

Ector County Independent School District
Wilson & Young Middle School
Improvement Plan
2020-2021

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-negotiable:

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Academic Excellence
College & Career Readiness
Safe & Supportive Learning Environment
Purposeful, Timely, Two-way Communication

Core Beliefs

We believe that...

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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

	Enrollment										
	20-21 1298										
	19-20 1149										
	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 (Prioritized): The number of students continue to rise while the number of HQ teachers continues to decrease. **Root Cause:** The current economy

Problem Statement 2 (Prioritized): Our STAAR scores in 6th grade Reading and Math are declining. **Root Cause:** The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.

Student Achievement

Student Achievement Summary

Domain 1

2019	2020			2018	2020			Spring Benchmark	2020		
	Approaches	Meets	Masters		approaches	Meets	Masters		Approaches	Meets	Masters
Math	58%	21%	5%	57%	21%	4%	Math	53%	19%	7%	
Reading	62%	29%	12%	62%	28%	12%	Reading	53%	25%	12%	
Writing	57%	22%	6%	48%	22%	4%	Writing	51%	27%	10%	
Science	63%	31%	10%	62%	32%	12%	Science	56%	18%	4%	
Social Studies	45%	14%	6%	41%	15%	5%	Social Studies	52%	21%	10%	

Student Achievement Strengths

The data showed students either met or surpassed in MEETS in WRITING AND SOCIAL STUDIES.

The data showed students either met or surpassed in MASTERS IN MATH, READING, WRITING AND SOCIAL STUDIES.

SOCIAL STUDIES surpassed student achievement in APPROACHES, MEETS AND MASTERS from previous year.

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2 (Prioritized): 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 (Prioritized): 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 (Prioritized): Eco.Dis students are significantly under-performing in ELAR and Math. **Root Cause:** Students are not being monitored on a regular basis to close the achievement gap.

Problem Statement 5 (Prioritized): Special Education population usually scores lower than state average. **Root Cause:** Limited individualized instruction.

Problem Statement 6 (Prioritized): The problem is that 8th Reading scores did not show significant growth **Root Cause:** Teachers did not plan with fidelity using district provided resources

Problem Statement 7 (Prioritized): 8th Grade Science scores did not show significant gains. **Root Cause:** Resources are not utilized by all teachers.

Problem Statement 8 (Prioritized): 6th through 8th STAAR scores are below state average. **Root Cause:** Students need individualized learning in small group setting.

Problem Statement 9 (Prioritized): Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

School Culture and Climate

School Culture and Climate Summary

In 2019 Wilson & Young had a turnover rate of 43.75%.

In 2020 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.

Administrative team was part of Relay training this last summer and were able to take some of the learning and implement some protocols that has helped our culture in our school. We implemented transitions, hallway expectations, cafeteria expectations, morning arrival and dismissal. We began the first 5 minute protocol.

We also started coaching teachers using the Relay script.

In 2020-21 APs are getting trained on Relay to help with the implementation of Relay protocols

School Culture and Climate Strengths

In 2020-21 Wilson & Young has 25% new staff. Wilson & Young hired 20 full time/certified teachers in 2020. With the addition of new staff, teacher morale has improved in an effort to begin the new school year on a positive note.

Retention rate for new staff hired in 19-20 was 83%.

Daily PLC were implemented for ELAR and Math in all grades.

Due to campus administrative support, high expectations and campus procedures student interruptions in the classroom decreased.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: Teachers are unprepared for situations that arise during the school year. **Root Cause:** Some staff view these trainings as simply a "to do" list rather than taking them seriously.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Wilson & Young works with the HR department to recruit highly qualified teachers. Teacher salary is compatible if not higher than other districts. We communicate with alternative certification programs to help us recruit.

ECISD is part of Odessa Pathway to recruit and train future teachers. District teachers are mentors to the new candidates during the "student teaching". Then we can interview and hire.

Campus procedures are implemented 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.

The Instructional Specialist are an integral part of helping our teachers adjustment to teaching.

Administrators contact teacher programs to recruit for our open positions.

We implemented Relay Protocols to help and coach new or teachers needing more support as well as setting a positive climate using Relay protocols.

