Midlothian Independent School District

Walnut Grove Middle School

2020-2021 Campus Improvement Plan

Mission Statement

Walnut Grove Middle School exists to meet the educational, social, and emotional needs of all students in an environment that is safe, orderly, student-friendly, respectful and engaging.

Vision

It is the vision of Walnut Grove Middle School to make every student successful.

Value Statement

The Cultural Tenets of MISD are:

Family

Celebrate the Power of Diversity

Unlimited Potential

Honor Relationships

Excellence Through Purpose

Midlothian Strong

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walnut Grove Middle School serves approximately 1,018 students. The demographics of Walnut Grove are:

White - 65%

Hispanic - 25%

African American - 9%

Asian/Pacific Islander - 1%

24% of students are Economically Disadvantaged. 12% of students receive Special Education services. . 3.5% of students are English Language Learners

Demographics Strengths

Reading STAAR-Approaches Grade Level	Math STAAR-Approaches Grade Level
White - 88%	White - 92%
Hispanic - 83%	Hispanic - 87%
AA - 75%	AA - 91%
Two or More Races - 76%	Two or More Races - 88%

African American students outperformed other subgroups on 2019 STAAR Science, with 100% scoring at Approaches, 70% at Meets, and 40% at Masters.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hispanic Writing scores are below those of other subgroups.

Student Learning

Student Learning Summary

Walnut Grove Middle School experienced many academic successes in the 2017-18 school year. According to 2018 STAAR reports, WGMS showed many strengths. On the Reading STAAR, 83% of students scored at Approaches. Also on Reading STAAR, 30% of students scored at Masters. On the Math STAAR, 88% of students scored Approaches. Also on Math STAAR, 24% of students scored Masterss. On AlgebraI EOC, 100% of students scored Approaches, with 98% also scoring Masters.

Student Learning Strengths

Walnut Grove's strengths are as follows:

- 83% of all students scored Approaches on the STAAR Reading Test
- 88% of all students scored Approaches on the STAAR Math Test
- 80% of all students scored Approaches on the STAAR Writing Test
- 93% of all 8th graders scored Approaches on the STAAR Science Test
- 86% of all 8th graders scored Approaches on the STAAR Social Studies Test
- Our school received its first ever Distinction in Social Studies in 2018.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 6th grade Reading scores were low at 75%.

School Processes & Programs

School Processes & Programs Summary

WGMS follows the teaming model, in which students are generally scheduled in groups of about 130 students with the same teacchers for Math, ELAR, Social Studies, and Science. This creates a "school within a school," allowing a personal touch to be afforded to students by their teachers. WGMS teachers engage students in meaningful lessons that relate to sutdents' lives, to their interests, and to consequences in life that they find important.

Professional Learning Communities, or PLC's are an important part of our teachers' growth, as well as a way to meet the needs of students. In years past PLC's have been used primarily for the purpose of teacher planning of lessons. This year, our goal is to expand this to allow teachers to analyze assessments (especially the pre and pi assessments), determine which students need help, and to provide that help. Our teachers will ask four essential questions at every PLC: 1) What do we want our students to learn? 2) How will we know whe they've learned it? 3) What will we do when they get it? 4) What will we do when they don't get it?

Our teachers integrate technology consistently into their lessons. Students use their laptops to design and create new products and to collaborate. We focus on the Four C's, and have grown as a school in the use of Communication, Collaboration, Creativity, and Critical Thinking. Our students regularly collaborate digitally with students on campus.

Our district uses the TEKS Resource System as its curriculum. This has resulted in a viable, research-based curriculum that is written by experts. The Pacing Guide has given teachers a way to stay on track and provides a scope and sequence. The TRS also has valuable tools that show teachers where concepts are introduced and reviewed. It also shows teachers common misconceptions that students have for each TEK.

We believe that the recruitment, hiring, and retention of quality staff is, perhaps, the most important thing that we do. We build relationships with certification programs, like iTeach and SAGU. We encourage our veteran teachers to take on student observers and student teachers. We support our new teachers through a mentoring program at the district and campus levels. We also utilize referrals from our own teachers to get information on quality teachers that they may know from other districts.

We encourage our students to get involved in at least one school activity each year. We offer many clubs and organizations for our students. We also alow our students to creat their own clubs, provided they can find a faculty sponsor and we can host the clubs while maintaining social distancing.

