Plano Independent School District

Wilson Middle School

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Revised/Approved: August 07, 2019

Demographics

Demographics Strengths

Compared to the state student/teacher ratio our rate is lower, however for district our student/teacher ratio is higher.

Our free and reduced lunch percentage remained vitually consistent over the past several years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as at-risk are underperforming when compared with students who are not at-risk.

Student Academic Achievement

Student Academic Achievement Strengths

1. Edugence Closing the Gap report reviewed by Mark showed that 9 out of 17 gaps were closed.

2. STAAR GAP Analysis Report (Spring 2019): 8th: overall-gaps in approaches had declined

3. Distinction in ELAR/ Reading (2017-2018)

4. All core subjects are showing growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Increase hispanic student performance to close the gap.

Problem Statement 2: Increase academic growth/mastery level for students who are performing above grade level (i.e. honors math students).

Problem Statement 3: TELPAS speaking proficiency percentages are below reading, writing and listening.

Problem Statement 4: Growing teacher understanding of how to utilize growth measures to help students.

Problem Statement 5: Wilson scored a 77 on the School Progress - Domain II Academic Growth Measure on the State Accountability Report.

School Processes & Programs

School Processes & Programs Strengths

- We are using data to place students and teachers appropriately and to determine class schedules. Teachers also use MAP scores to determine strengths and weaknesses for students who have passed STAAR but are performing lower than expected.

- Teachers have a voice in decision making and school policy. At the team leader retreat, teachers were able to voice opinions and change/ improve policies throughout the school. These changes are being implemented this school year.

- Teachers are able to create assessments on an as-needed basis.

- Our new teacher meetings allow teachers new to campus to feel well supported.

- Teachers receive strong instructional coaching (Valerie) and feel that the professional development they receive is enhancing their instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to better understand how to access and use pertinent student data to inform instruction and monitor for growth.

Problem Statement 2: Students need to be taught how to access and understand their data in order to set progress goals and monitor their own growth.

Problem Statement 3: We need more professional development for staff to become more proficient in different types of technology resources.

Problem Statement 4: The technology on campus is not distributed appropriately to actually be 1 to 1 with technology every class period. Students and teachers do not know how to use apps and programs to be effective with supporting instruction.

Problem Statement 5: We feel that there is not enough data to make a decision about how technology is utilized to support curriculum, instruction, and assessment integration and implementation.

Perceptions

Perceptions Strengths

Behavior/Expectations: Teacher and staff provided feedback that they feel highly support with planning, reviewing and reflecting on professional growth plan. (Teacher/staff survey Q2 2.2) Administrators provided data that aligns with the teacher data. Administrators survey Q2 2.2)

Parent feedback was that the administrators are more visible and involved. (Parent feedback survey)

Communication: Many parents feel that we are doing a very good job with the weekly communications. Most are pleased with the grade level and the school Smore.

Family and Community Involvement and Communication:

- We feel as a campus we provide phone messages and handouts in spanish

- We feel we provide parent meetings regarding SEL subjects and substance abuse

- We feel as a campus that our last open house that included the bingo card with food incentive had great attendance

- We feel that the parent survey is a great idea, but it needs more participation

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are provided with clear, ongoing evaluations and feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Problem Statement 2: There is a need to increase communication to parents, in particular parents who are not as involved in the educational process as we would like to see. We believe that if we are able to reach those parents more frequently we would see an increase in positive parent/community involvement.

Priority Problem Statements

Problem Statement 1: Wilson scored a 77 on the School Progress - Domain II Academic Growth Measure on the State Accountability Report.
Root Cause 1:
Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Teachers need to better understand how to access and use pertinent student data to inform instruction and monitor for growth.
Root Cause 2:
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students need to be taught how to access and understand their data in order to set progress goals and monitor their own growth.
Root Cause 3:
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers are provided with clear, ongoing evaluations and feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
Root Cause 4:
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 10, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Wilson MS will increase student learning in Math and Reading as evidenced by 80% of their students meeting their progress measure on the 2020 STAAR Math and Reading assessments.

