



Plano Independent School District Campus Improvement Plan

Wilson Middle School

1001 Custer Road

Plano, TX 75075

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Build the relationship - Bridge the gap!

Campus Information

Administration Team

Principal, Mark Letterer

Principal, Keith Evetts

Assistant Principal, TaGwunda Smith

About Us

Achievements

U.S. Department of Education Blue Ribbon School award; Texas Successful Schools award; Plano ISD Education Foundation Grants to Educators winners; Regional Mock Trial (first and second place); Whiz Quiz - first place district (seventh-grade); UIL Sweepstakes award: band, orchestra and choir; Plano Teacher of the Year (1992, 2001, 2015); Plano Beginning Teacher of the Year (1994, 2000); Perot award for Excellence in Teaching (1993-95, 2003); Teacher of the Year Finalist (1998-99, 2003, 2006, 2016); Texas Monthly "Just For the Kids" Honor Roll School (2001-02, 2004-05); district awards for Teacher Excellence (2009); Meadows Foundation Grant (2008-09); Outstanding Secondary PTA of the Year (2009); Environmental Community awards; Outstanding Secondary Environmental Awareness group; Outstanding Campus Beautification award; School Recycling Incentive award - second place (2008); Destination Imagination forth place Global competition (2010); Destination Imagination first place global competition (2011); and WFAA Project Green award (2014).

Campus Programs

Student Council; Yearbook; National Junior Honor Society; HOPE (Helping Other Peers Excel); Spanish Club; KEYSS; Journey; Whiz Quiz; Tournament Prep; President's Education awards program; Parent Connection program; AP Spanish for native speakers; Advancement Via Individual Determination (AVID); and Gateway to Technology.

History of Wilson

Wilson is named after "Miss Ammie" Wilson (1880-1972), whose Plano farm is now a historical museum. Wilson, a socialite, was nearly blinded by cataracts and lost her only child while still young. This prompted her to turn her interests towards raising livestock, which she soon became well-known for in shows; she also became a member of the Purebred Sheep Breeder Association of Texas.

Wilson Middle school opened in 1970 as an elementary school housing students from first through the eighth grades, though it was later changed to a middle school.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/11/2018 03:45 pm

