

**Ector County Independent School District**  
**Wilson & Young Middle School**  
**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

School Year	Eco Dis Students	Total Enrollment	% Economically Disadvantaged
2020–2021	550	1,245	44.18%
2021–2022	743	1,250	59.44%
2022–2023	694	1,245	55.74%
2023–2024	896	1,193	75.10%
2024–2025	855	1,277	70.00%

Economically Disadvantaged had a slight decrease for the 2024-2025 school year. Significantly higher than 2020-2021

### Wilson & Young Middle School – Fall English Learner (EL) Population Comparison (2020–2025)

School Year	EL Population	Total Enrollment	% EL Students
2020–2021	121	1,245	10%
2021–2022	139	1,250	11%
2022–2023	146	1,245	12%
2023–2024	177	1,193	15%
2024–2025	207	1,227	17%

Steady increase in EL enrollment. Student enrollment remains steady. Increase is a reflection of growing EL population

### Wilson and Young SPED 5-Year Growth Comparison

School Year	SPED Population	Total Population	% SPED
2020–2021	112	1,245	9.0%
2021–2022	117	1,250	9.0%
2022–2023	133	1,245	10.7%
2023–2024	130	1,193	10.9%
2024–2025	151	1,227	12.3%

SPED population has increased 35% over the last 5 years, and is increasing more than enrollment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Special education students are performing below grade level (meets) in comparison to their peers in Math (6-8) and RLA (6-8) as measured by the 2025 STAAR.

**Root Cause:** Some general and special education teachers may lack training in differentiation, scaffolding, and evidence-based SPED strategies.

# Student Achievement

## Student Achievement Summary

Student Academic Achievement Summary:

- Achievement Gaps continue for sub-populations of SPED, EB, and MV.
- Special education students continue to under perform. Special education students are below district averages on STAAR results across all content areas.
- EB students continue to perform below their peers in the performance levels of meets and masters
- RLA continued score above district average in the performance level of approaches.
- 7th grade math had the largest decline in the performance level of approaches with 27% decrease.
- 8th grade math had a large increase.

## Student Achievement Strengths

Reading		2023	2024	Meets2024	Masters 2024	2025	Meets 2025	Masters 2025
6th	1st	74	67	16.4	4.76	75	51	23%
7th	2nd	68	68	45	22	66	39	14%
8th	2nd	85	73	43	18	78	50	25%
<b>Average</b>	<b>1st tie</b>							
Math		2023	2024	Meets2024	Masters 2024	2025	Meets 2025	Masters 2025
6th	2nd	73	66	31.27	10.67	70	27	7%
7th	2nd	57	59	35.09	10.9	32	9	0%
8th	1st	59	66	28.57	5.78	79	53	16%
<b>Average</b>	<b>2nd tie</b>							

Reading		2023	2024	Meets2024	Masters 2024	2025	Meets 2025	Masters 2025
Alg 1	2nd tie		99	90	61	99	98	81
SocSt	1st	41	25	3.64	1.04	43	16	7
Sci	2nd	65	62	30	7.31	68	39	13

Strengths: 6th RLA grew 35% in the performance level of meets and 12% in masters. 8th RLA grew 7% in the performance level of meets and 7% in the performance level of masters.

6th Math grew 4% in the performance level of approaches.

8th Math grew 13% in the performance level of approaches, 24% in the performance level of meets, and 10% masters.

Algebra had 98% of students scoring in the meets, and 81% of students scoring masters which is 20% increase from the previous year.

8th Grade Science grew 6% in approaches, 9% in meets performance level and 6% in masters.

8th Grade Social Studies increased their approaches performance 18%, meets increased 12%, and masters 6%.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** In the 2024-2025 STAAR assessments, students in key sub-populations--including Special Education, English Learners, and Economically Disadvantaged students--consistently performed below their grade-level peers across core tested areas. Specifically, these groups demonstrated significantly lower percentages of students reaching the Meets and Masters performance levels in Reading Language Arts and Math

**Root Cause:** Tier 2 and Tier 3 instruction lacks consistency, targeted differentiation, and progress monitoring systems necessary to meet the diverse academic needs of SPED, EB, and Economically Disadvantaged students.

