Plano Independent School District

Wilson Middle School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Completed by Wilson Staff August 2019

At Risk Students are students that are economically disadvantaged, been in a residential treatment, retention, not projected to graduate in 4 years, homeless, or pregnant.

250 Students. 6th- 75 (26%); 7th- 84 (33%); 8th- 92 (36%) stated on the STAAR 2019 results. It was shown that males are more likely to be at risk than girls.

AT-Risk Passing STAAR 2019-

Grade 6 Reading 36%

Grade 6 Math 51%

Grade 7 Reading 55%

Grade 7 Math 45%

Grade 7 Writing 43%

Grade 8 History 46%

Grade 8 Science 64%

Grade 8 Reading 66%

Grade 8 Math 79%

AT risk

2017-276 kids

2018- 203 kids

2019 - 251 kids

1. Enrollment: Demographics is about the same from 2014 - 2017 Economically Disadvantaged and special education student percentage has stayed about the same. English Learner population has increased steadily over the past 3 years

mobility rates, and class size averages at the campus, district, and state level, w

	Campus	District	State
Attendance Rate (2014-15)	96.7%	96.8%	95.7%
Enrollment by Race/Ethnicity			
African American	13.2%	12.0%	12.6%
Hispanic	30.1%	23.8%	52.2%
White	46.2%	37.4%	28.5%
American Indian	0.4%	0.3%	0.4%
Asian	7.9%	22.8%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.1%	3.6%	2.1%
Enrollment by Student Group			
Economically Disadvantaged	38.0%	28.7%	59.0%
English Language Learners	8.4%	13.5%	18.5%
Special Education	13.0%	10.4%	8.6%
Mobility Rate (2014-15)	10.8%	9.8%	16.5%

mobility rates, and class size averages at the campus, district, and state level, w

	Campus	District	State
Attendance Rate (2015-16)	96.5%	96.8%	95.8%
Enrollment by Race/Ethnicity			
African American	13.4%	12.1%	12.6%
Hispanic	30.3%	24.3%	52.4%
White	44.7%	36.0%	28.1%
American Indian	0.7%	0.3%	0.4%
Asian	8.0%	23.5%	4.2%
Pacific Islander	0.3%	0.1%	0.1%
Two or More Races	2.7%	3.7%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	38.4%	28.7%	59.0%
English Language Learners	11.0%	13.9%	18.9%
Special Education	11.7%	10.4%	8.8%
Mobility Rate (2015-16)	9.5%	10.0%	16.2%

	Campus	District	State
Attendance Rate (2016-17)	96.6%	96.7%	95.7%
Enrollment by Race/Ethnicity			
African American	17.7%	12.6%	12.6%

Hispanic	28.8%	24.5%	52.4%
White	41.1%	34.8%	27.8%
American Indian	0.7%	0.3%	0.4%
Asian	8.3%	24.0%	4.4%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	3.0%	3.8%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	38.7%	27.1%	58.8%
English Learners	12.2%	14.5%	18.8%
Special Education	13.3%	11.0%	9.1%
Mobility Rate (2016-17)	12.2%	10.7%	16.0%

6. Teacher/student ratios-

6th- 17.9; district is 19.9

7th and 8th grade foreign language 19.3; math 17.5; science 18.6; history 20.2

Demographics Strengths

Completed by Wilson Staff August 2019

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 Learning

Student Learning Summary

Wilson Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Completed by Wilson Staff August 2019

Proficiency:

-Comparison of MAP scores versus when students were assessed on their individual goal

-Present students with their previous scores and a by-in to setting their own goals

-How serious did the students take the MAP and STAAR assessments? Possibly tired of testing? Differences of the amount of testing and when?---fixed mindset??

-MAP scores and STAAR scores not aligning

-A mixed amount of rigor

-Winter Math MAP and STAAR scores do not align- Not a true indication of where students are. Students not really taking MAP seriously.

-It is a mindset issue.

Student Growth:

-Future 6th grade math and 7th grade reading students will continue to struggle (due to 2018-2019 MAP student growth summaries) in Science and math

**Keith reviewed the Wilson reporting from the Edugence Accountability report: reviewed meets and mastered (approaching is not meeting grade level standards); growth measures-the growth the student has made versus staying the same or declining in progress; limited growth for AA and Hispanic populations in the areas of reading

ESL:

-Years in the country less years versus more years: gaps in the achievement/

-Scores of the composite TELPAS are declining

-Students are not growing in the TELPAS level (6 or more years in the US)are not making progress (87%) in comparison to the state

-How are students from Sheltered Year 1 transitioned into the gen ed population?