Meeting 2: Progress monitoring and review of strategic plan -

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals -

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Susan McNamara, English Department Chair	Faculty Member	2016-2017	X	X	X
Michelle Baudoin, Math Department Chair	Faculty Member	2018-2019	X	X	X
Shannon Bruce, Science Department Chair	Faculty Member	2014-2015	X	X	X
Elena Jones-Cain, History Department Chair	Faculty Member	2009-2010	X	X	X
Todd Harrell, Athletic Director	Faculty Member	2011-2012		X	X
Jackie Ruthrauff, SPED Team Leader	Faculty Member, Special Ed	2017-2018	X		
Mark Letterer	Principal	2018-2019	X	X	X
Jennifer Ramby, District Reading Instructional Specialist	District Professional	2016-2017	X	X	X
Valerie Weadock, Campus Instructional Coach	Campus Professional, Non-teaching	2016-2017	X	X	X
Tina Wunker, Office Manager	Support Staff Member	2018-2019	X	X	X
TBD	Parent-Selected by PTA				
Johnette Alter, Wilson PTA President	Parent-Selected by Principal	2018-2019	X	X	X
Betsy Davis	Parent	2017-2018			
Yamaceta Thompson	Parent	2018-2019	X	X	
Stephanie Butler	Parent	2018-2019	X	X	X
Laura Thomason	Parent	2018-2019	X	X	X
Matt Arend, Sigler ES Principal	Community Member	2018-2019		X	
Dinah Porchia	Community Member	2017-2018		X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kaci Lahpor	Business Representative	2017-2018		X	X
Eric Williamson	Business Representative	2018-2019	X	X	X
Cynthia Wilcox, Counselor Team Lead	Faculty Member	2018-2019	X	X	X
TaGwunda Smith, Assistant Principal	Faculty Member	2011-2012	X	X	X
Keith Evetts, Assistant Principal/SBIC Facilitator	Faculty Member	2006-2007	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$145,100.00	Total Funding for 2 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$17,248.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2,121.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	High degree of diversity and cultural exposure among our student body.	Target intervention for ELLs and education continuing education for students on acceptance of differences.	Data-driven instruction and intervention to drive student performance. Collaborative student learning experiences that are also data-driven.
Student Achievement	<p>Student Reading and Math performance increases at dramatic rates as students continue at Wilson through 7th and 8th grades.</p> <p>While learning gaps exist, students in SpEd, ESL and Economically Disadvantaged categories show growth overall in all subject areas.</p>	<p>Mastery level achievement on STAAR is lower for all reporting categories when compared with the White student category.</p> <p>Students identified as non-Economically Disadvantaged had larger performance gaps when compared with the District average for Math and Reading.</p> <p>Students in 6th grade are generally demonstrating limited growth when compared with students in 7th & 8th grades.</p> <p>Students in the SpEd and EL reading classes are not passing STAAR at desired rates.</p>	<p>When compared with the District, students identified as non-Economically Disadvantaged had larger performance gaps than students who are Economically Disadvantaged.</p> <p>Mastery level achievement is lower for reporting categories when compared with White students in all subjects except Algebra I.</p> <p>Students in 6th grade are generally demonstrating limited growth when compared with students in 7th & 8th grades on STAAR and MAP.</p>
School Culture and Climate	Most staff and students feel well prepared for emergencies.	Standard Response Protocol needs to be continually taught and retaught throughout the school year due to student absences, new student	Continued focus to reduce student tardies and absences.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>School is orderly and students have ability to report incidents in person or anonymously.</p> <p>School uses websites and social networking to involve parents, students and community.</p>	<p>enrollments, and general refreshers about safety and security.</p> <p>Address student tardies/absences through interventions (i.e. tardy freezes).</p> <p>Collect more data and input from students to increase our effectiveness in school culture and climate.</p> <p>Students reported bullying as a priority concern, along with a need for continued lessons about respecting personal boundaries, etc. Other student-reported concerns include inappropriate touching, theft, and witnessing a fight.</p>	<p>Continued education to students about personal boundaries and safety.</p>
Staff Quality/ Professional Development	<p>New teachers are supported through monthly meetings with the Campus New Teacher Liaison, an established mentoring program, and guidance from the campus teacher leaders.</p> <p>Teachers express great benefits and support from the Title 1 Campus Instructional Coach.</p> <p>Common planning period allows for more collaboration in grade level teams and departments.</p>	<p>In addition to the T-TESS observation, post-conference and summative conference, teachers would like more walkthroughs with feedback about both strengths and areas for growth.</p> <p>More transparent communication both to and from administration.</p>	<p>New forms of acknowledgment/incentives for teacher work and efforts with students/programs.</p> <p>Teacher input/ideas for increasing the effectiveness of the campus demerit system and special events for students, in addition to clarification on student and staff expectations for addressing inappropriate behaviors.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment	<p>We have a viable curriculum organized at the District level that is built on a continuum of skills to grow and develop students as they progress through Plano ISD.</p> <p>District assessments that are genuine and authentic, with emphasis on written samples over multiple choice.</p> <p>Strong departmental collaboration, reflection and self-assessment that is useful in aligning instruction with student needs.</p>	<p>Need for more collaboration between departments to address cross-curricular needs.</p> <p>Engagement of students during instructional time throughout the entire school day.</p> <p>More consistent differentiation in all classes for all ability levels. Planning time needs to be focused on addressing the variety of needs our students present.</p>	<p>Improve communication and cross-curricular collaboration between all departments and groups.</p> <p>Finding balance between helping students succeed academically and supporting them in their elective/extra-curricular interests (i.e., targeted academic support during the school day so that they remain eligible to participate in activities).</p>
Family and Community Involvement	<p>A broad range of programs.</p> <p>A community that values the services that the school offers.</p> <p>Staff support for the programming that is offered.</p>	<p>Increasing parent involvement when students are not involved in the activity or event.</p> <p>Stronger mass communication to parents and community.</p> <p>Stronger community involvement.</p>	<p>Increasing parent involvement when students are not involved in the activity or event.</p> <p>Stronger mass communication to parents and community.</p>
School Context and Organization	<p>BLAST Math class and Accelerated Reading provided added support for students that have failed state assessments.</p> <p>Targeted tutorials are offered for all students that are in jeopardy of failing</p>	<p>While the PTA is a positive force in our school, there is need for more community involvement beyond those that regularly volunteer.</p> <p>The expectation is that we prevent students from failing instead of</p>	<p>Increasing teacher participation in the decision-making process with input that is valued and reflected in the outcome.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>state assessments. Tutorial Bus is offered for those students attending tutorials and need a ride home.</p> <p>The RTI (Response to Intervention) process that is put in place for struggling students, along with the time frame teachers provide needed interventions.</p>	<p>allowing a healthy level of self-discovery (allowing a student to fail).</p> <p>Not providing the BLAST and Reading classes to students on the "bubble" of failing state assessments after the classes reach capacity.</p>	
Technology	<p>Staff and student access to Chromebooks, computers and internet.</p> <p>New education software that is beneficial to staff and students (Flipgrid, clickers/All In Learning, etc.). Support from campus and District administration to have specific content areas strengthened by strong instructional technology options.</p> <p>Utilizing the Google suite for staff use/collaboration, in addition to student access and collaboration.</p>	<p>Strength and stability of WiFi throughout the campus (inconsistency can affect student and teacher performance, lesson delivery, student work issues, etc.)</p> <p>Educating parents and students on the full use of Pinnacle and how to effectively monitor grades and teacher feedback that is posted there.</p> <p>Firewalls - students are frequently blocked from accessing meaningful websites and apps while still able to access inappropriate online games, Netflix, etc.</p>	<p>WiFi improvement/internet strength due to staff and student reliance with the number of chromebooks being used across campus at any given time.</p> <p>Improved technology support at the District level, District technology trainings need to be strengthened where teachers are not just shown a new tool and then left to figure it out on their own (for example, applications like Google Classroom would have more widespread usage if more follow-up training and support was provided).</p>