# School Culture and Climate

## School Culture and Climate Summary

Panorama data from spring 2025, indicates 82 % of students expressed they had positive relationships on campus. This can be attributed to the school focus on school connectedness, the number of students involved in extra curricular activities, teachers building positive relationships with students.

Athletics, Fine Arts, and Band positively contribute to student involvement and accountability regarding grades, attendance, and campus connectedness.

Athletics, Fine Arts, and Band also have increased parent engagement through booster clubs and volunteer opportunities. In addition, Family Engagement nights 2 in the fall, and a TELPAS night in the spring to allow for parents and families to engage with teachers, staff, and administration.

Wilson and Young offers multiple positive behavior rewards such staff/student basketball games, school dances, field day, MAP growth incentives such as free dress, weekly perfect attendance incentives, and rewards for behavior.

School climate has been negatively impacted by a lack of certified administrators for the 2024-2025 school year. This led to staff feeling less supported particularly in the area of student discipline and classroom coaching. Current administration implemented a play book to increase communication with staff regarding expectations and procedures, and building a culture of feedback and coaching.

## School Culture and Climate Strengths

Wilson and Young band program has over 200 students scheduled into band for the 2025-2026 school year. Our pre-athletic and athletic for both boys and girls has a large percentage of students participating. Students are also invited to participate in choir, orchestra, art club, dance team, cheer-leading, and can qualify for NJHS based on behavior and grades.

The spring 2024 panorama data indicates 82% of our students feel they build strong relationships with faculty and other students. This is a 5% increase over the 2024 school year.

Student academic achievements are highlighted and celebrated each 6 weeks with a reward, as well as MAP incentives such as free dress, and celebrations. Perfect Attendance is celebrated weekly, each 9 weeks, and culminates at the end of the year.

Campus will continue implementation of campus committees: attendance, Morale/Belonging, School Connectedness, Campus Improvement, MTSS, Behavior.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** As measured by the most recent Panorama staff survey, faculty and staff reported a 3% decline in satisfaction with the quality and frequency of feedback and coaching compared to the previous year.

**Root Cause:** The 3% decline in staff perception of coaching and feedback is primarily due to a shortage of certified administrators available to provide consistent instructional support, an increase in student discipline incidents that has shifted leadership focus toward behavior management.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Wilson and Young retained 49% of teaching staff from the 2024-2025 school year. The loss of staff impacted ELAR, Math, Social Studies, and PE. Many of the vacated positions have been filled through the District of Innovation plan.

Annual teacher retention and recruitment for the district is boosted due to the average teacher's salary leading the region at 61,000.

Wilson and Young has strong Opportunity Culture teams in both reading and math which led to student scores above district average in multiple areas.

Over 50% of teachers have less than 5 years of experience, causing inconsistencies with tier 1 instruction.

Over 65% of math teachers have less than 10 years experience, and 46% of ELAR teachers have less than 10 years experience.

Lack of certified administrators has led to teachers feeling less supported both academically and in the areas of behavior. This led to an increase in teacher's leaving the campus.

Staff retention decreased from 61% during the 2023-2024 school year to 56% for the 2024-2025 school year.

### Staff Quality, Recruitment, and Retention Strengths

Opportunity culture teams in both ELAR and math allow for strong coaching and intentional PLC time every day utilizing the district strategic PLC process, instructional frameworks analysis, and data analysis.

For the 2024-2025 16 Wilson and Young teachers received a designation through the Teachers Incentive Allotment.

Strong school culture has led to many teachers taking pride in the campus by leading clubs, organizations, and organizing school pride activities such as establishing National Honor's Society.

Spring panorama data indicates 70% of teachers feel they belong on campus 12% increase from the previous year. School climate increased 12% amongst teachers and staff from the previous year, with a 19% increase in teachers feeling their school campus can improve.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher retention at the campus declined by 6% for the 2024-2025 school year, dropping to 56%.