> **Evaluation Data Source(s) 1:** 1. MAP student growth reports
> 2. District Semester Exam reports
> 3. Ongoing summative assessments (tests, quizzes) and formative assessments (concept checks, other quick checks for understanding)
> 4. 2020 STAAR Results
> 5. 2020 State Accountability Report
>
> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
>
> **Targeted or ESF High Priority**
>
> **Next Year's Recommendation 1:** Due to COVID-19 and school closures, the State did not administer the STAAR assessments. Since we were unable to obtain the progress measure as outlined in this performance objective, we plan to continue with this objective in 2020-2021 and will re-evaluate our strategies below to determine any possible changes as we seek to continually improve as a campus.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) The Math Department will commit to deepening lessons using the Collaborative Team Framework to move beyond conversations centered around "what" is to be learned to include "how" it will be taught and "why" they are selecting a particular strategy/routine, so that students can challenge themselves in a safe setting to improve their mathematical reasoning abilities. 2) Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to meet the needs of all students with targeted instruction provided in small groups to address learning gaps. 3) Collaborative teams and support staff will provide frequent monitoring and feedback to make sure all students, students supported through Special Education, and English Language Learners meet projected growth.	2.4, 2.5, 2.6	Math Department Campus Instructional Coach Administrative Team	Increase academic performance and growth by planning and implementing instruction to deepen lessons as recorded on meeting/lesson planning agendas.	30%	50%	65%
		Problem Statements: Student Academic Achievement 5 **Funding Sources**: 211 Title I, Part A - 845.00				
TEA Priorities Build a foundation of reading and math 2) The English Department will commit to planning and executing lessons using the Collaborative Team Framework that create high levels of student engagement, motivation, intrigue, and reflection, so that students are actively engaged in their learning and demonstrate academic growth.	2.4, 2.5, 2.6	English Department Campus Instructional Coach District Curriculum Specialist/Coach Administrative Team	Increase academic performance and engagement by planning and implementing instruction that students view as motivating and intriguing as recorded on meeting/lesson planning agendas.	30%	50%	65%
		Problem Statements: Student Academic Achievement 5				
TEA Priorities Build a foundation of reading and math 3) The Science Department will commit to restructuring lesson-planning and department meeting time to focus on increasing student engagement in specific lessons identified as high needs/priority based on previous and current data, so that students are actively involved in their learning and show academic growth.	2.4, 2.5, 2.6	Science Department Campus Instructional Coach Administrative Team	Increase academic performance and engagement by planning and implementing instruction that students view as motivating and intriguing as recorded on meeting/lesson planning agendas.	30%	50%	65%
		Problem Statements: Student Academic Achievement 5				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 4) The History Department will commit to learning and implementing strategies for helping students comprehend and analyze a variety of informational texts, so that students can apply these skills and prior knowledge to deconstruct unfamiliar texts and sources to achieve deeper understanding.	2.4, 2.5, 2.6	History Department Campus Instructional Coach Administrative Team	Increase academic performance and growth by planning and implementing elements for all types of lessons that students find engaging and relevant as recorded on meeting/lesson planning agendas.	30%	50%	65%
Problem Statements: Student Academic Achievement 5						
Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 5) Provide training for all core subject teachers, including Special Education and ESL teachers, on accessing, understanding and utilizing pertinent data, in addition to the purpose and use of formative and summative data, to impact instruction.	2.4, 2.5, 2.6	Core subject teachers Campus Instructional Coach Administrative Team	Increase student achievement and academic growth by monitoring and adjusting instruction as recorded on sign-in sheets, as well as meeting/lesson planning agendas.	30%	60%	60%
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 1						
Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 6) Provide ongoing training and guidance to students on how to access and understand their data, in addition to setting academic goals, so that they can better monitor their academic growth. Purchase of TEKS Companion for each student for practice and intervention to support their academic growth.	2.4, 2.5, 2.6	Administrative Team Wilson Staff	Increase academic performance and growth by implementing a system to help students set progress goals and monitor their own academic growth. Educate and involve parents in the process of accessing and understanding student data and monitoring student academic goals.	35%	70%	70%
Problem Statements: Student Academic Achievement 5 - School Processes & Programs 2 **Funding Sources**: 211 Title I, Part A - 7537.55						
Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 7) Teachers will align their T-TESS professional goals to the campus performance objective (and department strategy for core subjects).	2.4, 2.5, 2.6	All Core Subject Teachers All Elective Teachers Administrative Team	Increase academic performance and growth remains the focus of each teacher's professional growth throughout the year using the T-TESS TPG/SLO model (Teacher Professional Growth/Student Learning Outcomes).	50%	70%	80%
Problem Statements: Student Academic Achievement 5 - Perceptions 1						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 5: Wilson scored a 77 on the School Progress - Domain II Academic Growth Measure on the State Accountability Report.