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	There is a lack of common understanding regarding the policies and practices of an effective Professional Learning Community, in addition to the goals/expectations/norms for collaborative teams. We will research the PLC process and develop collaborative team norms and agendas that will be utilized consistently.
Goal	Implement the Collaborative Teams that Transform PLC process to gain consistency in and among collaborative teams across campus.
Project Lead	Campus Adminimstrators
Staff, Title I Staff	All teachers, paraprofessionals, counselors, support staff, and Campus Instructional Coach.
Materials and Resources	Books: A Handbook for High Reliability Schools, Collaborative Teams that Transform Schools, Leading a High Reliability School, Learning by Doing - A Handbook for PLCs at Work. Collaborative team norms and agendas.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>1. Campus Administrators will provide campus Leadership Team training on the PLC process and collaborative teaming. Campus Administration will construct a master schedule to ensure common planning times during the school day to promote collaborative teaming.</p> <p>2. Department Chairs and Grade-Level Team Leaders will develop an agenda skeleton and train their teams on the PLC/Collaborative Teaming process.</p> <p>3. Department Teams, Subject Teams, and Grade-Level Teams will establish norms and utilize/adapt the agenda skeleton during collaborative</p>				<p>July: Campus Administration trained on Collaborative Teams that Transform PLC process. Master Schedule developed.</p> <p>August 3: Comprehensive Needs Assessment completed by entire staff during Campus PD</p> <p>August 28: Problem Statement identified</p>	<p>Team norms</p> <p>Team agendas</p> <p>Campus/Individual Outlook calendars</p>	<p>Increase in team member input (ideas, suggestions, concerns, questions)</p> <p>Meetings are focused, purposeful, and centered around student achievement and quality instruction</p>	<p>Some Progress</p> <p>October 19: Training has begun with the campus team leaders to develop a common understanding of the PLC process, in addition to effective/purposeful collaborative teaming.</p>	<p>Some Progress</p> <p>December 13: Group norms and agendas are in place for all core department meetings. Math grade-level teams have started using agendas to guide team planning.</p>	<p>Significant Progress</p> <p>May 22: Department and Grade-Level Teams continue to make consistent progress toward this goal through regular use of a focused team agenda that is centered around student growth and learning. Department (and grade-level subject) Teams focus on instructional strategy/delivery/assessment, while Grade-Level Teams</p>	1, 2, 3, 4, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>team times to focus on student achievement and departmental goals.</p> <p>4. Campus Administration will attend Department and Grade-Level meetings as co-collaborators. District support personnel will also attend meetings to support Department and Subject Teams with achieving Critical Action #2.</p>				<p>September 6: Root Cause Analysis with team leaders</p> <p>October 18: Provide the entire staff with an abbreviated copy of our CIP so there is common awareness and understanding about our Critical Actions</p> <p>October: Begin campus Leadership Training on the PLC process and collaborative teaming</p> <p>By November: Team norms developed and agenda skeleton in use by all campus teams</p>					<p>have transitioned to spending the majority of their meetings discussing assessment data and immediate intervention.</p>	

Critical Action #2

Problem Statement	<p>The percentage of students meeting the Approaches, Meets & Masters Grade Level standard (STAAR) is below the district average in the following groups:</p> <ul style="list-style-type: none"> - Math Non-Economically Disadvantaged: 6th Grade Approaches (-12%), Meets (-23%), Masters (-25%); 7th Grade Approaches (-5%), Meets (-24%), Masters (-24%); 8th Grade Approaches (-3%), Meets (-26%), Masters (-19%) - Reading Non-Economically Disadvantaged: 6th Grade Approaches (-5%), Meets (-13%), Masters (-10%); 7th Grade Approaches (-2%), Meets (no gap), Masters (-4%); 8th Grade Approaches (-2%), Meets (-4%), Masters (-8%) - Science SpEd: 8th Grade Approaches (-13%), Meets (-11%), Masters (-8%) - History SpEd: 8th Grade Approaches (-16%), Meets (-10%), Masters (-5%)
Root Cause and Strategy	<ul style="list-style-type: none"> - Math: There is a significant focus on meeting the needs of our Economically Disadvantaged students which results in more direct teaching and fewer enrichment opportunities that would challenge student-thinking. Targeted tutorials focus primarily on the needs of our Economically Disadvantaged students, as well. Math teams need to purposefully plan/differentiate for higher levels of instruction to challenge our Non-Economically Disadvantaged students which will, in turn, impact the rigor provided to all students during instruction and targeted tutorials. - Reading: We focus on procedural reading strategies rather than process in order to support the needs of our Economically Disadvantaged students. Targeted tutorials focus primarily on the needs of our Economically Disadvantaged students, as well. English teams need to pull together and purposefully utilize strategies from previous trainings that are designed to promote higher-level learning among students. - Science & History: We lack alternative supports and training to appropriately and effectively modify and differentiate instruction and assessments to meet the diverse needs in the classroom. Training and ongoing support from campus and District personnel will be a critical component toward resolving the issue.
Goal	<p>We want to improve the quality and effectiveness of classroom instruction and assessments so that students will be challenged appropriately to meet the demands of grade-level curriculum standards throughout the school year and, subsequently, improve their performance at either the Approaches, Meets, and Masters Grade Level standard on each of the subject STAAR exams.</p>
Project Lead	<p>Campus Administration, Math Department, English Department, Science Department, History Department</p>
Staff, Title I Staff	<p>Campus Instructional Coach</p>

