

Plano Independent School District

Wilson Middle School

2022-2023



Board Approval Date: September 20, 2022

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Based on MAP and STAAR Growth Measures, we are not seeing consistent growth and performance from each of our student groups (including MAP quintile groupings). For the 2021-2022 school year, all 4 core departments saw a need to improve performance for our higher quintile groups, which we generally saw gains. From this year's data, each department saw a different need/priority problem when reviewing MAP and STAAR data. Upon completion of the Root Cause Analysis, each department arrived at a different reason to focus on improving for the 2022-2023 school year. Each of the Root Cause Analyses are written as a departmental goal, and the teachers within each department elected to center their T-TESS goal around their department's goal to channel their focus and energies in team planning and instruction.

Student Learning Strengths

Algebra I EOC Results

Math 8 STAAR Results

Reading 6 and 8 STAAR Results

Science 8 STAAR Results

MAP Growth Measures - Quintile 1

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math - As a department, we are not seeing expected growth in each of our MAP/STAAR growth quintiles when we look at growth measure data. **Root Cause:** We want to get better at systematically spiraling in TEKS from earlier grade levels and units through a combination of warm-ups and homework, so that our students can have multiple opportunities to demonstrate growth and retain mastery of these standards.

Problem Statement 2: English - At each grade-level, ESL/Hispanic/SPED students are under-performing when compared with other student groups on STAAR. **Root Cause:** We want to improve the level of fluency through our Tier 3 instruction, so that our struggling readers (in particular, ESL and SPED) show growth on MAP and STAAR Reading Assessments.

Problem Statement 3: Science - When reviewing MAP and STAAR growth and performance measures, we are not seeing consistent growth from each student quintile and, as a result, are not seeing the number of students achieve Meets and Masters levels on STAAR. **Root Cause:** We want to get better at scaffolding our academic conversations and writing for our dependent learners, in addition to assessing how they're performing as a result, so that all students are more engaged in class and showing academic growth.

Problem Statement 4: History - Students scored lower than expected on STAAR on TEKS that build from 6th to 7th to 8th grade, including content and process standards. **Root Cause:** We want to get better at scaffolding reading, writing, and speaking opportunities in Tier 1 instruction, so that all students have opportunities to engage with and show mastery

of the content.

Priority Problem Statements

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

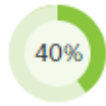
Goals







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 2022 to 2023.






Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Reading 6-8 will increase from 56% in 2022 to 57% by June 2023. The SPED student group performance will increase from 20% in 2022 to 23% in 2023. The EL student group performance will increase from 32% in 2022 to 34% in 2023. The Hispanic student group performance will increase from 40% in 2022 to 42% in 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: We want to improve the level of fluency through our Tier 3 instruction, so that our struggling readers (in particular, ESL and SPED) show growth on MAP and STAAR Reading Assessments. Strategy's Expected Result/Impact: Increased student performance in all reporting categories using District PMA data, Fall-Winter-Spring MAP growth data, and STAAR performance and growth. Staff Responsible for Monitoring: English Department Campus Instructional Coach Administrative Team 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 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2022-2023 Title I Funding to pay for the Wilson Campus Instructional Coach to attend the September 2022 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>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</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2022 to 2023.






Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Math 6-8 will increase from 44% in 2022 to 45% by June 2023. The SPED student group performance will increase from 21% in 2022 to 24% in 2023. The Hispanic student group performance will increase from 31% in 2022 to 33% in 2023. The African American student group performance will increase from 18% in 2022 to 21% in 2023. The Eco Dis student group performance will increase from 27% in 2022 to 29% in 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We want to get better at systematically spiraling in TEKS from earlier grade levels and units through a combination of warm-ups and homework, so that our students can have multiple opportunities to demonstrate growth and retain mastery of these standards.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using District PMA data, Fall-Winter-Spring MAP growth data, and STAAR performance and growth data.</p> <p>Staff Responsible for Monitoring: Math Department Campus Instructional Coach Administrative Team</p> <p>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 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2022-2023 Title I Funding to pay for the Wilson Campus Instructional Coach to attend the September 2022 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>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</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 2022 to 2023.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Science 8 will increase from 50% in 2022 to 51% by June 2023. The EL student group performance will increase from 29% in 2022 to 31% in 2023. The SPED student group performance will increase from 12% in 2022 to 15% in 2023. The Hispanic student group performance will increase from 35% in 2022 to 37% in 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We want to get better at scaffolding our academic conversations and writing for our dependent learners, in addition to assessing how they're performing as a result, so that all students are more engaged in class and showing academic growth.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using District PMA data, Fall-Winter-Spring MAP growth data, and STAAR performance and growth data.</p> <p>Staff Responsible for Monitoring: Science Department Campus Instructional Coach Administrative Team</p> <p>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 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2022-2023 Title I 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>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</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2022-2023 Title I Funding to pay for the Wilson Campus Instructional Coach to attend the September 2022 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>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</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 2022 to 2023.

