6		2.1		58	
2015		52		28.9		12.6		2		58	
2014		51.8		29.4		12.7		1.9		60	

Demographics Strengths

Wilson and Young has less economically disadvantaged students than the state average.

W&Y is a diverse campus with rich cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students continue to rise while the number of HQ teachers continues to decrease. **Root Cause:** The current economy

Problem Statement 2: Wilson and Young's building is beyond capacity for the amount of enrolled students. **Root Cause:** The growing numbers of students within campus boundaries and transfers.

Student Achievement

Student Achievement Summary

ALL STUDENTS 2019

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Totals
All Subjects								
Percent of Tests	58%	49%	57%	61%	58%	90%	67%	84%
% at Approaches GL Standard or Above	24%	22%	22%	26%	33%	80%	33%	63%
% at Meets GL Standard or Above	8%	8%	7%	9%	25%	17%	0%	23%
Number of Tests	1,741	87	1,099	500	7	27	4	1,165
# at Approaches GL Standard or Above	715	39	421	212	4	24	2	1,397
# at Meets GL Standard or Above	245	14	144	74	3	5	0	581
# at Masters GL Standard	2,987	177	1,928	814	12	30	6	2,054
Total Tests								
ELA/Reading								
Percent of Tests	62%	57%	60%	66%	*	90%	*	88%
% at Approaches GL Standard or Above	29%	23%	26%	33%	*	80%	*	63%
% at Meets GL Standard or Above	12%	5%	11%	14%	*	20%	*	38%
Number of Tests	628	34	395	179	*	9	*	7
# at Approaches GL Standard or Above	292	14	173	89	*	8	*	5
# at Meets GL Standard or Above	123	3	75	38	*	2	*	3
# at Masters GL Standard	1,018	60	663	271	*	10	*	8
Total Tests								
Mathematics								
Percent of Tests	58%	39%	57%	62%	*	90%	*	88%
% at Approaches GL Standard or Above	21%	17%	19%	23%	*	80%	*	63%
% at Meets GL Standard or Above	5%	8%	5%	5%	*	0%	*	13%
Number of Tests	587	23	375	169	*	9	*	7
# at Approaches GL Standard or Above	210	10	124	62	*	8	*	5
# at Meets GL Standard or Above	52	5	31	14	*	0	*	1
# at Masters GL Standard	1,015	59	661	271	*	10	*	8
Total Tests								
Writing								

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	T M R
Percent of Tests								
% at Approaches GL Standard or Above	57%	40%	58%	58%	-	*	-	-
% at Meets GL Standard or Above	22%	15%	22%	22%	-	*	-	-
% at Masters GL Standard	6%	5%	6%	8%	-	*	-	-
Number of Tests								
# at Approaches GL Standard or Above	171	**	114	46	-	*	-	-
# at Meets GL Standard or Above	65	**	43	17	-	*	-	-
# at Masters GL Standard	18	**	11	6	-	*	-	-
Total Tests	299	**	196	79	-	*	-	-
Science								
Percent of Tests								
% at Approaches GL Standard or Above	63%	63%	62%	64%	*	*	*	*
% at Meets GL Standard or Above	31%	37%	28%	31%	*	*	*	*
% at Masters GL Standard	10%	21%	9%	10%	*	*	*	*
Number of Tests								
# at Approaches GL Standard or Above	207	12	127	62	*	*	*	*
# at Meets GL Standard or Above	101	7	58	30	*	*	*	*
# at Masters GL Standard	33	4	18	10	*	*	*	*
Total Tests	329	19	205	97	*	*	*	*
Social Studies								
Percent of Tests								
% at Approaches GL Standard or Above	45%	53%	43%	46%	*	*	*	*
% at Meets GL Standard or Above	14%	26%	11%	15%	*	*	*	*
% at Masters GL Standard	6%	5%	4%	6%	*	*	*	*
Number of Tests								
# at Approaches GL Standard or Above	148	10	88	44	*	*	*	*
# at Meets GL Standard or Above	47	5	23	14	*	*	*	*
# at Masters GL Standard	19	1	9	6	*	*	*	*
Total Tests	326	19	203	96	*	*	*	*