Materials and Resources	Collaborative Teams for the PLC process (focused agendas, norms), District support staff									
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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Math:</p> <p>1. During Department Meetings and Extended Planning Time, calibrate formative assessments, concept checks, and tests to ensure varied levels of questions are posed to appropriately challenge learners in all 3 grade-levels.</p> <p>2. During Grade-level Subject Planning, build the department's focus into the collaborative team planning agenda skeleton to ensure there is ongoing purposeful differentiation for higher levels of instruction (i.e., quick data questions, formative assessments, concept checks, tests).</p> <p>3. Collaborate with the District Instructional Coach and Campus Instructional Coach during Department Meetings, Grade-Level Subject Planning, and Extended Planning Time to incorporate these strategies to improve student performance.</p> <p>4. Broaden the scope of targeted tutoring to include students beyond the Economically Disadvantaged identifier who would benefit from sessions designed to meet their needs for challenge and rigor, while continuing to offer remediation sessions for those students needing extra support.</p>				<p>Bi-weekly Department Meetings</p> <p>Weekly/Daily Grade-Level Subject Planning</p> <p>Extended Planning Time to be scheduled through Camus Administration and supported using sub codes provided by the District</p> <p>Fall Targeted Tutorials (October-December) and Spring Targeted Tutorials (February-April), in addition to weekly campus wide tutorial schedule</p>	<p>Collaborative team agendas</p> <p>Tutorial logs</p> <p>Calendar Invites (Outlook)</p>	<p>Consistent improvement in the rigor of quick data questions, formative assessments, concept checks, and tests.</p> <p>Consistent improvement in student performance on teacher-developed assessments, District semester exams, MAP and STAAR.</p> <p>Consistent attendance and improvement in student performance by students identified for targeted tutorials.</p>	<p>Some Progress</p> <p>October 11 - Edugence Training during Dept. Meeting</p> <p>October 18 - entire staff provided an abbreviated copy of our CIP to build common awareness and understanding about our critical actions</p> <p>November 6 - Math Team is scheduled for an Extended Planning Time work session with the District Math Instructional Specialist specifically centered around their goal.</p>	<p>Some Progress</p> <p>December 13 - Campus administration recently shared student growth data of current students from 2017-2018 to the Math team. Students recently completed MAP testing, and these teachers will soon have District Semester Exam results for comparative data to determine whether each student is on track with their academic progress/growth for the current school year.</p> <p>December 13 - the ESL Team Leader is compiling growth data from last year's STAAR exam, recent MAP exam, and Semester Exam and will meet with each student individually to review that student's information and set academic goals.</p>	<p>Significant Progress</p> <p>March - Implemented a goal-setting initiative with students prior to MAP and STAAR testing to promote student awareness and ownership of their academic growth. In March, students and teachers reported enthusiasm with marked improvement over previous testing sessions on the MAP test.</p> <p>May - 8th grade math saw a 10% increase in overall passing rates from 76% to 86% on the first administration.</p> <p>June - Campus STAAR reports showed improvements: 6th Grade: Approaches grade level or above 83% (up from 77%) Meets Grade level or above 42% (down 1% from 43%)</p>	1, 2, 3, 4, 8, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									<p>Masters grade level 19% (up from 12%)</p> <p>7th Grade: Approaches grade level or above 77% (up from 75%) Meets grade level or above 49% (up from 42%)</p> <p>Masters grade level 18% (down 1% from 19%)</p> <p>8th Grade: Approaches grade level or above 86% (up from 84%) Meets grade level or above 53% (up from 31%)</p> <p>Masters grade level 10% (up from 6%)</p>	
<p>English:</p> <p>1. During Department Meetings and Extended Planning Time, pull together strategies learned from previous ELA professional development to condense into a "toolbox" that Grade-Level Subject Teams can pull from to promote higher-level learning. Calibrate teacher-understanding of the strategies and utilize them in the curriculum lessons, where appropriate.</p> <p>2. Collaborate with District Instructional Coaches and the Campus Instructional Coach during Department Meetings, Grade-level Subject Planning, and Extended Planning Time to</p>				<p>Bi-weekly Department Meetings</p> <p>Weekly/Daily Grade-Level Subject Planning</p> <p>Extended Planning Time to be scheduled through Camus Administration and supported using sub codes provided by the District</p> <p>Fall Targeted Tutorials (October-December) and Spring Targeted</p>	<p>Collaborative team agendas</p> <p>Tutorial logs</p> <p>Calendar Invites (Outlook)</p>	<p>Consistent improvement in the rigor of quick data questions, formative assessments, concept checks, and tests.</p> <p>Consistent improvement in student performance on teacher-developed assessments, District semester exams, MAP and STAAR.</p> <p>Consistent attendance and improvement in</p>	<p>Some Progress</p> <p>October 11 - Edugence Training during Dept. Meeting</p> <p>October 18 - entire staff provided an abbreviated copy of our CIP to build common awareness and understanding about our critical actions</p> <p>November 8 - English Team is scheduled for an Extended Planning Time work session with the 3 District</p>	<p>Some Progress</p> <p>December 13 - Campus administration recently shared student growth data of current students from 2017-2018 to the Math team. Students recently completed MAP testing, and these teachers will soon have District Semester Exam results for comparative data to determine whether each student is on track with their</p>	<p>Some Progress</p> <p>March - Implemented a goal-setting initiative with students prior to MAP and STAAR testing to promote student awareness and ownership of their academic growth. In March, students and teachers reported enthusiasm with marked improvement over previous testing sessions on the MAP test.</p>	1, 2, 3, 4, 8, 9

Wilson Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
incorporate these strategies at appropriate times to improve student performance by providing added rigor to the lesson. Build the department's focus into the collaborative team planning agenda skeleton to ensure there is purposeful differentiation for higher levels of instruction.				Tutorials (February-April), in addition to weekly campus wide tutorial schedule		student performance by students identified for targeted tutorials.	ELAR Instructional Specialists specifically centered around their goal.	<p>academic progress/growth for the current school year.</p> <p>December 13 - the ESL Team Leader is compiling growth data from last year's STAAR exam, recent MAP exam, and Semester Exam and will meet with each student individually to review that student's information and set academic goals.</p>	<p>May - 8th grade math saw a 6% increase in overall passing rates from 80% to 86% on the first administration.</p> <p>June - Campus STAAR reports showed improvements in 8th Grade with areas of focus as we prepare for the 2019-2020 CIP:</p> <p>6th Grade: Approaches grade level or above 75% (down from 85%) Meets Grade level or above 49% (down 1% from 50%) Masters grade level 27% (remained the same)</p> <p>7th Grade: Approaches grade level or above 81% (down from 84%) Meets grade level or above 54% (down from 64%) Masters grade level 32% (down from 43%)</p> <p>8th Grade: Approaches grade level or above 86% (down from 89%) Meets grade level or above 66% (up from 56%)</p>	