-The lack of of ESL support on the campus

-Written and oral thought processes by using academic language in complete sentences

Particular note of few passing the speaking for 6th grade and 8th grade in 2019 Edugence Growth Measures report reviewed by Mark (25% of limited growth out of _____% for all of Wilson for the EL population)

-Subjective assessment scores from teachers

TELPAS

6th grade- Not many students are progressing to advanced levels on TELPAS.

6th grade -6 or more years-94% of students are staying the same or decreasing

7th grade- 6 or more years- of students are staying the same or decreasing

8th grade-6 or more years -87% of students are staying the same or decreasing.

Speaking is a problem area.

 6th AND 7TH graders at Wilson did not have any students score Advanced High for 2019.

Federal Report from 2017-18:

-Dated information; need the most current Federal Report

-Yearly projected growth

-Hispanic/ EL students/ Lower Socio-economic still in the lower percentages

-Growth level performance on 2019 STAAR (Edugence Report) of grade levels for math and reading scatter plots of growth (red=limited growth): shows the improvement for each year although continues to have limited growth in 6th grade math

STAAR Alt:

-If there are 5 or less students assessed for STAAR Alt, the scores are not reported: Wilson had 4 students assessment and one student who did not pass the assessment

-No data to report

STAAR:

-6th grade STAAR Reading: a large percentage of Hispanic category in the Does Not Meet; Meets and Mastered with mixed groups of Honors Students

-7th grade STAAR Math: AA is 47% Did Not Meet

-7th grade STAAR Reading: Hispanic 30% Did Not Meet; AA 24 % Did Not Meet

mixed number of various academic students

-8th History: 50% AA, 41% Hispanic, 41% Socio-economic 78% ESL, 62% Special Ed (INCLUDES higher students)

-8th Reading: 23% AA (INCLUDES higher students)

-8th Math : 17% Hispanic 20% AA (DOES NOT include Algebra student)

-8th Science: 29% Hispanic, 27% AA (INCLUDES all students)

TEA Score Report (2017-18):

-Distinction in ELAR/ Reading

-2018 Accountability Standard: Met Standard

STAAR GAP Analysis Report (Spring 2019):

Monitored 1: monitored for 1 year; Monitored 2: monitored for 2 years

6th: M1 students in Reading and Math have the largest gaps (less than 5 students tested)

7th: M1 students in Math (less than 5 students) non-socio-economic students 25% below district standards in the masters category (which includes honors students)

8th History: more gaps: non-socio-economic students have a higher disadvantage than the socio-economic students

Student Growth:

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Student Learning Strengths

Completed by Wilson Staff August 2019

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 Learning 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 (Prioritized): Wilson scored a 77 on the School Progress - Domain II Academic Growth Measure on the State Accountability Report.

School Processes & Programs

School Processes & Programs Summary

Completed by Wilson Staff August 2019

Question # 1- STAAR scores drives BLAST, reading class schedules. The data also determines if we are going to tier students. MAP scores determine placement. The MAP data shows that the majority of the students should have failed STAAR, but they didn't, and in reality there was more growth than loss.

Question # 2- We have an open door policy with admin, the TEAM retreat allowed for many voices to be heard, admin asked teachers for input throughout the year.

Question # 3- Teachers have freedom in deciding how many grades to take and the types of formative assessments conducted within the classroom. The district provides assessments for semester exams, CAPs, and MAP testing. We can decide projects and quiz level assessments. P.E. and SPed create curriculum for their classes.

Question # 4- Last year was the first time teachers saw data that reflects the growth and needs of students. Teachers are able to regularly view their data and discuss it.

Question # 5- New teacher meetings helped teachers new to campus feel comfortable with asking questions and receiving feedback. The new district mentor program is going to allow for smaller groups to meet with mentors regularly to receive help and have their questions answered.

Question # 6- According to the teacher and staff survey, we feel that we are supported through professional development that is related to our instructional growth.

Question #7- As a staff we have opportunities to look at data and use our T-TESS goals to align with our instructional practices.

Question # 8- Data is being used to help us understand our gaps and plan/ implement our instruction.

Question # 9- In our grade-level meetings we analyzed data from our formative assessments within our individual classrooms to help us create targeted tutorials, we have extended planning to help us change our curriculum and instruction, and with the whole department having our common planning periods it allowed us to plan more effectively.