6th Grade STAAR Reading Approaches Grade Level

Year	State
2019	
2018	69
2017	69
2016	69

Year	State
2019	
2018	74
2017	73
2016	71
2015	76
2014	76

8th Grade STAAR Reading Approaches Grade Level

Year	State
2019	
2018	86
2017	86

2016	87
2015	88
2014	90

Student Achievement Strengths

Algebra 1 students are performing above the district level.

Asian and two or more races students are outperforming all students significantly in ELAR and Math.

Current monitored EL students are outperforming all students in writing.

Former Special Educations students are outperforming all students in social studies.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. **Root Cause:** Achievement gap exists due to large class size, inexperienced staff, monitoring.

Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. **Root Cause:** Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. **Root Cause:** Not enough time in class due to Middle School scheduling.

Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. **Root Cause:** Students are not being monitored on a regular basis to close the achievement gap.

School Culture and Climate

School Culture and Climate Summary

Wilson & Young teachers had an average of 10.2 years of experience in 2018-2019. In 2019 Wilson & Young had a turnover rate of 30%. Wilson & Young is implementing Relay and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers.

Youth Truth Survey measured strengths, areas for improvement, bullying, obstacles to learning, and other comments. The honesty of students indicated many areas of improvement. Students do not always feel supported by teachers or their peers. Students question the quality of instruction and do not feel challenged.

Wilson and Young is now going to be a Title 1 campus and will be required to have engaging activities to partner with parents and the community. This will be a new area for W&Y.

School Culture and Climate Strengths

In 2019-2020 Wilson & Young has 30% new staff. Wilson & Young hired 23 full time/certified teachers in 2019. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note. In 2019/2020 Wilson & Young implemented a policy in which teachers of STAAR tested courses do not have to give up conference period to cover classes.

Youth Truth Survey students expressed the desire to be challenged. Students do not always feel supported but do believe teachers and staff care.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School-wide routines and procedures were not established or monitored at W&Y. **Root Cause:** Root causes are no deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wilson & Young teachers had an average of 10.2 years of experience in 2018-2019. In 2019 Wilson & Young had a turnover rate of 30%. Wilson & Young is implementing Relay and CHAMPS in an effort to improve classroom management, school wide systems, structures and the overall positive interaction between students and teachers.

Staff Quality, Recruitment, and Retention Strengths

The systems that have been put in place have been implemented with fidelity.

Administrative support has been a focus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Inexperienced staff and high number of turnover. **Root Cause:** Teacher resources, support, staffing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Core curriculum programs in math and reading have been changed in order to improve student engagement and performance. Students are assessed using STAAR and Short Cycle Assessments (SCAs). Collaborative teams will disaggregate data in PLCs and determine strengths and weaknesses for all student groups in core instructional areas. All core teachers are utilizing TEKS Resource System and Lead 4Ward strategies to maximize student performance.