School Processes & Programs Strengths

Our students achieve high levels of academic success each year. Each six weeks, about 1/2 of the students in our school will receive some type of honor roll recognition.

Our school has a robust academic program for all students. The TRS curriculum has given our teachers a viable, research-based curriculum that was written by curiculum experts. This has produced uniform standards for our teachers. The tools that accompany TRS have helped teachers see the big picture of what they teach (the Year at a Glance), and helped clear up for students common misconceptions about course content.

Our hiring process begins with recruiting the best teachers from the area and beyond. This begins with gathering referrals, from our current staff, of teachers that they know from other districts who are outstanding. These people, coupled with those who we discover from Teacher Job Network, are analyzed carefully. Candidates first are screened using the Humanex interview process, which is done by phone. Those who do well are brought in for face to face interviews, which are done by committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students finding ways to get involved with school such as clubs and extracurricular activities will be more difficult this year due to Covid.

Perceptions

Perceptions Summary

The climate and the culture of our school have been evolving in past years. We believe that the most important things that we do are teach students well and love them. The climate of our school is warm, friendly, and focused upon students and their success.

At WGMS, we have numerous values and beliefs to which we hold. First, students are first and foremost. Next, positive relationships with our kids is critical to making a life-long impact on them. We consistently emphasize the importance of relationships with students and how we must connect with each one that we serve. Furthermore, we believe that technology is a powerful tool that can be used to engage students, enhance instruction, and empower kids to create new products. Finally, customer service to students and to parents is highly valued here. We believe that taking good care of both groups is not only the right thing to do, it is imperative. If we don't take good care of them, then another school will.

Perceptions Strengths

This information is from past Youth Truth surveys. Due to Covid last year, the survey was not completed.

Our school survey, Youth Truth, indicates that our staff views our school's culture and comunication are both very positive and effective (98th percentile), teachers feel engaged and empowered (96th percentile), our staff experiences positive relationships in their school (96th percentile), and staff receive feedback, support and have opportunities to grow (94th percentile).

Also on Youth Truth, our students report being engaged with their school (60th percentile), receiving a rigorous education that prepares them for the future (67th percentile), and feeling supported by their teachers (68th percentile). Students also stated that they had supportive relationships with their peers (73rd percentile). Finally, survey results showed that our students believe that our school fosters a culture of respect and fairness (80th percentile).

Parent results of Youth Truth were positive as well. Parents told us that they believe that our school fosters shared goals, respect, fairness, and diversity (79th percentile). They also told us that our school utilizes resources to support students (84th percentile), and that they believe our school is safe for students (69th percentile).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student and parent survey results were lower than staff results.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Goals

Revised/Approved: September 25, 2020

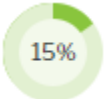**Goal 1:** Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.

Strategy 1: The TEKS Resource System will be utilized in 100% of core subject PLC's as evidenced by teachers' lesson plans, formals and walk throughs.	Reviews		
	Formative		**Summative**
Strategy's Expected Result/Impact: More focused instruction, a more aligned curriculum, consistent learning results for students across teachers' classrooms. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Lead Teachers	**Nov** 45%	**Feb**　　　**June**	**June**

Strategy 2: 100% of iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses.	Reviews		
	Formative		**Summative**
Strategy's Expected Result/Impact: Aligned instruction, materials and activities across middle school campuses. **Staff Responsible for Monitoring:** ILL's, Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov** 0%	**Feb**　　　**June**	**June**

Strategy 3: Professional Learning Communities will meet at least one time per week to plan challenging, engaging lessons that are aligned to the TEKS and aligned to each other, using the PLC Planning Template in every meeting as a guide.	Reviews		
	Formative		**Summative**
Strategy's Expected Result/Impact: Rigorous, aligned curriculum for all students. Similar instruction, activities, and assessments for all students in each grade level subject. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** PLC Training - ESSA-Title II-TPRT - $1,454	**Nov** 35%	**Feb**　　　**June**	**June**

Strategy 4: Innovative lessons will be shared at least weekly, school-wide, via the Cat News program and on social media.		Reviews		
Strategy's Expected Result/Impact: An increase in the number of innovative lessons and activities in our school and more opportunities for staff to celebrate their creativity.		Formative		Summative
Staff Responsible for Monitoring: Cat News Teacher, Principal, Assistant Principals		Nov	Feb	June	June
		25%			

Strategy 5: iCoaches will collaborate with teachers to assist them in creating exemplar lessons.		Reviews		
Strategy's Expected Result/Impact: An increase of at least 3%in the MPowered dimension of the Planning and Instruction domains of T-TESS.		Formative		Summative
Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches		Nov	Feb	June	June
TEA Priorities: Recruit, support, retain teachers and principals		30%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2020-2021 school year.