**Root Cause:** The 6% decrease in teacher retention is attributed to a lack of certified teachers and administrators, which has resulted in increased workload, limited access to high-quality instructional leadership, and inconsistent coaching and feedback

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Campus has implemented PLCs in all tested areas. PLCs will be implemented in 6th & 7th SS and Science to allow for increased planning and academic alignment. This will also provide opportunities for modeling and increased lesson internalization. Campus focus on student engagement activities. Professional Development at start of year for student engagement with continued walkthroughs of student engagement and evidence of lesson preparation with engagement activities listed for the 2025-2026 school year.

Campus will align with district strategic PLC process, checkpoints, and instructional frameworks.

## Curriculum, Instruction, and Assessment Strengths

Instructional support through MCL's and Instructional coaching in RLA and Math.

PLC's were implemented with fidelity and supported by MCLs and lead teachers in all tested areas.

Student data tracking was implemented. Students monitored their goals and progress towards goals.

Staff and students have positive relationships which leads to an increase in student performance and participation.

Extra curricular activities positively contribute to the school environment by monitoring student performance in academics.

Positive incentives were implemented to encourage students to perform academically each six weeks and weekly perfect attendance incentives.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** A high percentage of teachers hired through the DOI plan has impacted instruction.

**Root Cause:** The high number of inexperienced teachers on campus has resulted in inconsistent delivery of Tier 1 instruction and a lack of instructional rigor.

# Family and Community Engagement

## Family and Community Engagement Summary

Wilson and Young is working to increase parent and community involvement through events such as Parent Orientation prior to the start of school, Open House, performances through Fine Arts, and booster club participation. Avenues used to increase parent and community involvement include booster club participation through organizations such as band, orchestra, dance and athletics.

Wilson and Young utilized Focus Communication to send school wide and individual messages to parents. Social media such as Facebook featured important information as well as celebrations, the school marquee will be utilized to announce upcoming events. Parent engagement nights for Title I hosted nearly 300 families, and school hosted TELPAS night to inform EB parents about Telpas and the importance of testing.

Community support of Wilson and Young has increased through organizations such as The Wesley Community Group and West Texas Cowboy Church.

## Family and Community Engagement Strengths

Strong parent engagement in extracurricular booster clubs is evident through parent attendance and volunteering at Wilson and Young.

Community support of Wilson and Young through aesthetic donations, clothing, volunteering, and the completion of our outdoor learning classroom.

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Parental involvement does not include all parents at Wilson and Young.

**Root Cause:** Daily communication between classroom teachers and parents is not happening regularly. Positive contacts with parents are not happening across all grade levels and contents.

# School Organization

## School Organization Summary

Wilson and Young is working to increase parent and community involvement events such as Open House, engagement nights, and school hosted parent meetings. Intentional efforts to increase parent communication will include the utilization of district communication through Focus, social media, and teacher to parent communication.

Extracurricular activities and events increase parent participation and student involvement. Parent engagement nights are hosted in the Fall and Spring.

National Junior Honors Society hosts a pancake breakfast for Wilson and Young families and neighboring communities.

## School Organization Strengths

Strong extracurriculars in athletics, band, art club, dance team, and awards allows for student and parent connectedness which enhances our feeder high school participation.

National Junior Honor Society was re-established in the 2022- 2023 school year. NJHS hosts multiple school events such as dances, community breakfast, and induction ceremony.

AVID incorporates mentorship, encourages college awareness, and student accountability. For the 2025-2026 school year Wilson and Young will offer College and Career Exploration to 6th graders to build College Awareness and promote CCMR as well as 7th and 8th grade AVID.

Communities and Schools and Wilson and Young work in partnership to provide basic needs resources such as food and clothing to students and families.

## Problem Statements Identifying School Organization Needs

**Problem Statement 1:** School connectedness data remains low per the panorama survey.

**Root Cause:** Students indicate a lack of engagement in class and a lack understanding by the adults in the school.

# Technology

## Technology Summary

Wilson and Young is a one to one campus. 6th and 7th grade classrooms will be equipped with a computer on wheels to allow students to check out devices and return devices during instructional time. Wilson and Young will be using Chromebooks to implement blended learning strategies this year in conjunction with the ECISD Blended Learning Coordinator with a focus on RLA.

All classrooms at Wilson and Young have a Promethean board. Mobile Promethean boards are also available for teachers that float due to lack of space.