Curriculum, Instruction, and Assessment Strengths

6th and 7th Grade ELAR/Math will meet daily for PLCS meetings and all other core areas will meet weekly for PLC meetings to disaggregate student data for instructional purposes. After each short cycle assessment, teachers will determine which TEKS will be targeted for improvement in all core subjects. Students needing reteach, remediation or enrichment evaluated and targeted utilizing data drawn for short cycle assessments. Block scheduling will be utilized in 6th and 7th Grade ELAR as well as 6th Grade Math to enable teachers to focus more on providing re-teach, intervention and remediation to struggling students. Implementation of small group differentiation/intervention will occur during class time, before/after school and Saturday Academy in which certified instructors will provide an enhanced conceptual understanding of focused TEKS. Curriculum programs changes are also taking place this year. Teach To One (TTO) Math will be implemented to focus on improvement in Math skills for all 6th Grade Math Students. 7th and 8th grade Math students will also utilize Imagine Math on a supplemental basis to improve student performance. Algebra I students will be using the new NSpire calculators as well. In the area of reading, a new Pearson curriculum and textbook adoption will be implemented to enhance the new TEKS for ELAR and focus on improvement for all 6th, 7th and 8th Grade ELAR students. ELAR students will also continue to receive intervention through iStation, PEG Writing, LLI kits and the Response to Intervention Process. In addition Bowie will utilize AVID strategies such as Cornell notes and organization as well as the new AVID Excel program for 6th grade ELL students through ELAR classes. In addition Bowie has two Instructional Specialists (IS) to coordinate the focus of PLCs and teaching staff to support our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The lack of structured PLC to plan for fidelity. **Root Cause:** Teachers covering classes during PLC time due to teacher/substitute

shortages.

Parent and Community Engagement

Parent and Community Engagement Summary

Wilson and Young promotes family and community involvement through the use of parent portal, the new W&Y website, Facebook, Twitter, Parentlink and Parent Newsletter, VIPs, Booster Clubs, Open House, Parent Nights, Parent/Student Orientations, parent meetings, Fine Arts, concerts and athletic events.

Parent and Community Engagement Strengths

Parental involvement with booster clubs is outstanding and parental involvement is incrementally growing across the board.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Time constrains on planning and implementation of successful community involvement. **Root Cause:** With time constraints effective planning is difficult.

School Context and Organization

School Context and Organization Summary

Wilson and Young's leadership structure is organized with a principal, 3 assistant principals, department chairs, 2 instructional specialists and teachers/staff. The leadership team consists of all administrators, department chairs and instructional specialists. The decision making process consists of department chairs meeting with teachers and getting input from them on all teaching and learning programs, systems and structures. The input collected is reviewed and vetted by the leadership team in order to make decisions for the campus.

School Context and Organization Strengths

The Instructional Leadership Team is actively involved in all areas of curriculum and instruction

Technology

Technology Summary

Wilson and Young has Smart Boards and projectors in all classrooms. Wilson and Young has 14 mobile labs and one computer lab classrooms. Returning teachers have been trained in using smart boards for instruction.

Technology Strengths

Wilson and Youngl is expecting 2-3 new mobile labs this year. Wilson and Young is using mobile computer labs to implementt Teach to One Math and Proximity Learning this school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: With the increase student population and lack of computers. **Root Cause:** Increase of student population.

Problem Statement 2: Not all students have access to technology on a basis. **Root Cause:** The number of students exceeds technology available.

Priority Problem Statements

Problem Statement 1: The number of students continue to rise while the number of HQ teachers continues to decrease.

Root Cause 1: The current economy

Problem Statement 1 Areas: Demographics

Problem Statement 2: Wilson and Young's building is beyond capacity for the amount of enrolled students.

Root Cause 2: The growing numbers of students within campus boundaries and transfers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Current English Learners and Sped students are significantly underperforming in all areas.

Root Cause 3: Achievement gap exists due to large class size, inexperienced staff, monitoring.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Decrease in overall STARR scores and student success in reading and math especially in 6 grade.

Root Cause 4: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Eco.Dis students are significantly underperforming in ELAR and Math.

Root Cause 5: Students are not being monitored on a regular basis to close the achievement gap.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: School-wide routines and procedures were not established or monitored at W&Y.

Root Cause 6: Root causes are no deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Inexperienced staff and high number of turnover.

Root Cause 7: Teacher resources, support, staffing.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The lack of structured PLC to plan for fidelity.

Root Cause 8: Teachers covering classes during PLC time due to teacher/substitute shortages.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively.

Root Cause 9: Not enough time in class due to Middle School scheduling.

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Time constrains on planning and implementation of successful community involvement.