Performance Objective 1: The percent of Wilson students that score Meets grade level or above on STAAR Social Studies 8 will increase from 31% in 2022 to 32% by June 2023. The EL student group performance will increase from 10% in 2022 to 13% in 2023. The African American student group will increase from 9% in 2022 to 11% in 2023. The Hispanic student group will increase from 19% in 2022 to 21% in 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We want to get better at scaffolding reading, writing, and speaking opportunities in Tier 1 instruction, so that all students have opportunities to engage with and show mastery of the content.</p> <p>Strategy's Expected Result/Impact: Increased student performance in all reporting categories using District PMA data, Fall-Winter-Spring MAP growth data (Reading), and STAAR performance and growth data.</p> <p>Staff Responsible for Monitoring: History Department Campus Instructional Coach Administrative Team</p> <p>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 2022-2023 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>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</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use 2022-2023 Title I 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: History Department Campus Instructional Coach Administrative Team</p> <p>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</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use 2022-2023 Title I Funding to pay for the Wilson Campus Instructional Coach to attend the September 2022 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: History Department Campus Instructional Coach Administrative Team</p> <p>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</p>	Formative		
	Nov	Feb	June
			
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2022-2023 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	Kelly Carlson	Math Department Chair
Classroom Teacher	Korie Kimrey	Science Department Chair
Classroom Teacher	Elena Cain	History Department Chair
Classroom Teacher	Miguel Lira	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	Kim Senteney	Office Manager
Community Representative	Kristin Bishop	Shepard Principal
Parent	Johnette Alter	Parent
Business Representative	Eric Williamson	Parent
Parent	Brooke Lewis	Parent
Non-classroom Professional	Cynthia Wilcox	Counselor
Non-classroom Professional	Jennifer Denton	Academic Specialist
Community Representative	James Thomas	Community Representative
Business Representative	Joe Adams	Business Representative
Business Representative	Andy Lee	Business Representative
Community Representative	Clara Alaniz	Community Representative
Parent	Melinda Salsbury	Parent / PTA
Parent	Molly Chandler	PTA President
District-level Professional	Laurie Taylor	PISD Chief Learning Officer
District-level Professional	Nardeen Boxell	PISD Coordinator of Federal and State Programs
District-level Professional	Renee Davis	PISD Title I Program Specialist
Parent	Tammy Baldwin	Parent

Committee Role	Name	Position
Non-classroom Professional	Kristi Lee	Campus Student Intervention Specialist