Wilson Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									Masters grade level 40% (up from 30%)	
<p>Science:</p> <p>1. Collaborate with District SpEd Instructional Coaches, Campus SpEd Staff, and the Campus Instructional Coach during Department Meetings, Subject Grade-Level Planning, and Extended Planning Time to learn and apply effective strategies for developing and implementing modifications, accommodations, and other forms of differentiation into the Science lessons.</p> <p>2. Build the department's focus into the collaborative team planning agenda skeleton to ensure there is purposeful differentiation for students receiving SpEd accommodations/modifications.</p> <p>3. During Department Meetings and Extended Planning Time, calibrate Grade-Level design of formative formative and summative assessments specifically designed to meet the needs of the students receiving SpEd modifications/accommodations and, subsequently, improve student performance.</p>				<p>Bi-weekly Department Meetings</p> <p>Weekly/Daily Grade-Level Subject Planning</p> <p>Extended Planning Time to be scheduled through Camus Administration and supported using sub codes provided by the District</p>	<p>Collaborative team agendas Calendar Invites (Outlook)</p>	<p>Consistent improvement in the rigor of quick data questions, formative assessments, concept checks, and tests.</p> <p>Consistent improvement in student performance on teacher-developed assessments, District semester exams, MAP and STAAR.</p>	<p>Some Progress October 11 - Edugence Training during Dept. Meeting</p> <p>October 15 - Science Team participated in an Extended Planning Time work session with District SpEd & Science Instructional Specialists specifically centered around their goal.</p> <p>October 18 - entire staff provided an abbreviated copy of our CIP to build common awareness and understanding about our critical actions</p>	Some Progress	<p>Significant Progress March - Implemented a goal-setting initiative with students prior to MAP and STAAR testing to promote student awareness and ownership of their academic growth. In March, students and teachers reported enthusiasm with marked improvement over previous testing sessions on the MAP test.</p> <p>June - Campus STAAR reports showed improvements: 8th Grade: Approaches grade level or above 85% (up from 78%) Meets grade level or above 59% (up from 53%) Masters grade level 33% (up from 31%)</p>	1, 2, 3, 4, 8, 9
<p>History:</p> <p>1. Collaborate with District SpEd Instructional Coaches, Campus SpEd Staff, and the Campus Instructional Coach</p>				Bi-weekly Department Meetings	Collaborative team agendas Calendar Invites (Outlook)	Consistent improvement in the rigor of quick data questions, formative	Some Progress October 11 - Edugence Training during Dept. Meeting	Some Progress	Some Progress March - Implemented a goal-setting initiative with	1, 2, 3, 4, 8, 9

Wilson Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>during Department Meetings, Subject Grade-Level Planning, and Extended Planning Time to learn and apply effective strategies for developing and implementing modifications, accommodations, and other forms of differentiation into the History lessons.</p> <p>2. Build the department's focus into the collaborative team planning agenda skeleton to ensure there is purposeful differentiation for students receiving SpEd accommodations/modification s.</p> <p>3. During Department Meetings and Extended Planning Time, calibrate Grade-Level design of formative formative and summative assessments specifically designed to meet the needs of the students receiving SpEd modifications/accommodation s and, subsequently, improve student performance.</p>				<p>Weekly/Daily Grade-Level Subject Planning</p> <p>Extended Planning Time to be scheduled through Camus Administration and supported using sub codes provided by the District</p>		<p>assessments, concept checks, and tests.</p> <p>Consistent improvement in student performance on teacher-developed assessments, District semester exams, MAP and STAAR.</p>	<p>October 12 - History Team participated in an Extended Planning Time work session with District SpEd & History Instructional Specialists specifically centered around their goal.</p> <p>October 18 - entire staff provided an abbreviated copy of our CIP to build common awareness and understanding about our critical actions</p>		<p>students prior to MAP and STAAR testing to promote student awareness and ownership of their academic growth. In March, students and teachers reported enthusiasm with marked improvement over previous testing sessions on the MAP test.</p> <p>June - Campus STAAR reports showed slight improvement with areas of focus for the 2019-2020 CIP: 8th Grade: Approaches grade level or above 75% (up from 69%) Meets grade level or above 33% (down from 38%) Masters grade level 18% (down from 21%)</p>	
<p>Title 1 Funding - After School Extended learning time:</p> <p>1. Use Title 1 Funding (Supplies & Materials) to secure the Tutorial Bus so that students can attend general tutorials (offered to all students), targeted tutorials for identified students in core subjects, club meetings, practices, and rehearsals with Wilson Staff. This bus will run Mondays,</p>	<p>Title 1 Funding</p>	<p>6494 – Other Operating (Student Field Trip)</p>	<p>6,114.03</p>	<p>Spring Targeted Tutorials (February-May), in addition to weekly campus wide tutorial schedule</p>	<p>Collaborative team agendas (planning the tutorial sessions) Tutorial logs</p>	<p>Consistent improvement in student performance (each core subject's targeted tutorial groups)</p>	<p>Some Progress October 9 - received approval for Tutorial Bus funding request and submitted request to Transportation to create the bus route (bus route was delayed until January due to a transportation</p>	<p>Significant Progress January - plan was developed to identify students using STAAR, MAP, Semester Exam, and other teacher-developed assessments for long-term targeted tutorials for students with</p>	<p>On Track to Make Progress May - There are elements of our extended learning time that we intend to incorporate in 2019-2020 (English instructional books at all 3 grade-levels to promote reading growth,</p>	
	<p>Title 1 Funding</p>	<p>6118 – Professional Salaries (Extra Duty)</p>	<p>8,500.00</p>							