Teachers utilize the district platform of schoology to enhance instruction.

Teachers have access to a digital learning specialist once a week during their PLC time.

Portables lack consistent wifi impacting student accessibility to technology.

## Technology Strengths

Teachers will be trained on the use of Schoology and the use of it for instruction.

Blended learning is present in science, social studies, math, and RLA teams leading to an increase in individualized and small group instruction. RLA teams will receive additional coaching in regards to Blended Learning.

Chromebooks are available to every student at Wilson and Young when on campus.

Digital Learning specialist is available to support teacher technology needs and questions for all faculty.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Due to portables, not all students have access to reliable wifi throughout the school day which impacts instruction.

**Root Cause:** Portables lack consistent wifi access.

# Priority Problem Statements

# Board Goals



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

**Performance Objective 1:** By May of 2026, the percentage of students achieving or exceeding their reading RIT goal will increase from 42% to 52% by spring of 2026.


**Indicators of Success:**


Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Gr. 6 Reading - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 8 Reading - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 44%

**Evaluation Data Sources:** BOY to EOY MAP Testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth on EOY MAP and STAAR performance level growth</p> <p><b>Staff Responsible for Monitoring:</b> RLA MCLS and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of small group instruction during RLA block (6th and 7th) 8th grade Reading Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students reaching reading RIT goal.</p> <p><b>Staff Responsible for Monitoring:</b> RLA teachers, RLA MCLS, and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







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

**Performance Objective 2:** By May of 2025, the percentage of students achieving or exceeding their math RIT goal will increase from 55% to 58%.

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** BOY and EOY MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students achieving RIT Goal</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Math MCLs, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of small group instruction during math block (6th and 7th) 8th grade Math Lab with Tier 2 and 3 intervention based on student gaps and opportunities to provide reteach when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> strengthen Tier 2 and 3 interventions and lead to increase in number of students achieving their RIT goal.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Assistant Principal, MCLs, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



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

**Performance Objective 3:** By May of 2026, the percentage of students performing at the masters level on the Algebra I EOC will increase from 91% to 95% as measured by STAAR.


**Indicators of Success:**


English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%, Algebra I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 30%

**Evaluation Data Sources:** 2026 STAAR EOC Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use district checkpoints to assess student's achievement level and track growth as they work towards meeting masters performance objective. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly with reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase masters from 91% to 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Algebra I teacher, Assistant Principal. Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 8th grade Algebra students will receive additional tutoring and intervention through IXL math and have access to tutoring before and after school. MAP assessments will create an individualized pathway in IXL to remediate and enrich based on each individual students learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in % of students performing at masters level on STAAR Algebra I EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Algebra Teacher, Assistant Principal, Principal.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







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

**Performance Objective 4:** By May of 2026, the percentage of students performing at the meets level on the math STAAR will increase from 30% to 45% as measured by STAAR.

**Indicators of Success:**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 7th grade math teachers will track district checkpoint data as well as STAAR interim data to assess student's achievement level and track growth as they work towards meeting this performance objective. Teacher's will use PLCs to disaggregate data to further assess mastery and needs for reteach. Reteach plans such as spiral reviews, do now's, and exit tickets.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in 7th grade meets performance level as measured by the 2026 STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> 7th Grade MCL, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will provide TIER II and TIER III instruction based on data during Math Block (6th and 7th) and math lab (8th) Intervention will include small group, individualized lessons in IXL, and stations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of 7th grade math students performing at the meets level to 20%.</p> <p><b>Staff Responsible for Monitoring:</b> 7th Grade math MCL, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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

**Performance Objective 5:** By May of 2026, the percentage of RLA students performing at the meets level will increase from 47% to 55%.