Question # 10- At grade level meetings we are looking at our student needs through specific concepts and whether or not they are being met. MAP scores are not showing consistency across the grade level. The MAP data alone isn't reliable enough. Semester exams have some discrepancies as well. This seems to be due to lack of motivation/ lack of knowledge about how every assessment impacts their growth. Students need to know why we care about these assessments.

Question # 11- We feel as a group that we have addressed the answer to this question in numbers 8-11.

Question # 12- We feel there is not enough data to decide whether students and staff are proficient in technology. This should be added to the survey for next year.

Question # 13- We do not have enough chromebooks to truly be 1 to 1 in each classroom when it comes to technology. Perhaps we could switch to students checking out chromebooks at the beginning of the day before school starts to ensure that every student has a chromebook throughout the school day.

Question # 14- As a committee we feel that there is not enough data to support curriculum, instruction, and assessment integration and implementation.

School Processes & Programs Strengths

Completed by Wilson Staff August 2019

- 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 (Prioritized): Teachers need to better understand how to access and use pertinent student data to inform instruction and monitor for growth.

Problem Statement 2 (Prioritized): 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 Summary

Completed by Wilson Staff August 2019

Parent Feedback survey- Wanting more homework, study skills, practicing at home before quizzes and tests. Concern about not being prepared for high school. Liked the leadership presents compared to past year. They aren't seeing academic growth and that pisd curriculum doesn't allow for this.

Family/Community Involvement/Non-English Speaking Communication

Like - open house (bingo card), club/group parent meetings, 6th grade meet and greet in May with performing groups, parent survey (more parents needs to fill it out), Love & Logic meetings/SEL meetings for parents at school (maybe offer an incentive to attend and continue to provide childcare), SEL student advisory lessons (although many teachers feel like the lessons are not on their level/too immature, but cover good and real subjects). Our campus is ? Spanish speaking - we provide phone messages in spanish and handouts in spanish

Need improvements - need more personal individualized and positive communication to parents, for parents who don't have the availability to come to conferences offer phone conferences, include Go Link Uber as an option for transportation needs, offer a limited amount of free transportation through GO Link (first come, first serve), only 63 parents filled out the parent feedback survey but we do not know why so few filled out (limited availability, lack of interest to fill it out, not required, no incentive), Open house with bingo cards had a great turnout/we need to offer incentives or free food/drinks, more involvement from PTA, PTA does not have a presence at Wilson.

Behavior/ Expectations-

Teachers feel like more administrative presence and feedback is needed in the classroom, along with tools and resources to effectively manage the behaviors and the academic climate. Teachers are looking for more guidance for effective teaching and exposure to classroom environments with well managed and engaged students. (teacher/staff survey Q3, Q4 & 2.4)

Administrators provided feedback that they themselves also had concerns about the number of walkthroughs teachers received in regards to instructional practices. (Administrator Feedback Q3)

Administrators provided feedback that they also believe multiple sources should be given to teachers when providing feedback.

Communication and Study Skills:

Two areas where we spent detailed conversation regarding communication with parents and study skills and homework. Many parents responded that we have a good foundation for communication with parents. However, there are areas that we need to address in order to help our parents feel they have the information they need.

There are a number of parents that are concerned with study skills and developing them with our students. A number of parents are feeling that we are teaching students skills to help prepare for tests/exams.

Our group also felt that there are many ways our staff is working hard to address both these issues, however there are aspects we can't control. Student behaviors and attitude towards their learning, parental involvement can vary and it's not always consistent, and these factors make it frustrating to try to solve these problems.

Perceptions Strengths

Completed by Wilson Staff August 2019

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 (Prioritized): 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 Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS 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

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Reading 6-8 will increase from 58% in 2019 to 60% by June 2021. The SPED student group performance will increase from 24% in 2019 to 27% in 2021. The EL student group performance will increase from 39% in 2019 to 43% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase academic performance and engagement in reading assignments by planning and implementing instruction that students view as motivating and intriguing as recorded on meeting/lesson planning agendas. **Staff Responsible for Monitoring:** English Department Campus Instructional Coach District Curriculum Specialist/Coach Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	25%	35%	40%

Strategy 2 Details	Formative Reviews		
Strategy 2: The English Department will utilize Edgenuity MyPath, in conjunction with NWEA MAP testing, to target and individualize each student's needed skill support in an effort to enrich and progress their learning at a faster rate.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase academic performance as recorded on NWEA MAP results and locally/district developed standards-based assessments. **Staff Responsible for Monitoring:** English Department Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Classroom resources - 211 Title I, Part A - $6,995	15%	25%	30%

