Ector County Independent School District

Wilson & Young Middle School

2024-2025 Campus Improvement Plan

Table of Contents

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
2023-2024	65.8	4.5	72.6	18.4	.4	.9	2.2	10.6	75	14.8
2021-22	68.3	5.9	69.8	20.7	.34	.86	2.6	7.9	60.3	8.45
2020--21	50.9	6.4	72.8	18.4	.16	.95	.95	8.7	44.2	10.6
2019-20	64.7	4.7	61.2	32.0	.33	.90	0.6	8.7	40.3	8.2
2018-19	63.3	5.0	61.0	33.0	.26	1.04	1.0	8.3	40.0	6.5
2017-18	63.1	4.0	61.0	32.0	.28	.76	1.0	8.5	43.0	4.2
2016-17	64.2	3.8	60.9	33.3	.20	.69	0.6	7.6	42.8	4.3

Table 2 Enrollment

Year	6th -8th
2023	1178
2022	1158
2021	1277
2020	1161
2019	1116
2018	961
2017	932
2016	

Table 3 Special Programs

Year	Special Ed	ELL	At-Risk	GT	CTE
2022-2023	10.6	11.7			
2021-22	7.9	8.45	68.3	12.2	
2020-21	8.7	10.1	50.9	16.1	26.1
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. Campus attendance remains below the district average. However Wilson and Young had 1,139 parent contacts regarding attendance. That is 500 more contacts than the other middle school campuses.

Year	State	District	Campus	H	W	AA	Eco Dis	Special Ed	ELL
2023-2024		92	90.8						
2021-22		90.7	92.2	92	92.85	90.01	90.7	90.6	94.07
2020-21		92.57	91.4	93.04	92.07	92.23	94.7	94.9	92.5
2019-20	94.5	93.5	93.5	95.7	96.6	96.0	94.7	94.9	96.2
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
2023-2024	
2021-22	79
2020-21	71.0
2019-20	84.1

Year	Employees
2018-19	78.2
2017-18	79.4
2016-17	81.6

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	> 10 Years	W/Masters Degree
2023-2024	16.7%	33.8%	18%	15.3%	7%
2021-22	10.6 %	33.9%	22.5 %	19.2 %	6%
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.

Student growth in all sub-pops for ELAR specifically had large gains and were at the top of the district.

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 under performing 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 (Prioritized): Our English Language Learners are under performing compared to other populations across campus. **Root Cause:** Lack of ESL strategies employed in classroom and assessments.

Problem Statement 3 (Prioritized): 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
* Special education students are continue to under perform when compared with their peers. Special education students are below district averages on STAAR results.
* All grade levels tested above district percentages in Reading while testing lower in Math on STAAR.

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%

2022 STAAR	Approaches	Meets	Masters			
Math	50	17	5			
Reading	70	41	24			
Science	64	31	16			
Social Studies	32	9	5			

2023-2024 STAAR	22-23 Passing Rate	23-24 Passing Rate	23-24 Meets	23-24 Masters
6th RLA	74	67	39	15
6th Math	73	66	31	11
7th RLA	68	68	45	22
7th Math	57	59	36	11
8th RLA	85	73	43	18
8th Math	59	66	29	6
8th Science	65	62	31	7
8th Social Studies	40	25	4	1
Algebra I	98	99	90	61

Student Learning Strengths

Wilson and Young implemented MAP testing for the 2023-2024 school year.

Test:	Spring 2023 Mean RIT:	Spring 2024 Mean RIT:
6th Math	216.2	220.2
7th Math	222.4	225.6
8th Math	214.7	218.0
6th RLA	208.2	212.5
7th RLA	214.1	214.6
8th RLA	213.9	216.7
6th Science	208.6	209.4
7th Science	210.1	210.6

Test:	Spring 2023 Mean RIT:	Spring 2024 Mean RIT:
8th Science	209.6	215.0
Algebra		

Students showed multiple areas of RIT growth. 6th Grade math RIT growth met projected grade level norms. 8th grade science exceeded projected grade level norms.