In 2020-21 we will implement Opportunity Culture in 7th grade ELAR which will provide support and coaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The number of HQ teachers is declining while the demand for teachers is on the rise. **Root Cause:** Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

Problem Statement 2 (Prioritized): Lack of student performance due to lack of high quality instruction. **Root Cause:** Teachers have not had opportunity for day to day quality coaching.

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.

Teach To One (TTO) Math will be implemented to focus on improvement in Math skills for both 6th and 7th Grade Math Students.

In addition Wilson & Young 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 (Prioritized): The lack of structured PLC to plan for fidelity. **Root Cause:** Teachers covering classes during PLC time due to teacher/substitute shortages.

Problem Statement 2 (Prioritized): Students are not engaged during lessons and do not show academic growth **Root Cause:** Not all teachers utilize District provided Unit Overviews

Problem Statement 3 (Prioritized): Teachers are not receiving adequate training regarding diverse learners. **Root Cause:** It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes

Problem Statement 4 (Prioritized): The lack of a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science

teachers to have a daily PLC

Problem Statement 5 (Prioritized): Reading teachers are not integrating science passages during non fiction units with fidelity. **Root Cause:** Science and Reading teachers are not consistently working together to integrate curriculum

Problem Statement 6 (Prioritized): Reteach is not effective after disaggregating data. **Root Cause:** Data is not utilized effectively to drive instructio

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.

Teachers were encouraged to start clubs to help engage students and families after school. (Sign language club, computer club, and chess club)

Title 1 funding has helped get needed supplies to host family nights throughout the year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Time constraints 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. The use of RELAY will help with organizational and campus routines. Opportunity culture will be utilized in grade levels to allow coaching to improve instruction.

School Context and Organization Strengths

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

Relay and Opportunity Culture will provide teachers support.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The problem is inefficient organizational routines and structures **Root Cause:** Root causes consist of inconsistent implementation of school wide routines and structures, inconsistent expectations for student performance.

Technology

Technology Summary

Wilson and Young has Smart Boards and projectors in all classrooms. Wilson and Young has 17 mobile labs and 5 ipad carts. Returning teachers have been trained in using smart boards for instruction.

W&Y has placed Promethean boards in each of its Science classrooms.

Each student will have access to technology either chromebook/ipad.

Portable classrooms do not have wifi capabilities.

Technology Strengths

Wilson and Young is expecting one to one technology this year. Wilson and Young is using mobile computer labs to implement Teach to One Math and Proximity Learning this school year.

All teachers will utilize google classroom to implement instruction.

Problem Statements Identifying Technology Needs

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

Problem Statement 2 (Prioritized): 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 3: Current English Learners and Sped students are significantly under-performing 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 under-performing 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: The number of HQ teachers is declining while the demand for teachers is on the rise.

Root Cause 7: Number of teachers in alternative certification is increasing. The lack of certified teachers due to the economy.

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

Problem Statement 13: Lack of student performance due to lack of high quality instruction.

Root Cause 13: Teachers have not had opportunity for day to day quality coaching.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: Special Education population usually scores lower than state average.

Root Cause 14: Limited individualized instruction.

Problem Statement 14 Areas: Student Achievement

Problem Statement 15: The problem is that 8th Reading scores did not show significant growth

Root Cause 15: Teachers did not plan with fidelity using district provided resources

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: 8th Grade Science scores did not show significant gains.

Root Cause 16: Resources are not utilized by all teachers.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: Our STAAR scores in 6th grade Reading and Math are declining.

Root Cause 17: The number transitions that the students are encountering. Our ELL students are transitioning from Spanish to English based test.

Problem Statement 17 Areas: Demographics

Problem Statement 18: 6th through 8th STAAR scores are below state average.

Root Cause 18: Students need individualized learning in small group setting.

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: Students are not engaged during lessons and do not show academic growth

Root Cause 19: Not all teachers utilize District provided Unit Overviews

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Reteach is not effective after disaggregating data.

Root Cause 20: Data is not utilized effectively to drive instruction

Problem Statement 20 Areas: Curriculum, Instruction, and Assessment

Problem Statement 21: Reading teachers are not integrating science passages during non fiction units with fidelity.