Root Cause 10: With time constraints effective planning is difficult.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: With the increase student population and lack of computers.

Root Cause 11: Increase of student population.

Problem Statement 11 Areas: Technology

Problem Statement 12: Not all students have access to technology on a basis.

Root Cause 12: The number of students exceeds technology available.

Problem Statement 12 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 31% to 36% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) Campus will implement a consistent process to disaggregate and monitor data through professional learning communities.	2.4, 2.5, 2.6	Teacher Principal Assistant Principals Instructional Specialist	Students data will reflect data driven instruction and lessons. Students for all tested areas will show growth toward the meets standard.				
				Problem Statements: Student Achievement 1, 2 Funding Sources: Local - 0.00			
TEA Priorities Improve low-performing schools 2) 2) Increase instructional time in 6th and 7th grade through block scheduling in 6th ELAR and Math and 7th ELAR.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy expected results include: consistent implementation of differentiated instruction through small groups and consistent intervention.				
				Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Local - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) 3) Offer flexible tutoring times across each department.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Expected result is increase in number of students accessing tutoring no later than October 2019.				
				Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) 4) Implement scaffolding of developing skills through Do Now Activities and targeted TEKS instruction	2.4, 2.5, 2.6	4) Implement scaffolding of developing skills through Do Now Activities and targeted TEKS instruction	Strategy result will be filling in the gaps in learning for students.				
				Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 5) 5) Implement common assessments and benchmark assessments according to schedule.	2.4, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is access to current data to make timely instructional changes.				
				Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
TEA Priorities Improve low-performing schools 6) 6) Implementation of Relay aggressive monitoring by all stakeholders.	2.4, 2.6	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is increase in student on task behavior.				
				Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 7) 7) Teachers will create rigorous lessons using the ECISD Unit Planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5	Teachers, Principals, Assistant Principals and Instructional Specialists	Strategy result is to increase student engagement through comprehensive lesson plans.				
Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00							

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. Root Cause 1: Achievement gap exists due to large class size, inexperienced staff, monitoring.
Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. Root Cause 2: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.
Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. Root Cause 3: Not enough time in class due to Middle School scheduling.
Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. Root Cause 4: Students are not being monitored on a regular basis to close the achievement gap.
School Culture and Climate
Problem Statement 1: School-wide routines and procedures were not established or monitored at W&Y. Root Cause 1: Root causes are no deliberate teaching of routines and procedures were established and there was no monitoring and accountability of students and teachers.
Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of structured PLC to plan for fidelity. Root Cause 1: Teachers covering classes during PLC time due to teacher/substitute shortages.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Connect high school to career and college Build a foundation of reading and math 1) 1) Honors students will be served with a new Laying the Foundations Curriculum.	2.4, 2.5, 2.6	Principal Assistant Principals Instructional Specialist	To increase number of students meeting masters across all subject areas.				
Problem Statements: Student Achievement 2, 4 Funding Sources: Local - 0.00							
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) 2) Teachers will create rigorous lessons using the ECISD Planning mat to enhance and challenge students to master TEKS across all subject areas.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, teachers	Strategy result is to increase student engagement through comprehensive lesson plans.				
Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00							
							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. Root Cause 2: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Student Achievement

Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. **Root Cause 4:** Students are not being monitored on a regular basis to close the achievement gap.

Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. **Root Cause 1:** Achievement gap exists due to large class size, inexperienced staff, monitoring.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