 Student Academic Achievement Strengths on STAAR

- 7th Grade Math meets scores increased by 2% and masters by 3% from the 2022-2023 school year.
- MAP across all grades in Math and Reading had consistent RIT growth for the 2023-2024 school year.
- Band, Choir and Orchestra achieved 1 rating for UIL

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus growth on STAAR was 66% which includes math and reading content   **Root Cause:** Lack of consistent, rigorous instruction across core content

Problem Statement 2 (Prioritized): Math scores in all 3 grade levels are very low, especially in meets and masters, with only 9% measured at being on grade level.   **Root Cause:** Lack of strong foundation and lack of rigorous instructional practices in math.

Problem Statement 3: Special Education students are under performing when compared to other sub populations on campus   **Root Cause:** Students reading and math skills remain below grade level.

Problem Statement 4 (Prioritized): 7th grade Math scores were low at a 49%   **Root Cause:** Attendance problems as well as lack of coaching and rigorous instruction

Problem Statement 5 (Prioritized): 8th Grade Social Studies is low performing at 25% approaches which is below the district and state average.   **Root Cause:** The teachers did not plan with fidelity using district provided resources, lack of certified teachers in 8th grade Social Studies, also a lack of coaching within the 8th grade Social Studies team.

School Processes & Programs

School Processes & Programs Summary

Intervention and Enrichment Programs

- Sirius for Math

- AVID

- Reading/math intervention and growth program through embedded intervention period

- Teen Leadership

- Social and Emotional Learning Framework (SEL)

- I Ready for RLA and Math

-Sirius and Legends of Learning for Science

Ensuring the needs are prioritized and analyzed

- Weekly data meeting to drive instruction within test area PLCs

- Reports on progress through I Ready

- Reports on progress that drive instruction and intervention through NWEA/MAP BOY, MOY, and EOY

- Common planning periods for teachers to compare student gaps and plan MTSS in all tested subjects

- Leveled Literacy Intervention (LLI) for ELAR to enhance small group instruction

Supporting Students and Teachers

- Campus Curriculum coach and MCLs 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

- District provides additional coaching and PD for new teachers through Odessa Pathway to Teaching (OPT)

- Teachers 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 across RLA and Math contents

- Blended learning in RLA

-Fundamental 5 PD for all teachers and intensive training for all new to campus

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

- Embedded intervention during math/reading remedial periods

- Before/after school tutoring

-Saturday school tutoring during the Spring for identified students

-Opportunity Culture MCLs in 6th -8th math and RLA.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our ECO dis students are not performing well when compared to similar schools across the state **Root Cause:** Lack of consistent rigorous instruction in core content areas

Problem Statement 2 (Prioritized): Our ELL students are under performing compared to other populations **Root Cause:** Lack of instructional strategies used across all classrooms to support ELL students

Problem Statement 3 (Prioritized): Our Special Education students are under performing compared to other populations **Root Cause:** We have a large population of Special Education students that are reading below grade level

Perceptions

Perceptions Summary

Wilson and Young implemented a campus "Playbook. The playbook outlined processes and procedures for students as well as expectations for teacher and leader behavior. 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 for all transition times, breakfast, lunch, and dismissal times.

MAP testing was implemented during the year to measure student growth and achievement. MAP scores were utilized to drive small group instruction, tutoring, and intervention. MAP Spring 23 to Spring 24 show an increase in mean RIT across all tested contents and grade levels.

Band and Choir attended competitions and received recognition for their performances. Our boys and girls athletic teams competed across the district. National Junior Honors Society hosted multiple events on campus to build student connectedness.

Perceptions Strengths

Improvement in student growth due to MAP gains.

We continued with routines and procedures on campus which continued to improve student and staff culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although growth has been improving, the overall campus STAAR growth is at 66% and needs continued improvement.   **Root Cause:** Lack of consistent, rigorous instructional practices.

