

Plano Independent School District
Wilson Middle School
2021-2022



Board Approval Date: November 3, 2021

Table of Contents

Comprehensive Needs Assessment	3
Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	4
Goals	5
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 2022.	6
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 2022.	9
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 2022.	12
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 2022.	14
2021-2022 SBIC Committee	16
Campus Funding Summary	17
Addendums	19

Comprehensive Needs Assessment

Revised/Approved: September 21, 2021

Priority Problem Statements

Problem Statement 1: We want to see our students in Quintiles 1-3 consistently performing at or above District averages in terms of academic growth projections on MAP (Math, Reading and Science), like we typically see with our students in Quintiles 4-5. Related to this, we want to increase our percentage of students reaching the Meets and Masters levels on STAAR.

Root Cause 1: In addition to the attention we give toward intervention that accelerate the learning of our students needing more academic support, we also want to give that same level of attention toward challenging our highest 3 quintile students to meet or exceed growth projections when compared with district averages for those groups.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Goals

Revised/Approved: September 21, 2021



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 2022.





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 62% by June 2022. The SPED student group performance will increase from 24% in 2019 to 29% in 2022. The EL student group performance will increase from 39% in 2019 to 45% in 2022.







Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: In addition to intervention lessons that accelerate the learning of our students needing more academic support, the English Department will create extension lessons that challenge our highest 3 quintile students to meet or exceed growth projections when compared with district averages for those groups. Strategy's Expected Result/Impact: Increased student performance in all reporting categories using Fall-Winter-Spring MAP testing data. Staff Responsible for Monitoring: English Department Campus Instructional Coach Administrative Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use 2021-2022 Title 1 Funding to pay for the use of the Formative Program (initiated in 2020-2021) to provide teachers with an effective tool to track student progress when compared with campus-prioritized State standards, act on the data to make ongoing re-teaching and re-assessment adjustments to instruction, and utilize the data to drive extended/targeted learning instruction to students as outlined in HB4545.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: English Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Student Progress Monitoring Program - 211 Title I, Part A - \$6,578</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2021-2022 Title 1 Funding to pay for the use of the Pear Deck Program (initiated in 2020-2021) to provide teachers with an effective tool to see, in real time, how every student in the class is performing on teacher-generated interactive assessments, and allows teachers to generate reports that are useful for determining student progress, re-teaching & re-assessment needs, & extended / targeted instructional support needs to meet HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: English Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Pear Deck Interactive Assessment Progress Monitoring Program - 211 Title I, Part A - \$2,700</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2021-2022 Title 1 Funding to pay for the Wilson Campus Instructional Coach to attend the September 28, 2021, virtual lead4ward conference. The content from this conference is heavily integrated into the District Curriculum. The Instructional Coach provided training to staff during the August campus professional development on lead4ward resources and strategies, which will be a central focus during her weekly coaching sessions with each team as they determine priority standards and align curriculum, targeted instruction, and targeted HB4545 intervention (and extension activities) around these standards).</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: English Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Conference Registration - 211 Title I, Part A - \$235</p>	Formative		
	Nov	Feb	June
			
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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 2022.





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 49% by June 2022. The SPED student group performance will increase from 18% in 2019 to 22% in 2022. The Eco Dis student group will increase from 29% in 2019 to 38% in 2022. The Hispanic student group performance will increase from 30% in 2019 to 38% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 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. 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

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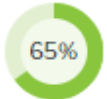
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

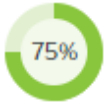

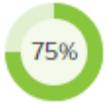

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Math 6-8 will increase from 56% in 2019 to 58% by June 2022. The SPED student group performance will increase from 26% in 2019 to 31% in 2022. The Hispanic student group performance will increase from 36% in 2019 to 43% in 2022. The African American student group performance will increase from 37% in 2019 to 44% in 2022. The Eco Dis student group performance will increase from 37% in 2019 to 44% in 2024.







Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In addition to intervention lessons that accelerate the learning of our students needing more academic support, the Math Department will create extension lessons that challenge our highest 3 quintile students to meet or exceed growth projections when compared with district averages for those groups.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using Fall-Winter-Spring MAP testing data.</p> <p>Staff Responsible for Monitoring: Math Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use 2021-2022 Title 1 Funding to pay for the use of the Formative Program (initiated in 2020-2021) to provide teachers with an effective tool to track student progress when compared with campus-prioritized State standards, act on the data to make ongoing re-teaching and re-assessment adjustments to instruction, and utilize the data to drive extended/targeted learning instruction to students as outlined in HB4545.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams</p> <p>Staff Responsible for Monitoring: Math Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Student Progress Monitoring Program - 211 Title I, Part A - \$6,578</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2021-2022 Title 1 Funding to pay for the use of the Pear Deck Program (initiated in 2020-2021) to provide teachers with an effective tool to see, in real time, how every student in the class is performing on teacher-generated interactive assessments, and allows teachers to generate reports that are useful for determining student progress, re-teaching & re-assessment needs, & extended / targeted instructional support needs to meet HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: Math Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Pear Deck Interactive Assessment Progress Monitoring Program - 211 Title I, Part A - \$2,700</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2021-2022 Title 1 Funding to pay for the Wilson Campus Instructional Coach to attend the September 28, 2021, virtual lead4ward conference. The content from this conference is heavily integrated into the District Curriculum. The Instructional Coach provided training to staff during the August campus professional development on lead4ward resources and strategies, which will be a central focus during her weekly coaching sessions with each team as they determine priority standards and align curriculum, targeted instruction, and targeted HB4545 intervention (and extension activities) around these standards).</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams</p> <p>Staff Responsible for Monitoring: Math Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Conference Registration - 211 Title I, Part A - \$235</p>	Formative		
	Nov	Feb	June
			
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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 2022.