Root Cause 21: Science and Reading teachers are not consistently working together to integrate curriculum

Problem Statement 21 Areas: Curriculum, Instruction, and Assessment

Problem Statement 22: The lack of a daily PLC's in order to plan with fidelity.

Root Cause 22: The master schedule will not allow Science teachers to have a daily PLC

Problem Statement 22 Areas: Curriculum, Instruction, and Assessment

Problem Statement 23: Teachers are not receiving adequate training regarding diverse learners.

Root Cause 23: It is difficult to get teachers to attend training during the summer when they are off contract. During the school year it is difficult to send teachers to PD due to lack of substitutes

Problem Statement 23 Areas: Curriculum, Instruction, and Assessment

Problem Statement 24: Learning gaps between grade levels

Root Cause 24: Inadequate training for teachers

Problem Statement 24 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data





Employee 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





Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 1: W&Y will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1: Daily PLC will implement in 6th-8th grade ELAR and Math		
Strategy's Expected Result/Impact: Alignment with planning which in turn increase student performance		Formative
Staff Responsible for Monitoring: Administration, IS, and MCL		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: W&Y will provide differentiated processes for academically priority campuses.

Strategy 1: Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.	
Strategy's Expected Result/Impact: Smooth transition to the next grade level	Formative
Staff Responsible for Monitoring: Administration, Counselors, Department Chairs,	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 3: W&Y will embed technology for anytime, anywhere teaching and learning.

Strategy 1: Provide teachers with the tools necessary to embed technology in lessons both face to face and remotely.		
Strategy's Expected Result/Impact: Every teacher and student will participate in Google Classroom.		Formative
Staff Responsible for Monitoring: Administrators, IS, MCL, Department Chairs		Oct
Title I Schoolwide Elements: None	Problem Statements:	Jan
TEA Priorities: None	Technology 2	Mar
ESF Levers: None	Funding Sources:	Summative
	None	May
 No Progress  Accomplished  Continue/Modify  Discontinue		
Technology		
Problem Statement 2: Not all students have access to technology on a basis. Root Cause: The number of students exceeds technology available.		

Performance Objective 4: W&Y will provide a rigorous, relevant and engaging curriculum

Strategy 1: Teacher will create rigorous lessons using District provided Unit Overviews.		
Strategy's Expected Result/Impact: Increase student engagement and growth, MAP growth		Formative
Staff Responsible for Monitoring: Administrators, MCL, IS, teachers		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: Wilson & Young will provide and safe and supportive school environment





Strategy 1: Teachers will complete annual Safe Schools training including new trainings throughout the year such as COVID 19 training, attend Ethics and Sexual Harassment training, and receive trauma informational training.	
Strategy's Expected Result/Impact: Students and teachers will have a safe environment that is conducive to learning.	Formative
Staff Responsible for Monitoring: Administrators, Department Chairs, IS	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: School Culture and Climate 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
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.	

Performance Objective 6: Annual student will increase from 93.9 to 95%

Targeted or ESF High Priority

Evaluation Data Sources: Weekly attendance and drop out dashboard from Scott Randolph (COC/SAS)

Summative Evaluation: None

Strategy 1: W&Y will monitor student attendance through the Attendance Clerks and make contact with parents of students with attendance problems.	
Strategy's Expected Result/Impact: Strategy's expected results are an increased awareness by parents of students with attendance issues and improved attendance rates for students.	Formative
Staff Responsible for Monitoring: None	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	May
ESF Levers: None	
Strategy 2: W&Y will provide attendance incentives for students each six weeks.	
Strategy's Expected Result/Impact: Improve student attendance to 95%	Formative
Staff Responsible for Monitoring: Attendance clerks, Administration, Discipline Clerk, SAS Counselor	Oct
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	May
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)

Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk throughs and/or observation/feedback meetings per week.	
Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Staff Quality, Recruitment, and Retention 2	May
Funding Sources: None	
Strategy 2: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.	
Strategy's Expected Result/Impact: Improved classroom instruction which will result in increased student performance	Formative
Staff Responsible for Monitoring: Administrators, IS, MCL	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Staff Quality, Recruitment, and Retention 2	May
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue





Staff Quality, Recruitment, and Retention

Problem Statement 2: Lack of student performance due to lack of high quality instruction. **Root Cause:** Teachers have not had opportunity for day to day quality coaching.