Priority Problem Statements

Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content
Root Cause 1: Lack of consistent, rigorous instruction across core content
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math scores in all 3 grade levels are very low, especially in meets and masters, with only 9% measured at being on grade level.
Root Cause 2: Lack of strong foundation and lack of rigorous instructional practices in math.
Problem Statement 2 Areas: Student Learning

Problem Statement 4: Our English Language Learners are under performing compared to other populations across campus.
Root Cause 4: Lack of ESL strategies employed in classroom and assessments.
Problem Statement 4 Areas: Demographics

Problem Statement 5: 7th grade Math scores were low at a 49%
Root Cause 5: Attendance problems as well as lack of coaching and rigorous instruction
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student attendance was below goal of 95%.
Root Cause 6: The campus doesn't have a specific plan how to positively affect attendance.
Problem Statement 6 Areas: Demographics

Problem Statement 7: 8th Grade Social Studies is low performing at 25% approaches which is below the district and state average.
Root Cause 7: The teachers did not plan with fidelity using district provided resources, lack of certified teachers in 8th grade Social Studies, also a lack of coaching within the 8th grade Social Studies team.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Our ECO dis students are not performing well when compared to similar schools across the state
Root Cause 8: Lack of consistent rigorous instruction in core content areas
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our ELL students are under performing compared to other populations

Root Cause 9: Lack of instructional strategies used across all classrooms to support ELL students

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Our Special Education students are under performing compared to other populations

Root Cause 10: We have a large population of Special Education students that are reading below grade level

Problem Statement 10 Areas: School Processes & Programs

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May of 2025, the percentage of students performing at the meets level on the Algebra I EOC will increase from 90% to 95% as measured by STAAR.

High Priority

Indicators of Success:
English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%

Evaluation Data Sources: Benchmark, SCA, STAAR, Students Surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Admin/Teachers/MCL **Title I:** 2.4 **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and MCL will utilize data (MAP, SCA, and informal assessments) to create individualized plans for students and provide intervention during class or before/after school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in meets/masters percentages on STAAR **Staff Responsible for Monitoring:** Teachers/Admin/MCL **Title I:** 2.4 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
Strategy 3: 8th grade Algebra students will receive additional tutoring and intervention through Sirius math and have access to tutoring before and after school. I-Ready assessments will provide a diagnostic path for each student based on their needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in STAAR meets/masters percentages **Staff Responsible for Monitoring:** Admin/MCL/teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content   **Root Cause**: Lack of consistent, rigorous instruction across core content

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May of 2025, the percentage of students performing at the meets level on the 6th-grade math STAAR will increase from 42% to 50% as measured by STAAR.

High Priority

Indicators of Success:
6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark/Interim Assessments, SCA, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase. **Staff Responsible for Monitoring:** Admin/Instructional coaches/Teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide intervention daily by targeting students who need intervention in growth and/or achievement. Daily intervention will take place through embedded time in the math lab, small group, and before or after school tutoring. I Ready will be utilized to path students and create small groups.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student growth and achievement and close academic gaps. **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One School- Improvement - $15,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers/tutors will utilize I Ready to provide individualized instruction based on student academic needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in growth and achievement in math	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Admin/teachers/MCL/IC **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

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

Student Learning
Problem Statement 2: Math scores in all 3 grade levels are very low, especially in meets and masters, with only 9% measured at being on grade level.   **Root Cause**: Lack of strong foundation and lack of rigorous instructional practices in math.

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May of 2025, the percentage of students performing at the meets level in 8th grade math will increase from 35% to 40% as measured by STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR, Student Surveys

Strategy 1 Details			Reviews	
Strategy 1: Teachers will use short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Teacher, MCL **Title I:** 2.4, 2.6				

Strategy 2 Details			Reviews	
Strategy 2: Teachers will utilize data to create individualized plans for students and provide intervention during math lab, during class or before/after school. Intervention will include small group, choice activities, and I Ready.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement, specifically with meets and masters percentages **Staff Responsible for Monitoring:** Administration, teachers **Title I:** 2.4, 2.6				

Strategy 3 Details			**Reviews**		
Strategy 3: MCL will collaborate with the 8th grade math team during PLC through DDI/Know and Show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Administrators, teachers, MCL **Title I:** 2.4, 2.6		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May of 2025, the percentage of students performing at the meets level in 8th grade RLA will increase from 43% to 50% as measured by STAAR.