Strategy 3 Details	Formative Reviews		
Strategy 3: Use Title 1 Extra Duty Funding to pay for each member of the English Team (15 Teachers) to provide targeted standards-based instructional support (campus identified priority standards) to students during Extended Learning Time outside of the school day based on progress monitoring from Reading MAP, Formative, and classroom performance on assignments.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally/district developed standards-based assessments, STAAR Reading. **Staff Responsible for Monitoring:** English Department Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Title I Extra Duty - 211 Title I, Part A - $16,380	0%	25%	30%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Wilson students that score Meets grade level or above on STAAR Writing 7 will increase from 45% in 2019 to 47% by June 2021. The SPED student group performance will increase from 18% in 2019 to 20% in 2021. The Eco Dis student group will increase from 29% in 2019 to 34% in 2021. The Hispanic student group performance will increase from 30% in 2019 to 34% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

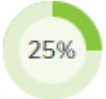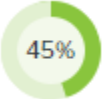| Strategy 1 Details	Formative Reviews		
Strategy 1: 1) The English Department will commit to planning and executing lessons using the Collaborative Team Framework that create high levels of student engagement, motivation, intrigue, and reflection, so that students are actively engaged in their learning and demonstrate academic growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase academic performance and engagement in writing assignments by planning and implementing instruction that students view as motivating and intriguing as recorded on meeting/lesson planning agendas. **Staff Responsible for Monitoring:** English Department Campus Instructional Coach District Curriculum Specialist/Coach Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	25%	35%	40%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Math 6-8 will increase from 56% in 2019 to 57% by June 2021. The SPED student group performance will increase from 26% in 2019 to 29% in 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The African American student group performance will increase from 37% in 2019 to 41% in 2021. The Eco Dis student group performance will increase from 37% in 2019 to 41% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
	Nov	**Feb**	**June**

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.
 	
 4) Use Parent Engagement funding to send home a Math Kit with every student (both Face to Face and School@Home) which includes graph paper, a ruler, and a white board with dry erase marker for parents to engage with students throughout the year to foster progression with the math standards. Not only will the materials be used by students during live instruction with the math teachers during class for modeling, but then practice problems will be shared with parents (along with guidance and tips) so that students can use these materials to demonstrate mastery at home.
 	
     Strategy's Expected Result/Impact: Increase academic performance and growth by planning and implementing instruction to deepen lessons as recorded on meeting/lesson planning agendas.
     Staff Responsible for Monitoring: Math Department
 Campus Instructional Coach
 Administrative Team
     Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**
     Funding Sources: Parent Engagement Funds - 211 Title I, Part A - $3,413.71
	25%	40%	45%

Strategy 2 Details	Formative Reviews		
Strategy 2: Use Title 1 Extra Duty Funding to pay for each member of the Math Team (10 Teachers + 1 Para) to provide targeted standards-based instructional support (campus identified priority standards) to students during Extended Learning Time outside of the school day based on progress monitoring from Math MAP, Formative, and classroom performance on assignments.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally/district developed standards-based assessments, STAAR MAP **Staff Responsible for Monitoring:** Math Team Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Title I Extra Duty - 211 Title I, Part A - $11,466	0%	25%	30%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			
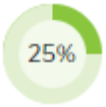
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Science 8 will increase from 61% in 2019 to 63% by June 2021. The EL student group performance will increase from 28% in 2019 to 30% in 2021. The SPED student group performance will increase from 24% in 2019 to 26% in 2021.

   Targeted or ESF High Priority

   Evaluation Data Sources: 2021 STAAR Assessment

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) 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. These mentors will be focused primarily in the 7th grade honors classes where we have two teachers who are new to the Science Fair process.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase academic performance and engagement by planning and implementing instruction that students view as motivating and intriguing as recorded on meeting/lesson planning agendas. **Staff Responsible for Monitoring:** Science Department Campus Instructional Coach Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	25%	35%	40%