6th Grade Reading from 20% to 30%

7th Grade Reading from 27% to 37%

8th Grade Reading from 28% to 38%

7th Grade Writing from 25% to 35%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) 1) Implement new ELAR program adoptions and new ELAR TEKS with fidelity.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Students will increase by 10% on the meets standard.				
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00						
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) 2) Facilitate Abydos Writing Institute for secondary ELAR teachers.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy result is increase in writing participation and increase in writing scores by 10 percentage points in 7th grade.				
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, State Comp Ed - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 3) 3) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
	Problem Statements: Student Achievement 3 Funding Sources: Local - 0.00						
Targeted Support Strategy TEA Priorities Improve low-performing schools 4) 4) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Strategy expected result is improvement of student engagement based on effective lesson planning.				
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00						
5) Dyslexia teacher will work with identified students to close achievement gap in reading.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialists.	Students with dyslexia tendencies will meet state standards on all tests.				
	Problem Statements: Student Achievement 2 Funding Sources: State Comp Ed - 75000.00						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. Root Cause 1: Achievement gap exists due to large class size, inexperienced staff, monitoring.
Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. Root Cause 2: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.
Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. Root Cause 4: Students are not being monitored on a regular basis to close the achievement gap.
Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. Root Cause 3: Not enough time in class due to Middle School scheduling.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.


6th Grade Math from 25% to 35%
 7th Grade Math from 22% to 32%
 8th Grade Math from 18% to 28%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) 1) 6th Grade Math Students will have Teach to One Math Curriculum	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Coordinator	Strategy result will be an increase in student math performance of 10 percent.				
Problem Statements: Student Achievement 2 Funding Sources: Title One School-wide - 36000.00							
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) 2) Increase instructional time in 6th and 7th grade through block scheduling.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Coordinator	Strategy expected results include: consistent implementation of differentiated instruction through small group instruction and consistent intervention.				
Problem Statements: Student Achievement 3 Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) 3) Implement Imagine Math in 7th and 8th grade as a supplemental program.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Coordinator	Strategy result will be an increase in student math performance of 10 percent				
	Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, State Comp Ed - 0.00, Title One School-wide - 0.00						
TEA Priorities Improve low-performing schools Build a foundation of reading and math 4) 4) Teachers will utilize ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers, Instructional Specialist, Math Coordinator	Strategy expected result is improvement of student engagement based on effective lesson planning.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title One School-wide - 75000.00						
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. Root Cause 2: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.
Problem Statement 3: The standard class time 45 minutes was not enough time for guided reading/comprehension effectively. Root Cause 3: Not enough time in class due to Middle School scheduling.
Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. Root Cause 1: Achievement gap exists due to large class size, inexperienced staff, monitoring.
Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. Root Cause 4: Students are not being monitored on a regular basis to close the achievement gap.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Inexperienced staff and high number of turnover. Root Cause 1: Teacher resources, support, staffing.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 10% to 20%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) 8th grade teachers will monitor and disaggregate data during PLCs.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
TEA Priorities Improve low-performing schools Build a foundation of reading and math 2) 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			
TEA Priorities Improve low-performing schools Build a foundation of reading and math 3) 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, Instructional Specialists, and teachers	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
				Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			
							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. Root Cause 1: Achievement gap exists due to large class size, inexperienced staff, monitoring.
Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. Root Cause 2: Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.
Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. Root Cause 4: Students are not being monitored on a regular basis to close the achievement gap.

Curriculum, Instruction, and Assessment
Problem Statement 1: The lack of structured PLC to plan for fidelity. Root Cause 1: Teachers covering classes during PLC time due to teacher/substitute shortages.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.

8th Science from 33% to 38%.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) 8th grade teachers will monitor and disaggregate data during PLCs	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialist	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
Targeted Support Strategy TEA Priorities Improve low-performing schools 2) 2) 8th grade teachers will plan as a grade level during PLCs and implement a consistent curriculum focusing on academic curriculum.	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance.				
				Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00, Title One School-wide - 0.00			
TEA Priorities Improve low-performing schools 3) 3) Teacher will use the ECISD Planning Mats during lesson planning.	2.4, 2.5, 2.6	Principal, APs, teachers and Instructional Specialists	Strategy expected results will be an increase of 10% on student performance due to better aligned and prepared lessons.				
				Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00			
							

Performance Objective 6 Problem Statements:

Student Achievement

Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. **Root Cause 1:** Achievement gap exists due to large class size, inexperienced staff, monitoring.

Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. **Root Cause 2:** Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. **Root Cause 4:** Students are not being monitored on a regular basis to close the achievement gap.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLC to plan for fidelity. **Root Cause 1:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Goal 1: Wilson & Young will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.


Performance Objective 7: Increase Wilson and Young student attendance rate from 94.7% to 95.7% by May 2020. State average was 95.7% in 2018.

Evaluation Data Source(s) 7:

District attendance reports

Summative Evaluation 7:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Improve low-performing schools</p> <p>1) 1) Wilson and Young Middle School will offer attendance incentives for each grade level that achieves 96% attendance for the week from Monday -Thursday. In addition W&Y will offer attendance/tardy incentives for the six weeks.</p>	2.5, 2.6	2 Attendance Clerks, Principal, APs	Attendance rate will improve to 95.7%				
<p>Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, Title One School-wide - 0.00</p>							
<p>Targeted Support Strategy TEA Priorities Improve low-performing schools</p> <p>2) 2) Encourage parents to use the Attendance Campaign flyer to document their child's attendance throughout the year.</p>	2.5, 2.6	Parents and students	Strategy expected result is the increase in student attendance and parent involvement.				
<p>Problem Statements: Student Achievement 1, 2, 4 Funding Sources: Local - 0.00, Title One School-wide - 0.00</p>							
							

Performance Objective 7 Problem Statements:

Student Achievement
<p>Problem Statement 1: Current English Learners and Sped students are significantly underperforming in all areas. Root Cause 1: Achievement gap exists due to large class size, inexperienced staff, monitoring.</p>

Student Achievement

Problem Statement 2: Decrease in overall STARR scores and student success in reading and math especially in 6 grade. **Root Cause 2:** Students transitions from 5th to 6th grade on a new campus have struggled and instructional time decreases in 6th grade.

Problem Statement 4: Eco.Dis students are significantly underperforming in ELAR and Math. **Root Cause 4:** Students are not being monitored on a regular basis to close the achievement gap.

Goal 2: Wilson & Young will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: 25.3 of teachers have less than 5 years experience the primary objective is to coach and support teachers.

Evaluation Data Source(s) 1: TAPR

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) 1) Provide support for teachers from Instructional Specialists, Mentor teachers, and Department chairs.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Specialists, Department Chairs	Retention Rate will Improve by 10% Teachers will benefit from coaching and support.				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 2) 2) Provide a common planning time for teachers to plan and disaggregate data.	2.4, 2.5, 2.6	Administrators, Instructional Specialists, Department Chairs, teachers	The strategy expectations result is confidence to deliver effective lesson plans. Teachers will have a better understanding of content.				
				Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local - 0.00			

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Inexperienced staff and high number of turnover. **Root Cause 1:** Teacher resources, support, staffing.

Curriculum, Instruction, and Assessment

Problem Statement 1: The lack of structured PLC to plan for fidelity. **Root Cause 1:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Goal 3: Wilson & Young will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.


Performance Objective 1: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 1:


Summative Evaluation 1:

High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) 1) W&Y will utilize Parent Link, social media, notes home, planners and Bowie Home page, marquee to communicate with parents.	2.5, 2.6	Librarian, Principal, teachers	Increase communication and parent training to improve rapport between the parent and school.				
TEA Priorities Connect high school to career and college Improve low-performing schools 2) 2) W&Y will participate in the MSEAN 6th grade Volunteer Mentor program	2.4, 2.5, 2.6	Administrators, Volunteers.	Strategies expected results will be establishing relationships between the campus and the community.				
TEA Priorities Improve low-performing schools 3) 3) W&Y will be adopted by a church in the community.	2.4, 2.5, 2.6	Administrators, Volunteers.	Strategies expected results will be establishing relationships between the campus and the community.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Wilson & Young will provide and promote a safe climate that is conducive to learning.


Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.


Evaluation Data Source(s) 1: Program rosters, attendance data.