High Priority

Indicators of Success:
8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: Texas Academic Performance Report (TAPR)
MAP growth, Benchmark, SCA, STAAR,

Strategy 1 Details	Reviews			
Strategy 1: Using I-Ready along with short-cycle assessments to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student achievement will increase, on MAP and STARR **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize I Ready and blended learning to provide individualized intervention before, during and/or after school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student achievement and growth **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: MCL will collaborate with the 8th grade ELAR team during PLC through DDI/know and show charts to plan and execute instruction in a rigorous manner. **Strategy's Expected Result/Impact:** Increase in student achievement, and better instruction in classrooms daily **Staff Responsible for Monitoring:** Administrators/MCL/teachers **Title I:** 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: By May of 2025, the percentage of 7th grade math students performing at the Meets level will increase from 36% to 50% meets as measured by the STAAR test.

    High Priority

    Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

    Evaluation Data Sources: STAAR, benchmarks, SCA, MAP data

Strategy 1 Details	Reviews			
Strategy 1: Teachers, with the help of admin, MCL and IC, will analyze data in PLC's in order to prioritize rigorous instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher levels of achievement on STAAR **Staff Responsible for Monitoring:** Administrators/instructional coach/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 3	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide intervention to targeted students during their additional math lab focused on remediation during the school day. Tutoring will be available before/after school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in achievement and growth **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide intervention utilizing I Ready/Sirius math to allow for individualized remediation and advancement. Small group instruction will also allow for individualized intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in achievement and growth due to rigorous resources during intervention **Staff Responsible for Monitoring:** Administrators/teachers/MCL **Title I:** 2.4 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 5 Problem Statements:

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

Student Learning
Problem Statement 2: Math scores in all 3 grade levels are very low, especially in meets and masters, with only 9% measured at being on grade level.   **Root Cause**: Lack of strong foundation and lack of rigorous instructional practices in math.

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: By May of 2025, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 50% by spring of 2025.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring following MOY Map will be provided before and after school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student growth on STAAR and MAP **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring Funds - Title One School- Improvement - $3,000				
Strategy 2 Details	Reviews			
Strategy 2: Implementation of small group instruction during Reading Lab and Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Higher percentage of students meeting growth on MAP **Staff Responsible for Monitoring:** Administrators/teachers/MCL/IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2, 3 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
Strategy 3: During daily PLC time grade level teams will analyze data after BOY and MOY MAP and create groups and individualized plans to target intervention during lab period, class time, and or before or after school tutoring. **Strategy's Expected Result/Impact:** Increase in percentage of students who meet growth projection. **Staff Responsible for Monitoring:** Administrators/Instructional coaches/teachers/MCL **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 2: Our English Language Learners are under performing 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
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content   **Root Cause**: Lack of consistent, rigorous instruction across core content

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: 7th grade ELAR will increase STAAR scores from 45% to 60% meets as measured by 2025 STAAR.

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmarks, SCA, MAP

Strategy 1 Details	Reviews			
Strategy 1: Teachers, with the help of MCL, IC, and administration will analyze data such as SCA's, MAP, I ready diagnostics PLC's in order to prioritize rigorous instruction daily and design small group intervention. **Strategy's Expected Result/Impact:** Increase in achievement on STAAR **Staff Responsible for Monitoring:** Teachers/Administrators/MCL **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide targeted intervention through blended learning and small group to students during RLA Reading Lab block. **Strategy's Expected Result/Impact:** Increase in student achievement and growth **Staff Responsible for Monitoring:** Teachers/Administrators **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			

Strategy 3: Teachers will utilize I Ready to create individualized paths for students, and design scripted lessons for small groups to provide individualized remediation and instruction.
 	
    Strategy's Expected Result/Impact: Increase in the rigor of student intervention by personalizing learning through diagnostic assessments.
    Staff Responsible for Monitoring: Administrators/Teachers
 	
    Title I:
    2.4, 2.6
    Problem Statements: School Processes & Programs 1, 2, 3
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: Our English Language Learners are under performing compared to other populations across campus.   **Root Cause**: Lack of ESL strategies employed in classroom and assessments.
Student Learning
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content   **Root Cause**: Lack of consistent, rigorous instruction across core content
School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 8: By May of 2025, the percentage of students performing at the meets level in science will increase from 31% to 41% Science meets scores as measured by STAAR .

