

Ector County Independent School District
Wilson & Young Middle School
2021-2022 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-negotiable:

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

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

Table 1 Ethnic Distribution

School Year	At-Risk	African American	Hispanic	White	American Indian	Asian	Two/More Races	Sped	Econ Dis.	LEP
2020--21										
2019-20	64.7	4.7	61.2	32.0			0.6	8.7	40.3	8.2
2018-19	63.3	5.0	61.0	33.0			1.0	8.3	40.0	6.5
2017-18	63.1	4.0	61.0	32.0			1.0	8.5	43.0	4.2
2016-17	64.2	3.8	60.9	33.3			0.6	7.6	42.8	4.3

Table 2 Enrollment

Year	6th -8th
2021	1277
2020	1161
2019	1116
2018	961
2017	932
2016	

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2020-21					
2019-20	8.7	8.2	64.7	17.7	27.5
2018-19	8.3	6.5	63.3	17.4	24.2
2017-18	8.5	4.2	63.1	15.1	17.5
2016-17	7.6	4.3	64.2	16.2	20.3

Table 4 Attendance Rates Our Special Education and At Risk student enrollment has greatly increased. Our English Language Learner population has continued to grow yet we are still below State and District averages.

Year	State	District	Campus	H	W	AA	Eco Dis	Special Ed	ELL
2020-21									
2019-20									
2018-19	95.4	93.5	94.0	94.3	93.7	91.7	92.9	91.8	95.8
2017-18	95.4	93.5	93.8	94.1	93.3	92.1	92.6	92.1	94.7
2016-17	95.7	94.6	95.1	95.2	95.0	94.3	94.2	93.9	95.9

Number of Employees

Year	Employees
2020-21	71.0
2019-20	84.1
2018-19	78.2
2017-18	79.4
2016-17	81.6

Employee Retention Percentages

% Remained From Year To Year	Administrators (Principals/Asst. Prin)	Teachers	Instructional Paraprofessionals (Aides)
14/15 to 15/16			
15/16 to 16/17			
16/17 to 17/18			
17/18 to 18/19			
18/19 to 19/20			
19/20 to 20/21			

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2020-21	22.5%	24.3%	18.9%	53.2%	10.6%
2019-20	14.67%	28.00%	17.33%	40.00%	12.00%
2018-19	8.22%	35.62%	19.18%	36.99%	23.29%
2017-18	11.11%	26.98%	23.81%	38.10%	15.87%
2016-17	19.35%	27.42%	14.52%	38.71%	12.90%
2015-16	13.11%	22.95%	11.48%	52.46%	16.39%

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching

Demographics Strengths

Athletics and fine arts are excelling in our feeder pattern competition/cohort groups. Athletics is our largest participation blocks. Fine Arts does a great job of bringing in students and keeping them engaged. Communication has increased stakeholder awareness in relation to campus events which has increased community engagement.

Having teachers and staff members of diverse backgrounds affirms students cultural identities and enhances the learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Special Education students are underperforming when compared to other sub pops on campus. **Root Cause:** Some of our students are reading below grade level and our students are not reading on their own outside of class. rigor in classrooms needs to be higher for all students.

Problem Statement 2: Our English Language Learners are underperforming compared to other populations across campus. **Root Cause:** Lack of ESL strategies employed in classroom and assessments.

Problem Statement 3: Student attendance was below goal of 95%. **Root Cause:** The campus doesn't have a specific plan how to positively affect attendance.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

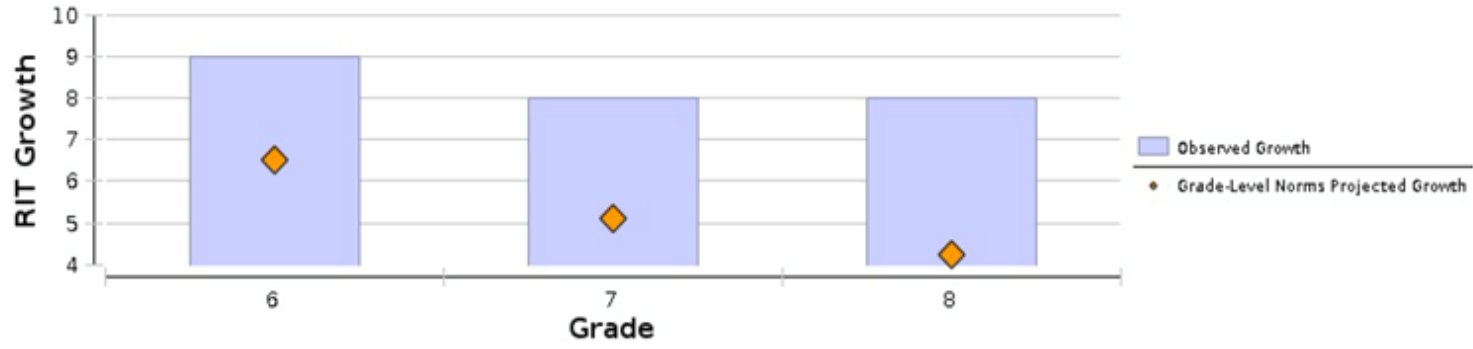
- Achievement Gaps
- SpEd students are continuing to underperform. SpED students are below district averages on STAAR results.
- All grade levels tested above district percentages in Reading while testing lower in Math on STAAR.
- Algebra 1 results on STAAR did not meet the target categories on the A-F system