Strategy 1: The Four C's - Communication, Collaboration, Creativity, and Critical Thinking will continue to be emphasized with teachers and will be recognized when observed.	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy's Expected Result/Impact: Increased collaboration between students and increased problem-solving activities. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	15%			

Strategy 2: Teachers will be encouraged to gather feedback from students after teaching an exemplar lesson in order to glean ideas on ways to increase engagement.	Reviews			
Strategy's Expected Result/Impact: Teachers will increase their bank of engaging and empowering activities.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers	Nov	Feb	June	June
	25%			

Strategy 3: The outdoor classroom will be utilized at least once each week (as weather permits) in order to engage students and allow students to collaborate with social distancing.	Reviews			
Strategy's Expected Result/Impact: Increased use of the 4 C's by at least 10 scaled points on BrightBytes.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals	Nov	Feb	June	June
	50%			

Strategy 4: Three percent of teachers will incorporate technology in their lesson that encourages WGMS students to collaborate on the same learning objective with students from other schools, or will use video conferencing to allow students to hear from outside speakers.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in the amount of collaboration by students, by at least 10 scaled points, as evidenced by BrightBytes.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals	20%			
TEA Priorities: Recruit, support, retain teachers and principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: iPlan days will be used to plan and complete upcoming units on a district-wide level and to allow for collaboration across campuses.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 90% of teachers will report that the district professional development that they participated in increased their effectiveness. **Staff Responsible for Monitoring:** ILL's, Principal, Assistant Principals, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov** 30%	**Feb**	**June**	**June**

Strategy 2: Teachers will lead sessions in our school's staff development at the beginning of the school year and middle of the year based upon their passions and expertise and out of district professional development they attend.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 90% of teachers will report that the district professional development that they participated in increased their effectiveness. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov** 10%	**Feb**	**June**	**June**

Strategy 3: 15% of teachers will utilize books from the WGMS Professional Library in order to grow professionally, as evidenced by circulation statistics.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Teachers will continue to learn and grow. **Staff Responsible for Monitoring:** Library Media Specialist, Principal, Assistant Principals	**Nov** 0%	**Feb**	**June**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with an average increase of 3 percentage points in the percentage of students successful in Tier 1 instruction only in K-2, along with meeting or exceeding all House Bill 3 PK-3 Goals/Progress Monitoring for 2020-2021 school year. Third - tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.

Strategy 1: Students scoring below Approaches Grade Level on 2018-19 STAAR and/or performing below district standards on the Post-Progress Indicators will receive remediation from certified teachers in Accelerated Reading Instruction and Accelerated Math Instruction at least 1 time per week during the school day for a period of 8-12 weeks prior to STAAR testing.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Skills will be reinforced and learning gaps will be closed. 25% of students will be approaches.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Counselors, Assistant Principals, Principals, STAAR tested teachers	0%			
TEA Priorities: Build a foundation of reading and math				

Strategy 3: The Grand Central Station learning lab will be utilized to assist at least 114 Special Education students, at least 95 504 students, and several general ed students who struggle in class, are identified as at-risk or EL.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: The overall failure rates for these students will decrease.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Counselors, Assistant Principals, GCS staff	40%			

Strategy 3: A minimum of 75 students who struggle academically will be referred to our Communities in Schools program in order to encourage those who lack effort and to assist those who need academic help.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: An improvement of academics, attendance and behavior as compared to the 2019-20 school year.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, CIS Campus Manager, Counselors	10%			
Funding Sources: - Local Budget				

Strategy 4: Meetings with students who fail core classes will be held each six weeks in order to support our kids. SAT meetings will be held on students who need more support, with accommodations and interventions being put into place.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Academic support will be given to students who need it and 10% of students with SATs will see an increase in academic performance.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	35%			

Strategy 5: The percent of students at approaches, meets and masters will increase by 3% points from 2019 to 2021 on the 7th Grade Writing STAAR.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Academic support will be given to students who are in need in 7th Grade Writing STAAR.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals	0%			
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.