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 64% by June 2022. The EL student group performance will increase from 28% in 2019 to 31% in 2022. The SPED student group performance will increase from 24% in 2019 to 28% in 2028.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In addition to intervention lessons that accelerate the learning of our students needing more academic support, the Science Department will create extension lessons that challenge our highest 3 quintile students to meet or exceed growth projections when compared with district averages for those groups.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using Fall-Winter-Spring MAP testing data.</p> <p>Staff Responsible for Monitoring: Science Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use 2021-2022 Title 1 Funding to pay for the use of the Formative Program (initiated in 2020-2021) to provide teachers with an effective tool to track student progress when compared with campus-prioritized State standards, act on the data to make ongoing re-teaching and re-assessment adjustments to instruction, and utilize the data to drive extended/targeted learning instruction to students as outlined in HB4545.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams</p> <p>Staff Responsible for Monitoring: Science Team Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Student Progress Monitoring Program - 211 Title I, Part A - \$6,578</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2021-2022 Title 1 Funding to pay for the use of the Pear Deck Program (initiated in 2020-2021) to provide teachers with an effective tool to see, in real time, how every student in the class is performing on teacher-generated interactive assessments, and allows teachers to generate reports that are useful for determining student progress, re-teaching & re-assessment needs, & extended / targeted instructional support needs to meet HB4545 requirements.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: Science Team Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Pear Deck Interactive Assessment Progress Monitoring Program - 211 Title I, Part A - \$2,700</p>	Formative		
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<p>Strategy 4: Use 2021-2022 Title 1 Funding to pay for the Wilson Campus Instructional Coach to attend the September 28, 2021, virtual lead4ward conference. The content from this conference is heavily integrated into the District Curriculum. The Instructional Coach provided training to staff during the August campus professional development on lead4ward resources and strategies, which will be a central focus during her weekly coaching sessions with each team as they determine priority standards and align curriculum, targeted instruction, and targeted HB4545 intervention (and extension activities) around these standards).</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams.</p> <p>Staff Responsible for Monitoring: Science Team Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Lead4ward Conference Registration - 211 Title I, Part A - \$235</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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 2022.

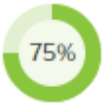







Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 35% in 2019 to 39% by June 2022. The EL student group performance will increase from 15% in 2019 to 21% in 2022. The African American student group will increase from 14% in 2019 to 21% in 2022. The Hispanic student group will increase from 16% in 2019 to 24% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In addition to intervention lessons that accelerate the learning of our students needing more academic support, the History Department will create extension lessons that challenge our highest 3 quintile students to meet or exceed growth projections when compared with district averages for those groups.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using Fall-Winter-Spring MAP testing data (Reading).</p> <p>Staff Responsible for Monitoring: History Department Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use 2021-2022 Title 1 Funding to pay for the use of the Formative Program (initiated in 2020-2021) to provide teachers with an effective tool to track student progress when compared with campus-prioritized State standards, act on the data to make ongoing re-teaching and re-assessment adjustments to instruction, and utilize the data to drive extended/targeted learning instruction to students as outlined in HB4545.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, campus/district developed standards-based assessments, STAAR exams</p> <p>Staff Responsible for Monitoring: History Team Campus Instructional Coach Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: Student Progress Monitoring Program - 211 Title I, Part A - \$6,578</p>	Formative		
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	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2021-2022 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

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,920.00
+/- Difference					\$2,920.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$738.00
+/- Difference					\$738.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Progress Monitoring Program		\$6,578.00
1	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$2,700.00
1	1	4	Lead4ward Conference Registration		\$235.00
2	1	2	Student Progress Monitoring Program		\$6,578.00
2	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$2,700.00
2	1	4	Lead4ward Conference Registration		\$235.00
3	1	2	Student Progress Monitoring Program		\$6,578.00
3	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$2,700.00
3	1	4	Lead4ward Conference Registration		\$235.00
4	1	2	Student Progress Monitoring Program		\$6,578.00
4	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$2,700.00
4	1	4	Lead4ward Conference Registration		\$235.00
Sub-Total					\$38,052.00
Budgeted Fund Source Amount					\$180,762.00
+/- Difference					\$142,710.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$32,550.00
+/- Difference					\$32,550.00
Grand Total Budgeted					\$216,970.00
Grand Total Spent					\$38,052.00
+/- Difference					\$178,918.00

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

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
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	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● 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. <p>Fitness</p> <ul style="list-style-type: none"> ● 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● 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.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● 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	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● 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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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