2019	Approaches	Meets	Masters	2018 approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters
Math	69%	33%	10%	63%	27%	9%	Math	59%	24%	6%
Reading	51%	22%	9%	50%	19%	8%	Reading	36%	12%	4%
Writing	39%	14%	4%	44%	22%	6%	Writing	38%	16%	4%
Science	61%	26%	8%	66%	36%	13%	Science	48%	17%	4%
Social Studies	38%	9%	3%	28%	5%	2%	Social Studies	27%	5%	1%

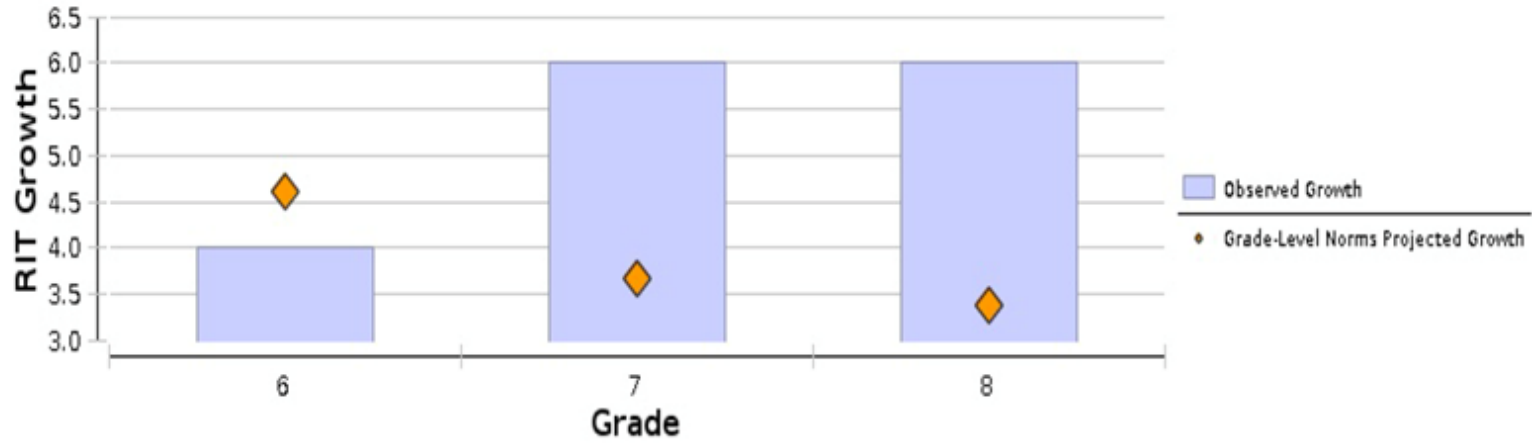
2021 STAAR	Approaches	Meets	Masters	2020 Spring Benchmark	Approaches	Meets	Masters	
Math	56	30	13	9%	Math	59%	24%	6%
Reading	43	18	7	8%	Reading	36%	12%	4%
Writing	41	10	1	6%	Writing	38%	16%	4%
Science	35	13	4	13%	Science	48%	17%	4%
Social Studies	23	5	1	2%	Social Studies	27%	5%	1%

Student Learning Strengths

Math: Math K-12



Language Arts: Reading



Student Academic Achievement Strengths

- 6th grade reading meets scores increased 2%
- 6th grade reading masters scores increased 1.4%
- 7th grade reading masters scores increased 2%
- 7th grade writing meets scores increased 4%
- 7th grade writing masters scores increased 1%
- MAP across all grades in Math and Reading show the school is growth in the 99th percentile compared to school across the country.
- Band, Choir and Orchestra achieved 1 rating for UIL

- Athletics won City Champions Football and Basketball

Tools and Intervention Strategies

- 6th and 7th grade were TTO for math to help close achievement gaps
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special Education students are under performing when compared to other sub populations on campus **Root Cause:** Students are reading below grade level