Strategy 1: Counselors will visit classrooms during guidance sessions to encourage students to enroll in advanced courses. Counselors will inform parents and students of the benefits of AP courses in high school. Counselors will meet with each student and parent at the start of 2nd semester in order offer academic counseling.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased numbers of students enrolled in courses by 5%.	Nov	Feb	June	June
Staff Responsible for Monitoring: Counselors	0%			
Funding Sources: - N/A				

Strategy 2: Teachers will encourage their students who would benefit from Pre AP courses to enroll in these courses by utilizing their SLOs to indicate which students scored above typical at the end of the 2020-21 school year.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased numbers of students enrolled in courses by 2%. See teachers' SLOs.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers	0%			
Funding Sources: - N/A				

Strategy 3: 6th and 7th grade students who qualify for Duke Talent Search will be encouraged to take either the ACT or the SAT test. Last year, 3% of 7th grade students participated. This year, the goal will be 3% of 7th Grade students taking the ACT or SAT test. A Duke Talent Parent Night will be held in November to educate 6th and 7th grade parents of the benefits of their children taking the PSAT, ACT or SAT.	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy's Expected Result/Impact: Increased numbers of students who take either the ACT or SAT.	0%			
Staff Responsible for Monitoring: Principal, Counselors				
Funding Sources: - N/A				

Strategy 4: 8th grade students and parents will be encouraged to consider the Midlothian Collegiate Scholars Academy in order to earn an Associates Degree while in high school.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased number of students in MCSA.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

Strategy 1: The Humanex interview process will be utilized to screen candidates for face-to-face interviews.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: In-person interviews will include only qualified candidates. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Budget	**Nov** 40%	**Feb**	**June**	**June**

Strategy 2: WGMS will encourage college students working on certification to do their observation hours and internships here.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: WGMS will sponsor at least one student teacher or two student observers each year. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov** 30%	**Feb**	**June**	**June**

Strategy 3: WGMS administrators and teachers will make contact with perspective teachers from other school districts in late April, early May in order to attract them to our school.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased pool of potential teachers at WGMS. At least one hire will be made from these contacts. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov** 0%	**Feb**	**June**	**June**

| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

Strategy 1: Staff will be surveyed annually in the YouthTruth Survey to gather feedback on how well they are being served by WGMS administrators.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: WGMS will have a 1% increase in teacher satisfaction as measured by the Youth Truth Staff Survey.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, APs	50%			
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: - N/A				

Strategy 2: First-Year teachers will work with WGMS mentor teachers to learn valuable teaching skills. This will include walk-throughs and feedback from mentors at least weekly first semester and as needed second semester.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased levels of support of our teachers, increased retention rates. 100% of first-year teachers will be retained.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Mentors	40%			
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: New teacher mentoring - ESSA-Title II-TPRT - $2,000				

Strategy 3: All new to WGMS teachers will be assigned a buddy teacher to assist with their transition to our school by meeting with them periodically throughout the year.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased levels of support of our teachers, increased retention rates. 100% of new teachers will be retained.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals	30%			
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: Teacher mentors - Local Budget - $2,000				

Strategy 4: Teachers will be allowed to retain local leave days from year to year.	**Reviews**			
Strategy's Expected Result/Impact: Staff attendance for 2020-21 will increase by 1% from 2019-20.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals	**Nov**	**Feb**	**June**	**June**
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.

Strategy 1: WGMS teachers will serve on campus and district committees, leading as necessary. Teachers will be informed and encouraged to join MALA.	Reviews			
Strategy's Expected Result/Impact: Servant leadership will be fostered. At least one staff member will apply to participate in MALA.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals	Nov	Feb	June	June
Funding Sources: - Local Budget	40%			

Strategy 2: 3% of WGMS teachers will present at staff development based on their areas of passion and expertise.	Reviews			
Strategy's Expected Result/Impact: Increased leadership capacity among teachers - every teacher a leader! At least 3% of teachers will share during staff development on campus and at central admin.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals	Nov	Feb	June	June
	35%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.
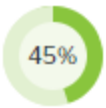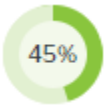
Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings

Strategy	Reviews			
Strategy 1: Counselors and CIS staff will form groups for students with similar needs and will meet with these groups at least monthly. At least 2 groups will be formed this year.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students with like needs will share their experiences and will grow social/emotional and academically as evidenced in the students' grades, attendance, and behavior referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors	**Nov** 0%	**Feb**	**June**	**June**
Strategy 2: Teachers and principals will work to build positive relationships with students, in classrooms and less structured times by being out in the halls during each passing period, visiting with students at lunch, and visiting classrooms to interact with students during their learning.	**Reviews**			
		Formative		**Summative**
Strategy's Expected Result/Impact: Youth Truth Student Survey results will show increased positive rapport between students and teachers from last year's Truth Survey by 3%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	**Nov** 50%	**Feb**	**June**	**June**
Strategy 3: School counselors will conduct regular classroom guidance on topics like bullying, mental health awareness, character development, diversity, and service to others. Counselors will utilize Mindful Mondays during Cat Academy to cover SEL.	**Reviews**			
		Formative		**Summative**
Strategy's Expected Result/Impact: Character development, positive relationships among students, less bully reports completed from last year's reports by 3%. **Staff Responsible for Monitoring:** Counselors, Principal, Assistant Principals	**Nov** 40%	**Feb**	**June**	**June**
Strategy 4: Administrators and staff will apply training in Restorative Practices to build and repair relationships between students and staff as well. Restorative Practices will be used in after school detention through the questions students will answer as well as an opportunity for students to use the Calm app to teach mindfulness and thoughtfulness.	**Reviews**			
		Formative		**Summative**
Strategy's Expected Result/Impact: Parties will meet and discuss their offenses as well as ways to repair relationships and prevent the same offense from reoccurring. 100% of students returning from DAEP will participate in Restorative Practices. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Teachers, and Students **Funding Sources:** Teacher training - Local Budget - $1,000	**Nov** 15%	**Feb**	**June**	**June**

Strategy 5: The percentage of time in which counselors are participating in direct counseling services will increase by at least 2 percentage points.
 	
    Strategy's Expected Result/Impact: Students receiving increased direct counseling from our counselors.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors.
	Reviews			

	Formative			**Summative**
	Nov	**Feb**	**June**	**June**
	30%			

|							
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Staff will be trained annually at the beginning of each school year on MISD safety procedures and the implementation of the WGMS Crisis Plan. Yellow folders that contain critical information, such as class rosters, red/green signal cards, MISD Safety Procedures, and a copy of the campus crisis plan will be given to all teachers.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: A safe school and well-informed staff as indicated by an increase of 5% of staff giving positive responses to safety and security survey questions. **Staff Responsible for Monitoring:** Principal, Assistant Principal for school safety	Nov	Feb	June	June
	70%			

Strategy 2: MISD Safety officials will do regular assessments of our school to determine areas of safety concern. These will be communicated to WGMS administrators.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: MISD Safety officials will complete 2 per school year with information regarding the drill communicated to WGMS administrators. **Staff Responsible for Monitoring:** Principal, Assistant Principal for school safety, and district safety and security staff.	Nov	Feb	June	June
	45%			

Strategy 3: The required safety drills, including lockdown, fire, lockout, and shelter-in-place, will be executed, documented, and debriefed for efficiency. Students will practice social distancing during drills, but teachers will discuss with the students what it would look like for a real safety emergency.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: WGMS will complete the required safety drills per school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal for safety, and district safety and security staff.	Nov	Feb	June	June
	45%			

Strategy 4: WGMS will improve by at least 2 percentage points on the safety/security portion of the YouthTruth Survey.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: An increase in student and parent confidence in our school's safety efforts. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Nov	Feb	June	June
	0%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Students who achieve perfect attendance for each six weeks will have their names entered into a drawing for one of three Wal Mart gift cards.	**Reviews**			
Strategy's Expected Result/Impact: Attendance will be maintained at 96% for the 2020-21 school year.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Secretary, Attendance Clerk.	Nov	Feb	June	June
	❌			

Strategy 2: Students will have an opportunity to do virtual learning when they are absent from school.	**Reviews**			
Strategy's Expected Result/Impact: Attendance will be maintained at 96% for the 2020-21 school year since students will be able to still be counted remotely present by participating virtually.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance, Teachers	Nov	Feb	June	June
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

| Strategy 1: Meet annually with a site based committee to determine potential future furniture and campus needs.	Reviews			
Strategy's Expected Result/Impact: Effective use of flexible learning spaces and furniture.	Formative			Summative
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers	Nov	Feb	June	June
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: WGMS teachers and administrators will be encouraged to use 100% of their department funding for necessary department supplies.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of funds will go toward necessary supplies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers.	Nov	Feb	June	June
	40%			