**Indicators of Success:**

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

**Evaluation Data Sources:** District Checkpoints, STAAR interim, and STAAR 2026

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using I-Ready data, BOY MAP data, and district checkpoint assessments teachers will track student mastery of TEKS. Teacher's will use PLCs to disaggregate data to further assess students learning level and adjust lessons accordingly through small group and reteach. (6th and 7th during Tier II and Tier III intervention during block, 8th grade lab)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in % of students performing at the meets level on STAAR 2026</p> <p><b>Staff Responsible for Monitoring:</b> 7th Grade RLA MCL, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RLA teachers will utilize blended learning to provide increased individualized intervention , student choice, and student data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and mastery of material which will increase 5% of 7th grade students performing meets performance level on the 2026 STAAR</p> <p><b>Staff Responsible for Monitoring:</b> RLA MCLs and Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







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

**Performance Objective 6:** By May of 2026, the percentage of 8th grade students performing meets level on Science will increase from 39% to 45%.

**Indicators of Success:**

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

**Evaluation Data Sources:** STAAR interim and STAAR 2026 Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student data tracking of performance on BOY MAP, district checkpoints, and STAAR interim data.  <b>Strategy's Expected Result/Impact:</b> Increase in student knowledge of performance and increase targeted Tier II and III instruction to increase % of meets level student performance  <b>Staff Responsible for Monitoring:</b> 8th Grade Science PLC, Assistant Principal, Principal   <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Through support of Region 18, curriculum, Department head, implement PLC process, observations within classrooms, and coaching sessions to improve curriculum and teacher content knowledge of Science TEKS/standards.  <b>Strategy's Expected Result/Impact:</b> increase teacher efficiency and content knowledge leading to growth in the area of MEETS as measured by the STAAR  <b>Staff Responsible for Monitoring:</b> 8th Grade Science, Assistant Principal, Principal   <b>Title I:</b>                      2.51                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> PLC and Classroom Coaching - Title Two Professional Development - \$30,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


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




**Performance Objective 7:** By May of 2026, the percentage of students performing at the approaches level in 8th grade Social Studies will increase from 43% to 62% as measured by STAAR.





**Indicators of Success:**

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

**Evaluation Data Sources:** District Checkpoints, STAAR interim, STAAR

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

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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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







**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

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

**Indicators of Success:**

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilson and Young AVID site team will meet monthly and will communicate AVID goals to teams and teachers, and will collect AVID evidence of the implementation of WICOR from all content area classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve rigor and depth of knowledge across content and grade levels</p> <p><b>Staff Responsible for Monitoring:</b> AVID coordinator, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Wilson and Young will offer a 6th grade College and Career Exploration course to introduce students to various careers and colleges.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students entering AVID pathway.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 2:** By May of 2026, student attendance will increase from 92.7% to 94%.

**Indicators of Success:**

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

**Evaluation Data Sources:** Attendance rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance taken daily, timely, and consistently. Attendance clerk making daily notifications for teachers to take attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate ADA period attendance daily</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerks, AP's, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Office staff, teachers, and counselors will complete parent contacts for 2nd period in eduphoria. Assistant Principals and Social Worker will complete attendance truancy contracts in order to improve daily attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in % of students attending school</p> <p><b>Staff Responsible for Monitoring:</b> Attendance clerks, AP's, Principals, Social Worker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				







**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 3:** By May of 2026, decrease the number of discipline referrals from 1523 to 1250.

**Indicators of Success:**

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







**Evaluation Data Sources:** Discipline data reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of consistent signage utilizing Safe, Respectful, Responsible in all common areas and classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in referrals from common areas (RR, Hallway, Cafeteria) due to clearly defined expectations</p> <p><b>Staff Responsible for Monitoring:</b> AP, Principal, Discipline Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of social contracts and temperature checks in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student buy in to classroom processes and procedures. Increase in student feeling of belonging</p> <p><b>Staff Responsible for Monitoring:</b> AP's and Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Board Goal 4: Classroom Excellence**

**Performance Objective 1:** Wilson and Young will increase the teacher retention rate from 55.6% to 63% by May of 2026.







**Evaluation Data Sources:** Staff retention rate for the 2025-2026 school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All new to campus classroom teachers (DOI, certified, and IF) will be assigned a high performing experienced teacher mentor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in new to campus teachers feeling supported and advocate on campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assigned Mentors</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The percentage of teacher/staff feeling they receive applicable/relevant coaching and feedback will improve from 47% to 62% as measured by the panorama survey by May of 2026. Opportunity Culture will provide coaching in RLA and Math through the PLC process, in classroom coaching, modeling, and timely feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth Increase in teacher/staff retention</p> <p><b>Staff Responsible for Monitoring:</b> AP's, Principal, MCLs. IC</p> <p><b>Title I:</b> 2.51</p> <p><b>Funding Sources:</b> 2 MCL I, 3 MCL II, 1 TRT - Title One School- Improvement - \$89,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 4:** Classroom Excellence