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%

Evaluation Data Sources: STAAR, benchmark, SCA, MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers, with the help of admin, and IC, will analyze data and implement the DDI process in PLC's in order to prioritize rigorous instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in science achievement **Staff Responsible for Monitoring:** Administrators/teachers **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Science teachers, with the help of the IC, will analyze SCA and MAP data in order to create small group instruction based on student need and provide intervention accordingly within the class period, before or after school tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in percentages of science meets and masters students **Staff Responsible for Monitoring:** Teachers/instructional coach/Administrators **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** 3,000 - Title One School- Improvement	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Saturday day school study session during the Spring to target specific students in need of intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: close academic gaps and increase student performance on the Science STAAR	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, IC, and Administration **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 2 - School Processes & Programs 1, 3 **Funding Sources:** Tutoring - Title One Instructional Continuity - $1,500				

0% No Progress　　　100% Accomplished　　　➡️ Continue/Modify　　　❌ Discontinue

Performance Objective 8 Problem Statements:

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

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state　**Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations　**Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations　**Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 9: By May of 2025, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 25% to 45% as measured by STAAR.
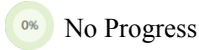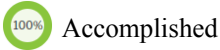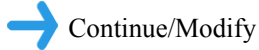
High Priority

Indicators of Success:
Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: STAAR, benchmark, SCA, STAAR interim

Strategy 1 Details	Reviews			
Strategy 1: Teachers, with the help of admin, department head, and IC, will analyze SCA data in PLC's in order to identify areas of re-teach and focus areas to guide instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement in social studies **Staff Responsible for Monitoring:** Department head/teachers/IC/administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5 - School Processes & Programs 1, 3	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Social studies teachers, with the help of the IC and department head will analyze SCAs, Unit Overviews, Frequently tested TEKS to enhance blended learning activities within the classroom .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Department head/IC/teachers/administrators **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 5	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Through support of Region 18, curriculum, IC, and Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: close academic gaps and increase student performance on the Social Studies STAAR **Staff Responsible for Monitoring:** Administration, Department Chair, and IC **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 5 - School Processes & Programs 1, 3 **Funding Sources:** Funding for Contracted Services with Region 18 - Title One School-wide - $40,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 9 Problem Statements:

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

Student Learning
Problem Statement 5: 8th Grade Social Studies is low performing at 25% approaches which is below the district and state average.   **Root Cause**: The teachers did not plan with fidelity using district provided resources, lack of certified teachers in 8th grade Social Studies, also a lack of coaching within the 8th grade Social Studies team.

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: By May of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 49% to 58%.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide intervention (small group and individualized) to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of small group instruction during Math Lab (remediation) and individualized instruction to provide targeted interventions and remediation based on data.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, grade level MCLs, and IC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize data tracking document to goal set and track progress towards RIT score. Students and teacher will analyze areas needed for remediation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in the percentage of students meeting or exceeding their RIT goal. **Staff Responsible for Monitoring:** Administration, MCL, and IC **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content   **Root Cause**: Lack of consistent, rigorous instruction across core content
School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: School connectedness panorama data will increase from 31% to 40%.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details			Reviews		
Strategy 1: Use fall Panorama survey data to target areas of intervention through our counseling team such as relationships, conflict resolution, and self worth.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Student connectedness will increase to 40%. **Staff Responsible for Monitoring:** Administrations, teachers, counselors, support staff		**Oct**	**Jan**	**Mar**	**May**
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3					
Strategy 2 Details			Reviews		
Strategy 2: Partnership between fine arts, athletics, and other organizations to ensure student involvement increases leading to school connectedness.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve school culture **Staff Responsible for Monitoring:** Administrators		**Oct**	**Jan**	**Mar**	**May**
Title I: 2.5 **Problem Statements:** Demographics 3					

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Each 6 weeks the counseling team will present to students through PE and athletics on topics such as bullying, character education, suicide prevention, substance abuse, and healthy relationships.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in student knowledge regarding bullying, healthy relationships, substance abuse, suicide prevention and create an increase in school connectedness. **Staff Responsible for Monitoring:** Administration, SAS, and Academic Counselors **Problem Statements:** Demographics 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Annual student attendance will increase from 90.8 in 2023- to 93% in 2024-2025.