Problem Statement 2: Students did not meet the target categories on the A-F system. **Root Cause:** Lack of consistency in the classroom with synchronous and asynchronous learning for students to be successful

Problem Statement 3: The problem is the decrease in STAAR scores especially in 6th grade Reading. **Root Cause:** The cause is the decrease in time spend in reading skills in the lower grades. Some English Learners transition to English for the first time. COVID also created a greater gap in Reading. Transitions in 6th grade are new to student

Problem Statement 4: The problem is 6th grade Math Scores are low at 50% approaches. **Root Cause:** Transitions become something new in 6th grade. 75% of math TEKS are new to 6th grade level. COVID also created a bigger gap as the students did not finish 5th grade.

Problem Statement 5: 7th grade Reading scores were low at a 43% approaches **Root Cause:** Due to COVID attendance was an inconsistent and students loss instruction. One teacher in the grade level was out for a period of time.

Problem Statement 6: 7th grade Math scores were low at a 39% **Root Cause:** Due to COVID attendance was inconsistent and students lost instruction

Problem Statement 7: 8th Grade Social Studies fell from previous tested year **Root Cause:** The teachers did not plan with fidelity using district provided resources.

Problem Statement 8: 8th Grade science fell from previous tested year. **Root Cause:** The teachers did not plan with fidelity using district provided resources. Students also missed a lot of instruction from 7th grade due to COVID shut down.

Problem Statement 9: The 8th grade Reading scores did not show significant growth in STAAR.

School Processes & Programs

School Processes & Programs Summary

Intervention and Enrichment Programs

- Imagine Math
- AVID
- Reading intervention and growth program through Book Taco
- Targeted Intervention through daily advisory period 6th Grade
- Teen Leadership
- Social and Emotional Learning Framework (SEL)

Ensuring the needs are prioritized and analyzed

- Weekly data meeting to drive instruction
- Reports on progress through Imagine Math and Book Taco
- Reports on progress that drive remediation and content through Teach to One (TTO)
- Common planning periods for teachers to compare student gaps and plan RTI
- Leveled Literacy Intervention (LLI) for ELAR

Supporting Students and Teachers

- Campus Curriculum coaches attending PLCs, conducting coaching cycles with teachers and providing PD to teachers during PLC and faculty meetings
- Tutorials
- Administration participating in PLCs, conducting coaching cycles with teachers and providing PD to teachers as needed
- Differentiation and ESL Training
- Professional development in RELAY strategies throughout the year to enable teachers to improve on best practices in the classroom
- Continued PD on Get Better Faster strategies, Transcend, SEL Framework, CHAMPS/PBIS, Stemshopes PBL,

- District provides additional coaching and PD for new teachers through Odessa Pathway to Teaching (OPT)
- Teacher earn additional stipends based on student growth through the Teacher Incentive Allotment from House Bill 3 (HB 3), passed by the 86th Texas Legislature
- Opportunity Culture
- Blended learning through Transcend

School Processes & Programs Strengths

- Incorporating PLC time during the school day for teachers to co-plan and conduct Weekly Data Meetings to better identify learning gaps for students and plan reteach models to close those gaps
- Students read and conduct mini assessments for a 30 minute block using Book Taco program to help close reading gaps
- Teachers provide tutorials for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our ELL students are underperforming compared to other populations **Root Cause:** Lack of instructional strategies used across all classrooms to support ELL students

Problem Statement 2: Our Special Education students are underperforming compared to other populations **Root Cause:** We have a large population of Special Education students that are reading below grade level

Perceptions

Perceptions Summary

In the 2020-2021 school year, Wilson and Young implemented virtual learning in response to the pandemic. As students returned to campus for face-to-face learning, we transitioned to blended learning keeping the online component to meet the needs of our students.

We continued with the Teach to One program for 6th grade Math while also implementing designated days for specific TEKS.

We continued using CHAMPS in the classrooms which became more important as students returned to campus at different times. This helped strengthen the positive interactions between teachers and students as well as reinforced the routines/transitions in the classroom as well as building expectations.

MAP testing was implemented during the 2020-2021 school year at all grade levels to identify gaps in learning and the learning level of students. Using data from MAP scores, we developed lessons to address the needs of our students. We developed small groups to work with ELAR and Math teachers to address individual needs.

As students returned to campus, events in Fine Arts and Athletics resumed. Band and Choir attended competitions and received recognition for their performances. Our boys and girls athletic teams had much success. Our student council held events within the school to celebrate groups and recognize individual students with Art competitions, door decorating contests, and a Talent Show.

Priority Problem Statements

Addendums