Wilson Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Tuesdays and Wednesdays each week.</p> <p>2. Snacks for students attending targeted tutorials in all core subjects.</p> <p>3. Extra Duty compensation for teachers involved in Math and Reading targeted tutorials using data including STAAR Student Growth data, STAAR performance, MAP growth data, District Semester Exams.</p> <p>4. Books for instructional use during 7th & 8th grade Reading tutorials.</p> <p>Title III Funding - After School Extended learning time:</p> <p>1. Extra Duty (1 English Teacher for 26 sessions to assist 6th grade immigrant students in their reading).</p> <p>2. Extra Duty (1 Paraprofessional Teaching Asst for 78 sessions to assist 6th, 7th & 8th grade immigrant students in their reading and math).</p> <p>Level 3 Support Funding:</p> <p>1. Adult Temp Pay - to compensate a PISD Retired District Math Instructional Specialist to write curricular warm-up activities for the Wilson 6th Grade Math Team to address topics/concepts where limited growth was shown based on the Fall Semester Exam Data. She is working with Curriculum Coordinator Whitney Evans to analyze the data and determine the targeted topics/concepts. These activities will be used at the</p>	Title 1 Funding	6399 – Supplies and Materials (Instructional Supplies)	359.40				department staffing shortage)	more significant learning gaps, in addition to more immediate targeted tutorial support for students who need real-time support to continue progressing in their daily instruction.	expanded targeted tutorials with changes to the campus school day structure [advisory and before/after school tutorials], and snacks/busing/extra duty pay pending Title 1 & Title 3 allowances) with enhancements starting earlier in the school year to target specific needs based on 2018-2019 student performance.	
	Title 1 Funding	6499 – Other Operating (Student Snacks)	981.52							
	Title III Funding	6118 – Professional Salaries (Extra Duty)	728.00							
	Title III Funding	6120 - Paraprofessional Salaries (Half/Full-Time)	1,014.00							
	Level 3 Support	6117 – Professional Salaries (Adult Temp)	672.00							
	Level 3 Support	6118 – Professional Salaries (Extra Duty)	1,456.00							

Wilson Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>start of each class period and will build in complexity throughout the week. Performance on these warm-up activities will be used to determine which students will be addressed in “real time” intervention during the teachers’ weekly extended learning time sessions. We anticipate up to 24 hours of service needed to complete the assignment.</p> <p>2. Teacher Extra Duty Pay - to compensate a Wilson SPED teacher to work with 7th & 8th grade SPED and EL students in the area of reading during targeted extended learning time. Based on data analysis from STAAR (Domain 3 Student Growth), MAP growth data, and Fall Semester Exams, these are two student groups in need of targeted support and extended learning time beyond the regular class period. We are anticipating up to 52 - 1 hour sessions that will occur after the teacher’s contracted day.</p>										

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	August	Wellness Captain is Todd Harrell. Team was established in August.	The team continues to meet, as needed.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August	Parent, Danielle Malone, is consulting with the Campus Wellness Team this year.	Parent input was given and used throughout the school year by the team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	4 sections of the high school credit Health will be offered to 8th Grade students as an elective course starting in August.	Todd McConaughy, AVID Teacher, is also teaching the elective health course for 8th grade students. He is highly qualified to teach this course.	Student enrollment for Health for 2019-2020 is increasing by 50 students. Students will continue to receive the District curriculum from highly qualified staff.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	August	October 19 - in progress (due to the campus refurbishment, the bulletin boards are in the process of being remounted). One will be created soon.	May 22 - bulletin board was established and maintained throughout the school year.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Starting August: Weekly e-news, as needed	October 19 - campus marquee is currently unavailable due to the refurbishment. Communication continues to be distributed through the weekly e-news.	May 22 - communication has been distributed weekly through e-news and Naviance. The new school marquee was installed in March and has been used to communicate events.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall Semester - October/November	October 19 - scheduled to	May 22 - fitness tests were administered

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
				Spring Semester - February/March	begin within the next few weeks.	for each class throughout the school year.
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	October/November, February/March	Data will be entered as students complete the fitness components.	May 22 - fitness data was entered per District timelines.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	June/July: Master Schedule Starting August	October 19 - this standard has been met daily since the start of the school year.	May 22 - the standard was met daily throughout the school year.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors		Students utilize Fitbits and personal fitness trackers to heart rate and other fitness data.	May 22 - teachers and students continued to utilize District technology to track data through the PE curriculum.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Starting August: weekly lesson plans	Staff utilize the District-developed	Staff continue to utilize the District-

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	students active at least 70%-90% of class time.				curriculum on a daily basis.	developed curriculum on a daily basis.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Starting August: daily	Administration and the Attendance Clerk meet bi-weekly to review students attendance and communicate with parents and students. Grade-level teams, Administration-Counseling Team, and CMIT also assist with monitoring, communication, and intervention.	Administration continues to monitor attendance using campuses protocols, District resources for students and parents, and court-ordered supports.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Spring 2017	Completed	Will review 2018-2019 data at the start of next year to determine any changes and plans to high risk areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Starting August 13: Monthly meetings with Wilson HYPE Team	HYPE Team has met monthly to review high risk areas and provide additional training/communication to staff, as needed.	Will review 2018-2019 data at the start of next year to determine any changes and plans to high risk areas.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 28-30: Campus Administration met with each grade level to review expectations Starting August 13: Campus wide lessons delivered through Advisory class every Monday and Wednesday	Campus Administration and Counseling meet bi-weekly with grade-level teams to discuss/review campus rules/expectations. Administration	This remains an ongoing priority for the campus. Regular communication with students occurs through teacher-developed lessons delivered