Strategy 2: WGMS will have no cross-function budget transfers for the 2020-21.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Accurate budgeting, in the spring, for the next school year. **Staff Responsible for Monitoring:** Principal, Secretary	Nov	Feb	June	June
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: The MISD iCoaches will work alongside teachers on a weekly basis to assist in meeting M*Powered goals set forth by the district.	Reviews			
Strategy's Expected Result/Impact: More exemplary lessons designed by teachers to increase engagement and build capacity.	Formative			Summative
	Nov	Feb	June	June
Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Icoaches	50%			
TEA Priorities: Build a foundation of reading and math				

Strategy 2: The afternoon of iPlan days will be aligned to the morning professional development. Lead Teachers, Assistant Principals, and iCoaches will assist in the planning and execution of staff development activities.	Reviews			
Strategy's Expected Result/Impact: Structured professional development that is aligned with teacher's needs and with Cultural Tenets	Formative			Summative
	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals, iCoaches, Lead Teachers	0%			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.
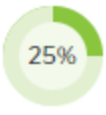
	Reviews			
Strategy 1: WGMS staff and students will give information, as needed to district leadership regarding the digital access needs of the campus. The 469-300-4849 hotline will be used by parents and students, and professional aides will be used to help man phone lines if the campus goes 100% virtual throughout the school year.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Reliable digital access to devices for all learners at WGMS.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers	35%			
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

	Reviews			
Strategy 2: During library visits, WGMS students will be taught to apply information literacy skills while utilizing digital resources such as Britannica, Gale, and Ebsco. Students will learn to formulate questions, search for information, and evaluate data responsibly and ethically.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased responsible and ethical use of digital subscriptions.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals, Library Media Specialist, Teachers Increased responsible and ethical use of digital subscriptions.	55%			

	Reviews			
Strategy 3: WGMS will score as proficient or higher in every area measured by the BrightBytes survey.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased scores on the survey.	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principals	0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Staff will attend a monthly after school meeting that will be on Zoom to discuss happenings on campus and in the district.	Reviews			
Strategy's Expected Result/Impact: Our staff will be kept abreast of school events and news and have opportunities to build positive relationships with each other. **Staff Responsible for Monitoring:** Principal, Assistant Principals		Formative		Summative
	Nov	Feb	June	June
	50%			

Strategy 2: Staff will be encouraged to attend the weekly district staff meeting.	Reviews			
Strategy's Expected Result/Impact: Staff members will stay abreast of district news and decisions as well as have the opportunity to ask questions to our district leaders. **Staff Responsible for Monitoring:** Principal, Assistant Principals		Formative		Summative
	Nov	Feb	June	June
	25%			

Strategy 3: The Wildcat Tales will be shared with staff weekly as well as important upcoming dates for each month.	Reviews			
Strategy's Expected Result/Impact: Staff will feel informed of events and happenings at WGMS. **Staff Responsible for Monitoring:** Principal		Formative		Summative
	Nov	Feb	June	June
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	
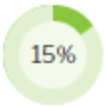
Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: The WGMS Facebook and Twitter pages will be updated two times per week in order to keep students, staff, parents, and and the community informed of school events, accomplishments, and relevant news. Parents and students will receive a weekly newsletter with pertinent information and dates.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: A 3% increase in participation in the Youth Truth Parent Survey. **Staff Responsible for Monitoring:** Principal, Assistant Principals, PEIMS Clerk	**Nov**	**Feb**	**June**	**June**
	50%			

Strategy 2: An annual Canvas Parent Training will be held to assist parents in utilizing our learning management system.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased understanding, by our parents, of Canvas and how they can use it to stay informed of their child's education. **Staff Responsible for Monitoring:** iCoaches, Principal, Assistant Principals	**Nov**	**Feb**	**June**	**June**
	45%			

Strategy 3: Messenger in PowerSchool will be utilized to email, call, or text parents of important news and events at WGMS.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Our parents and community will be kept abreast of school events and news. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Communications Contact	**Nov**	**Feb**	**June**	**June**
	55%			