School Processes & Programs
Problem Statement 1: Teachers need to better understand how to access and use pertinent student data to inform instruction and monitor for growth.
Problem Statement 2: Students need to be taught how to access and understand their data in order to set progress goals and monitor their own growth.

Perceptions
Problem Statement 1: Teachers are provided with clear, ongoing evaluations and feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
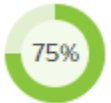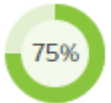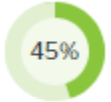
Performance Objective 2: The Administrative Team will commit to providing teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data (HRS 2.4, Level 2 Effective Teaching in Every Classroom)

Evaluation Data Source(s) 2: 1. Campus walkthrough data that will be discussed in department meetings
2. T-TESS evaluation data and feedback
3. Feedback from staff on the High Reliability Schools Level 2 Survey in the Spring 2020

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Due to COVID-19 and District closure, we were unable to start the implementation of the new walkthrough form outside of a very few trial classroom visits. Therefore, we plan to continue with this performance objective in 2020-2021.

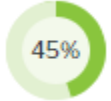| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Administration and the Leadership Team will develop a walkthrough form that is reflective of the departments' strategies outlined in the CIP.	2.5	Administrative Team Leadership Team	Improve communication aligned with the Collaborative Team Framework that results in refinement of instructional practices as recorded on meeting/lesson planning agendas.	75%	75%	100%
	Problem Statements: Perceptions 1					
Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 2) The Administrative Team will provide ongoing evaluation and feedback to teachers and departments using the walkthrough form and T-TESS.	2.5	Administrative Team Departments	Refinement of instructional practices as recorded on meeting/lesson planning agendas and evaluations/conference feedback.	15%	45%	45%
	Problem Statements: Student Academic Achievement 5 - Perceptions 1					
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will engage in at least one peer classroom visit using the campus-developed walkthrough form.	2.4, 2.5, 2.6	Administrative Team Entire Staff	Refinement of instructional practices as recorded on walkthrough form feedback.	0%	0%	0%
	Problem Statements: Perceptions 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 5: Wilson scored a 77 on the School Progress - Domain II Academic Growth Measure on the State Accountability Report.

Perceptions
Problem Statement 1: Teachers are provided with clear, ongoing evaluations and feedback of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mark Letterer	Principal
Administrator	Keith Evetts	Assistant Principal
Administrator	TaGwunda Smith	Assistant Principal
Classroom Teacher	Susan McNamara	English Department Chair
Classroom Teacher	Michelle Baudoin	Math Department Chair
Classroom Teacher	Shannon Bruce	Science Department Chair
Classroom Teacher	Elena Cain	History Department Chair
Classroom Teacher	Brett Guinn	Athletic Director
Classroom Teacher	Aaron Villarreal	ESL Department Chair
Non-classroom Professional	Valerie Weadock	Campus Instructional Coach
Non-classroom Professional	Elizabeth Nipper	Special Education Department Chair
Paraprofessional	Claudia Capellan	Office Manager
Community Representative	Carrie Tracy	Sigler Principal
Parent	Jenny Ridley	PTA President
Parent	Stephanie Butler	Parent
Business Representative	Eric Williamson	Business Representative
Parent	Yamaceta Thompson	Parent
Parent	Laura Thomason	Parent
Community Representative	Kristin Bishop	Shepard Principal
Parent	Johnette Alter	Parent
Business Representative	Calvin Dill	Business Representative
District-level Professional	James Thomas	District-Level Professional (Student Services)

Committee Role	Name	Position
Parent	Kris de Silva	Parent
Parent	Nancy Baldwin	Parent
Non-classroom Professional	Cynthia Wilcox	Counselor
Non-classroom Professional	Jennifer Denton	Academic Specialist

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	