Performance Objective 2: The campus teacher retention will increase from 43 % to 84 % in 2020 to 90 2021

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: Relay will be used to coach, support, and grow teachers in the classrooms.		
Strategy's Expected Result/Impact: Retain and grow highly effective teachers in the classroom which in turn will result in student success	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Administration team, Relay team, MCL, IS, TRT		
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None
TEA Priorities: Improve low-performing schools		Funding Sources: None
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Wilson & Young will utilize K-12 Summit to increase language acquisition in our ELs		
Strategy's Expected Result/Impact: Increase scores in TELPAS and/or exit the ESL program		Formative
Staff Responsible for Monitoring: Administration team, teachers, ESL facilitator/aides		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: Lever 5: Effective Instruction		Summative
		May
Strategy 2: Wilson & Young will use Imagine Math/Reading to scaffold individual student learning		
Strategy's Expected Result/Impact: Close that gap in reading and math		Formative
Staff Responsible for Monitoring: Administration team, teachers, IS		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: Lever 5: Effective Instruction		Summative
		May


Strategy 3: Wilson & Young will use Brain Child to scaffold the learning in our special education population


Strategy's Expected Result/Impact: Close the gap in math and reading in our special education students	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administration team, special ed teachers, teachers	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
Problem Statements: Student Achievement 5	
Funding Sources: None	

Strategy 4: Wilson & Yong will use the Laying the Foundation curriculum for our Honors/GT students

Strategy's Expected Result/Impact: Differentiate instruction to ensure the students meets, masters, or maintain the grade level expectations.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administration team, GT department, teachers, IS	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 5: Special Education population usually scores lower than state average. **Root Cause:** Limited individualized instruction.





Performance Objective 2: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1: Continue the work of the Balance Literacy Framework	
Strategy's Expected Result/Impact: Increase the "meets" percentage in Reading in the STAAR test	Formative
Staff Responsible for Monitoring: Administration team, teachers, IS, MCL, TRT	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: 6th grade reading "meets" percentage will increase from 20 % 2019 to 25 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y continue to implement the Balanced Literacy Framework.	
Strategy's Expected Result/Impact: Increase the Meets percentage in Reading on the STAAR test.	Formative
Staff Responsible for Monitoring: Administration team, teachers, IS,	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 3 Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	
Strategy 2: W&Y will continue block scheduling in 6th-grade reading allowing for more teaching time in the ELAR classroom.	
Strategy's Expected Result/Impact: Growth in Reading and a higher percentage of Meets on STAAR	Formative
Staff Responsible for Monitoring: Administration team, teachers, IS.	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 3 Curriculum, Instruction, and Assessment 6	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
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.	
Curriculum, Instruction, and Assessment	
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.	
Problem Statement 6: Reteach is not effective after disaggregating data. Root Cause: Data is not utilized effectively to drive instructio	

Performance Objective 4: 6th grade math "meets" percentage will increase from 19 % 2019 to 24 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y will continue to implement TTO in 6th Math and implement TTO in 7th grade math this year.	
Strategy's Expected Result/Impact: Increase the Meets percentage in Math on the STAAR test. Implement a constructive PLC process in which teachers engage in effective processes.	Formative
Staff Responsible for Monitoring: Administration team, IS, Teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 9	May
Funding Sources: None	
Strategy 2: W&Y will continue block scheduling in 6th-grade Math allowing for more teaching time in the Math classroom.	
Strategy's Expected Result/Impact: Growth in Math and a higher percentage of Meets on STAAR	Formative
Staff Responsible for Monitoring: Administration team, IS, teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 4	May
Funding Sources: None	

Strategy 3: Math teachers will have a daily PLC to disaggregate data, plan, and discuss next steps.