High Priority

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Focus attendance data
Weekly Attendance and Drop Out Dashboard Data From Community Outreach Center (COC)
School status dashboard
Monthly attendance review with campus attendance committee

Strategy 1 Details	Reviews			

Strategy 1: Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance.
     Strategy's Expected Result/Impact: Increase in student attendance to 93% for the year.
     Staff Responsible for Monitoring: Administration/clerk/teachers
 	
     Title I:
     2.5
     Problem Statements: Demographics 3
	Formative			**Summative**

	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			

Strategy 2: Administration, office staff and counselors will complete parent contacts and attendance truancy contracts in order to improve daily attendance.
     Strategy's Expected Result/Impact: Increase attendance rate to 93%
     Staff Responsible for Monitoring: Administration, Attendance clerk, Teacher, Counselors
 	
     Title I:
     2.5
     Problem Statements: Demographics 3
	Formative			**Summative**

	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide incentives for students with perfect attendance over a six week period.	Formative			Summative
Strategy's Expected Result/Impact: Increase student attendance to 94.5%	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administration, Attendance clerk, Teacher **Title I:** 2.5 **Problem Statements:** Demographics 3				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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.

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Wilson & Young will increase the belief held by students that adults and peers in school care about their learning as well as about them as individuals by 43% as measured on Panorama.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Social and emotional lessons such as I Lead will be implemented during 2nd period 2 times per week for 30 minutes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student emotional well-being will improve and increase in relationships between students within their I Lead groups. **Staff Responsible for Monitoring:** Administration/teachers/counselors **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 3				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will be trained on the SEL curriculum of I Lead prior to the start of school to ensure familiarity to allow an increase of support for students with implementation and with their social-emotional health.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students' emotional needs will be better met through I Lead implementation and teacher guidance. **Staff Responsible for Monitoring:** Administrators/counselors/teachers **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Our SAS counselor will be pulling individual students and small groups for check-ins and counseling in order to better support student mental health.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Higher levels of support for student mental health **Staff Responsible for Monitoring:** Administrators/Counselor **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 4 Details	Reviews			
Strategy 4: Through support from Communities and Schools students who are in need of on campus mental health counseling, with parent permission, will be provided a licensed mental health professional on a bi-weekly or monthly basis based on need.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Provide an additional support for students struggling with mental health needs **Staff Responsible for Monitoring:** Administration, counselors, SAS, CIS coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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.

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: Wilson and Young Middle School will increase college and career readiness by creating opportunities for students to develop instructional routines and skills that support secondary academic success which leads to post-secondary and career readiness.

High Priority

Indicators of Success:
Postsecondary enrollment - % of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation - 2024 Goal: 65%

Evaluation Data Sources: AVID evidence, exit ticket data, student success and achievement

Strategy 1 Details		Reviews			
Strategy 1: Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence from all content area classrooms to maintain or improve current sustaining status.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be more prepared for high school and college through AVID skills. **Staff Responsible for Monitoring:** AVID site team, all teachers and administrators **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1, 2, 3					

Strategy 2 Details		Reviews			
Strategy 2: Wilson and Young students will utilize planners, note-taking strategies, high levels of questioning, and college research projects in order to prepare them for both high school and post-high school education.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will be better prepared for high school and college level classes. **Staff Responsible for Monitoring:** Teachers, AVID site team, Administrators **Title I:** 2.5 **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3					

Strategy 3 Details	Reviews			
Strategy 3: Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges. **Strategy's Expected Result/Impact:** Increase student interest in various colleges and careers and provide a feeder for our AVID 7 and 8 program. **Staff Responsible for Monitoring:** Administration and AVID coordinator **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3	Formative			Summative
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 4 Problem Statements:

Demographics
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.
School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Wilson & Young will recruit, develop and retain highly-effective individuals and will increase retention rate from 60.8 to 65% for the 2-24-2025 school year.