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					\$3,770.00
+/- Difference					\$3,770.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$924.00
+/- Difference					\$924.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Progress Monitoring Program		\$0.00
1	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$0.00
1	1	4	Lead4ward Conference Registration		\$0.00
2	1	2	Student Progress Monitoring Program		\$0.00
2	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$0.00
2	1	4	Lead4ward Conference Registration		\$0.00
3	1	2	Student Progress Monitoring Program		\$0.00
3	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$0.00
3	1	4	Lead4ward Conference Registration		\$0.00
4	1	2	Student Progress Monitoring Program		\$0.00
4	1	3	Pear Deck Interactive Assessment Progress Monitoring Program		\$0.00
4	1	4	Lead4ward Conference Registration		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$220,350.00
+/- Difference					\$220,350.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,115.00
+/- Difference					\$27,115.00
Grand Total Budgeted					\$252,159.00
Grand Total Spent					\$0.00
+/- Difference					\$252,159.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	84	107	1	13	0	47	102	9	64	186	77	263
2022	27	38	76	0	62		19	38	44	31	59	40	54
2023	29	40	77	1	63		22	40	45	33	60	41	55
2024	31	42	77	2	63		25	42	45	35	60	43	55
2025	33	44	78	3	64		29	44	46	38	61	45	56
2026	37	48	80	4	66		35	48	48	42	63	48	58
2027	41	52	81	6	67		42	52	49	47	64	51	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	91	94	0	16	0	48	107	5	69	198	60	258
2022	59	45	70		75		25	42	60	38	63	45	59
2023	61	47	71		76		28	44	61	40	64	46	60
2024	63	49	71		76		31	46	61	42	64	48	60
2025	65	51	72		77		35	48	62	45	65	50	61
2026	69	55	74		79		41	52	64	49	67	53	63
2027	73	59	75		80		48	56	65	54	68	56	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	46	88	111	4	10	0	34	108	10	49	196	79	275
2022	30	38	72	75	90		15	34	80	24	59	43	54
2023	32	40	73	76	91		18	36	81	26	60	44	55
2024	34	42	73	77	91		21	38	81	28	60	46	55
2025	36	44	74	78	92		25	40	82	31	61	48	56
2026	40	48	76	79	94		31	44	84	35	63	51	58
2027	44	52	77	81	95		38	48	85	40	64	54	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	134	263	312	5	39	0	129	317	24	182	580	216	796
2022	39	40	73	60	74		20	38	62	32	60	43	56
2023	41	42	74	61	75		23	40	63	34	61	44	57
2024	43	44	74	62	75		26	42	63	36	61	46	57
2025	45	46	75	63	76		30	44	64	39	62	48	58
2026	49	50	77	64	78		36	48	66	43	64	51	60
2027	53	54	78	66	79		43	52	67	48	65	54	61

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	84	107	1	13	0	47	102	9	64	186	77	263
2022	14	27	63	0	77		19	25	33	31	48	30	43
2023	17	29	64	1	78		22	27	34	33	49	32	44
2024	20	32	66	3	80		25	30	36	35	51	34	46
2025	23	36	68	5	82		29	34	38	38	53	37	48
2026	29	40	70	7	84		34	38	40	42	55	41	50
2027	35	46	73	10	87		41	44	43	47	58	46	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	71	40	0	4	0	43	80	4	60	108	47	155
2022	3	18	30		25		16	9	0	17	21	11	18
2023	6	20	31		26		19	11	1	19	22	13	19
2024	9	23	33		28		22	14	3	21	24	15	21
2025	12	27	35		30		26	18	5	24	26	18	23
2026	18	31	37		32		31	22	7	28	28	22	25
2027	24	37	40		35		38	28	10	33	31	27	28

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	59	108	171	4	22	0	41	135	11	58	292	92	384
2022	29	42	70	75	82		27	40	82	33	61	42	56
2023	32	44	71	76	83		30	42	83	35	62	44	57
2024	35	47	73	78	85		33	45	85	37	64	46	59
2025	38	51	75	80	87		37	49	87	40	66	49	61
2026	44	55	77	82	89		42	53	89	44	68	53	63
2027	50	61	80	85	92		49	59	92	49	71	58	66

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	134	263	316	5	39	0	131	317	24	182	584	216	800
2022	18	31	62	60	74		21	27	50	27	49	31	44
2023	21	33	63	61	75		24	29	51	29	50	33	45
2024	24	36	65	63	77		27	32	53	31	52	35	47
2025	27	40	67	65	79		31	36	55	34	54	38	49
2026	33	44	69	67	81		36	40	57	38	56	42	51
2027	39	50	72	70	84		43	46	60	43	59	47	54

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	46	88	111	4	10	0	34	109	10	49	197	79	276
2022	20	35	68	75	100		12	29	70	29	55	37	50
2023	22	37	69	76	100		15	31	71	31	56	38	51
2024	25	39	69	76	100		18	33	71	34	56	40	51
2025	28	41	70	77	100		22	36	72	37	57	42	52
2026	32	45	72	79	100		27	40	74	41	59	45	54
2027	37	49	73	80	100		34	44	75	46	60	49	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wilson

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	46	88	111	4	10	0	34	109	10	49	197	79	276
2022	9	19	47	0	60		15	16	50	10	36	19	31
2023	11	21	48	2	61		18	18	51	13	37	21	32
2024	14	24	50	4	63		21	21	53	16	39	23	34
2025	18	28	52	6	65		25	25	55	19	41	26	36
2026	23	33	54	9	67		30	30	57	25	43	30	38
2027	29	39	57	13	70		37	36	60	31	46	34	41

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. • 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">• 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		
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