Strategy's Expected Result/Impact: Target needed skills to increase student performance	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administration team, IS, teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: Curriculum, Instruction, and Assessment 4	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 9: Learning gaps between grade levels **Root Cause:** Inadequate training for teachers





Curriculum, Instruction, and Assessment

Problem Statement 4: The lack of a daily PLC's in order to plan with fidelity. **Root Cause:** The master schedule will not allow Science teachers to have a daily PLC

Performance Objective 5: 8th grade reading "meets" percentage will increase from 33 % 2019 to 43 % as measured by 2021 STAAR

Evaluation Data Sources: None





Summative Evaluation: None

Strategy 1: 8th grade ELAR will have PLC times to disaggregate data, plan, and discuss next steps.	
Strategy's Expected Result/Impact: Target needed skills to increase student performance	Formative
Staff Responsible for Monitoring: Administration team, IS, teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 6 Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 6: The problem is that 8th Reading scores did not show significant growth Root Cause: Teachers did not plan with fidelity using district provided resources	
Curriculum, Instruction, and Assessment	
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.	

Performance Objective 6: 8th grade Math "meets" percentage will increase from 11 % 2019 to 22% as measured by 2021 STAAR

Evaluation Data Sources: None





Summative Evaluation: None

Strategy 1: 8th grade Math will have PLC times to disaggregate data, plan, and discuss next steps.	
Strategy's Expected Result/Impact: Target needed skills to increase student performance	Formative
Staff Responsible for Monitoring: Administration team, IS, teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Student Achievement 9 Curriculum, Instruction, and Assessment 6	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 9: Learning gaps between grade levels Root Cause: Inadequate training for teachers	
Curriculum, Instruction, and Assessment	
Problem Statement 6: Reteach is not effective after disaggregating data. Root Cause: Data is not utilized effectively to drive instructio	

Performance Objective 7: 8th grade science "meets" percentage will increase from 31% 2019 to 36 % as measured by 2021 STAAR

Evaluation Data Sources: None





Summative Evaluation: None

Strategy 1: W&Y teachers will utilize data to plan targeted intervention.	
Strategy's Expected Result/Impact: Students scores in science will increase in STAAR	Formative
Staff Responsible for Monitoring: Administration team, IS, teachers	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Curriculum, Instruction, and Assessment 4	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 4: The lack of a daily PLC's in order to plan with fidelity. Root Cause: The master schedule will not allow Science teachers to have a daily PLC	

Performance Objective 8: 8th grade Algebra "meets" percentage will increase from 53 % 2019 to 63 % as measured by 2021 STAAR

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers will attend district Inspire calculator training.	
Strategy's Expected Result/Impact: Students will correctly utilize functions on the Inspire calculator for increased scores on EOC.	Formative
Staff Responsible for Monitoring: Administrators, IS, Math Department Chair	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 9: The percentage of students that Met Standard on all subject/grades tested will increase from 24% to 29% as measure by the 2021 STAAR assessment.

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: To increase instructional time, 90 minute blocks will be built into the master schedule for 6th and 7th grade math and English.

Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.

Staff Responsible for Monitoring: Administrators, Leadership team

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Problem Statements:

Student Achievement 3, 9

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement





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 9: Learning gaps between grade levels **Root Cause:** Inadequate training for teachers

Performance Objective 10: The percent of students meeting or exceeding the growth target will increase from 56% 2019 STAAR to 61% as measured by 2021 STAAR assessment.

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: W&Y will use data driven instruction to more effectively plan, teach, and reteach.	
Strategy's Expected Result/Impact: Improved student achievement on district assessments and STAAR.	Formative
Staff Responsible for Monitoring: Administrators, IS, MCL, TRT	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Curriculum, Instruction, and Assessment 6	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 6: Reteach is not effective after disaggregating data. Root Cause: Data is not utilized effectively to drive instructio	

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	Liaison	
Stephanie Evans	Dyslexia Teacher	Dyslexia	
Teresa 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 with the following focus for Title 1:

\$5,000 for Jarrett Social Studies Resource

Teach to One Math-\$22,000

5 TV's to use in TTO math classes to help with instruction-\$2500

Parent Engagement-Family Nights-\$2857.00

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.

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 time lines 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	Liaison	
Stephanie Evans	Teacher	Dyslexia	
Teresa Porath	SAS Counselor	Counselor	

Campus Funding Summary

Addendums