Strategy 2 Details	Formative Reviews		
Strategy 2: The Science Team will use the help of two former teachers/coaches to mentor students on their Science Fair projects so that students.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase student performance in the Science Fair by improving the quality of the research, as well as the effectiveness of the presentation of information. We look to see increased levels of performance and achievement in the Science Fair (campus level, district level, region level). **Staff Responsible for Monitoring:** Science Team, Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Targeted Support Strategy** **Funding Sources:** Adult temp (constituancy grant money) - 211 Title I, Part A - $1,000	35%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
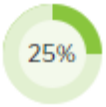
Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 35% in 2019 to 37% by June 2021. The EL student group performance will increase from 15% in 2019 to 18% in 2021. The African American student group will increase from 14% in 2019 to 18% in 2021. The Hispanic student group will increase from 16% in 2019 to 20% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** History Department Campus Instructional Coach Administrative Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	25%	35%	50%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Mark Letterer	Principal
Administrator	Keith Evetts	Assistant Principal
Administrator	TaGwunda Martin	Assistant Principal
Classroom Teacher	Susan McNamara	English Department Chair
Classroom Teacher	Michelle Baudoin	Math Department Chair
Classroom Teacher	Korie Kimrey	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
Community Representative	Kristin Bishop	Shepard Principal
Parent	Johnette Alter	PTA President
Parent	Jenny Ridley	Parent
Business Representative	Eric Williamson	Parent
Business Representative	Calvin Dill	Parent
Parent	Kris de Silva	Parent
Parent	Amy Hunter	Parent
Parent	Brooke Lewis	Parent
Parent	LaQoya Huskey	Parent
Non-classroom Professional	Cynthia Wilcox	Counselor
Non-classroom Professional	Jennifer Denton	Academic Specialist
District-level Professional	James Thomas	Student & Family Services
Parent	Evelyn Zubia	Parent
Classroom Teacher	Mike Vilona	Leadership Team Representative

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	43	40	74		86		57	24	40	68	39	62	46	58
2020	45	42	74		86		58	25	42	69	41	62	47	59
2021	47	45	75		87		60	27	45	71	43	63	49	60
2022	50	48	76		88		61	29	49	73	45	64	51	62
2023	54	53	77		89		64	31	54	76	49	65	54	64
2024	59	58	78		90		67	34	60	80	53	66	58	66

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	37	36	72		88		46	26	37	68	40	60	42	56
2020	39	38	72		88		47	27	39	69	41	60	43	57
2021	41	40	73		89		48	29	41	70	42	61	44	57
2022	44	43	73		89		49	31	44	72	44	61	46	58
2023	48	47	74		90		50	33	48	74	46	62	48	60
2024	53	52	75		91		52	36	53	77	49	63	51	61

Wilson - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 35% in 2019 to 37% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
36% 2019 Baseline: 35%	37%	39%	41%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	14	16	44	*	76	*	50	19	18	25	15	36	31	35
2020	15	18	44	*	76	*	51	20	20	26	16	36	32	36
2021	18	20	45	*	77	*	52	21	23	28	18	37	34	37
2022	21	24	45	*	77	*	54	23	27	30	21	37	36	39
2023	25	28	46	*	78	*	56	26	32	33	24	38	39	41
2024	30	34	48	*	80	*	59	29	38	36	29	40	42	43
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Wilson - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 45% in 2019 to 47% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
46% 2019 Baseline: 45%	47%	49%	51%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	40	30	59	*	60	*	60	18	29	62	31	49	32	45
2020	41	32	59	*	60	*	61	19	31	63	32	49	33	46
2021	44	34	60	*	61	*	62	20	34	65	34	50	35	47
2022	47	38	60	*	61	*	64	22	38	67	37	50	37	49
2023	51	42	61	*	62	*	66	25	43	70	40	51	40	51
2024	56	48	63	*	64	*	69	28	49	73	45	53	43	53
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Wilson - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 61% in 2019 to 63% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
62% 2019 Baseline: 61%	63%	64%	65%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	43	33	75	*	95	*	83	24	39	50	28	64	47	61
2020	44	34	75	*	95	*	83	25	40	51	29	64	48	62
2021	47	37	75	*	95	*	84	26	43	52	30	64	49	63
2022	50	39	76	*	96	*	85	28	46	54	31	65	51	64
2023	54	43	76	*	96	*	87	31	50	56	33	65	53	65
2024	59	48	77	*	97	*	89	34	55	59	36	66	56	66
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

Wilson - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 95% in 2019 to 98% by June 2021.

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	94	94	*	100	*	*	*	95	*	88	97	82	95
2021	*	101	95	*	102	*	*	*	103	*	92	98	91	98
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**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	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	- Employ discipline interventions - Use other intervention strategies as necessary/appropriate - Conference with parents/students		
Principal	**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 Campuses Only: 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	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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.		
Principal	**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	**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		