High Priority

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Wilson & Young will provide support through Opportunity Culture to all RLA and Math teachers using the Get Better Faster protocols such as SEE it Name It Do It.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To develop and retain highly-effective teachers **Staff Responsible for Monitoring:** Administration, MCL, MTRT, Instructional Coach **Title I:** 2.5 **Problem Statements:** Student Learning 1	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Wilson and Young will implement Fundamental 5 program on our campus this year to all teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be an improvement in teaching and learning throughout the campus. **Staff Responsible for Monitoring:** Administrators/Instructional coaches **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1, 5 - School Processes & Programs 1, 2, 3	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: All first year teachers will receive a teacher mentor to assist with support for the 2024-2025 school year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase support and connectedness for new teachers. **Staff Responsible for Monitoring:** Administration, Mentors		**Oct**	**Jan**	**Mar**	**May**
Problem Statements: Demographics 3 - School Processes & Programs 1, 2, 3					

0% **No Progress**　　　100% **Accomplished**　　　➡ **Continue/Modify**　　　❌ **Discontinue**

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Our English Language Learners are under performing 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
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content　**Root Cause**: Lack of consistent, rigorous instruction across core content
Problem Statement 5: 8th Grade Social Studies is low performing at 25% approaches which is below the district and state average.　**Root Cause**: The teachers did not plan with fidelity using district provided resources, lack of certified teachers in 8th grade Social Studies, also a lack of coaching within the 8th grade Social Studies team.

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state　**Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations　**Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations　**Root Cause**: We have a large population of Special Education students that are reading below grade level

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Disciplinary referrals will decrease by 10% from 1281 to 1151 for the 2024- 2025 school year.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Number of referrals worked, PEIMS reported offenses

Strategy 1 Details	Reviews			
Strategy 1: Classroom management training for all teachers with differentiation for new teachers and teachers with 2 or more years of experience.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase teacher efficacy of classroom management leading to an increase in student engagement and Tier I instruction. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 3				

Strategy 2 Details	Reviews			
Strategy 2: Each six weeks counseling team will provide training to all students on various topics such as bullying, character education, substance abuse, suicide prevention, and healthy relationships.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in student knowledge about mental health topics and provide supports for students that are struggling with coping and decision making. **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

Strategy 3 Details	Reviews			
Strategy 3: Monitoring of discipline data and reviews for intervention through campus discipline/safety committee.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Identifying areas of discipline that need intervention and build campus knowledge of discipline issues through committee participation **Staff Responsible for Monitoring:** Administration and Discipline Committee **Problem Statements:** Demographics 3 - School Processes & Programs 1, 2, 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 6 Problem Statements:

Demographics
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
Problem Statement 1: Campus growth on STAAR was 66% which includes math and reading content   **Root Cause**: Lack of consistent, rigorous instruction across core content

School Processes & Programs
Problem Statement 1: Our ECO dis students are not performing well when compared to similar schools across the state   **Root Cause**: Lack of consistent rigorous instruction in core content areas
Problem Statement 2: Our ELL students are under performing compared to other populations   **Root Cause**: Lack of instructional strategies used across all classrooms to support ELL students
Problem Statement 3: Our Special Education students are under performing compared to other populations   **Root Cause**: We have a large population of Special Education students that are reading below grade level

Campus Funding Summary

			Title One Instructional Continuity		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	3	Tutoring		$1,500.00
				Sub-Total	$1,500.00
			Title One School- Improvement		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Tutoring		$15,000.00
1	5	2	Tutoring Funds		$3,000.00
1	6	1	Tutoring Funds		$3,000.00
1	8	2	3,000		$0.00
				Sub-Total	$21,000.00
			Title One School-wide		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	3	Funding for Contracted Services with Region 18		$40,000.00
				Sub-Total	$40,000.00