Summative Evaluation 1:


High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) W&Y teachers will utilize CHAMPS in the classrooms. In addition the Seven Habits of Highly Effective Teens will be taught in	2.4, 2.5, 2.6	Administrators Teachers,	Students will have a safe environment that is conducive to learning. Students will learn routines, procedures and character traits that will help them maintain a safe learning environment.				
TEA Priorities Improve low-performing schools 2) 2) W&Y will provide the services of an SAS counselor to students during the school year.		Principal, Teachers, APs, SAS Counselors	Students will benefit from social and emotional counseling when necessary to maintain an environment that is conducive to learning.				
TEA Priorities Improve low-performing schools 3) 3) The W&Y Relay Team will train and work with the entire staff to establish a climate and culture conducive to learning.		Administrators and all staff	Students will have a safe environment that is conducive to learning.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue





Goal 4: Wilson & Young will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Wilson & Young will ensure that training for staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) 1) Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment Training.	2.4, 2.5, 2.6	Principal and APs	Staff will maintain high ethical standards and a safe learning environment				
TEA Priorities Improve low-performing schools 2) 2) The W&Y Relay Team will train and work with the entire staff to establish a climate and culture conducive to learning.		Administrators and all staff	Staff will implement consistent and effective routines and procedures to ensure a safe environment that is conducive to learning.				
TEA Priorities Improve low-performing schools 3) 3) The W&Y staff will review the results of the Youth Truth Survey to highlight areas that need to be addressed during the school year.	2.4, 2.5, 2.6	Administrators and staff	Strategy expected result is to create awareness among the staff of student perceptions and lack of engagement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: Wilson & Young will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Wilson and Young will utilize funds to promote student learning and parent engagement and provide a safe learning environment for all.


Evaluation Data Source(s) 1:

Budget, Title I, sign in sheets


Summative Evaluation 1:

High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) W&Y will purchase the S'mores parent newsletter template to use in communication with parents	2.4, 2.5, 2.6, 3.1, 3.2	Principal, APs, Principal Secretary	Strategy expected result is to improve the quality and quantity of communication with parents.				
TEA Priorities Improve low-performing schools 2) 2) W&Y will plan and host an Open House event for parents.	2.5, 2.6, 3.1, 3.2	Administrators, teachers, parents	Strategy expected result is to improve the relationship and rapport between the parents and the school and provide the parent with academic information.				
TEA Priorities Improve low-performing schools 3) 3) W&Y will host 2 more academic parent nights during the school year. (Block Party /Fall Festival and Reading/Math Night)	2.5, 2.6, 3.1, 3.2	Administrators, teachers, parents	Strategy expected result is to improve the relationship and rapport between the parents and the school and provide the parent with academic information.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 6: Wilson & Young will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Wilson and Young campus improvement will be 100% in alignment with ECISD improvement plan.

Evaluation Data Source(s) 1: 2019-2020 Campus improvement Plans

Summative Evaluation 1:

High Priority





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) 1) Campus Improvement Plan will be aligned with District Improvement Plan and Campus Needs.	2.4, 2.5, 2.6	Principal Campus Improvement Team	Campus Improvement Plan that aligns with District Plan and Campus Needs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: Wilson & Young will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Source(s) 2: Campus inventory and student enrollment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Use any additional funds to purchase additional technology for campus needs	2.4, 2.5, 2.6	Principal	Increase student computer ratio minimum of 1 computer to 4 students.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	1	1) 6th Grade Math Students will have Teach to One Math Curriculum
1	5	1	1) 8th grade teachers will monitor and disaggregate data during PLCs.
1	6	1	1) 8th grade teachers will monitor and disaggregate data during PLCs
2	1	1	1) Provide support for teachers from Instructional Specialists, Mentor teachers, and Department chairs.
4	1	1	1) W&Y teachers will utilize CHAMPS in the classrooms. In addition the Seven Habits of Highly Effective Teens will be taught in
4	2	1	1) Teachers will complete annual Safe Schools training, attend Ethics and Sexual Harassment Training.
5	1	1	1) W&Y will purchase the S'mores parent newsletter template to use in communication with parents
6	1	1	1) Campus Improvement Plan will be aligned with District Improvement Plan and Campus Needs.
6	2	1	Use any additional funds to purchase additional technology for campus needs