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			incorporating SEL strategies	has met with students either during or following lunch to address/revisit expectations, as needed.	through Advisory that promote discussion between the teacher and students.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 8 - Campus PD rotation	Completed	Will be reviewed with staff at the start of 2019-2020.
Review referral process.	Principal or designee	Campus referral plan	August 8 - Campus PD rotation	Completed	Will be reviewed with staff at the start of 2019-2020.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	July 30	Completed	Will be reviewed with staff at the start of 2019-2020.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Starting August 13	Staff are utilizing the campus online referral	Current online referral process

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				process as needed to address behaviors of concern. Wilson's campus referral process is organized into 3 categories - emergency removal, persistent pattern of misbehavior, and excessive demerits.	will continue into 2019-2020.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Starting August 13: Grade-level demerit process, bi-weekly grade-level meetings with administration/counsel or	Campus Administration and Counseling consult with individual teachers, collective group of teachers that share a particular student, and grade-level teams to effectively utilize the campus discipline management strategies.	Current strategies will continue into 2019-2020. However, recent changes to the cell phone policy that were developed at our Campus Team Leader Retreat on April 29th will be implemented at the start of 2019-2020.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Starting August 1 - parents/students online agreement to follow Code of Conduct before student schedule is released Starting August 13 - September 7: Daily review of specific expectations through Advisory lessons August 28-30: Campus administration meetings with each grade-level	Completed	Expectations will be reviewed with students at the start of 2019-2020 school year.
Monitor high risk areas.	All staff	Schedule (if necessary)	Starting August 13: All staff monitor daily, Monthly meetings with administration and HYPE Team	HYPE Team meets monthly to review high risk areas.	HYPE Team will review 2018-2019 data at the start of next school year and update any plans.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Starting August 13: Weekly Advisory lessons August 28-30: Campus administration	Completed	Procedures and expectations will be reviewed with students at the

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			meetings with each grade-level		start of 2019-2020 school year.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade-level demerit procedures, teacher classroom management interventions	Starting August 13: Daily in the classroom, bi-weekly grade-level meetings with administration and counseling	Individual teachers document and manage use of the campus discipline management strategies.	Campus team leaders feel we have a solid system in place to continue with current interventions.
Employ discipline interventions.	Designated staff		Starting August 13: Daily in the classroom, bi-weekly grade-level meetings with administration and counseling	Individual teachers/Grade-level teams tracking their interventions	Campus team leaders feel we have a solid system in place to continue with current interventions, with the exception to changes made to the cell phone policy for next year which the team leaders helped create.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Starting August 13: Daily in the classroom, bi-weekly grade-level meetings with administration and counseling, weekly CMIT meetings involving administration/counseling/Academic Specialist/SpEd Team Leader/ESL Team Leader, weekly Advisory lessons incorporating SEL strategies	Staff documenting/tracking interventions through grade-level meeting agenda minutes, CMIT agendas, and ARD/LPAC meeting minutes.	The team leaders re-wrote our campus grading policies with the intention of improving student responsibility and teacher communication with students/parents. This will be implemented in 2019-2020.
Conference with parents/students.	Teachers or other staff		Starting August 13: Parent conferences scheduled as needed October 9: Parent/Teacher Conference Day	October 10 - All staff members submitted a copy of their conference logs from October 9th to their appraiser.	As a staff, we continually conference with students and parents, as needed, regarding academic and behavioral progress.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Wilson Counseling Team	Campus Parenting Center	July 30 - May 24: as new students enroll	This step has been completed with each new enrollee, in addition to all returning students.	June - continue with plans to have all parents register students through Parent Portal during registration/schedule pick-up process
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Wilson Counseling Team	Campus Parenting Center, District Mobile Tech Lab	July 30 - May 24: as new students enroll or obtain knowledge of change in family's status	October 19: No requests have been made to date.	June - continue with same plan for 2019-2020
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus Administration, CTA	District-designed campus website	Monthly, as needed	The CTA has regularly updated the website with any updated information.	June - Campus administration has already initiated plans to work with the CTA to enhance usage and features on the campus website for 2019-2020.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal, Librarian, Grade-level Team Leaders	District e-news site, S'more accounts (campus, each grade-level)	Weekly (Fridays)	The Librarian has sent the weekly enews every Friday, including updated links from each of the grade-level teams.	June - continue with same plan for 2019-2020.
Utilize social media to keep parents and community informed. Funding source: State and Local	Campus Administration	Campus e-news, campus twitter, PTA Facebook	Weekly e-news, Twitter daily/weekly, PTA Facebook as needed	Campus administration has utilized the weekly enews and Twitter account to provide weekly updates to the community. PTA regularly posts on their Facebook site to engage parents.	June - continue with same plan for 2019-2020 with e-news & twitter.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	PTA President	July 30 - May 24: scheduled meeting each month	October 19: The PTA President and Principal have met monthly, in addition to regular informal conversations in person, through e-mail, and by phone to	June - meetings have already started this summer between the new board members and campus administration.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				coordinate and plan.	
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	Principal	PTA Budget	July 30 - May 24: monthly PTA Board meetings	<p>October 19: Administration-Counseling-PTA-sponsored assembly featuring Dallas Mavericks Mascots to kickoff Red Ribbon Week (October 22-26). Making Better Choices Rally - MAVS = Motivation, Activation, Vision and Solution.</p> <p>November 9: Campus-PTA-sponsored author visit (Victoria Scott) for 7th & 8th Grade English classes.</p>	June - future meetings will determine needs and support for 2019-2020.
Use Title 1 Funding (Parental Engagement) for Spring Open House. As part of our Tier 3 Interventions to address Student Growth, the campus will work with each student on an academic goal-setting plan in preparation for STAAR testing, MAP, and	Campus Administration, Staff	Title 1 Funding (Parent Involvement), PTA	Spring Open House	Planning is in progress at this time.	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Semester Exams. In an effort to involve and educate parents on this initiative so that they can better support their student's efforts, we want to encourage and increase parent presence and involvement at Wilson's Spring Open House on March 4, 2019. The student will take their parent(s) to each of their 4 core teachers for a quick conference centered around the goal-setting, in addition to the computer labs where they will access Parent Viewer to check grades and update any contact information. Each staff member will sign the student's "passport" at each of these stops. The student can then take his/her parent(s) to redeem the passport for a ticket entitling each to receive one (1) slice of pizza, one (1) individual bag sliced fruit/vegetables, and one(1) bottle of water in the Wilson Courtyard where they can interact with Wilson Administration/Counseling. Spring Open House will also showcase Wilson's Fine Arts Programs, electives, and clubs/organizations. PTA will be heavily involved in the organization and other aspects of this event. The funding request is specifically for the food and water as a way to honor and appreciate the time parents will be giving to the student and the campus that evening. The campus already has the tickets and is in the process of</p>					