**Performance Objective 2:** Wilson and Young Middle School will implement targeted instructional strategies aimed at increasing student engagement, with the goal of raising the percentage of students who report feeling engaged from 20% to 35% by May 2026




**Evaluation Data Sources:** Student engagement walkthroughs, Panorama Data, STAAR 2026 scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilson and Young will train teachers/staff and implement student engagement strategies across all contents and grade levels as measured by engagement walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement Increase student growth on MAP and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> AP's, Principal, DC's, MCLs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Some Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Wilson and Young will continue implementation of Blended Learning in all RLA classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement Increase in student voice and choice</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Department Chair of RLA, RLA MCLs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Board Goal 5:** Culture of Excellence


**Performance Objective 1:** Wilson and Young school connectedness indicator will increase from 32% to 40% by May 2026 as measured by Panorama.

**Evaluation Data Sources:** Panorama Student Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Wilson and Young will offer multiple opportunities for students and families to engage with the campus through Family Engagement, Open House, TELPAS parent night, and extra-curricular events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student and family connectedness to the campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APS, Title I coordinator</p> <p><b>Title I:</b> 2.51</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Wilson and Young will offer multiple opportunities for students to engage in extracurricular activities to increase school connectedness. (athletics, fine arts, NJHS, E Sports)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase % of students feeling connected to the campus through their areas of interest</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Coaches, Sponsors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 <p>Some Progress</p>			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communities and Schools will increase campus support of identified students (at risk for dropout, eco dis students, and students in need of mental health support) through wrap around services such as academic tracking, uniform and food assistance, and parent liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school support for at risk, eco dis, and struggling students</p> <p><b>Staff Responsible for Monitoring:</b> CIS partner, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 <p>Some Progress</p>			

 No Progress

 Accomplished







 Continue/Modify

 Discontinue

**Board Goal 5: Culture of Excellence**

**Performance Objective 2:** By May 2026, Wilson and Young Middle School will increase the percentage of students who report experiencing rigorous academic expectations in their classrooms from 53% to 60%, as measured by the Panorama Student Survey.

**Evaluation Data Sources:** Panorama Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All core content (Math, RLA, Science, Social Studies) will engage in PLCs daily with a weekly action item per the district PLC guide. PLCs will engage in unpacking standards, data analysis, planning for reteach.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in high quality instruction with an emphasis on student engagement and rigorous instruction</p> <p><b>Staff Responsible for Monitoring:</b> AP's, MCLs, DC's, Principal, IC</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Wilson and Young will prioritize strong instruction within RLA and Math in 6th and 7th grade through block. Block scheduling will provide Tier I whole group with daily intervention/enrichment time. All 8th graders that did not pass STAAR will be scheduled in a Tier II and Tier III intervention lab based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth in meets on RLA and Math (6th and 7th grade)</p> <p><b>Staff Responsible for Monitoring:</b> AP, MCLS, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# RDA Strategies

Board Goal	Objective	Strategy	Description
1	7	1	Social studies teachers, with the help of the IC and department head will analyze district checkpoint data. The instructional frameworks, frequently tested TEKS, and standards analysis to ensure lesson alignment and reteach are consistent.

# Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim.
1	2	1	Teachers will provide intervention to students through analyzing growth data and targeting students who are not on track to meet their one-year growth target. Targeted tutoring will be based previous year's STAAR Quintile, BOY MAP, Checkpoint Data, and STAAR Interim.

# Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	2 MCL I, 3 MCL II, 1 TRT		\$89,000.00
<b>Sub-Total</b>					<b>\$89,000.00</b>
Title Two Professional Development					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	PLC and Classroom Coaching		\$30,000.00
1	7	2	PLC and Classroom Coaching		\$30,000.00
<b>Sub-Total</b>					<b>\$60,000.00</b>