State Compensatory

Budget for Wilson & Young Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164-11-00-45-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,000.00
	6100 Subtotal:	\$100,000.00

Personnel for Wilson & Young Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisy Gonzales	Communities in Schools	Liason	
Stephanie Evans	Dyslexia Teacher	Dyslexia	
Tersa Porath	SAS Counselor	Counselor	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was completed August 27, 2019, with input continuing from key stakeholders. The campus improvement team approved the CNA August 29, 2019 with the following focus for Title 1:

Teach to One Math-\$22,000

Parent Engagement-Family Nights-\$2857.00

Purchase of 2 new mobile computer stations (COWS)-\$17,000.00

Admin Professional Development-\$13,000.00

Counselor Professional Development-\$1500.00

Teacher Professional Development-\$15,000

Title I Budget-74,329.00

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders include Dept Chairs, teachers, Administrators, Counselors, campus feedback and parent involvement is ongoing and was approved by campus improvement team August 29, 2019.

2.2: Regular monitoring and revision

The school wide plan will be monitored quarterly with meetings scheduled for October, December, February, and April.

2.3: Available to parents and community in an understandable format and language

Parent Meeting planning following district related timelines will be posted to our website, parent link, social media, and progress reports in a language and format that parents understand.

2.4: Opportunities for all children to meet State standards

- RELAY
- Champs
- Block Scheduling
- Middle School education networking
- Scheduling PLC
- Teach TO One
- imagine Math
- AVID Excel

2.5: Increased learning time and well-rounded education

Wilson and Young will block core areas in targeted grade levels. Extended day tutoring and individualized scheduling will maximize learning time and well-rounded education.

2.6: Address needs of all students, particularly at-risk

Wilson and Young will block core areas in targeted grade levels. Extended day tutoring and individualized scheduling will maximize learning time and well-rounded education.

PLCs will meet daily to address the needs of all students, particularly those at-risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Engagement Policy and Compact will be developed and disseminated at parents by the end of October.

Both documents will focus on student achievement and parent involvement.

The documents will be distributed during Open House, parent events, and sent home with each student.

3.2: Offer flexible number of parent involvement meetings

Parent engagement meetings are scheduled throughout the year and parent link notification will be sent to invite parents to participate.

Flexible parent involvement meetings include:

Meet your Teacher Night

Orientation for all new students

Fine Arts performances

Family Nights (math, science, reading)

Volunteer program

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daisy Gonzales	Community in Schools	Liason	
Stephanie Evans	Teacher	Dyslexia	
Terasas Porath	SAS Counselor	Counselor	

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Jana Norman	Assistant Principal
Principal	Anthony Garcia	Principal
Administrator	Abel Avila	Assistant Principal
Classroom Teacher	William Weekly	Teacher
ICS	Jared Smith	Instructional Specialist
ICS	Kristen Vesley	Instructional Coach
Classroom Teacher	Nayla Carrasco	Teacher
Classroom Teacher	Maria Rimer	Teacher
Classroom Teacher	Cinda Brown	Teacher
Classroom Teacher	Melisa Valenzuela	Teacher

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	5	Supplemental Dyslexia Therapist		\$75,000.00
1	4	3			\$0.00
Sub-Total					\$75,000.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	5			\$0.00
1	4	1	TTO Math implementation to include technology, classroom supplies, furniture.		\$36,000.00
1	4	3			\$0.00
1	4	4	Supplemental instructional specialist		\$75,000.00
1	5	1			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
Sub-Total					\$111,000.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$186,000.00