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
developing the passport and goal-setting page. Funding source: Title 1. Expense Category 61.6499 \$775.13					

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Middle school counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7</p> <p>Funding source: State and Local</p>	Lead Counselor	Wilson Counselors, District curriculum	<p>October 2-3: Guidance - High School Planning Overview & Academy Programs (8th Grade)</p> <p>December 11: Guidance - Vines HS Counselors Visit (8th Grade)</p> <p>January 14-25: Guidance - Registration (All Grades)</p> <p>January 16: 5th Grade Visit @ Wilson</p> <p>February 1-28: 8th Grade 4-Year HS Planning Conferences</p> <p>April TBD: Guidance - Naviance (7th Grade)</p>	<p>October 19: Scheduled guidance programs completed to date.</p> <p>December 20: Scheduled guidance programs completed to date.</p>	June - counselors will create a schedule for guidance lessons when they return in August based on District professional development.
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions.</p> <p>Title I Components: 7</p> <p>Funding source: State and Local</p>	Lead Counselor	Wilson Counselors, District curriculum and program initiatives	<p>August 20-24: Guidance - Suicide (All Counselors)</p> <p>September 24-28: Guidance - Cyber-Bullying (6th Grade)</p> <p>October 15-19: Guidance - Personal Safety (7th Grade)</p>	<p>October 19: Scheduled guidance programs completed to date.</p> <p>December 20: Scheduled guidance</p>	June - guidance lessons will address these issues.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			November 13-16: Guidance - Mindfulness (6th Grade) December 10-14: Guidance - Restorative Practices (6th Grade) January 8-11: EPIC (8th Grade) March 4-7: EPIC (7th Grade) March 18-22: Guidance - Restorative Practices (6th Grade) March 25-29: Guidance - Circle (8th Grade) April TBD: Guidance - Bullying (7th Grade)	programs completed to date.	
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local	Wilson Counselors	Wilson Counselors	January 2018 - February 2019	Parent information nights and conferencing dates have been scheduled on the campus calendar.	June - this schedule will be created by the counselors in the Fall 2019.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Wilson Counselors	Wilson Counselors, HS Counselors	September 19: Parent Meeting - Setting Limits and Following Through November 6: Parent Meeting - Social Emotional Health: How Parent Can Help	October 19: Parent meetings completed to date. December 20: Parent meetings	June - this schedule will be developed by the counselors and campus administration in August.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			January 15: Parent Meeting - Help! A Teenager Invaded My Child's Body January 23: 6th-8th Grade Registration Parent Meeting January 31: 9th Grade Parent Registration Meeting February 26: Parent Meeting - How to be Safe When Drugs Invade Our Community February 1-28: 8th Grade 4-Year HS Planning Conferences April 16: Parent Meeting - Communicating With Your Texting Teen May 21: Parent Meeting - Middle School: It's SO Different	completed to date.	

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	District Professional Learning Website and My Learning Plan, Wilson Campus Calendar	July 30-August 10: District/Campus Professional Development October 11 - Edugence Training during Dept. Meetings for 4 core subject areas October/November dates established for Extended Planning Time for each of the 4 core subject areas (see Critical Action #2 for details) October through December - 5 separate 2-hour SEL training sessions for staff as part of Campus-focused Trade Hours November 19: Campus Professional Learning Trade-Day (7.5 credit hours through teacher-determined professional development)	October 19 - all trainings have occurred with required staff in attendance; upcoming trainings have been scheduled on the campus calendar and communicated to staff October 31-December 11 - Wilson hosted 5 SEL workshop sessions to support staff with the SEL-initiative	June - campus administration continues to work closely with Human Resources to ensure all new hires meet the Highly Qualified Standard. Plans for professional development when staff return in August are already in progress by campus administration.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			February 18: District Professional Development (all professional-level staff) April 22: Campus Professional Learning Trade-Day (7.5 credit hours through teacher-determined professional development) Starting August 13: Ongoing pull-out professional development through Curricular Areas and other departments October-		