Strategy 4: School announcements will be emailed daily to parents who sign up for the email. Cat News will be filmed and shown weekly to communicate happenings in the school and to recognize students and staff.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Our parents and community will be kept abreast of school events and news. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Campus Communications Contact	**Nov**	**Feb**	**June**	**June**
	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
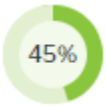
Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Parents will be encouraged to join our school's parent volunteer organization via email, orientations, and by the use of social media.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: We will have a 3% increase in the number of parent volunteer hours logged.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals	50%			

Strategy 2: 8th Grade parents will be encouraged to serve on the 8th Grade Party Committee.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: We will have a 3% increase in parent participation on the 8th Grade Party Committee.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals	15%			

Strategy 3: WGMS parents will serve on committees such as the CEIC and the Diversity Committee.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Build leadership capacity with parents and community with an increase in committee involvement.	Nov	Feb	June	June
Staff Responsible for Monitoring: Principal, Assistant Principals	50%			

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

	Reviews			
Strategy 1: Advertise opportunities for committee involvement with the weekly newsletter as well as blasts through email and social media outlets.				
Strategy's Expected Result/Impact: An increased number of parents and community being involved in committees.		Formative		Summative
Staff Responsible for Monitoring: PrincipalCounselors, Assistant Principals	Nov	Feb	June	June
	30%			

	Reviews			
Strategy 2: WGMS will partner with parents by providing opportunities for parents and the community to offer various types of volunteering that does not involve being on campus (Tissues for Teachers from PTV, Amazon cards from Vertical Church).				
Strategy's Expected Result/Impact: Partnerships with parents, and a sense by parents that they are wanted here and valued.		Formative		Summative
Staff Responsible for Monitoring: Principal, Assistant Principals, activity sponsors	Nov	Feb	June	June
	50%			

	Reviews			
Strategy 3: WGMS will continue to partner with New Church to provide school supplies to needy students.				
Strategy's Expected Result/Impact: There will be a 3% increase in the number of students receiving school supplies from 2019-20.		Formative		Summative
Staff Responsible for Monitoring: Principal, Assistant Principals	Nov	Feb	June	June
	45%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Walnut Grove Middle School

Account Code	Account Title	Budget
6100 Payroll Costs		
199 E 11 6119 00 044 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$61,224.80
199 E 6129 00 044 0 24 000	6129 Salaries or Wages for Support Personnel	$23,772.37
	6100 Subtotal:	**$84,997.17**

Personnel for Walnut Grove Middle School

Name	Position	Program	FTE
Fuller, Amanda	Paraprofessional	WGMS At-Risk GCS	1
Pettijohn, Christi	Teacher	WGMS At-risk GCS	.83
Rawlinson, Kimberly	Teacher	WGMS At-risk GCS	.25
Thompson, Carrie	Paraprofessional	WGMS At-risk GCS	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Classroom Teacher	Megan Gordon	Teacher
Classroom Teacher	Fernando Sanchez	Teacher
Classroom Teacher	Karen Mooney	Teacher
Classroom Teacher	CJ Pettijohn	Teacher
Classroom Teacher	Jennifer Droege	Teacher
Classroom Teacher	Riki Underwood	Teacher
Classroom Teacher	Lisa Houchin	Teacher
Classroom Teacher	Jade Hartsell	Teacher
Administrator	Carly Woolery	Principal
Administrator	David Fontenot	Assistant Principal
Administrator	Natalie Dennington	Assistant Principal
Non-classroom Professional	Mendy Autry	Librarian/Media Specialist
Non-classroom Professional	Keri Castillo	Diagnostician
Parent	Denise Turk	Parent
Parent	Bo Davis	Parent
Business Representative	Amanda McCarty	Owner of Midlo H2O
Business Representative	Richard Reno	Mayor and Business Owner
Community Representative	Roger Jaffe	Community
Community Representative	Bruce Prindle	Pastor
District-level Professional	Melissa Wolfe	Special Education Director

Campus Funding Summary

Local Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$0.00
2	1	1			$0.00
2	2	3	Teacher mentors		$2,000.00
2	3	1			$0.00
3	1	4	Teacher training		$1,000.00
				Sub-Total	$3,000.00
N/A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
2	2	1			$0.00
				Sub-Total	$0.00
ESSA-Title II-TPRT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	PLC Training		$1,454.00
2	2	2	New teacher mentoring		$2,000.00
				Sub-Total	$3,454.00
				Grand Total	$6,454.00

Addendums